2025 Annual Report to the School Community

School Name: Lake Bolac College (0854)

- all teachers at the school meet the registration requirements of the Victorian Institute of Teaching (VIT)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006 (Vic) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools (PDF).

Attested on 27 April 2026 at 08:42 AM by Shane Hoffmann (Principal)

- As executive officer of the school council, I attest that this 2025 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 27 April 2026 at 08:43 AM by Shane Hoffmann (Principal)

How to read the Annual Report

What does the *About Our School* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

- School Profile
  - student enrolment information
  - the school's 'Student Family Occupation and Education' category
  - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
  - school staff responses to the School Climate area of the School Staff Survey
- Learning
  - English and Mathematics for Teacher Judgements against the curriculum
  - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
  - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
  - Senior Secondary Completions and mean study score
- Wellbeing
  - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
  - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
  - how many exiting students go on to further studies or full-time work
  - how many Year 7 students remain at the school through to Year 10
  - average absence days per student
  - student attendance rate

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

Updates to the 'Performance Summary' in the 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

VISION

To support and challenge every individual to have a passion for learning, to strive to do their best and to be friendly and happy.

VALUES

Achievement - Work Hard

- Something accomplished, especially by hard work, ability, special effort, great courage
- The act of achieving; attainment or accomplishment.

Respect - Be Nice

- A positive feeling of admiration or deference for a person or other entity (such as an animal, the environment or a religion), and also specific actions and conduct representative of that esteem.

Resilience - Bounce Back

- Be enthused by challenge and change.
- Creativity: Develop talents and opportunity.
- Connection: Respect and care for others and nature.
- Bounce: Toughness and recovery skills in adversity.

GEOGRAPHIC LOCATION

Lake Bolac College is a rural co-educational facility in a small community. The school is positioned alongside the lake and next to the town sporting complex in a natural environment more than 200km west of Melbourne. Native plants and habitat surround the school's ample grounds, providing a relaxed and natural setting. The school is situated in the heart of prime cropping and grazing land.

SOCIAL AND ENROLMENT CHARACTERISTICS

There were 92 enrolments in 2025, with 63 of those engaged in Primary and 36 in Secondary education. The majority of students travel to Lake Bolac College on one of the five school buses, servicing a 30km radius around the surrounding community. The school had three Aboriginal or Torres Strait Islander students, and six students of Maori heritage. 39% of students attracted equity funding. The school had an SFOE of 0.5313, which represents a high level of socio-economic disadvantage.

STAFFING PROFILE

The leadership team consisted of the Principal, Business Manager, two Learning Specialists (Literacy and Numeracy) and one Leading Teacher (Engagement & Inclusion). An additional 9 teaching staff (7.6 EFT) provided classroom instruction in both generalist and specialist areas. 10 (7.1 EFT) classroom/administrative education support staff filled a range of roles, including office administration, wellbeing support, laboratory technician and classroom support. There was one staff member employed for grounds and general maintenance.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, the College's Annual Implementation Plan focus was to improve learning outcomes in Literacy and Numeracy. To support the implementation of this priority, two Learning Specialists continued in their roles, with specific focuses on Numeracy and Literacy improvement and the implementation of quality instruction across the school. Action Plans were developed that mapped out specific tasks and process that underpinned the Annual Implementation Plan and drove improvement.

Curriculum documentation was developed and refined throughout the year. Teachers collaboratively developed Curriculum Overviews that provide the scope of learning across the Victorian Curriculum over a 2-year cycle. The Lake Bolac College Instructional Model was aligned to the Department's Victorian Teaching and Learning Model 2.0 to ensure that evidence-based best practices are implemented into daily instruction.

Assessment and reporting processes were refined to enhance the school's communication of student learning to families. In addition to the mandated provision of Semester Reports, *I Can Reports* were also refined to a printable spreadsheet format; where previously the same information was available to families on Compass, this change enhanced accessibility for families. In addition, ILP meetings (also known as parent/teacher interviews) were remodeled to Learning Conferences. These student-led conferences enabled greater student voice and agency in the learning and provided opportunities to celebrate learning growth.

