

*The Lakes South Morang P – 9 School
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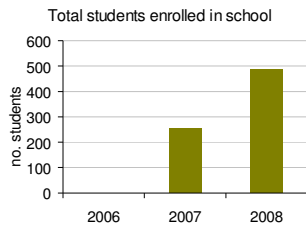
*2008 Annual Report to the
School Community*



Department of Education and
Early Childhood Development

School Overview

The Lakes South Morang P – 9 School is situated in the Northern Suburbs of Melbourne and is part of a rapidly growing corridor in the City of Whittlesea. The school is a diverse community with a representative mix of many cultures, however there is no one dominant culture within the school.



In 2008, The Lakes School enrolment was 488 students from Prep to Year 8. The 2008 staffing profile included, 1 Principal, 2 Assistant Principals, 34 teaching staff, 6 office staff, 4 integration and support staff and 1 network manager. The school was also supported by a .2 educational psychologist, a .1 speech pathologist and a .2 external onPsych psychologist. Of the 34 teaching staff at The Lakes as of January 2008, 30 or 88.2% were still at the school at December 2008. A number of additional staff members were employed throughout the year to support the ongoing growth. In terms of staff motivation, the average score for individual teacher satisfaction (morale) was 71.6 while the average score for total school morale was 70.8 on a scale from 0 to 100 where 100 is the best possible

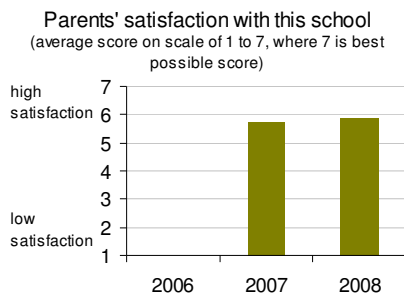
score.

The Lakes School is a vibrant learning environment with an innovative approach to curriculum. The school enjoys facilities purpose built for 21st century learning and the key purpose is to challenge and empower all students to strive for personal excellence and ongoing growth and development. The Learning Street on both the Early Years and Middle Years Campuses are a focal point for curriculum delivery and educators work collectively in Learning Teams to deliver inquiry based, integrated curriculum. The architects designing the school have created an innovative plan that makes great use of flexible learning spaces, indoor and outdoor learning opportunities, and a 21st Century ICT capability throughout the buildings. The Prep to 9 concept takes into account the latest research about the best learning environments for students and will provide for seamless transition between the Early Years and Middle Years models. Students in Grade 6 will be able to move into their initial secondary years without having to change school. The P – 4 campus provides a positive approach towards innovative learning and also strongly supports the fundamental concepts of Early Years philosophy. The 5 – 9 campus provides for the rich opportunities of inquiry learning and strongly supports the innovations of the Middle Years philosophy.

The role of a teacher at The Lakes is a dynamic one with clear and specific guidelines provided for all staff who wish to become a member of the school team and work in this unique environment. All teaching staff participated in ongoing professional learning throughout the year, with a strong focus on engaging students through effective teaching and learning. Induction and Mentoring for Beginning teachers was provided on an ongoing basis with a continued focus developing positive student relationships within a classroom. All staff were trained in the use of the Quickvic reporting package and were involved in the development of school based reporting guidelines. All staff attended a 3 day Conference that incorporated planning, program development, moderation and forms of assessment. All teachers at The Lakes P-9 School are registered with the Victorian Institute of Teaching. The average number of sick days for teaching staff in 2008 was 5.37 which compared favourably to the state median of 8.15 days. It was very pleasing to see a decrease of 1.91 sick days in 2008 as compared to 7.28 sick days in 2007. The average number of sick days for ES staff was 8.04 days in 2008 as compared to 2.93 days in 2007. The average number of days did not compare favourably with the state average of 6.10 days and significantly increased from the 2.93 days of absence in 2007.

