

Bendigo Senior Secondary College
017595

**Annual Report to the
School Community**



School Overview

Bendigo Senior Secondary College is situated in central Bendigo overlooking the historic Rosalind Park. With a population of 1780 students in 2006, the College is the largest Victorian Certificate of Education (VCE), Vocational Education and Training in Schools (VETiS), and Victorian Certificate of Applied Learning (VCAL) provider in Victoria. The College is committed to providing suitable programs for all students from our neighbouring 7-10 colleges: Eaglehawk Secondary College, Flora Hill Secondary College, Golden Square Secondary College, Kangaroo Flat Secondary College and Weeroona P-10 College. There is close co-operation with these colleges in professional development programs, student transition and orientation activities, and instrumental music performance activities.

We have a clearly stated purpose that our ROLE is to empower learners for individual, community and global leadership where respect, optimism, learning and environment are the values that underpin our actions. Staff are deeply committed to the academic progress and welfare of students, and all students are encouraged to interact closely with their teachers and seek help at any time.

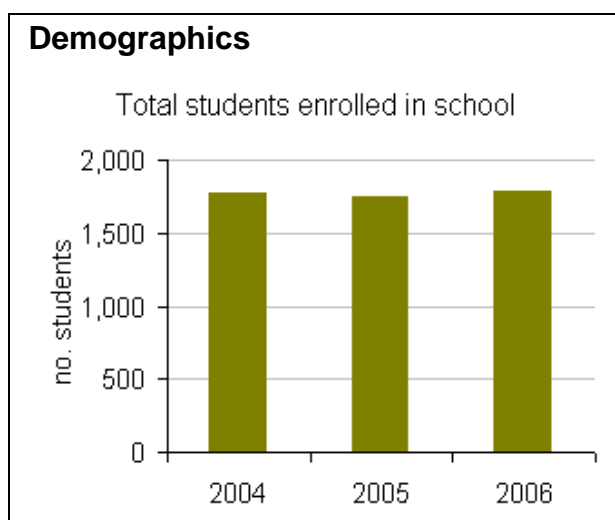
Students are able to choose courses to meet their individual needs. This may involve part-time study/part-time work, completing their studies over three years, and choosing flexibly designed courses to meet their individual needs.

A very high number of VCE studies are offered and students can select units in English, Mathematics, Sciences, Business & Information Technology Studies, Studies of Society and Environment, and the Arts.

An accelerated learning program operates in conjunction with the 7-10 colleges where students are able to undertake some VCE/VET studies whilst in Year 10. Year 11 students are encouraged to undertake a unit 3/4 study in their first year.

Pathways in VCAL are offered at foundation, intermediate and senior levels. NETschool, an extension to the College program provides curriculum access for 15-20 year old students who are outside mainstream schooling or training. NETschool provides both online and off campus delivery of VCE, VET and VCAL units at the NETschool centre located on the Bendigo Regional Institute of TAFE (BRiT) campus.

A number of VET programs, apprenticeships and traineeships are also available to students providing pathways to further study or employment.



There has been a slight increase in enrolment between 2005 and 2006 which is due to an expected increase in student numbers enrolling from the 7-10 Colleges.

College Goals and Targets

Student Learning

Goal: Improvement in student VCE/VET/VCAL results across all studies.

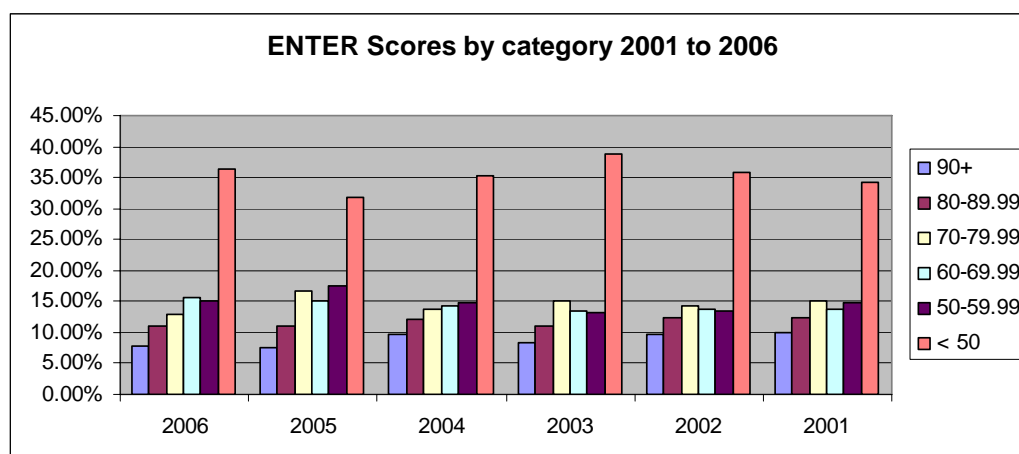
1. VCE Results

Average Study Scores-All Studies				
	BSSC	Like Schools		Difference
2002	29.7	28.7	(LSG 4)	1.0
2003	29.5	28.4	(LSG 4)	1.1
2004	29.5	28.2	(LSG 4)	1.1
2005	29.7	28.4	(LSG 4)	1.3
2006	28.9	28.2	(LSG 4)	0.7

Average study scores fell marginally in 2006. The college will continue to work on improving the average study scores across all studies.

