

Lakeside COLLEGE



ANNUAL REPORT 2025





Contents

Mission, Vision & Values	<u>03</u>
College Details	<u>05</u>
From the Principal	<u>06</u>
Income Sources	<u>07</u>
Students & Attendance	<u>08</u>
Staff & Professional Development	<u>09</u>
Community Engagement	<u>11</u>
Personal Excellence & Naplan Outcomes	<u>12</u>
VCE	<u>14</u>

Lakeside COLLEGE



OUR VISION

To be a school of choice where each student, as a child of God, is known, valued and heard.

OUR MISSION

Within a Christian environment, we develop lifelong learners who strive for excellence, serve and care for others.

Disce. Cura. Perfice
Learn. Care. Achieve



OUR VALUES

We seek to operate by the values shared by all Lutheran schools in Australia, lived out in our context and community. Our core values are **Compassion**, **Service**, **Excellence** and **Love**.



COMPASSION

WE SHOW CARE AND CONSIDERATION FOR ALL PEOPLE, ESPECIALLY THOSE IN NEED OF OUR SUPPORT.



SERVICE

WE FOCUS ON SERVICE AND EQUIP EACH MEMBER OF OUR COMMUNITY TO SUPPORT AND CARE FOR OTHERS.



EXCELLENCE

WE ENCOURAGE EACH MEMBER OF OUR COMMUNITY TO ACHIEVE THE BEST OF WHICH THEY ARE CAPABLE.



LOVE

WE URGE EACH OTHER TO LOVE, JUST AS CHRIST HAS LOVED US



COLLEGE DETAILS

School Type: Non-government

Range: Prep - Year 12

Location: Metropolitan

Enrolment: 647

Gender: Male 295 Female 352

Teaching Staff: 55 (50.1 FTE)

Total Non-Teaching Staff: 25
(17.7 FTE)

Indigenous students: 3.6%





*“It feels like a
community
where my child
will be
nurtured, cared
for and
known.”*

A MESSAGE FROM THE PRINCIPAL

Time and time again, this is what parents and guardians tell me is their main reason for choosing Lakeside College. As a Christian College in the Lutheran tradition, we could not be happier that families are experiencing exactly what we set out to provide.

Education is all about relationships - between teacher and student, family and staff and school and community. Lakeside College prioritises these critical relationships as we carry out our service to the local community.

As a smaller Christian school of 647 students from Years Prep to 12, there is a richness of relationships and attention to individuals that sets the College apart from others. It allows us to ensure that students develop intentionally in mind, body and soul. Students are nurtured across the curriculum, inside and outside the classroom, through innovative learning opportunities in core subjects, a vibrant arts program, technologies and sport.

In a nutshell, Lakeside College seeks to support students to nurture their God-given gifts through a love for learning, which sets them up to go out into the world and make a positive impact.

Our highly qualified and committed staff, know each child deeply through our intentional pastoral care program and embrace the opportunity to teach students across the different areas of the school.

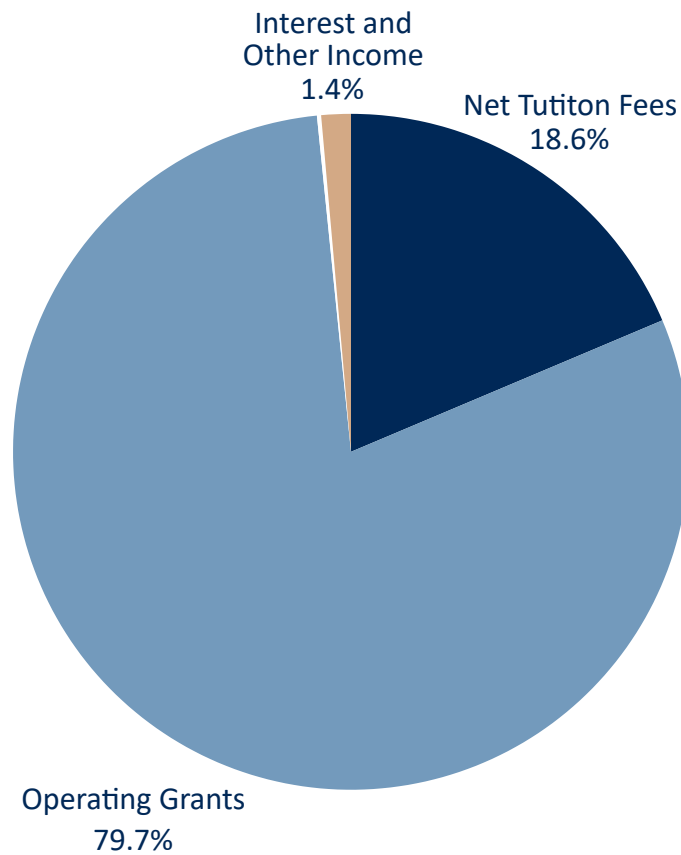
Situated in the beautiful Lakeside precinct, our College boasts excellent facilities on campus including access to the co-located facilities provided through the Cardinia Cultural Centre, the Toomuc Playing Fields and the Cardinia Life gym. As an open enrolment Christian College, we welcome all families regardless of their faith tradition into our community.