Wellbeing

Lake Bolac College continued to provide a strong focus on student wellbeing and access to services. Processes were refined for the development of Individual Education Plans (IEPs) and Student Support Groups (SSGs) for students with identified learning, wellbeing or cultural needs. This process ensures that SSG meetings occur at a similar time each term, thereby improving consistency and predictability for key stakeholders.

Existing behaviour management process were reviewed and refined to reflect the current needs and capabilities of students and staff. Improvements were made to the reporting of incidents on Compass, capability building for staff to manage behaviours, triaging for additional support from leaders, and communication to families. In addition, the inclusion of *Our Values in Action* entries on Compass enables staff to communicate positive behaviours that align with the school values to families.

A Provisional Psychologist was accessed, providing up to eight students per semester with ongoing 1:1 counseling consultations on-site. This, combined with the continued delivery of the School Nurse Program, Mental Health Practitioner, gave students excellent access to mental health supports locally. Additional access was provided via referrals to Headspace.

Across the school, there was an increased focus on participation and enjoyment of a wide range of extracurricular and learning opportunities. Student-led Wellbeing Days provided opportunities for students to learn about wellbeing agencies and to advocate for areas of health and wellbeing that they are passionate about. Student Connectedness continued to be a focus, with the percentage of positive responses on the student Attitudes to School Survey increasing from 41% to 47%. Continued access to the Schools Breakfast Program, a new school-based initiative to provide Snack Stations, coupled with holiday food packs, provided support to students and their families with free and healthy nutritional options.

Engagement

Student engagement remained a strong priority throughout 2025, with the school focused on providing meaningful opportunities to encourage students to engage with their learning and the world around them. A Student Leadership, Voice, and Agency Coordinator was continued to guide students through these opportunities. The Student Leadership Group (SLG) supported engagement by organising a wide range of student-led activities, including Friday Fun Days to promote whole-school participation and enhance school pride. These included charity days, dress-ups, and awareness initiatives.

The Year 7-8 Engagement Program that was piloted in 2024 continued into 2025, with a specific focus on participating for the first time in the Energy Breakthrough event in Maryborough. Students learned about sustainability and were required to form pedal cart, pit crew and camp teams support one another through a 24-hour endurance race.

Student voice was further activated via the introduction of Elective subjects for Year 7-10 students. Students' interests were surveyed in late 2024 to gauge areas of common interest that aligned with staff capabilities. As a result, subjects such as Woodwork, Food Technology, Textiles, German Language, Agriculture and Graffiti Art were offered. In addition, Wellbeing Excursions were implemented as a direct result of this survey. These excursions were opportunities for secondary students to strengthen relationships and share positive experiences. Activities included ten-pin bowling, arcade and VR games, waterpark activities, and trampolining. As a result, student retention from Year 6 into Year 7 remained high for the second consecutive year, increasing from 60% in 2024 to 71% in 2025. Attitudes to School Survey data reflected increased positive endorsement of *Sense of Connectedness* from 41% to 47%, *Emotional Awareness and Regulation* from 57% to 70% and *Life Satisfaction* from 56% to 60%.

Attendance data across the school continues to present a challenge, with the average attendance rate for Foundation-6 slightly decreasing from 88.7% to 88.1%. In Year 7-12 there was an

increase from 79.9% to 81.9%. A large portion of absences were for 30 days or more. Approximately 30% of school absences can be attributed to family holidays and 45% to parental choices unapproved by the school. The remaining 25% of absences can be attributed to illness, medical appointments, bereavement, and other approved reasons. Improving attendance remains a focus for the school, as the average student at LBC misses around 5 weeks of classes per year.

Other highlights from the school year

Lake Bolac College takes pride in its commitment to providing abundant successful opportunities for its school community throughout the year. Among the highlights were the various camps, with a Warrnambool camp for Year 7-12s as well as the Year 1-2s, and Cave Hill Creek for Year 3-6s. Foundation students experienced an overnight stay at school during the annual Prep Sleepover.

The school continued to uphold its tradition of excellence in sporting events, with students participating in swimming and athletics carnivals at the regional level and advancing to the state finals in athletics. Regular sports training and games were offered during lunchtimes, alongside a plethora of other activities through the lunchtime activities program, such as art activities, games, Minecraft club, wood-working, music clubs, and library sessions.