Study Scores of 40 or More						
	BSSC	Like schools		Difference	All Gov't	Difference
	Percentage	Percentage			Percentage	Percentage
2002	6.9	4.7	(LSG 4)	2.2	6.0	0.9
2003	6.3	4.3	(LSG 4)	2.0	5.9	0.4
2004	6.2	4.2	(LSG 4)	2.0	6.0	0.2
2005	6.8	4.2	(LSG 4)	2.6	6.1	0.7
2006	5.3	3.9	(LSG 4)	1.4	6.0	-0.7

Study scores of 40+ have fallen in 2006. While still above like school groups, this figure is below all Government schools. The College will address this decrease by providing greater opportunity for professional interactions through the establishment of professional learning teams and individual development plans, and through learning and teaching programs such as Aim High, revision programs and Principles of Learning and Teaching (PoLT).



ENTER scores reflect VTAC scaling. In 2006, there was an increase in ENTER scores in the following categories:
 less than 50 (from 31.8% to 36.31%)
 60-69.9 (15.2% to 15.58%)
 90+ (7.5% to 7.7%)

There was a decrease in the ENTER scores in the following categories:
 70-79.9 (16.8% to 12.96%)
 50-59.9 (17.6% to 15.1%)
 ENTER scores in the 80-89 category remained unchanged.

The College will continue to focus on the engagement of students and on programs that build exam performance, extend the capacity of all students and maximise examination success.

2. VET results

<i>Participation in VET</i>		
<i>% of students Undertaking at least 1 Unit of Competence (UOC)</i>		
<i>Year</i>	<i>School</i>	<i>State</i>
2003	28.4	18.8
2004	31.6	20.7
2005	35.6	22.3
2006	36.9	23.0

There continues to be an increase in the percentage of students who are enrolled in VET which remains well above state levels. The college will continue to promote VET studies where appropriate for students to maximise their pathways options to further studies or employment.

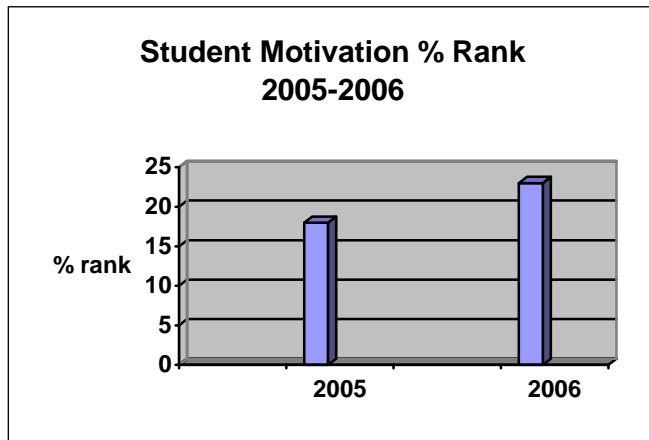
3. VCAL results

<i>Participation in VCAL</i>		
<i>% of students Undertaking VCAL</i>		
<i>Year</i>	<i>School</i>	<i>State</i>
2003	5.6	5.2
2004	7.2	8.6
2005	9.2	10.4
2006	9.5	11.5

The percentage of students undertaking VCAL has been increasing since 2003 and the College will continue to encourage students where appropriate, to select a VCAL course to maximise their pathways options.

Student Engagement and Wellbeing

Goal: Improve student engagement and motivation and increase the challenge to year 11 students and high ability students



When comparing the average (mean) percentage ranking of Bendigo Senior Secondary College to the mean from other schools, we have seen an increase in ranking from 18% in 2005 to 23% in 2006. The College will continue to focus on increasing student motivation and challenging year 11 students and high ability students.

Student Pathways and Transitions

Goal 1: Implement recommendations of the Bendigo Education Plan

There are 39 recommendations contained in the Bendigo Education Plan and many staff at the College have contributed significantly to the planning stages by being involved in various implementation committees. The College will continue to play a key role in the implementation of the Bendigo Education Plan.

Goal 2: Develop sustainable resourcing of NETschool

Funding for NETschool ceases at the end of June 2007. The College will continue to resource the program until the end of the year however, without further resourcing the program cannot operate in its current form. Many discussions have been held with key political and community stakeholders in an effort to guarantee funding beyond 2007. Further discussions will continue in 2007.