As Principal, I am delighted to meet families on tours each week on Tuesday and Wednesday mornings, and at other times as needed – it is a joy to show families around our gorgeous campus.

Robert Tassoni
Principal



INCOME SOURCES



FINANCIAL OPERATIONS REPORT 2025

NET TUITON FEES

\$2,767,977

18.64%

OPERATING GRANTS

\$11,838,281

79.74%

CAPITAL GRANTS

\$0

0.00%

DONATIONS - CAPITAL AND OTHER

\$29,640

0.20%

INTEREST AND OTHER INCOME

\$210,042

1.42%

INCOME FROM RELATED ENTITIES

\$0

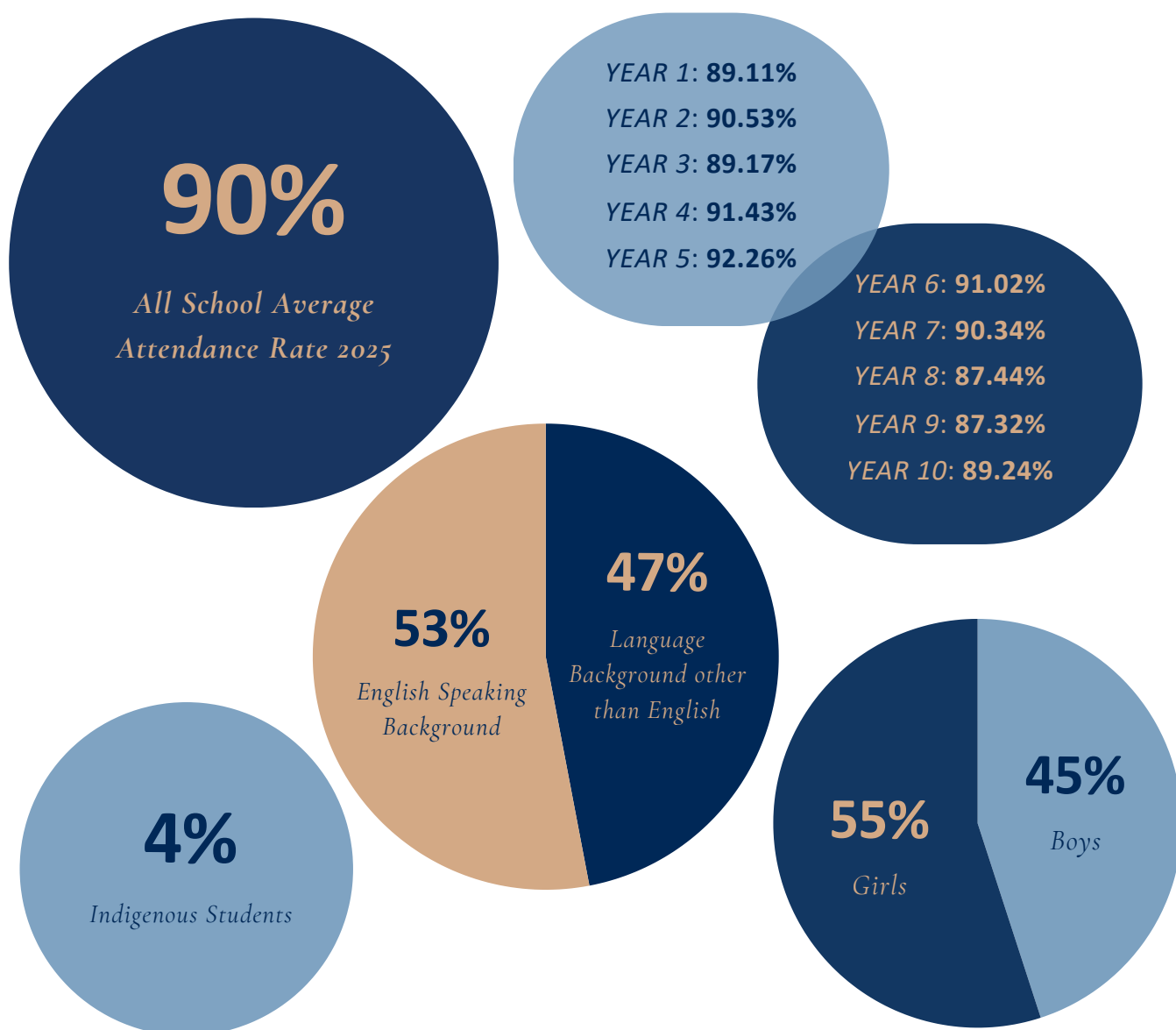
0.00%

\$14,845,940

STUDENTS & ATTENDANCE

At Lakeside College, student attendance is recorded at the beginning of each day and again after lunch, with any absences promptly followed up by administration staff. Given the carefully sequenced nature of our learning programs, it is essential that students attend throughout the school term unless illness or significant family circumstances arise. Where absences fall outside these reasons, parents are expected to seek permission from the Principal, and students generally obtain work from their teachers to maintain continuity in their learning.

Our student profile reflects a diverse and growing community, with learners representing a broad range of language backgrounds, a valued cohort of Indigenous students, and a gender distribution of 55% girls and 45% boys, contributing to a balanced and inclusive learning environment.



STAFF DEVELOPMENT

At Lakeside College, all staff are provided with the opportunity to grow in both their personal and professional development. All staff are encouraged to participate in a range of individual and collective professional learning activities in order to improve both their collective and individual efficacy.

It is a commonly held belief at Lakeside College that we are always on a cycle of continued improvement and growth, and that this ultimately has a positive impact on the quality of learning and teaching that takes place at the College, and improvement in learning outcomes for all students. The use of student surveys about their experience of learning in various classrooms gives them further agency. Teaching staff use data from these