



Report on 2012 School Performance

Registered School number 2035

1. Contextual information about the school

Lakeside Lutheran College seeks to provide a caring, Christian environment in which teachers, parents and students actively collaborate to ensure that all students are provided with the resources and opportunities to reach their potential in the spiritual, intellectual, physical, cultural, social and emotional areas of their lives.

We are a co-educational P to 12 school established in 2006. The College is a member of the Australia wide Lutheran Education Australia system of 86 schools and 45 pre-schools, educating 40,000 students. As a mainstream Christian College, continuing in the tradition of 170 years of excellence in education provided by Lutheran schooling in Australia, we actively strive to provide an education which supports the all-round balanced growth and development of our students. Our stimulating, life-related learning environment offers students the opportunity for spiritual and moral growth, service, social engagement, and pursuit of excellence in academic achievement, the arts, and physical activity. Students' individual learning and social needs are closely monitored, ensuring that irrespective of year level or ability, each student's learning pathway is challenging, purposeful and fulfilling. The College's approach to learning is technologically innovative, and has a strong emphasis on thorough grounding in Literacy and Numeracy, balanced with Music and Visual Art. A strong and growing Physical Education and Sport component within the curriculum enables students to compete in a wide range of inter-school carnivals and competitions. Pastoral care of students as individuals, and as members of the community, is a core focus. We believe that in valuing our students, they are a better able to value themselves and each other.

Our student body comprises students from a broad range of backgrounds both within the Lakeside estate and wider Pakenham; the majority of whom do not have any close affiliation with any particular faith community. Small classes ensure that students receive individual attention both academically and pastorally. We count it a privilege to be located in an area where our students can actively engage in the life of the wider community, through sporting and cultural pursuits and active involvement with social and community service organisations. We have strong links with a number of local businesses and community groups, all of which make regular use of our new multi-purpose building and other facilities for meetings and social gatherings. Our new multi-purpose facility which was opened in 2011 a valuable addition to our campus, and a second stage of this building will be constructed in 2013.

2. Characteristics of the Student Body

The student population at the Census in August of 2012 has continued the upward trend in student enrolments, two of whom are indigenous students.

At Census in 2012, the student body comprised 48.3% female and 51.7% male.

Year	2009	2010	2011	2012
Student Enrolment	159	196	251	280

The College has received grants for individual students identified by Commonwealth and State education authorities as having specific learning needs. The College, through its own resources, provides resources for additional students requiring learning support. Support is provided both within the classroom, and through withdrawal from the classroom for individual intensive instruction. Pastoral care and close communication with families is a key focus of a Lakeside education.

3. Teacher standards and qualifications

All teachers hold tertiary qualifications. Of the 28 teachers employed, all hold at least one Bachelor Degree. One teacher holds an additional Graduate Diploma in Special Education as well as qualification as a Careers Practitioner, and another holds a Graduate qualification in theological studies. Two teachers hold Masters Degrees, and two others are undertaking Masters Studies.

In 2012, the College was fortunate to be able to engage the service of a Part-time Chaplain.

All teachers hold the necessary qualifications for teacher registration in Victoria.

All staff members have undergone *Valuing Safe Communities* training, which is a requirement for all staff in Lutheran Schools. In addition, all staff are trained and accredited in *Senior First Aid, CPR, and Asthma Management* and 90% of staff members have undertaken *Anaphylaxis* training. Staff members are also trained in the requirements of *Mandatory reporting* and *Occupational Health and Safety*.

At the end of 2012, all except one member of the permanent teaching staff were retained for 2012.

4. Workforce Composition, including indigenous composition

The 2012 workforce comprised:

- 28 Teachers with a Full Time Equivalent of 32.0
- Part-time Chaplain 0.37 FTE
- 6 Support staff with a Full Time Equivalent of 2.8 FTE
- 5 Administration staff with a Full time Equivalent of 3.6

No indigenous staff members were employed at the College in 2011.

