

LAKESSIDE COLLEGE

ANNUAL REPORT

2024





OUR VISION

Learn. Care. Achieve.

- We **learn** together, inspiring life-long learning
 - We **care** for ourselves, each other and the wider community
 - We **achieve** beyond what we believe possible
- We do all this to **give glory to God** and to **serve the world** in love

DETAILS

School Type: Non-government

Range: Years Prep - 12

Location: Metropolitan

Enrolment: 620

Gender: Male 275 Female 345

Teaching staff: 50 (45.1 FTE)

Total Non-Teaching staff: 23 (15.8 FTE)

Indigenous students: 3.2%



NAPLAN

Each year, students in Years 3 and 5 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 testing is only one measure the school uses to assess student learning and progress.

		NEEDS ADDITIONAL SUPPORT	DEVELOPING	STRONG	EXCEEDING
YEAR 3	READING	2%	36%	45%	17%
	WRITING	8%	21%	69%	3%
	SPELLING	7%	32%	51%	10%
	GRAMMAR & PUNCTUATION	15%	37%	49%	0%
	NUMERACY	26%	24%	45%	5%
		NEEDS ADDITIONAL SUPPORT	DEVELOPING	STRONG	EXCEEDING
YEAR 5	READING	2%	23%	58%	17%
	WRITING	6%	30%	52%	12%
	SPELLING	9%	25%	43%	23%
	GRAMMAR & PUNCTUATION	13%	34%	49%	4%
	NUMERACY	6%	27%	60%	8%



NAPLAN

Each year, students in Years 7 and 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.

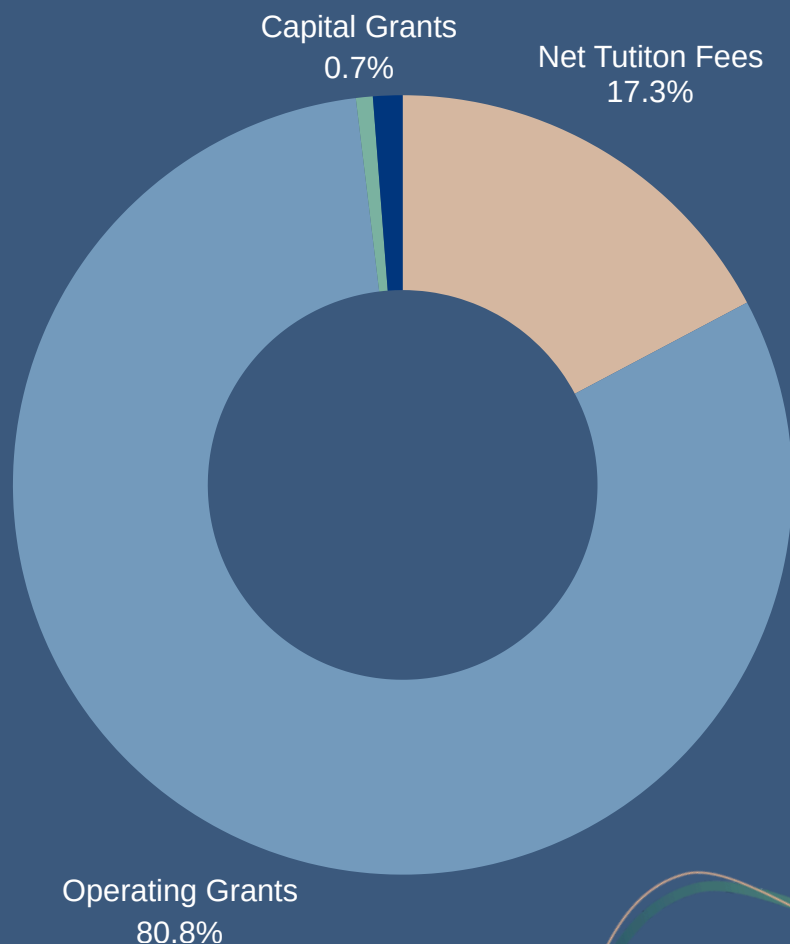
NAPLAN testing is only one measure the school uses to assess student learning and progress.

		NEEDS ADDITIONAL SUPPORT	DEVELOPING	STRONG	EXCEEDING
YEAR 7	READING	3%	18%	61%	18%
	WRITING	1%	22%	59%	18%
	SPELLING	4%	10%	63%	23%
	GRAMMAR & PUNCTUATION	5%	23%	45%	26%
	NUMERACY	4%	11%	67%	18%
		NEEDS ADDITIONAL SUPPORT	DEVELOPING	STRONG	EXCEEDING
YEAR 9	READING	2%	26%	50%	23%
	WRITING	2%	18%	65%	15%
	SPELLING	2%	19%	50%	29%
	GRAMMAR & PUNCTUATION	3%	27%	50%	19%
	NUMERACY	3%	19%	52%	26%

INCOME SOURCES

STATEMENT OF FINANCIAL PERFORMANCE FOR THE YEAR ENDING 31 DECEMBER 2024

INCOME SOURCES	2024	
NET TUITON FEES	\$2,452,680	17.25%
OPERATING GRANTS	\$11,494,887	80.83%
CAPITAL GRANTS	\$100,000	0.70%
DONATIONS - CAPITAL AND OTHER	\$0	0.00%
INTEREST AND OTHER INCOME	\$172,944	1.22%
INCOME FROM RELATED ENTITIES	\$0	0.00%
	\$14,220,511	



STUDENT ATTENDANCE

At Lakeside College student attendance is recorded at the beginning of the day and again after lunch, with any absences being followed up with parents by administration staff. Furthermore, given the sequence of our carefully planned learning programs, it is important for students to be in attendance throughout the school term, unless illness occurs or a serious family matter takes precedence. If there appears to be a need for a student to be absent for reasons other than these, parents are expected to seek permission for these absences from the Principal.

In these situations, students would generally obtain work from their teachers to keep up with their learning requirements.

YEAR 1: 93.01%

YEAR 2: 91.83%

YEAR 3: 92.01%

YEAR 4: 91.75%

YEAR 5: 89.88%

YEAR 6: 90.07%

YEAR 7: 89.54%

YEAR 8: 86.25%

YEAR 9: 88.37%

YEAR 10: 86.35%

89.90%

*the total school average student
attendance rate in 2024*

PROFESSIONAL LEARNING

The Victorian Institute of Teaching (VIT) monitors the registration of teachers throughout Victoria, ensuring all Teachers meet the standards of Professional Teaching Practice within 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 teacher holds a Doctor of Philosophy
- 4 teachers hold Honours Degrees
- 5 teachers hold Post Graduate Certificates
- 5 teachers hold Post Graduate Diplomas
- 16 teachers hold Masters Degrees

No indigenous staff members were employed at the College in 2024.

STAFF PROFESSIONAL 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 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 2024, staff participated in a variety of professional development sessions, including related topics of 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 with an opportunity 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 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.

STAFF

COMMUNITY SATISFACTION

All school staff regularly work to build positive and supportive relationships with all students in order to maintain a detailed understanding of student concerns and issues. As part of our review of the existing strategic plan, staff were provided with an opportunity to provide feedback so that they could contribute to the development of our strategic plan in a meaningful manner. This process involved staff reviewing our existing Vision, Mission and Values; and participating in workshops and focus group sessions to refine them. All staff regularly revisit our core values as a community of educators, which emphasises the importance of building strong, productive relationships focused on providing the best educational outcomes for all students. School leadership maintains teaching loads in order to foster good communication between staff and students.

We have an active student leadership team that provides for student voice and feedback on school issues. The student leadership team also organises student fundraising events involving the entire community and plays a leading 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, and 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.



SCHOOL COMMUNITY

School leadership regularly undertakes consultation with parents, both formally and informally, regarding new and current initiatives. We also take every opportunity possible to invite families into the College for special events such as weekly chapel, school assemblies and our Thanksgiving Services. Families leaving our community are asked to provide feedback and this feedback is used to help inform future improvements and development in our processes, procedures and curriculum offerings. An analysis of exit data indicates that nearly all families who leave Lakeside College do so because they have or are relocating.

Lakeside College is blessed with an active and vibrant parent association that works with the College on fundraising activities that provide funding for student resources. The Lakeside College Parents Teachers Friends Association have played a pivotal role in supporting the College to create more outdoor garden spaces for students to interact with and has also provided funding for resources for specialist sensory rooms for students.



YEAR 12 VCE

In 2024, our Year 12 cohort had a diverse range of needs, as follows:

- * 19 students complete a scored VCE (with ATAR).
- * 2 students ceased study after Unit 3.
- * 3 students completed an unscored VCE with a satisfactory completion of Units 3 and 4.
- * 1 student completing a three-year VCE and in 2024 satisfactorily completed year 1 of 2 for their Unit 3 and 4 subjects.

The 19 students who received an ATAR all applied for tertiary courses, with a variety of both TAFE and University options. All students except for one, received an offer. We were also very pleased that 31% of our students received their first offer, 21% received a second-round offer, and 20% received multiple offers.

Our College 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 career 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.

We recognise that true success extends beyond academic results to encompass the holistic development of each student – and the 2024 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.

The College is extremely proud to share the highest ATAR from our Dux was 93.3, 16% of students received a score of 84 or above and 10% of students received a score of 71 or above.

POST SCHOOL DESTINATIONS - 2024

INSTITUTION	COURSE
Monash University	Science, Engineering, Biomedical Science, Law (Honours)/Commerce
RMIT University	Legal Practice (Paralegal)- Associate Degree, Business Diploma, Information Technology (Cyber security) Diploma
Deakin University	Criminology, Business, Arts (Associate Degree)
Australian Catholic University (ACU) Melbourne	Exercise Science/Business Administration
Federation University	Business/Accounting
LaTrobe University	Criminology



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