surveys to construct their professional learning plan. Staff meet with their line manager to discuss the progress of their professional learning plan and work on strategies to meet their goals. All middle leaders have undertaken a course in instructional coaching and have used this as the basis for their coaching of team members.

The spiritual formation of staff is also considered to be of equal importance in creating a learning culture firmly based in Christian values and beliefs. In 2025, staff participated in a variety of professional development sessions, including topics related to mental health and wellbeing for students, working with students with disabilities, and contemporary learning.

From a Learning and Teaching perspective, staff have focused on the importance of excellent assessment practices. In particular, staff have worked collaboratively to implement formative assessment practices and engender a culture of student agency in the assessment process. This is a key part of the Lakeside College Strategic Plan and will be part of our ongoing focus in the learning and teaching space. Staff actively engaged in sessions provided by independent subject organisations. This enabled them to network with colleagues who teach the same subjects in other schools and also allowed them to keep up to date with the latest developments in their specialist subject areas.



STAFF DEVELOPMENT

Staff new to Lakeside College were also provided with access to accreditation courses run through the Lutheran Education Victoria, NSW and Tasmania Regional Office. Professional development related to staff spiritual formation took place throughout the year, with an emphasis on helping students grow in their Christian faith.

A refreshed induction program for staff new to the College has provided a much smoother transition for new staff. The induction program spans all of Term 1, with regular catch-ups with mentors throughout the year.

The Victorian Institute of Teaching (VIT) monitors the registration of teachers throughout Victoria, ensuring all teachers meet the standards of Professional Teaching Practice within the three domains of knowledge, practice, and engagement.

