

Bendigo Senior Secondary College

Annual Report 2004

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1. Summary Reports

1.1 Principal's Report

A reflection on the year that has just passed reveals many outstanding team and individual achievements and highlights, along with tragic loss within the community of Bendigo Senior Secondary College. My sincere thanks go to all within the College community: College Council, staff, students, parents and the community of Bendigo who have worked together to ensure the many successes of this year.

Through 2004, our students and staff have achieved outstanding success in their academic, cultural, sporting and community activities. Our staff have gained recognition for their excellence through winning several teacher awards and scholarships, including finalists at the *Herald Sun* Teacher team of the Year. In addition, staff have been invited to present at national and international conferences and have furthered their own development through participation in various conferences and forums. Dr Ian MacBean was recognised for his 15 years of service to our College Council, and Rosalie Lake, Jim Grant and Mary Nash had their 35 years of teaching recognised also. A special ceremony was conducted to acknowledge and congratulate Chris Wood for her 40 years of service to the education of young people.

Our students excelled in the Rock Eisteddfod; this year in partnership with students from Flora Hill Secondary College and reaching the State final. Outstanding results were also achieved in Public Speaking, Energy Breakthrough, Science and Mathematics Awards, the VCE Season of Excellence; while our students went through to the national level in the Shakespeare Festival and won a series of state and national sporting titles. State Sporting Blues were awarded to Aiden Fitzgerald for Tennis and Josh Davies for Baseball. At the VCE Premier's Awards, Cecily Due gained much deserved recognition for Classical Societies and Cultures, Music Styles and Studio Arts; while Simon Burns was recognised for his achievements in English Language; Sarah McKee for Outdoor & Environmental Studies and Caroline Smith for Psychology. Through the VCAL Awards, presented for the first time this year, Abe Tuohey received an individual award.

Our proposal to develop an off-campus unit based upon our experience in the WITs project and incorporating aspects of the UK Notschool model was supported by the Education Department through the Leading Schools fund. NETschool will target post compulsory school age students who have not completed secondary schooling, are no longer enrolled at a school and who believe they cannot return to a formal school setting. The aims of the program are to re-engage students with education, provide a relevant and engaging curriculum, provide students with a level of individual support, maintain a connection with a "home" school and encourage students to develop independent learning skills.

Our student exchanges with Germany and China have continued, with a visit by students from our sister school in Indonesia being a highlight through August. Overseas events have not diminished the steady stream of national and international educators visiting our college. This valuable professional exchange enables visitors to view our practices and gain from our experiences while providing an international perspective on the areas we are seeking to improve.

Master Planning for the significant modification of the facilities arising from the planned closure of Bendigo Prison and converting areas into teaching spaces to meet the needs of

our College for the 21st century and beyond, have been advanced through the concerted efforts of the College Council and the Master Planning Committee.

The tragic loss of Brooke Ervin and Elisabeth Chambon served to remind us all of the need to make the most of our time together and to value and strengthen the relationships that bind our college community. The strength of our College lies in the capacity and willingness of all associated with the College, through their actions and deeds, to work to implement the College vision: Bendigo Senior Secondary College encourages personal growth and enrichment in an adult learning environment that is safe and supportive.

Graham Bastian

1.2 School Council President's Report

Once again it has been a busy and successful (and enjoyable) year for the College and College Council. The College has continued to progressively improve and strengthen in areas of education, facilities and performance.

This year our College Council welcomed some new members of Council and farewelled other members. We welcomed Vaughan Prain, Philippa Johanson, Ken Laing and Tamara Allen, and farewelled and said thanks to Dr Ian MacBean (15 years on College Council), Annette Tanner and Megan DeMoel.

During 2004 we have seen the further development of a variety of programs to cater for the needs of all students who want to undertake a study program or course at BSSC. The focus of the College was aligned to the College Charter Goals and Priorities which some are:

- *To promote the highest standards of achievement for all students.*
- *To provide a curriculum that enabled all students to determine a clear discernible pathway towards further study, training or work and that challenges them to strive for their personal best.*
- *To be at the forefront of educational provision and innovation including student support structures and the use of learning technologies.*

In accordance with our Charter, the College staff continued to explore strategies to improve the learning outcomes for our students across all programs – VCE, VET and VCAL.

This quest for improvement has seen the introduction of new programs such as the Victorian Certificate of Applied Learning (VCAL), an extensive range of Vocational pathways and the highly successful Tutor program, along with the refinement of other programs and practices. Further improvements are also underway for 2005.