The annual school musical, *Matilda*, was brought to life by a dedicated cast, crew, and production team of students. The biannual music concert showcased students' talents across a variety of musical genres and instruments.

Historical and cultural celebrations were integral to the learning experience, with participation in events such as ANZAC Day services, Book Week, Education Week, Science Week, and the celebration of 100 Days of Learning for Prep students.

Financial performance

- Total **revenue** for 2025 remained steady and broadly in line with 2024. While a slightly lower proportion of revenue was received from the Department of Education, this was offset by funds raised locally through fundraising activities and grants.
- **Expenditure** also remained relatively stable in 2025, with a reduced allocation to property services and a corresponding increase in staffing costs to ensure appropriate workforce coverage. Spending on property services was lower as the school received an SMP-funded works program totalling $680,733.17, allocated to Lake Bolac College through a Planned Maintenance Program (PMP) funding allocation following the outcomes of the Rolling Facilities Evaluation (RFE). As these funds were held outside the school’s budget, this reduced the need for the school to allocate its own resources to maintenance and freed up additional funds to support staffing costs.
- The **Mental Health Fund** and **Tier 2 Funding** provided targeted financial support for mental health services and additional learning assistance. This enabled the school to implement wellbeing and learning programs, including the continued services of a provisional psychologist, to better support student outcomes.

- A total of $143,553 in **equity funding** supported a broad range of student-focused initiatives, including learning support, wellbeing programs, literacy and numeracy intervention, and strategies to strengthen student voice and agency.

Overall, the school prioritised maintaining its facilities while also continuing to strengthen student wellbeing, engagement, and academic support.

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

PERFORMANCE SUMMARY

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to 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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 93 students were enrolled at this school in 2025, 46 female and 46 male. NDP had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage. This school's SFOE band value is **High**.

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	**School**	**77.3%**
	Similar schools	70.1%
	State	70.6%

School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025
% positive endorsement School Climate (School Staff Survey)	**School**	**40.4%**
	Similar schools	62.9%
	State	59.8%

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

		2025
English Prep - 6 % of students at or above age expected standards	**School**	**83.9%**
	Similar schools	83.3%
	State	86.3%
English Year 7 - 10 % of students at or above age expected standards	**School**	**69.4%**
	Similar schools	61.9%
	State	74.9%
Mathematics Prep - 6 % of students at or above age expected standards	**School**	**82.5%**
	Similar schools	83.9%
	State	84.2%
Mathematics Year 7 - 10 % of students at or above age expected standards	**School**	**40.0%**
	Similar schools	60.1%
	State	70.5%

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	**School**	**NDP**	**41.7%**
	Similar schools	62.7%	60.0%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	**School**	**NDP**	**56.0%**
	Similar schools	69.0%	68.7%
	State	73.9%	74.6%
Reading Year 7 % of students Strong or Exceeding proficiency levels	**School**	**25.0%**	**40.0%**
	Similar schools	57.3%	57.9%
	State	65.9%	65.7%

		2025		3-year average
Reading Year 9 % of students Strong or Exceeding proficiency levels	**School**	**NDP**		**35.7%**
	Similar schools	55.0%		54.3%
	State	62.7%		61.0%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	**School**	**NDP**		**66.7%**
	Similar schools	63.9%		63.2%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	**School**	**NDP**		**76.0%**
	Similar schools	62.7%		61.6%
	State	69.1%		68.1%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	**School**	**37.5%**		**38.5%**
	Similar schools	58.3%		57.4%
	State	65.6%		63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	**School**	**NDP**		**46.2%**
	Similar schools	54.4%		54.4%
	State	61.9%		60.2%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative 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 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	**School**	**NDP**	
	Similar schools	69.6%	
	State	74.7%	
Reading Year 5 to 7 % of students High or Medium relative growth	**School**	**50.0%**	
	Similar schools	67.6%	
	State	71.9%	

		2025
Reading Year 7 to 9 % of students High or Medium relative growth	**School**	**NDP**
	Similar schools	72.5%
	State	74.1%
Numeracy Year 3 to 5 % of students High or Medium relative growth	**School**	**NDP**
	Similar schools	69.2%
	State	74.0%
Numeracy Year 5 to 7 % of students High or Medium relative growth	**School**	**57.1%**
	Similar schools	70.1%
	State	72.2%
Numeracy Year 7 to 9 % of students High or Medium relative growth	**School**	**NDP**
	Similar schools	73.7%
	State	73.5%

Victorian Senior Secondary Certificate

In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC).