All teacher registrations are current with VIT. In addition, all staff at Lakeside College undergo scheduled professional development in Valuing Safe Communities training, First Aid, CPR, Asthma and Anaphylaxis Management, Mandatory Reporting, Child Safe practices, and Occupational Health and Safety.



Besides the formal tertiary qualifications that are necessary for a teacher to gain registration through the VIT, teachers at our school are encouraged to work towards a high level of continual professional learning.

All teaching staff hold at least one Bachelor Degree

- 1 has a Doctorate
- 18 have Masters Degrees
- 4 have Bachelors with Honours
- 9 have Postgraduate Certificates or Diplomas
- 5 hold Post Graduate Diplomas
- 11 hold Diplomas (including Associate Diploma and Diploma entries)

No indigenous staff members were employed at the College in 2025.



COMMUNITY ENGAGEMENT

All school staff regularly work to build positive and supportive relationships with all students to maintain a detailed understanding of student concerns and issues.

All staff regularly revisit our core values as a community of educators, which emphasise the importance of building strong, productive relationships focused on providing the best educational outcomes for all students. School leadership maintains teaching loads to foster good communication between staff and students. We have an active student leadership team that provides student voice and feedback on school issues. The student leadership team also organises student fundraising events involving the entire community and plays a significant role in the conduct of assemblies and weekly chapel services.

Lakeside College actively encourages a culture of servant leadership within its student leadership body, and this is reflected in the multitude of service-oriented activities in which our students are involved.



Lakeside College enjoys the service of many long-standing and experienced staff members, many of whom have their children at the school. It is also pleasing to see new staff at Lakeside College enrolling their children as well. We have made a concerted effort to encourage community participation at Lakeside College. This has been achieved through key events such as Chapel Services, celebration days such as the Mother's Day Breakfast, Special Persons Day, Year 4 German Day Afternoon Tea, Reconciliation Week, Parent Forums, and the Father's Day Breakfast. Feedback from the community has been very positive.

We have also increased the number of outside community groups working with the school, and these relationships are always productive and assist in excellent public relations with the broader community. This has been particularly evident in the wellbeing incursions provided by companies such as the Butterfly Foundation and Elephant Ed.

In recent times, we have held parent forums designed to provide parents with strategies to support their child's education. In the Secondary School, parents were invited to a special presentation that focused on helping their child prepare for examinations, and in the Primary School we held a special evening for parents that focused on literacy support at home.



PERSONAL EXCELLENCE

Each year, students in Years 3, 5, 7 & 9 are required to sit NAPLAN tests. Lakeside College encourages all students to participate, including those in receipt of government funding for learning disabilities and those with English as an additional language background.