During the year approval was given by Minister Kosky that supported the BSSC proposal to partner other government secondary colleges in Bendigo and Community Agencies to establish an On-line Learning Centre to deliver targeted curriculum including components of the VCE and VCAL courses to post compulsory age students who are no longer enrolled in education or training and who believe they cannot return to a formal school setting.

As mentioned, the College is also continually seeking to implement strategies that will increase the opportunities for our students to gain access to the pathway and the future for which they strive. Another area is we have planned some key initiatives for the end of 2004 being: a Year 10-11 introductory program, and a Year 11-12 extensive program, both programs to be operative in December and January.

We have also seen the implementation of the Master Planning Committee which provided the development of a Facilities Master plan to incorporate components of the Bendigo Gaol into the College. This planning also has involved significant input from Heritage Victoria.

Other developments that are planned for 2005 are the upgrade of the Parent Handbook and a Year 12 summer school program during January that is designed to consolidate the grounding necessary to successfully undertake Year 12.

My thanks go to all members of College Council for their continual guidance and support for the college and to staff, both teaching and non-teaching for their tireless efforts in support of our children.

Malcolm Grimes
President BSSC College Council

2. Summary of Progress against School Priorities

Priority 1: To be a leading school in educational provision and to engender high levels of innovation leading to improved learning outcomes.

	Intended Outcomes	Performance Measures	Implementation Strategies	Progress through 2004
<u>Professional Development</u>	High levels of participation of staff in, and provision of, Professional Development	Level of staff participation in professional development Number of professional development programs provided for other groups Staff opinion survey: <ul style="list-style-type: none"> • professional interaction • professional growth • student orientation 	Assess staff needs and skills Identify opportunities provided by the DE & T and other groups for staff training Support staff in attending PD both in and out of the college	The College Internal Professional Development program is organised around the PD Themes of: Thinking, eLearning, Well Being and Leadership. 69 internal professional development programs were conducted facilitated by 29 staff. An Extended Leadership a 2 day residential Program for Leading Teachers, Managers and Principals took place in Term 4 180 external professional development programs were attended by staff in 2004. Throughout 2004 staff from Bendigo Senior Secondary College presented at a national and international level. Presentations were made in Malaysia, Singapore, United States of America, Vietnam, New Zealand, New South Wales and the Northern Territory.
<u>E-Learning:</u>	Continual development of new approaches to the use of ICT resources across all areas of the curriculum including remote provision of programs Development of an integrated extranet for students and staff	Integrated extranet operational for staff and students	Organise staff teams through the Annual Teacher Performance and Development program to undertake projects that build new approaches to the use of ICT Develop Stage 1 of the integrated extranet by the beginning of 2003	Professional Learning teams with ICT focus implemented. Continued development of the College Extranet and College website to enhance provision of services and resources for staff and students. Implemented Phase 2 of technology roll-over and renewal. Infrastructure of college network replaced and upgraded.
<u>Leadership and sharing experiences in the wider educational community</u>	Sharing of professional knowledge and experience with the wider educational community Further develop the cooperation and links with Glen Waverley Secondary College		Continue to provide programs for schools through the NAVCON consortium	Strong staff involvement as presenters in NAVCON 2K4 in Christchurch, NZ. This will continue in 2005 as BSSC hosts NAVCON 2K5. Approximately 720 educators visited Bendigo Senior Secondary College to attend professional development programs facilitated by staff