Staff Professional Development

Review and development of the educational program at Lakeside is ongoing. Staff members participate in a range of individual and collaborative professional development activities as a means of improving teaching practice and hence the learning outcomes and opportunities for students. A number of 'whole staff' workshops have been conducted, at which a thorough review of P-10 curriculum has been undertaken in preparation for the introduction of the *Australian Curriculum* in 2013 and 2014. The Science faculty was selected to participate in a P-10 pilot program for the *Australian Curriculum*. All staff in the secondary school are members of their various Victorian Teacher Associations and attend regular Professional Development workshops convened by the respective associations

3.Student attendance

The total school average student attendance rate in 2012 was 93.81%

Year 2011 average percentage student attendance by individual year level

Year	Year	Year	Year	Year	Year	Year	Year	Year	Year	Year	Year	Year
Prep	1	2	3	4	5	6	7	8	9	10	11	12
89.58	94.26	91.98	94.17	94.90	94.9	92.69	93.56	92.33	94.92	93.27	94.0	99.0

Management of Non Attendance

Non-attendance must be explained by parents or care giver in writing, either prior to a planned non-attendance, or immediately during or after the non-attendance. The College uses an electronic roll marking system for recording attendance at the beginning and end of the school day. On any day when a student is marked absent on the roll, if a parent or caregiver has not notified the College of the student's absence by 9:30am, an automatic SMS is generated and sent to the parent/caregiver's nominated mobile phone, notifying the parent of the student's absence and requesting that the College be contacted. If there is a prolonged non-attendance for medical or other legitimate reasons, the offer of ongoing support with learning material is made. If the College has reason to believe that the non-

attendance requires a personal discussion with the parents or caregiver, the College will request an interview. If a return to school cannot be negotiated, the College's procedure is to make a report to the Department of Education and Early Childhood Development.

6. Senior Secondary Outcomes 2012

Of the ten Year 12 students who graduated from our inaugural Year 12 class, 100% gained their VCE, with 8 students gaining entrance to the university course of their choice, and 2 students gaining entrance to the TAFE course of their choice.

7. NAPLAN Testing Report 2012

The College acknowledges the value of NAPLAN. In so doing, we believe that the testing is limited in its scope, and does not present the full picture with respect to student learning outcomes. Insofar as we are a small school, with a small number of students in a number of year levels, the statistical sample is clearly 'skewed' by 1 or 2 students who have significant learning needs.

Ours is a Christian School which seeks to accommodate the needs of students who have deficits in their academic ability. Such students make significant progress under our care, which is not necessarily reflected in the 'restricted' assessment regime of NAPLAN. We invite prospective parents to discuss with us the individual learning needs of their children.

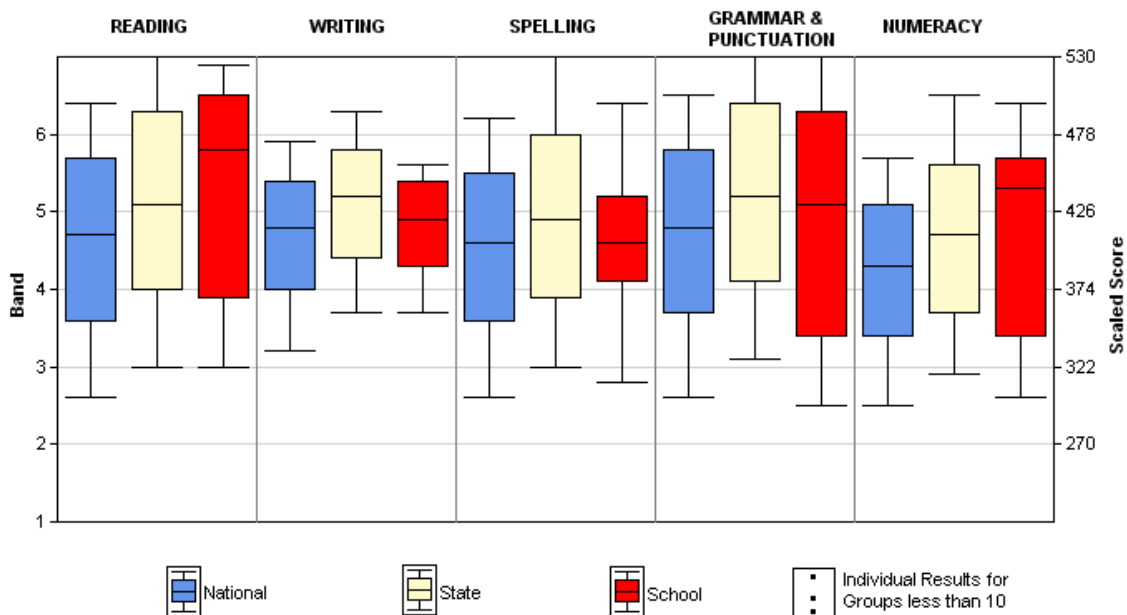
Curriculum priorities for student improvement as a result of NAPLAN testing

The curriculum priorities for student improvements after the 2012 NAPLAN testing are to continue to focus on literacy support, in particular spelling, grammar and persuasive writing. A new reading and comprehension program has been introduced across the Primary School.

Additional education support staff members have been employed in both the Primary and Middle Schools.

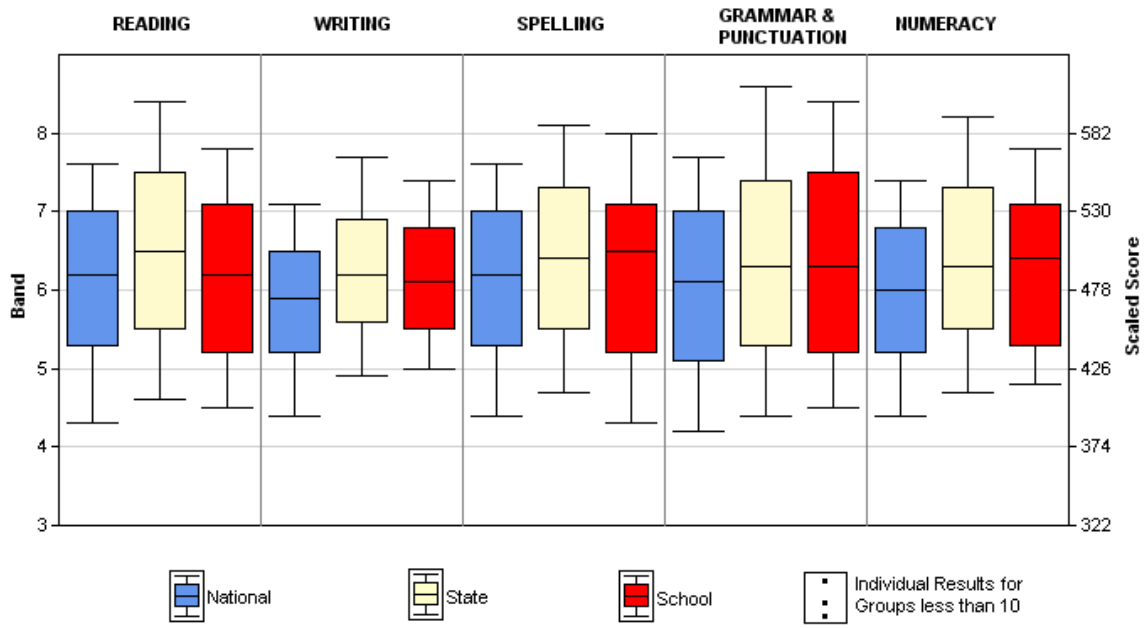
Year 3 NAPLAN Summary Report – 2012

School Summary Report Year 3 - Gender: All, LBOTE: All, ATSI: All



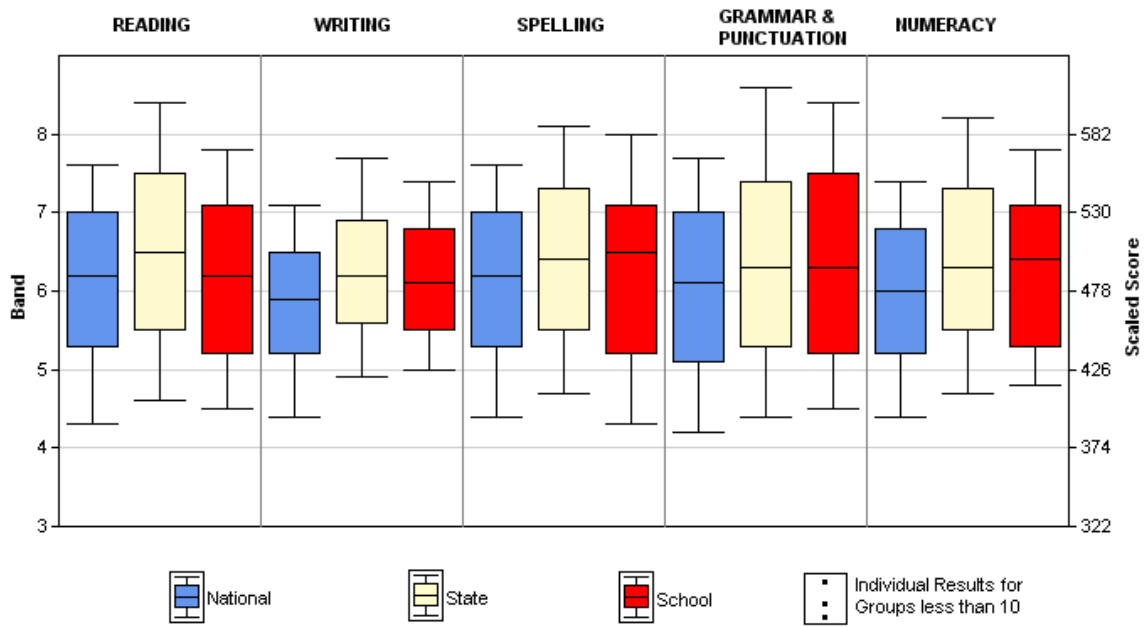
School Summary Report

Year 5 - Gender: All, LBOTE: All, ATSI: All



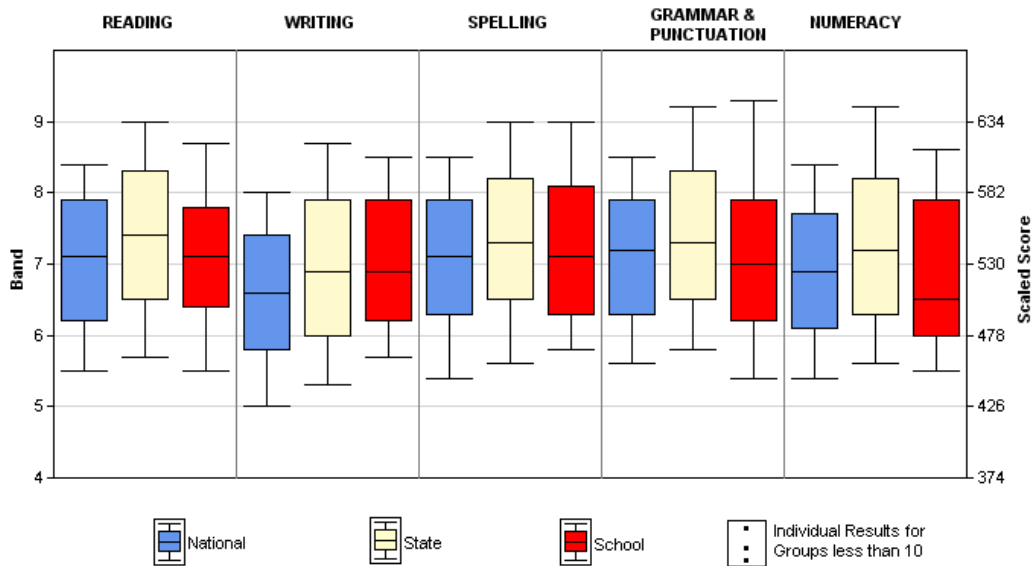
School Summary Report

Year 5 - Gender: All, LBOTE: All, ATSI: All



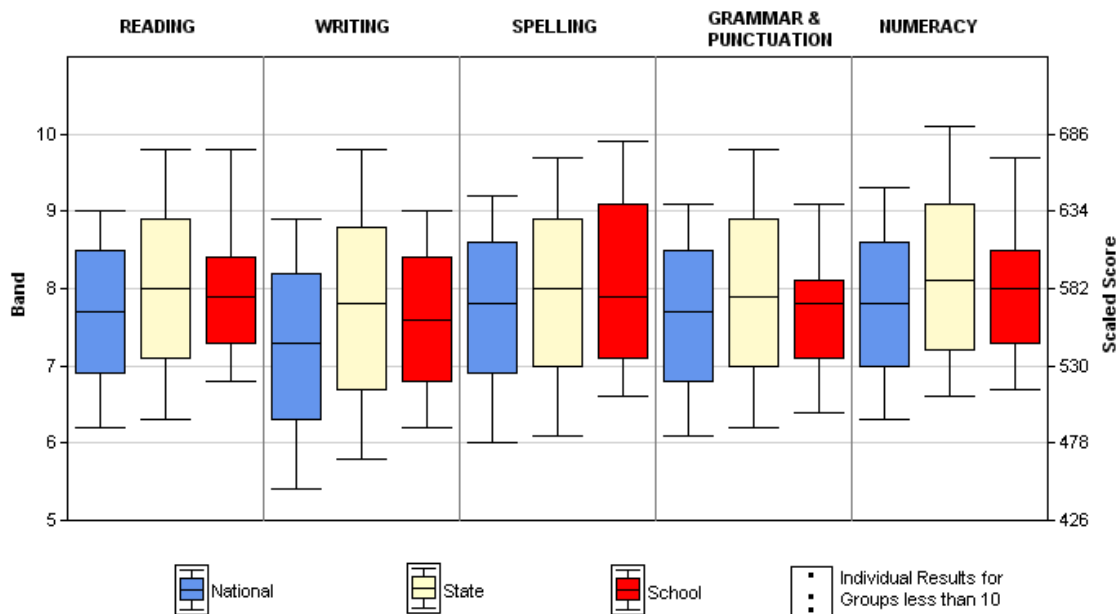
School Summary Report

Year 7 - Gender: All, LBOTE: All, ATSI: All



School Summary Report

Year 9 - Gender: All, LBOTE: All, ATSI: All