NAPLAN OUTCOMES - NUMERACY

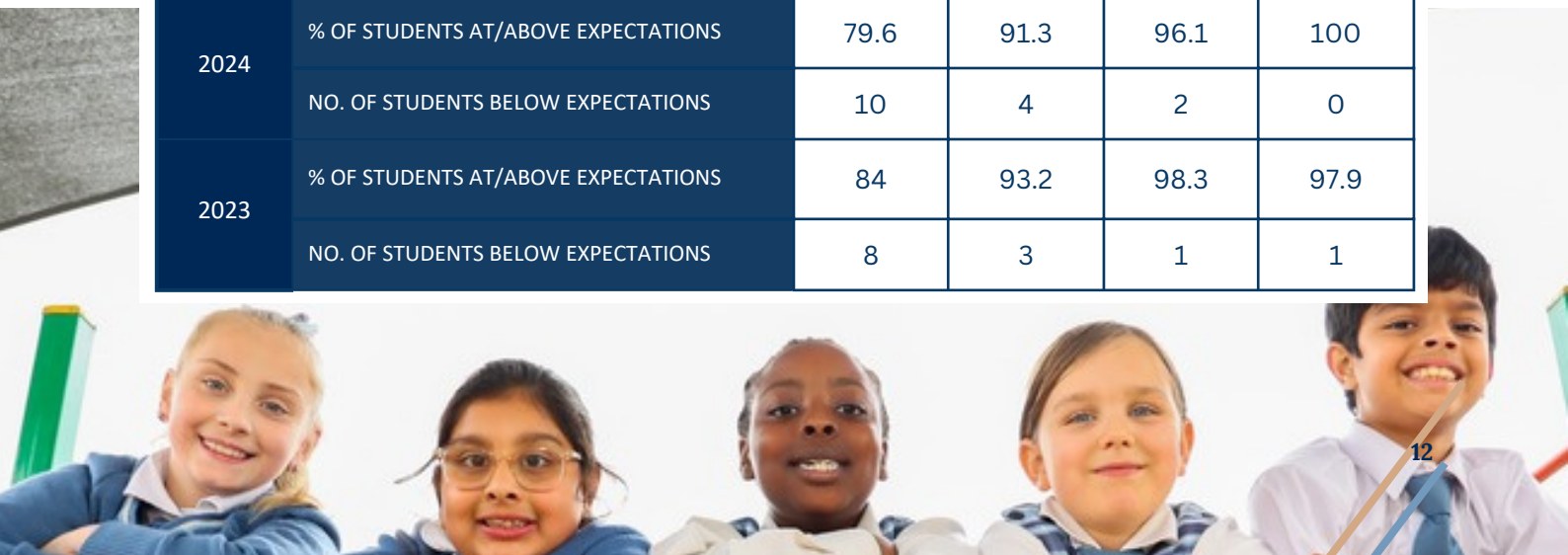
YEAR	NUMERACY	YEAR 3	YEAR 5	YEAR 7	YEAR 9
2025	% OF STUDENTS AT/ABOVE EXPECTATIONS	73.8	94.2	95.9	96.8
	NO. OF STUDENTS BELOW EXPECTATIONS	11	3	3	2

YEAR	NUMERACY	YEAR 3	YEAR 5	YEAR 7	YEAR 9
2024	% OF STUDENTS AT/ABOVE EXPECTATIONS	79.6	86.9	94.2	91.6
	NO. OF STUDENTS BELOW EXPECTATIONS	10	6	3	4
2023	% OF STUDENTS AT/ABOVE EXPECTATIONS	87.5	88.9	95	93.8
	NO. OF STUDENTS BELOW EXPECTATIONS	6	5	3	3

NAPLAN OUTCOMES - READING

YEAR	READING	YEAR 3	YEAR 5	YEAR 7	YEAR 9
2025	% OF STUDENTS AT/ABOVE EXPECTATIONS	97.6	98.1	97.3	98.4
	NO. OF STUDENTS BELOW EXPECTATIONS	1	1	2	1

YEAR	READING	YEAR 3	YEAR 5	YEAR 7	YEAR 9
2024	% OF STUDENTS AT/ABOVE EXPECTATIONS	79.6	91.3	96.1	100
	NO. OF STUDENTS BELOW EXPECTATIONS	10	4	2	0
2023	% OF STUDENTS AT/ABOVE EXPECTATIONS	84	93.2	98.3	97.9
	NO. OF STUDENTS BELOW EXPECTATIONS	8	3	1	1



NAPLAN OUTCOMES - WRITING

YEAR	WRITING	YEAR 3	YEAR 5	YEAR 7	YEAR 9
2025	% OF STUDENTS AT/ABOVE EXPECTATIONS	92.3	94	98.5	98.3
	NO. OF STUDENTS BELOW EXPECTATIONS	3	3	1	1

YEAR	WRITING	YEAR 3	YEAR 5	YEAR 7	YEAR 9
2024	% OF STUDENTS AT/ABOVE EXPECTATIONS	91.4	87.8	98.1	95.5
	NO. OF STUDENTS BELOW EXPECTATIONS	4	5	1	2
2023	% OF STUDENTS AT/ABOVE EXPECTATIONS	93.7	92.8	98.4	97.8
	NO. OF STUDENTS BELOW EXPECTATIONS	3	3	1	1

NAPLAN OUTCOMES - SPELLING

YEAR	SPELLING	YEAR 3	YEAR 5	YEAR 7	YEAR 9
2025	% OF STUDENTS AT/ABOVE EXPECTATIONS	92.7	90.5	95.9	98.4
	NO. OF STUDENTS BELOW EXPECTATIONS	3	5	3	1