The community expectation is that the school provides a secure, safe environment where the individual student can learn and develop to their full potential. The Lakes School adopts the Government targets appropriate to both primary and secondary schools and takes pride in our program development and implementation. The development of The Lakes Strategic Plan for 2008 – 2011 focuses on the following future goals:

- To build a teaching and learning program that is individualised and challenges students to take the extra step.
- To develop and maintain a caring, cooperative school environment where students celebrate learning, feel secure and valued, and are able to achieve individual success.
- To improve student transition and learning opportunities from home / kindergarten to school, from primary to secondary school and from compulsory to post compulsory schooling.



As a school with a community focus, it is anticipated that we will continue to provide links to integrated resources within the local community. The school is currently developing strong links with Whittlesea City Council, other local primary and secondary schools, local childcare centres, early learning and child health centres. The success of our community focus is represented in the Parent Satisfaction results which remain positive with an average satisfaction score of 5.9 out of a possible 7.

Principal's Report

The Lakes South Morang P- 9 returned from summer vacation having doubled in size. The student population was now 500 with 40 + teachers and support staff.

We have had a year of major milestones. Let's begin with the opening of the Early Years campus, a fantastic building purpose built for the needs of young learners. Learning spaces that capture the imagination of young and old, harness curiosity and inspire the need to know why? Our indoor and outdoor spaces make the imagination run wild with lizards and cubbies, a sandpit and a treasure trove of learning tools. Opened by the Premier Mr. Brumby in August we are a very privileged community.

The R&D building is revolutionary. Housing facilities for science, biology, physics, biology and environmental including a hot house together with wood, metal, electronic, robotics , a design studio and a welding bay there is unlimited opportunities for all students to be engaged.

The Arts have become a feature of The Lakes this Year with a string of firsts – Our first School of Rock performance featuring our choir and school band, a CD of original charts by our band, Unskooled, a momentous grand final appearance in Wakikirri, a fantastic effort in JRock and finally an amazing performance as part of the mass choir at the Joining the Chorus Spectacular. We have a host of talent in the Arts and we were able to recognize this at our Arts Expo in November. It makes us all very proud.

In the sporting arena we also had some firsts; our first athletics carnival and our Houses were established. We continue to explore school sport and look forward to some growing achievement with the opening of our synthetic field and installation of our goal posts.

Continuing on 2008 has seen the production of our first Anthology "In a Million Pieces" of student writing, a debating team and a team undertaking the Duke of Edinburgh Award in the Advance program.

The quality of teaching continues to grow as our teachers make an ongoing commitment to professional learning and to ensure The Lakes maintains a Culture of Performance and Development.

We have continued to host many visitors from interstate and overseas as our reputation for quality learning filters far and wide. We have been featured in a number of educational journals and recently in two DEECD multi media exemplars of 21st century teaching and learning each of these affirming us as a lighthouse school of modern day learning.

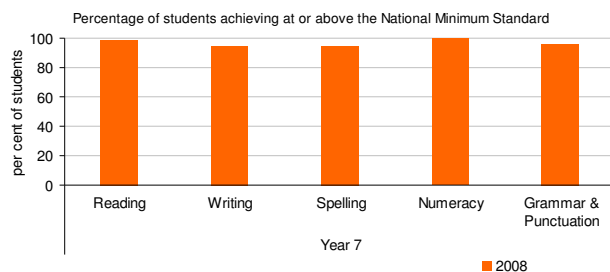
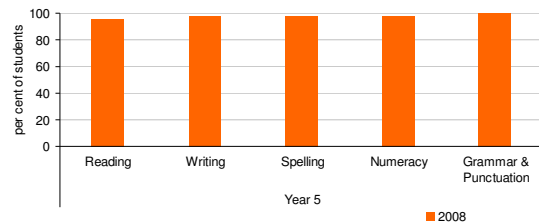
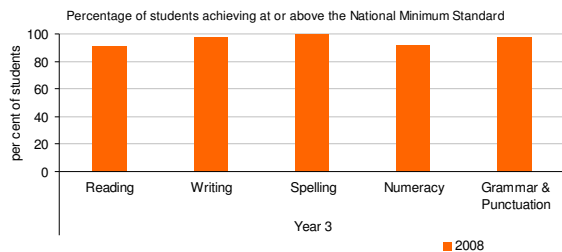
The school has again been nominated for a number of awards including the Premier's School Design Award and City of Whittlesea Sustainability Award where we have been finalists.