<p><u>International Links</u></p>	<p>Investigate the implementation of recommendations from the ECIS Accreditation report Enrolment of full fee-paying overseas students Student and staff participation in an overseas exchange program Further the international links of the college in China, the UK, Indonesia and Germany</p>	<p>Two year ECIS report produced Number of full fee-paying students and success of students involved Number of exchange programs for staff and students</p>	<p>Prepare the ECIS report for May 2003 Maintain and further develop the full fee-paying program and other international programs such as the 50 students for 5 months proposal Continue with exchange visits to and from schools in China, Indonesia, Germany and the UK</p>	<p>Fifteen international fee-paying students enrolled at the college for 2004. Links with schools in China further enhanced. Two visits by senior staff to discuss mutual cooperation. Student exchange visits to Indonesia, China, Germany continued, and several staff visiting schools and systems overseas. Summer Camp program for student group from Shanghai conducted in July – August.</p>
<p><u>Pathways for students</u></p>	<p>Develop and implement an appropriate VCAL program and other pathways for students Establish the college as a Registered Training Organisation of excellence</p>	<p>Participation rates for students in the VCAL program</p>	<p>Provide a VCAL program for students in 2003 Continue to expand the scope of the college as a Registered Training Organisation</p>	<p>VCAL programs conducted for approximately 130 initial enrolments. Successful trailing of Themed VCAL based around ICT. BSSC / Continuing Education partnership as well as an individual student recognized in the initial VCAL awards.</p> <p>Registered Training Organisation (RTO) scope of Registration extended to include the new Certificate II in Sport & Recreation (Fitness & Community Recreation Stream and Outdoor Recreation stream), IT (Software) and IT (Networking)</p> <p>Successful application to the Leading Schools Fund to implement the NETschool program for students who need an alternative setting. Program to commence in 2005 Introduction and implementation of two day transition program for Year 10 students.</p> <p>Results Focus Committee reviewed 2003 results and developed a range of strategies aimed at improving students' results and improved access to a range of pathways. Refer to VCE results for outcomes to this initiative.</p>

Priority 2: To enhance and support teaching practice

	Intended Outcomes	Performance Measures	Implementation Strategies	Progress Through 2004
<u>Professional growth and development</u>	<p>College-wide Teaching and Learning Charter</p> <p>Learning Area technology plans using the best of learning technologies</p> <p>Inclusion of thinking skills strategies across the college</p> <p>Staff recruitment and induction program</p> <p>Independent research conducted and findings used to improve teaching practice</p> <p>Professional Development planning based on research findings and best practice in teaching and learning.</p> <p>Annual Teacher Performance and Development plans for all staff</p> <p>Skilling staff for VCAL delivery and online provision</p> <p>Development of all staff in the area of pastoral care and student management</p>	<p>Staff opinion survey –</p> <ul style="list-style-type: none"> • curriculum coordination, • participative decision-making, • feedback, • professional interaction, • supportive leadership, • professional growth. 	<p>Annual Teacher Performance and Development plans set-up and implemented</p> <p>Professional Development of staff in use of Learning Technologies, Thinking Skills, VCAL delivery and pastoral care (Tutor program)</p> <p>Improved processes for the induction and mentoring of new staff to the college</p> <p>Provide regular opportunities for both formal and informal feedback between staff and Principal team</p> <p>Develop strategies for staff and student health and well-being opportunities</p> <p>Encourage staff to participate in and deliver professional development</p> <p>In conjunction with the 7-10 colleges trial a teacher training and recruitment program focusing on Bendigo.</p>	<p>Staff opinion survey used to develop strategies for improved workplace practices and staff wellbeing.</p> <p>Teacher Performance and Development program reviewed in light of 2003 experience.</p> <p>Focus of Professional Development continues to be on the use of ICT, Thinking Curriculum, VCAL and Tutor Program.</p> <p>Staff induction and mentoring program reviewed, and changes implemented.</p> <p>Focused discussion forums, (mini college or specific groups eg staff completing their employment contracts) informal staffroom lunch discussions with both teaching and non teaching staff.</p> <p>Focus on Mental Health week, provide staff counselling as required. Support for staff following a significant incident defined in policy and links between staff groups and Principal team formally defined.</p> <p>Continued high levels of staff participation in and delivery of internal and external PD.</p> <p>Teacher training program refined and implemented in conjunction with La Trobe University Bendigo</p>

	<p>An evolving network infrastructure with all necessary curriculum, administration and information services shared electronically across the college.</p> <p>Further develop and refine strategies to improve student and staff health and wellbeing.</p>			<p>Initial expression of interest for participation in Innovation & Excellence Phase 3.</p> <p>Successful CeLL application for eLearning PD provision.</p> <p>Launch of Principles of Learning & Teaching to extended Leadership Group.</p>
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Curriculum

3.1 Student Achievement

School Goal

To promote the highest standards of achievement for all students

Performance Measures

School performance in the VCE by:
School, Statewide and Like School Group 4 comparisons.
Student participation in VET in VCE
VCE results, VCE Study Scores of 40 or more, Student ENTER data, and the VCE VET data

Data Interpretation and Improvement Strategies

3.1.1 VCE Results

How do the results compare to the state and like school group benchmarks?

