

2013 Annual Report to the School Community

Lara Secondary College

School Number: 8841



Name of School Principal:
Lyn Boyle

Name of School Council President:
Chris Anson

Date of Endorsement: 22/4/14

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This school meets prescribed minimum standards for registration as set down by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

About Our School

Lara Secondary College promotes excellence in every individual. With our motto : “Achieve Your Potential” , our purpose is to provide a community of care within a dynamic learning environment which enables all students to develop academic, social and workplace skills. Currently in our twelfth year of operation our student numbers have stabilized at close to 800 students, **with 63.04 equivalent full time teaching staff, 3 Principal class and 23 educational support staff.** Our College community established our school values of Teamwork, Commitment, Excellence and Respect, and our trademark "Live our Values", which has enabled clarity in the establishment of agreed and expected behaviours for all members of our community. Student learning is not possible without a strong sense of wellbeing and we continue to implement world best practice in developing positive behaviours. In the Middle Years we have established a highly successful team structure with students in Years 7 through to 9 spending more time with fewer teachers. Our highly successful Connections program at Year 9 and Central studies program at Year 10 have contributed to our impressive results in student engagement and wellbeing and it is rewarding to see that in 2013 our Naplan data reflected growth in reading, grammar and numeracy above similar schools. Our ongoing improvements in VCE results and VCAL outcomes is a reflection of our collaborative and innovative approach to continuous learning. Our work in personalizing student learning through analysis of individual student data to promote learning, with consultants in Developing Positive Behaviours, Professional Learning Communities, literacy and numeracy, will ensure our ongoing success.

Achievement	Engagement	Pathways
<p>Student outcomes in AusVELS, NAPLAN, VCE and VCAL indicate that we are doing as well or better than expected on the school comparison measures. Teacher judgments of student learning recognize higher than state achievements in English and Mathematics with NAPLAN data reflecting growth in reading, grammar and numeracy above similar schools. Relative growth from year 7 – 9 sees the majority of students with medium growth in all areas. Both NAPLAN and VCE data reflect similar achievement to state. Program for Students with a Disability students showed progress at a satisfactory level or above in achieving their individual goals. In 2014 we continue to strive for continuous improvement through the maintenance of a culture of excellence and high expectations. Embedding our Professional Learning Community framework will see increased monitoring of every aspect of student learning with an assurance that all students will be successful in attaining essential learning through a three tiered intervention model. High levels of teacher collaboration in professional learning teams with a clear focus on explicit learning intentions, success criteria, rich and differentiated tasks and effective feedback, continues to be a critical aspect of our work. External consultants have been employed to support even further development in literacy, numeracy and student well being. Increasingly high levels of accountability for teachers and students will ensure this success.</p>	<p>Our student engagement and well being results are higher than expected on the school comparison measure for attendance which is a result of continued development of programs to ensure high levels of engagement and rigorous measures of accountability for student absence. Our attitudes to school data is similar to all state schools but above average in all areas when compared to all Victorian secondary state schools. Positive results will be maintained through a continued focus on the maintenance of calm and orderly classrooms with the introduction of the School Wide Positive Behaviours framework in 2014. Increased opportunity for student voice through a strong Student Representative council along with regular focus group meetings with students at each year level, will provide opportunity for further student input and feedback. High levels of student engagement are regularly reported via the Attitudes to School Survey as indicated by student perception of teacher effectiveness, stimulating learning, and importantly teacher empathy – all in the top quarter of the state. Improved student motivation is being seen as a result of higher expectations and rigorous structures to ensure that expected standards are achieved. A strong and positive school culture will be further enhanced through increased distributive leadership and continuing to embed our trademark “Living Our Values” of excellence, teamwork, commitment and respect – including accountability measures to ensure this with staff and students.</p>	<p>Student pathways and retention results across the college indicate that we are doing as well as expected on school comparison measures. Our four year average for student retention continues to be higher than the median results of all Victorian schools – a result of continuous evaluation and modification of our programs and processes. Our VCE mean study score matched the state mean score with all students who applied for tertiary study being successful in gaining their first or second choice. Students begin career education in Year 8 and develop individual pathways plans from Year 9 through to 12. All students are supported to “Achieve your Potential” with extensive pathways planning support and the opportunity to undertake, VET, VCAL, VCE or any combination to suit individual learning needs. Our highly structured “pathways” program in Years 10 – 12 continues to be refined and ensures that all students will be well informed and equipped with the necessary skills and knowledge to ensure success beyond secondary school. Close relationships, communication and the implementation of a “links” program with local primary schools, along with the sharing of data and teacher pedagogy in 2014 will see even further success in the positive transition of students from Year 6 to 7. Continued high levels of accountability for students sets the standard of high expectations which will support improved student motivation, engagement and therefore success.</p>

For more detailed information regarding our school please visit our website at
www.larasc.vic.edu.au

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

School Profile

School Enrolments

A total of 769 students were enrolled at this school in 2013, 318 female and 451 male.