This Year has been very challenging. The teachers and children continue to amaze me as we together take a magnificent adventure in the journey of learning. I commend you all and look forward to an engaging and enlightening future.

Kerrie Heenan

Student Progress & Achievements

Student Learning



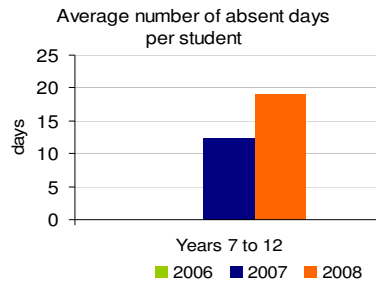
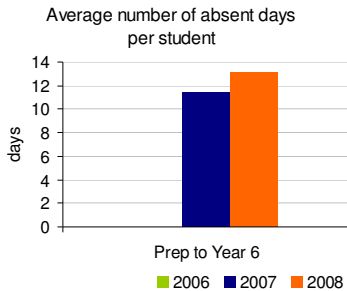
According to the presented data, the following % of students achieving at or above National Minimum Standard Benchmarks are as follows:

<u>Reading</u>	Year 3 – 91.6 %	Year 5 – 95.8 %	Year 7 – 98.7 %
<u>Writing</u>	Year 3 – 97.9 %	Year 5 – 97.9 %	Year 7 – 95 %
<u>Spelling</u>	Year 3 – 100 %	Year 5 – 97.9 %	Year 7 – 95 %
<u>Numeracy</u>	Year 3 – 91.9 %	Year 5 – 98 %	Year 7 - 100 %
<u>Grammar & Punctuation</u>	Year 3 – 97.8 %	Year 5 – 100 %	Year 7 – 96.3 %

Student results against National Benchmarks were generally pleasing across all three cohort levels. Spelling, Writing and Grammar and Punctuation in Year 3 was very positive, while there is an opportunity for further progress and development in Reading and Numeracy. Year 5 data was very pleasing with Writing, Spelling, Grammar and Punctuation and Numeracy producing very good results. However, there is an opportunity to further improve the Reading data at this level. Numeracy, Reading and Grammar and Punctuation data in Year 7 was very pleasing, while Writing and Spelling produced slightly lower results.

The Lakes School is very happy with the overall student results and will continue to support student learning via a variety of innovative and strong teaching and learning programs. Working and planning in teams has supported the strong student results and a shared responsibility for all students within in a cohort level is an expected practice at The Lakes. Moderation and the ongoing tracking of student progress supports teacher direction and students are able to work at their given learning level. The Lakes embraces the Inquiry Learning model and all students are encouraged to use a wide range of thinking strategies while following their natural path of curiosity. The School aims to maintain student teacher ratios from P to Year 8 at a supportive level of 1:20 to ensure all students receive the best possible opportunities to progress and achieve. Teachers are able to determine within their teams how they manage classes and aim to cater for all learning needs and requirements in each and every teaching session. Student motivation, engagement and focus is paramount.