- Comparison with the Like School Group indicates the school mean for BSSC of 29.5 have a positive differential of 1.3 over the Like School mean for the All Study group, which is an improvement of 0.2 over 2003.
- In all studies except English, Information Processing and Management, Environmental Science, Drama, Economics, Theatre Studies, Geography and Political Studies, there is a positive variation between the BSSC mean and the Like School Group mean.
- Comparison of school results over three years sees an overall reduction of 0.2 in average study score. This is an improvement over the 2003 result.
- 48% of studies (up from 40% in 2003) achieved average study scores higher than achieved in 2003. Those studies achieving lower study scores had means varying from -0.2 to -5.6 since 2003.
- ENTER scores improved in 2004. Scores greater than 90 improved from 8.3% in 2003 to 9.8% in 2004. Scores greater than 80 improved from 11.1% in 2003 to 12.0% in 2004. Scores less than 50 decreased from 38.8% in 2003 to 35.2% in 2004.
- Gender breakdown across the college is approximately 45% male and 55% female. Analysis of ENTER scores by gender sees an over representation of Girls with scores greater than 50. This varies from 63% girls: 37% boys for the ENTER range 90 – 99.9 to 68% girls: 32% boys for the ENTER range 50 - 59.9. ENTER scores less than 50 comprised 50% girls: 50% boys.

Is there sufficient information to be gained from the variation between subjects?

6.2% of study scores were of 40 or more, 2% higher than the results for Like Schools and 0.2% higher than State results continuing a pattern over a number of years. The gradual decrease in scores over 40 since 2000 is noted and is of concern.

English has moved from a negative differential of 0.9 when compared to LSG in 2003 to a negative differential of 0.2 in 2004.

Further Mathematics has changed from a positive differential of 0.1 when compared to LSG in 2003 to a positive differential of 0.9 in 2004. Mathematical Methods has moved from a positive differential of 2.7 when compared to LSG in 2003 to a positive differential of 4.3 in 2004.

12.5% of studies continuously improved or maintained their mean study score over the three years 2002- 2004. 35% of studies have a higher mean in 2004 than they did in 2002.

1. Progress made in 2004

The overall improvement in ENTER scores for 2004 has reversed the downward trend of the past three years. The college-wide focus on improving results that was in place during the year would appear to have been effective in this area.

2. Strategies that the school will introduce or continue in 2005 to address any performance issues

The focus on improving results will continue during 2005. The continued downward trend of scores above 40 is of concern. The college has introduced a mentoring program for high achieving students to attempt to address this issue.

3.1.2 Student Performance in VET in VCE

What is the relationship between the number of students undertaking VET in the VCE and the number undertaking regular VCE studies?

A total of 520 students (31.6%) undertook at least one unit of competency representing an average of 11.6 units per student. This compares with the statewide figures of 20.7% of students with an average of 11.9 units per student. There has been a steady increase in the participation of students in VET from 25.5% in 2001 to 31.6% in 2004.

In 2004 69.3% of the units of competency were completed successfully. This compares to the statewide figure of 71.3%. This satisfactory completion figure is down from 70.1% in 2003 (statewide 73.5%).

Is there a relationship between level of student retention and numbers enrolled in VET in VCE?

Apparent retention in 2004 dropped to 82.1% from a peak of 88.7% in 2002. Real school retention figures for 2004 are not available at this stage.

The number of students enrolled in VCAL in 2004 increased to 117 (7.1%) from 101 (5.6%) in 2003. These figures are in line with the statewide data of 8.6% and 5.2% in the last two years. In 2004, 80.6% of VCAL credits were satisfactorily completed, well above the statewide figure of 70.4%.

1. Progress made in 2004

The number of students undertaking VET programs increased in 2004. This may partly be due to the increase in VCA students in the same year. The scope of the school's Registered Training Organisation was further increased in order to improve the quality of curriculum delivery to students.

2. Strategies that the school will introduce or continue in 2005 to address any performance issues

The issue of student progress and successful completion for students in VET and VCAL have been addressed by developing new policies to monitor progress to ensure early intervention occurs as necessary.

Under the Leading Schools Fund, the college will introduce the NETschool initiative in 2005 to re-engage 15-18 year olds who are outside education and training.

3.2 Curriculum Provision

School Goal

To provide a curriculum that enables all students to determine a clearly discernible pathway towards further study, training or work and that challenges them to strive for their personal best.