This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level.

		2025	2-year average
VCE/VCE VM completion rate	**School**	**NDA**	**NDA**
	Similar schools	95.3%	94.8%
	State	97.2%	97.0%
Total VPC students	**School**	**NDP**	**NDP**

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025	4-year average
Years 4 to 6 % positive endorsement	**School**	**58.1%**	**52.5%**
	Similar schools	78.5%	78.7%
	State	77.1%	77.3%
Years 7 to 12 % positive endorsement	**School**	**33.6%**	**35.8%**
	Similar schools	48.2%	45.7%
	State	49.8%	47.7%

Student Attitudes to School – Managing Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025	4-year average
Years 4 to 6 % positive endorsement	**School**	**69.9%**	**63.6%**
	Similar schools	81.7%	80.9%
	State	76.4%	75.8%
Years 7 to 12 % positive endorsement	**School**	**30.6%**	**44.5%**
	Similar schools	55.2%	53.0%
	State	50.8%	48.6%

ENGAGEMENT

Students exiting to further studies or full-time employment

Percentage of exiting students going on to further studies or full-time employment.

		2024	4-year average
% of students exiting to further studies or full-time employment	**School**	**NDP**	**75.0%**
	Similar schools	73.3%	73.1%
	State	81.5%	81.2%

Student retention

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

		2025	4-year average
Real retention rate	**School**	**38.5%**	**25.2%**
	Similar schools	68.7%	67.9%
	State	68.8%	68.7%

Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	**School**	**23.5**	**24.6**
	Similar schools	23.3	23.5
	State	21.5	21.7
Year 7 - 12	**School**	**35.8**	**35.0**
	Similar schools	35.7	34.4
	State	30.2	29.4

Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025
Prep	**School**	**82.0%**
Year 1	**School**	**88.9%**
Year 2	**School**	**88.0%**

		2025
Year 3	School	NDP
Year 4	School	89.5%
Year 5	School	NDP
Year 6	School	87.1%
Year 7	School	85.6%
Year 8	School	81.8%
Year 9	School	NDP
Year 10	School	80.6%
Year 11	School	NDP
Year 12	School	NDP

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 19 March 2026.

Revenue	Actual
Student Resource Package	$2,547,269
Government Provided DET Grants	$541,883
Government Grants Commonwealth	$0
Government Grants State	$0
Revenue Other	$7,542
Locally Raised Funds	$73,568
Capital Grants	$0
Total Operating Revenue	**$3,170,263**

Equity	Actual
Equity (Social Disadvantage)	$138,555
Equity (Catch Up)	$4,998
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$143,553**

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package[1]	$2,582,841
Adjustments	$0
Books & Publications	$0
Camps/Excursions/Activities	$101,744
Communication Costs	$5,964
Consumables	$99,054
Miscellaneous Expenses[2]	$5,277
Agency Staff	$0
Professional Development	$5,315
Equipment/Maintenance/Hire	$66,691
Property Services	$86,381
Salaries & Allowances[3]	$36,353
Support Services	$97,080

Expenditure	Actual
Trading & Fundraising	$4,700
Motor Vehicle Expenses	$61
Travel & Subsistence	$533
Utilities	$71,364
Total Operating Expenditure	**$3,163,358**
Net Operating Surplus/-Deficit	**$6,905**
Asset Acquisitions	**$0**

[1] Student Resource Package Expenditure figures are subject to change during the reconciliation process.

[2] Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

[3] Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	$33,778
Official Account	$33,551
Other Accounts	$0
Total Funds Available	**$67,329**

Financial Commitments	Actual
Operating Reserve	$96,753
Other Recurrent Expenditure	$0
Provision Accounts	$0
Funds Received in Advance	$0
School Based Programs	$67,329
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$0
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$164,082**

All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.