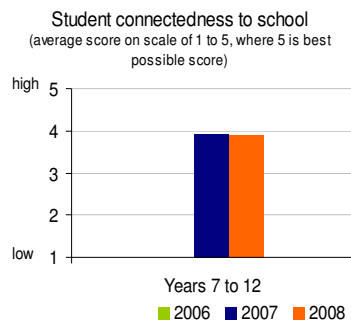
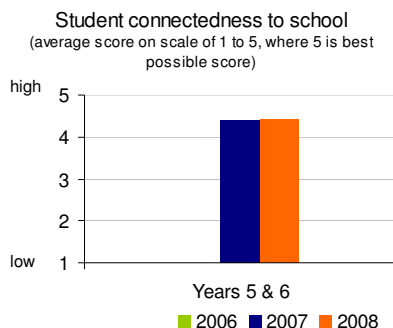
Student Engagement and Wellbeing



In 2008, the average number of days absent per student in years Prep to 6 was 13.1 compared to 11.4 days in 2007. The 2008 increase of 1.7 days in the Primary sector is disappointing.

In 2008, the average number of days absent per students in years 7 and 8 was 19.1 compared to 12.4 days in 2007. The increase of 6.7 days per student in

the Secondary sector is extremely disappointing. While both sets of data were below the state mean of 13.2 and 14.8 respectively in 2007, no current data has been provided for 2008 to allow for an accurate comparison.



In 2008, Students Connectedness in Years 5 and 6 rated a total of 4.42 out of a possible 5.0 compared to a score of 4.40 in 2007. While this increase is negligible it is pleasing to note that student connectedness remains high at The Lakes.

In 2008, Student Connectedness in Year 7 and 8 rated a total of 3.89 out of a possible 5.0 compared to a score of 3.94 in 2007. While this result suggests a slight decrease in student connectedness, the result is

again negligible. The overall student connectedness results suggests that all four year levels are happy at The Lakes

Programs which support the social wellbeing of our students include:

- Groupings – students are placed into cohorts with a team of teachers who have a collective responsibility for all students within that cohort. This allows for flexibility within groupings of students for teaching purposes. The Home Group model, where students are placed with a specific Home Group teacher on the Early Years Campus and meet for 30 minutes at the beginning of the school day and 15 minutes at the end of the day, works to build on the Personal and Social Learning Domains of the Victorian Essential Learning Standards. The Home Group program on the Middle Years Campus allows for pastoral activities and programs for one session per week and again supports the Communication, Thinking and Personal and Social Learning Domains of the Victorian Essential Learning Standards.
- Student support – pastoral care support within the school is the responsibility of all teachers in the team. In line with this, we have a Student Well being staff member and a full time Youth Worker who have the major Welfare roles, supporting students from Prep to Year 8. A School Guidance Officer and Speech Pathologist attend the school on a weekly basis and students can be referred to these people as appropriate. Other agencies, such as On Psych, are employed on a needs basis to offer support to students and their families in terms of emotional or behavioural issues.
- Opportunities to celebrate student learning – Student attendance data is collected and analysed on a weekly basis and classes that have all students present and ready to start the day at 9am receive Early Starters and / or 100 % attendance certificates. Many after school presentations, 3 way conferences and highlight nights are arranged to ensure parents and families have an opportunity to celebrate the student learning in a community atmosphere. The key focus is on sharing the responsibility for the “whole” student.
- Values – The key values at The Lakes are Honesty, Respect, Personal Best and Belonging. These values are highlighted each week and students across all year levels are selected to receive Citizenship awards which reflect these values. Learners of the week are also selected and student recipients are acknowledged via the newsletter. Students of the Term are also highlighted and celebrated at each end of term assembly.

Student Pathways and Transitions

Due to The Lakes School model being a Prep to 9 school we will not have data that reflects retention in Years 7 to 12. It is important to highlight that 86.8 % of Year 6 students at The Lakes P – 9 School in 2008 remained at The Lakes to attend Year 7 2009. Of the 5 students who exited at the end of Year 6, 3 were relocating and distance was the major reason for the transition.

Pathways and Transition continues to be a high priority in the school Strategic plan and annual implementation plan and key planning teams have been developed to consolidate and improve the transition processes within the school.