Performance Measures

The following data sets are provided in the Appendix:

Parent Opinion Survey

Apparent Retention rate

Real School Retention Rate

Exit destination reports

Managed individual Pathways – Destination Study 2003

Data Interpretation and Improvement Strategies

3.2.1 Parent Opinion of the Curriculum

As the 2004 Parent Opinion Survey questionnaire has changed from the 2003 version, the only comparable factors are Quality of Teaching and General Satisfaction. Both of these variables scored values over 6 maintaining the high level from recent years.

For the 2004 survey, all factors scored above the state means with the exception of School-Parent Relations and Extra-curricular.

With all variables scoring at or above 4.91 on the 6 point scale, there is a high overall level of satisfaction with the curriculum and performance of the College by parents.

3.2.2 Student Retention

How do the school data compare with state and LSG benchmarks?

The results indicate Apparent Retention well above LSG benchmarks over the last 3 years, ranging from 11.1% advantage in 2002 to 7.9% advantage in 2004. The Real School Retention (Year 11-12) in 2004 was 75.8% down from 78.3% in 2003. The school works very hard to ensure students who leave between Year 11 and Year 12 have a viable alternative pathway.

3.2.3 Student Destinations

NB: Comments on Student Destinations based on MIPs data collected by the College.

Is the number of students exiting throughout the year of concern?

In 2003, 253 students left the College before completing the year. 62.5% of these were in Year 11. Of the total exit group, 55% were males and 45% females. In 2004, 185 students left the College before completing the year. 57% of these were in Year 11. Of the total exit group, 47% were males and 53% females. As students exit, the MIPs team follows up each student in an attempt to ensure that they have a defined pathway. Every effort is made to encourage the students to remain either at school or in further training.

Are the destinations of all students known to the school?

The MIPs team at the college has followed up as many exit students as they can contact and documented their destinations in a comprehensive report. The goal of the MIPs team is to carry out this task twice yearly. The data provided by VTAC and On Track indicates that in 2004, 80% of exit students achieved a tertiary offer with 65% of these from a university.

Of those who left during the year, is there concern regarding any particular destination?

The College is concerned with the number of students who leave school to an 'unknown' destination. There has been improvement in this area in recent years with a total of 47 (18.5%) in this category in 2003 and 10 (6%) in 2004.

The other area of concern would be the students who leave in the category of 'unemployed'. This group represented 89 (35%) of the total exit cohort in 2003 but only 41 (24%) in 2004. The work of the MIPs and JJP teams in the school has been effective in this improvement.

4 Environment

School Goal

To provide a safe, caring environment that promotes a desire for learning and excellence, respect for others, high self esteem and pride in achievement

Performance Measures

- Average number of absences per student for each year level
- Parent opinion of the school environment – general environment, customer responsiveness and general satisfaction variables
- Total school enrolments
- Student Opinion Survey

Data Interpretation and Improvement Strategies

4.1 Student Attendance

The mean number of absent days per student in 2004 was 8.2, down from 10.4 in 2003. These results are below the state benchmark of 13.1 for 2003 (The 2004 data was not available). Student attendance has been a major focus of the college in recent years and a range of strategies have been in place to ensure students are attending classes and achieving to their potential. In 2004 follow-up occurred through phone calls home after three unexplained absences from a class, catch-up classes after 5 unexplained absences involving surveys and action plans to improve attendance.

The college plans to implement improved administration systems in 2005 to monitor attendance and report to parents about their student's attendance/absence from classes.

4.2 Parent & Student Opinion - Environment

What is the overall level of agreement/disagreement for each variable?

The level of agreement of the variables is very high with values ranging from 4.91 to 5.38. This is a very positive result on a 6-point scale.

How do the variable scores compare with statewide benchmarks?

All variables are above the state benchmarks with the exception of School / Parent relations. This variable scored 4.91 compared to the state value of 5.00.

Does any particular variable differ markedly from the others?

All variables scored over 5 out of 6 with the exception of School / Parent relations which scored 4.91.

Overall, is there an acceptable level of satisfaction with the school environment?

The General Satisfaction variable reached its highest value of 5.35 for the past six years in 2004. This is a very positive indicator for the acceptance of the programs being provided by the college.

The Student Opinion Survey results indicate an improving perception by students over the last four years. All variables have shown a steady increase with all but two having averages over 3 on the 4 point scale. The two variables with averages below 3 are Time and Appropriateness of Instruction reflecting the pressures and difficulties encountered by students at senior secondary level.

4.3 Student Enrolments

Have enrolments over the previous year remained consistent with past trends?

There has been a decrease in the enrolment since 2002 from 1963 to 1770 in 2004. This has been due in part to smaller cohorts in the incoming Year 11 groups in 2003. The gender breakdown has continued to show more girls than boys with 55% girls and 45% boys enrolled in 2004. The gap between girls and boys has shown an increase in the last three years from 4% more girls in 2002 to 10% more girls in 2004.

Are there implications from the enrolment data regarding the curriculum offered?

The college has continued to review the transition program for students to ensure as many students as possible enrol for Year 11. In 2004, incoming students from Year 10 attended a two-day transition program in November followed by an Orientation session in December in order to make them more familiar with the college and its operation.

5 Management

School Goal

To ensure that communication and decision-making processes build collegiality and effectively promote the achievement of the College's educational goals, priorities and targets.

Performance Measures

Refer to the relevant pages in the School Level Report.

- Staff Opinion Survey
- Frequency of teacher sick leave – non-certificated and total sick leave

Data Interpretation and Improvement Strategies

5.1 Staff Opinion

What is the overall level of agreement/disagreement for each variable?

The number of respondents to the Staff survey was 64 out of a total staff of 170. For the 15 positive variables surveyed in 2004, the results ranged from a low of 3.0 for Student Motivation, Appraisal & Recognition, Participative Decision-making and Supportive Leadership to a high of 4.6 for Individual Morale. This indicated strong agreement between the variables. Of the five negative variables surveyed, the results ranged from a high of 4.0 for Excessive Work Demands to a low of 2.4 for Student Misbehaviour.

As a result of the 2004 survey, strategies have been put in place to gain feedback from all staff and these will be further explored in 2005.

How do the variable scores compare with statewide benchmarks?

The variables that were equal or above state benchmarks in 2004 were Role Clarity, Goal Congruence, Professional Growth, Curriculum Coordination, Effective Discipline Policy, Student Orientation, Student Motivation, Learning Environment and Student Misbehaviour.

5.2 Teacher Sick Leave

How do the sick leave data compare with the state benchmarks?

The Non-certificated sick leave days per staff member (1.83 for Teachers and 1.64 for SSOs) are below the 2004 benchmarks (2.34 and 1.83). The Total sick leave days per staff member (5.38 for Teachers and 4.76 for SSOs) are also below the benchmarks of 7.27 and 6.49.

There has been a slight increase in the level of these variables over the past three years.

The college will monitor the impact of the changed teacher workloads that have been introduced in 2005. A staff Well Being committee will be set up to assist with this process.

School Goal

To effectively manage all college resources and ensure that resource allocation reflects the goals and priorities

Performance Measure

Refer to the relevant page in the School Level Report.

- School Bank Account Balances report

Data Interpretation and Improvement Strategies

6.1 Expenditure against Priorities

Does the current pattern of expenditure match the predicted allocations in the school charter?

The combined cash receipts and payments statement provides data to indicate the areas of spending across all programs within the college.

6.2 School Bank Balance

How does the bank account balance per student compare with the state benchmarks?

The bank account balance of \$1,229,063 equates to \$746 per student and compares very closely to the state median value. This includes \$271,106 held on behalf of various groups in our role as host banker school.

7. Appendix to Annual Report

Document	Source of Data
VCE Results	School Level Report
VCE Study Scores of 40 or more	School Level Report
VET	School Level Report
VCAL	School Level Report
Enrolments	School Level Report
Apparent Retention	School Level Report
Real School Retention	School Level Report
Exit Destination: Year 11	School Level Report
Exit Destination: Students who left Year 12 before completing the Year	School Level Report
Exit Destination: Students who left at the end of Year 12	School Level Report
Destinations of Exit Students leaving during 2003-2004	BSSC MIPs Report
VTAC and On Track data	VTAC & On Track data
Student Absence	School Level Report
Parent Opinion Survey – 1999-2004	BSSC Graph of SLR data
Parent Opinion Survey	School Level Report
Staff Opinion Survey – 1999-2004	BSSC Graph of SLR data
Staff Opinion Survey	School Level Report
Student Opinion Survey – 2001-2004	BSSC Graph of Student Opinion Surveys results
Staff Sick Leave	School Level Report
Bank Balances	School Level Report
College Financial Statements	CASES Finance Report College Budget document