YEAR	SPELLING	YEAR 3	YEAR 5	YEAR 7	YEAR 9
2024	% OF STUDENTS AT/ABOVE EXPECTATIONS	83.7	89.2	92.3	93.6
	NO. OF STUDENTS BELOW EXPECTATIONS	8	5	4	3
2023	% OF STUDENTS AT/ABOVE EXPECTATIONS	87.5	93.1	91.8	91.5
	NO. OF STUDENTS BELOW EXPECTATIONS	6	3	5	4

NAPLAN OUTCOMES - GRAMMAR & PUNCTUATION

YEAR	GRAMMAR & PUNCTUATION	YEAR 3	YEAR 5	YEAR 7	YEAR 9
2025	% OF STUDENTS AT/ABOVE EXPECTATIONS	85.4	86.9	94.5	96.8
	NO. OF STUDENTS BELOW EXPECTATIONS	6	7	4	2

YEAR	GRAMMAR & PUNCTUATION	YEAR 3	YEAR 5	YEAR 7	YEAR 9
2024	% OF STUDENTS AT/ABOVE EXPECTATIONS	75.5	83.6	92.3	91.5
	NO. OF STUDENTS BELOW EXPECTATIONS	12	8	4	4
2023	% OF STUDENTS AT/ABOVE EXPECTATIONS	77	84.1	96.8	95.7
	NO. OF STUDENTS BELOW EXPECTATIONS	11	7	2	2



VCE YEAR 12

We recognise that true success extends beyond academic results to encompass the holistic development of each student — and the 2025 cohort exemplified this balance. Throughout the challenges of their VCE journey, our students demonstrated resilience, perseverance, and a commitment to achieving their personal best.

The VCE is a collaborative endeavour, built on a strong partnership between students, parents, and educators. We are deeply grateful for the unwavering support of our students' parents, guardians, and families, and we give thanks to God for their vital role in nurturing and guiding our young people throughout the school year.

In 2025, our Year 12 cohort completed their VCE as follows:

- 34 students completed a scored VCE (with an ATAR).
- 4 students completed an unscored VCE with a satisfactory completion of Units 3 and 4.

The College is extremely proud of our Dux, who achieved an ATAR score of 96.6.



VCE YEAR 12

Of the students who applied through VTAC, **100% received an offer** with a variety of TAFE and university options.

- 40% received an offer for their first preference.
- 20% received an offer for their second preference.
- 16% received an offer for their third preference
- 16% received multiple offers

Our teaching staff are deeply committed to supporting students in planning and pursuing their future pathways. Throughout their VCE journey, students receive expert careers guidance, delivered through a comprehensive and personalised approach. Each student is offered multiple one-on-one careers counselling sessions, enabling them to explore a range of post-secondary options and make informed decisions. These tailored conversations ensure students apply for courses that align closely with their individual strengths, interests, and long-term aspirations.

POST SCHOOL DESTINATIONS

MONASH UNIVERSITY

PSYCHOLOGY, ENGINEERING (HONOURS), SCIENCE

FEDERATION UNIVERSITY

EXERCISE AND SPORTS SCIENCE, SOCIAL WORK

DEAKIN UNIVERSITY

SPORT DEVELOPMENT, BUSINESS/COMMERCE,
COMMERCE/LAWS

AUSTRALIAN CATHOLIC UNIVERSITY

CRIMINOLOGY & CRIMINAL JUSTICE

LA TROBE UNIVERSITY

HEALTH SCIENCES

VICTORIA UNIVERSITY

DERMAL SCIENCES, BUSINESS, PSYCHOLOGICAL
STUDIES

SWINBURNE UNIVERSITY OF TECHNOLOGY

NUTRITION (EARLY ENTRY), YOUTH
WORK/PSYCHOLOGICAL SCIENCES, BUSINESS

RMIT UNIVERSITY

ENGINEERING (AEROSPACE)/BUSINESS, ENGINEERING
(MECHANICAL), ENGINEERING TECHNOLOGY (CIVIL
ENGINEERING DESIGN), LEGAL PRACTICE
(PARALEGAL)

SAE UNIVERSITY

GAME DEVELOPMENT

Lakeside COLLEGE



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