8. Parent, Student, Teacher Satisfaction

In 2011, an independent Australia-wide *Better Schools Survey* of all Lutheran Schools was conducted, and a further survey will be completed in 2013. The results of this survey were published in the 2011 report.

Parents

Ours is very close knit school, wherein close relationships with parents is maintained. Parents are very positive about the pastoral care and individual academic support received by their sons/daughters. They are very positive about the breadth of academic subjects available across the curriculum. There are some parents who would like to see the College provide more 'hands-on' practical subjects. The College will be providing Food Technology as a subject for Middle School students commencing 2014.

Students

Students in all 2012 Middle and Senior School undertook surveys regarding the effectiveness of the teaching. The resulting surveys enabled the College to identify areas of professional development for teachers, namely; the development of *Individual Learning Programs* and strategies for classroom management.

Teachers

Teacher feedback through weekly general staff meetings, sub-School meetings, and faculty meetings has enabled the College to effectively address matters of acceptable work demands, teacher satisfaction regarding student behavior, and teacher morale. All these categories have been assessed as being of a very sound level.

9. Income Sources

Financial Performance

STATEMENT OF FINANCIAL PERFORMANCE FOR THE YEAR ENDED 31 DECEMBER 2012

INCOME SOURCES	2012	
Net Tuition Fees	\$1,415,382	35.11%
Operating Grants	\$2,404,914	59.66%
Capital Grants	\$138,797	3.44%
Donations - Capital and Other	\$16,000	0.40%
Interest and Other Income	\$56,111	1.39%
Income from Related Entities	\$0	0.00%
	\$4,031,204	