Future Directions

It is our strategic intent to build a teaching and learning program that is individual and challenges students to take the extra step. We endeavour to build a consistent approach to pedagogy and the way we teach that is tailored to our school model. Literacy and Numeracy remain The Lakes' highest priorities and a strong focus on the use of student data to drive improvement will continue to lay the foundation of our Teaching and Learning philosophy. A strong push towards improved and embedded digital literacy and the use of ICT as a fluid part of any program remains a priority. It is our greatest intent that all students have an opportunity to succeed and achieve through individualised programs.

With this purpose in mind, building and developing transition models to continue improving student outcomes becomes an essential part of our Strategic Plan. We are particularly focussed on improving student transition and learning opportunities from home/kindergarten to school, from primary to secondary school and, in later years, from compulsory to post compulsory schooling. Strategic Leadership has been allocated to review and develop processes for both Kindergarten to Prep, from Year 6 to Year 7 and from Year 9 to external secondary colleges in Year 10. Seamless internal transitions are also important as students move from the Early Years campus to the Middle Years campus at the end of Year 4.

Building a Leadership Capacity in staff in 2009 has become a core focus at The Lakes. Staff will explore all elements of leadership and discover the impact they can have in the school organisation. Building the capacity of all staff through quality Professional Development will be the priority and supporting staff skills and abilities will be paramount in ensuring student success and improved outcomes for all.

The Lakes P-9 School aims to develop and maintain a caring, cooperative school environment where students celebrate learning, feel secure and valued and are able to achieve individual success. We feel that great progress has been made over the first two years of operation and we are encouraged by our commitment to improved student learning and to the successes and achievements of our students and staff. The Lakes South Morang P-9 is a community focussed school, and it is our greatest intention to include our community in our future developments and directions to ensure the best possible outcomes for all.

Financial Performance and Position

In this section, schools should reflect on their financial performance and how this supported their plans for improvement.

Financial Performance – Operating Statement Summary for the year ending 31st December, 2008	
Revenue	2008 Actual
DE&T Grants	1,690,988.00
Commonwealth Government Grants	9,725.00
State Government Grants	
Other	153,694.00
Locally Raised Funds	225,186.00
Total Operating Revenue	2,079,593.00
Expenditure	
Salaries and Allowances	65,361.00
Bank Charges	1,171.00
Consumables	157,740.00
Books and Publications	26,253.00
Communication Costs	22,030.00
Furniture and Equipment	257,280.00
Utilities	34,227.00
Property Services	317,732.00
Travel and Subsistence	8,226.00
Motor Vehicle Expenses	0
Administration	24,306.00
Health and Personal Development	524.00
Professional Development	31,963.00
Trading and Fundraising	40,916.00
Support/Service	19,129.00
Miscellaneous	287,852.00
Total Operating Expenditure	1,294,710.00
Net Operating Surplus/- Deficit	784,883.00
Capital Expenditure	140,592.00
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	

Financial Position as at 31st December, 2008	
Funds Available	2008 Actual
High Yield Investment Account	910,856.87
Official Account	6,355.28
Other Bank Accounts(listed individually)	0
(insert)	
(insert)	
Total Funds Available	917,212.15
Financial Commitments	2008 Actual
School Operating Reserve	178,452.84
Co-operative Bank Account	0
Assets or Equipment Replacement < 12 months	409,000.00
Revenue Receipted in Advance	36,039.00
Building/Grounds including SMS < 12 months	150,000.00
Region /Clusters Funds/School Based Programs < 12 months	13,000.00
Provision Accounts < 12 months	0
Repayable to DEECD	10,000.00
Other Recurrent Expenditure (Accounts Payable)	0
Assets or Equipment Replacement > 12 months	32,860.00
Building/Grounds including SMS > 12 months	32,860.31
Region /Clusters Funds/School Based Programs > 12 months	0
Provision Accounts > 12 months	0
Co-operative loan >12 months	0
Beneficiary/Memorial Accounts	0
Total Financial Commitments	683,759.31

School Contact Information

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This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact The Lakes South Morang P – 9 School for further details.