Overall socio-economic profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Proportion of students with English as a second language.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



Please note: The Staff Opinion Survey was not conducted in 2013.

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 7</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p> <p>Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p> <p>Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Relative Growth Year 5 - Year 7</p> <p>Relative gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN relative growth is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading Low: 24%, Medium: 56%, High: 20%</p> <p>Numeracy Low: 29%, Medium: 45%, High: 27%</p> <p>Writing Low: 40%, Medium: 49%, High: 12%</p> <p>Spelling Low: 30%, Medium: 45%, High: 25%</p> <p>Grammar and Punctuation Low: 37%, Medium: 47%, High: 16%</p>	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
<p>NAPLAN Relative Growth Year 7 - Year 9</p> <p>Relative gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN relative growth is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading Low: 25%, Medium: 54%, High: 21%</p> <p>Numeracy Low: 30%, Medium: 42%, High: 27%</p> <p>Writing Low: 31%, Medium: 45%, High: 24%</p> <p>Spelling Low: 30%, Medium: 52%, High: 18%</p> <p>Grammar and Punctuation Low: 25%, Medium: 54%, High: 21%</p>	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2013 0 50</p> <p>Results: 2010 - 2013 (4-year average) 0 50</p>	<p> Similar</p> <p> Similar</p>
<p>Students in 2013 who satisfactorily completed their VCE: 96% Year 12 students in 2013 undertaking at least one Vocational Education and Training (VET) unit of competence: 37% VET units of competence satisfactorily completed in 2013: 68% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2013: 73%</p>		

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Engagement	Student Outcomes	School Comparison												
<p>Student Attendance</p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="571 784 1029 884"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	NA	NA	NA	NA	NA	NA	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p>No Data Available</p> <p> Higher</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
NA	NA	NA	NA	NA	NA									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												
<p>Students exiting to further studies and full-time employment</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p>	<p>Results: 2012</p>  <p>Results: 2009 - 2012 (4-year average)</p> 	<p> Lower</p> <p> Similar</p>												

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary 2013

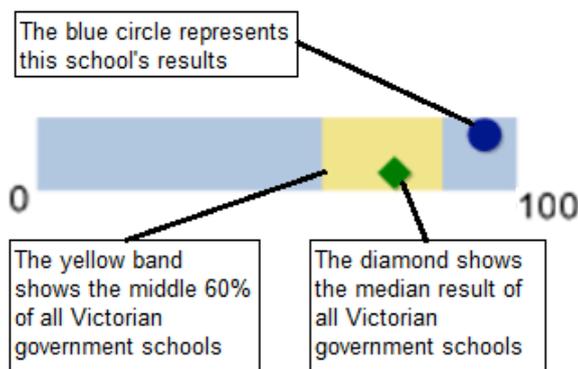
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

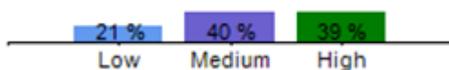
The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

Additionally, NAPLAN relative growth charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31st December, 2013

Financial Position as at 31st December, 2013

Revenue	Actual
Government Provided DE&T Grants	\$596,816
Government Grants Commonwealth	\$41,094
Government Grants State	\$13,843
Revenue Other	\$103,475
Locally Raised Funds	\$956,573
Total Operating Revenue	\$1,711,802

Funds Available	Actual
High Yield Investment Account	\$204,526
Official Account	\$15,734
Other Accounts	\$903,464
Total Funds Available	\$1,123,724

Expenditure	
Books & Publications	\$23,873
Communication Costs	\$19,146
Consumables	\$173,434
Miscellaneous Expense	\$597,064
Professional Development	\$33,484
Property Maintenance	\$452,478
Salaries & Allowances	\$195,444
Trading & Fundraising	\$174,914
Travel & Subsistence	\$4,747
Utilities	\$70,192
Total Operating Expenditure	\$1,744,775

Financial Commitments	
Operating Reserve	\$267,850
Asset/Equipment Replacement < 12 months	\$150,000
Capital - Buildings/Grounds incl SMS<12 months	\$50,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$20,000
Revenue Received in Advance	\$41,635
School Based Programs	\$143,955
Provision Accounts	\$20,284
Repayable to DEECD	\$230,000
Other recurrent expenditure	\$115,000
Asset/Equipment Replacement > 12 months	\$35,000
Maintenance -Buildings/Grounds incl SMS>12 months	\$50,000
Total Financial Commitments	\$1,123,724

Net Operating Surplus/-Deficit (\$32,973)

Asset Acquisitions \$14,927

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary