

**2014 Annual Report to
the School Community**

Lavers Hill P-12 College

School Number: 6231

Name of School Principal: Andrew Kohane

Name of School Council President: Adi Gilbert

Date of Endorsement: 6th May 2015

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 regulated 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 the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.

About Our School

School Context

The Lavers Hill K-12 College is a beautiful rural school on the Great Ocean Road set in the Otway Ranges. The College caters for students in Kinder to Year 12. A flexible and adaptable K-12 program is offered and a pathways based program in Colac called 'Turning Point' for Year 10-12 students.

The College is set in extensive landscaped gardens and grounds. Excellent recreational and sporting facilities are provided including tennis, basketball and netball courts, a fully equipped gym, a gymnasium and a heated indoor swimming pool. Ongoing maintenance of these facilities becomes more difficult as school and community numbers decrease.

Nearly all students who attend Lavers Hill College are bus **travellers** with most living in excess of ten kilometres from the college. Three buses currently service the college transporting students from Gellibrand, Beech Forest and Horden Vale.

The College offers an extensive variety of programs aimed at developing individual learning and increasing social potential. The Compass and Duke of Edinburgh programs are offered to all secondary students with a strong focus on leadership and encouragement for students to take individual responsibility for their learning. Student leaders take an active part in the life of the college and are given the opportunity of representing their school in the wider community.

Currently the College Leadership Team includes the Principal, Assistant Principal and one leading teacher. There are a total of forming the. There are 17 teachers (13.5 EFT) and 6 Education Support Staff (3.3 EFT) employed at the college, providing access to a broad range of skills and teaching styles.

Even though the school is small in numbers a diverse and challenging curriculum is available. Students have access to a broad Vocational program as well as VCAL and VCE. Technology is used extensively to overcome isolation with lessons being shared electronically with Apollo Bay, Lorne and Heywood schools. Last year students achieved a 100% VCE pass rate with a mean study score of 33.

All students have access to excellent classroom facilities and modern technologies which are used by staff to expand and enhance the teaching and learning experience. While this lays a good foundation for learning there is scope to review the usage of rooms in regard to effective class structures.

The Monday morning school assembly is led by senior students and whilst it is a friendly and supportive meeting of the school more planning and preparation is needed to develop effective student voice. The Primary assembly on a Friday afternoon is well planned and led by the Grade 6 leaders. The Wednesday morning secondary student voice meeting began in Term 3 of 2014 and is developing an effective, facilitated and participatory culture led by a rotating student chair person.

The College is developing **individual learning goals** for all students that are regularly reviewed by teachers, students and parents'. All students have access to outstanding classroom facilities which are well maintained and well presented. All rooms have access to modern technologies which are used by staff to expand and enhance the teaching and learning experience. Currently there are eighteen staff employed at the college, this provides access to a broad range of skills and teaching styles.

The values of Lavers Hill K-12 College are demonstrated by the following shared expectations and behaviours:

- Excellence
- Respect
- Responsibility
- Resilience
-

The school has a strong pastoral care focus and we operate small classes enabling strong connections between teachers and students. Students have individual learning goals which are regularly reviewed by teachers, students and parents.

Lavers Hill K-12 College has significant community involvement and in some areas and has the potential to be the hub of the local community. The College has joint use agreements with Colac Otway Shire for our gymnasium and pool. We house the Otway Light newspaper which strengthens our community involvement and community communication. Strong links exist between the College and the local Community House and the College hosts a range of adult learning programs.

The College is developing a business case and plan for Outdoor, Leadership, Wellbeing, Arts and Environmental Learning Programs for Victorian and International students. We are exploring a range of models for a 'Country Centre' and 'Outdoor Learning Camp' that is based at the College and connects students with the 'Great Ocean Walk', the 'Otway Fly' and Environmental Learning Centres in the Otways.

The College celebrated its Centenary in 2011 and is currently developing its Strategic Plan for 2015-7.

We are developing a 0-100 Years access to education in the Otways. We have strong links between the kindergarten and the college creating a real K-12 College. We offer an enriching variety of programs to develop students learning and social potential.

Achievement

All Naplan and AusVELS Primary results for Maths and English were similar or higher compared to state averages. Year 5s achieved above state levels for Naplan Reading and Numeracy and for the 4 Year average. Secondary Naplan results were similar to state averages while Year 7 results for 4 Year average for Numeracy were above state levels. Year 7-10 English AusVELS results were significantly below state average while Year 7-10 Maths AusVELS results were below state averages. VCE results were at State averages. 100% of students from Years 10 to 12 proceeded to further studies or full-time employment in 2014.

Engagement

Student attendance across Primary and Secondary were below the State average. Primary attendance was between 87% and 96% across the year levels, while Secondary attendance levels were between 84% and 94%. The College promotes attendance through student support groups and the development of flexible learning plans for students. Parents are actively involved in these processes to support student attendance.

One area which was significantly below the State average was retention of students from year 7 to year 10. There are a number of factor impacting on this data and these are being addressed by the College Wellbeing Team and through the Turning Point Retention Program established in 2014.

Wellbeing

The Attitudes to School survey for students in years 5 to 12 indicated that secondary student were just below the state average while the 4 Year average was similar.

Primary age students (Year 5-6) were similar to state average for school connectedness whereas the 4 Year averages are below average.

The College School Improvement Team developed a new Student Engagement Framework in 2014 with students, staff and parents. The Framework has had a very positive impact on student behavior and school culture.

Productivity




Effective structures, systems, processes and resources have been developed at the College in the areas of student engagement and behavior (School Improvement Team), school uniform (School Council), facilities review and long term planning (roofing, plumbing, fire protection systems and IT provision), and policy review for the VRQA.

The College has also developed major initiatives and community partnerships in the areas of Adult Learning, Turning Point Program and Outdoor Learning Programs

For more detailed information regarding our school please visit our website at
<http://www.lavershillp12c.vic.edu.au>

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 65 students were enrolled at this school in 2014, 24 female and 41 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.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



(Primary Year Levels)

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 Prep to 6 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> Higher</p> <p> Similar</p>
<p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</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>
<p>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</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> Higher</p> <p> Higher</p> <p> Higher</p>

(Primary Year Levels)




Performance Summary

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

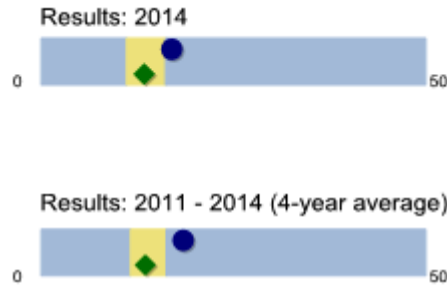
Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's 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 gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p>Reading 100 % High</p> <p>Numeracy 100 % Medium</p> <p>Writing 50 % 50 % Medium High</p> <p>Spelling 50 % 50 % Medium High</p> <p>Grammar and Punctuation 100 % Medium</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>

(Primary Year Levels)

Performance Summary

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

Engagement	Student Outcomes	School Comparison
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 Lower





 Lower

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
96 %	87 %	95 %	94 %	93 %	92 %	89 %

(Primary Year Levels)

Performance Summary

Key: Range of results for the middle 60% 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>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. 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: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Lower</p>

(Secondary Year Levels)

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.

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

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(Secondary Year Levels)

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> Lower</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> Lower</p> <p> Lower</p> <p> Lower</p> <p> Lower</p>

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain 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 gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain 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 gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>		<p>NAPLAN Learning Gain 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> Similar</p> <p> Similar</p>

Students in 2014 who satisfactorily completed their VCE: **0%**
 Year 12 students in 2014 undertaking at least one Vocational Education and Training (VET) unit of competence: **11%**
 VET units of competence satisfactorily completed in 2014: **92%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2014: **100%**

(Secondary Year Levels)

Performance Summary

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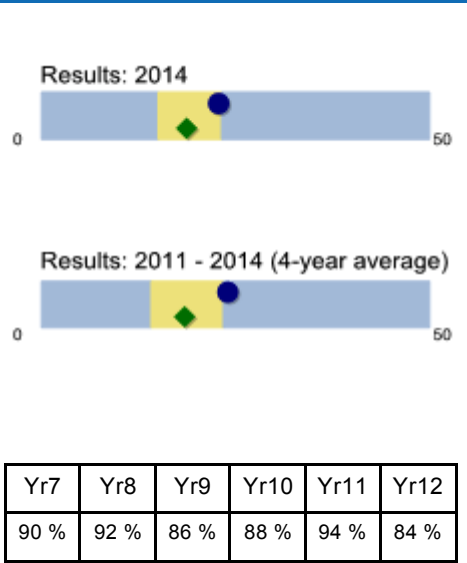
Engagement	Student Outcomes	School Comparison
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Student Attendance

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.

Average 2014 attendance rate by year level:



Lower

Lower

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.



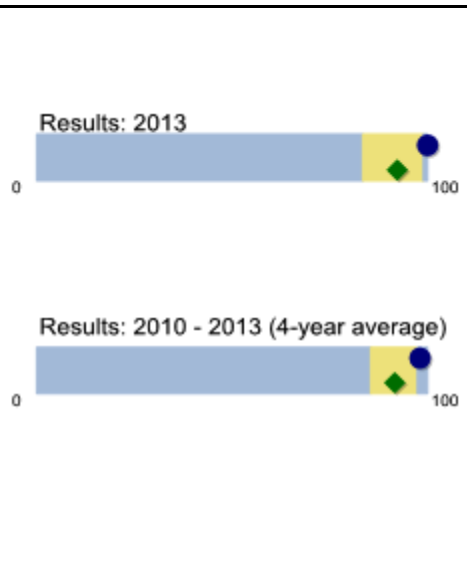
Lower

Lower

Students exiting to further studies and full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure uses data from the previous year.










Higher

Higher

(Secondary Year Levels)

Performance Summary

Key: Range of results for the middle 60% 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>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. 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: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Lower</p> <p> Similar</p>

How to read the Performance Summary

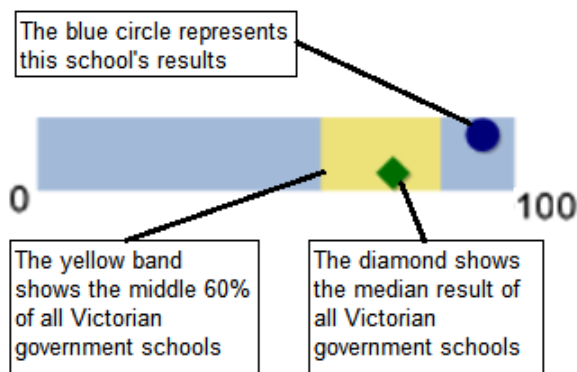
What are student outcomes?

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.

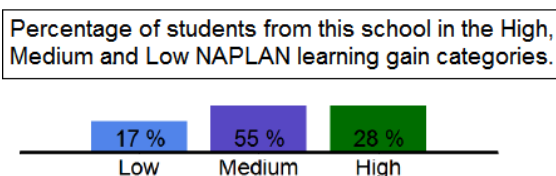
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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 learning gain 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 gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



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 31 December, 2014

Financial Position as at 31 December, 2014

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,464,719	High Yield Investment Account	\$256,312
Government Provided DE&T Grants	\$551,866	Official Account	\$10,874
Government Grants Commonwealth	\$7,853	Other Accounts	\$73,836
Government Grants State	\$8,753	Total Funds Available	\$341,021
Revenue Other	\$74,609		
Locally Raised Funds	\$71,615		
Total Operating Revenue	\$2,179,415		
Expenditure		Financial Commitments	
Student Resource Package	\$1,342,591	Operating Reserve	\$82,024
Books & Publications	\$9,394	Capital - Buildings/Grounds incl SMS<12 months	\$19,104
Communication Costs	\$6,196	Maintenance - Buildings/Grounds incl SMS<12 months	\$23,036
Consumables	\$26,798	Beneficiary/Memorial Accounts	\$1,205
Miscellaneous Expense	\$84,400	School Based Programs	\$30,274
Professional Development	\$8,954	Provision Accounts	\$145,000
Property and Equipment Services	\$162,747	Other recurrent expenditure	\$64,190
Salaries & Allowances	\$141,921	Asset/Equipment Replacement > 12 months	\$10,000
Trading & Fundraising	\$41,877	Total Financial Commitments	\$374,833
Travel & Subsistence	\$4,679		
Utilities	\$60,692		
Total Operating Expenditure	\$1,890,249		
Net Operating Surplus/-Deficit	\$289,166		
Asset Acquisitions	\$0		

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

Salaries and Allowances refers to school-level payroll.

Financial performance and position commentary

Funds were received for the Turning Point retention and re-engagement program. These funds were received as cash and covered teaching salaries and program costs.

Major facilities works in the areas of roofing, plumbing, fire protection and IT infrastructure are being budgeted for and will represent a significant financial commitment over the coming Strategic Plan (2015-18). Development and possible relocation of the kindergarten program will also require significant funds. It is the intention of College Council to also apply for funding support in regard to these major works

The current surplus will be allocated, as required, towards these major works.



Department of
Education & Training

Lavers Hill P-12 College