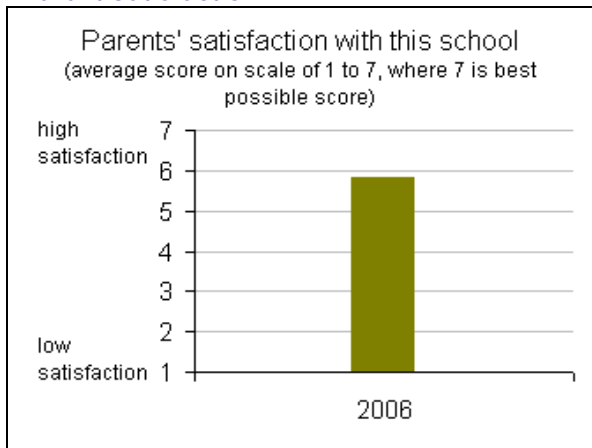
Goal 3: Plan for the implications of the Australian Technical College

Considerable work has been undertaken with the Australian Technical College to ensure students are provided with opportunities that maximise their success. 53 students are dual enrolled with our College and the Australian Technical College, with 25 enrolled in VCE studies, and 28 enrolled in VCAL.

Goal 4: Review the scope of VET pathways

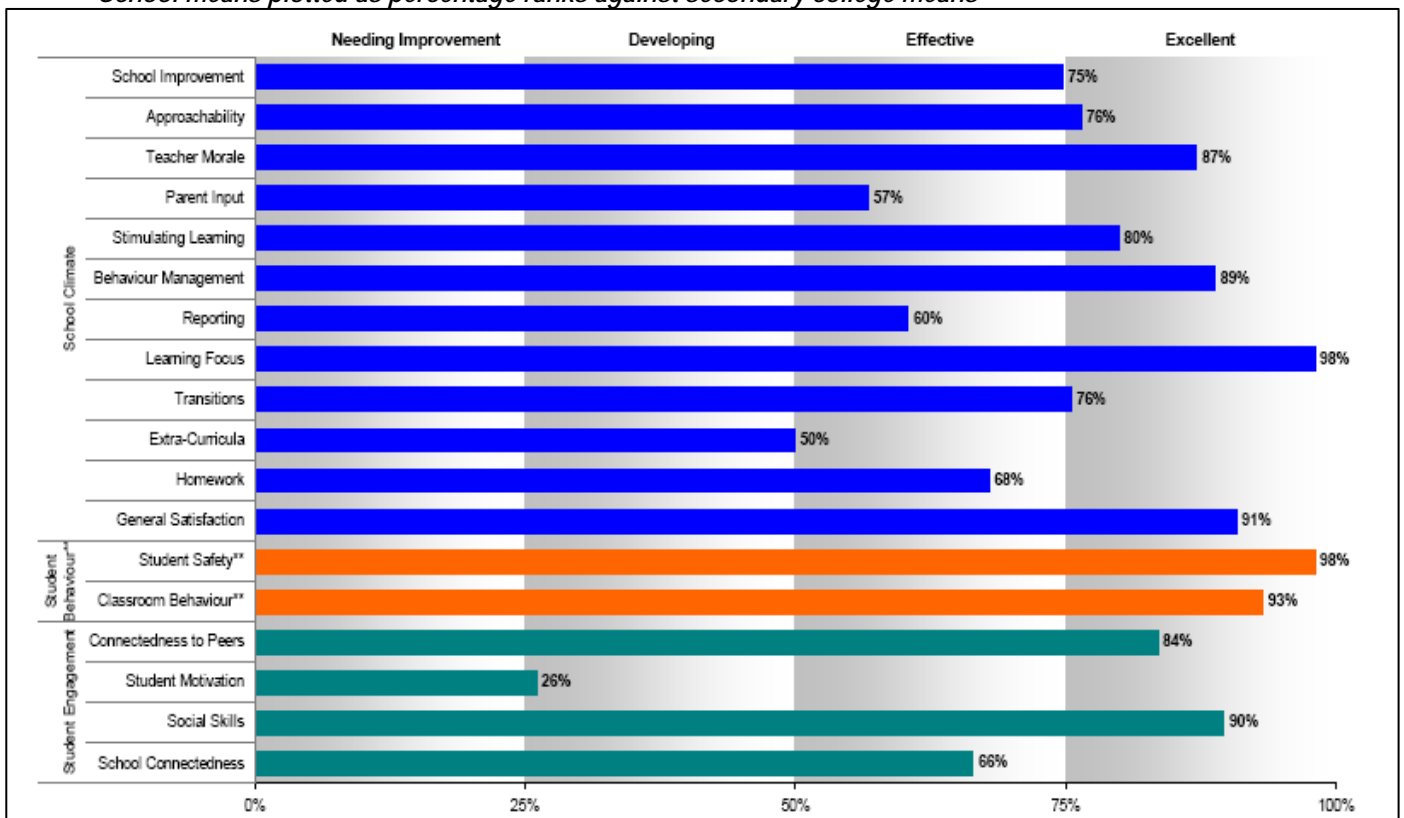
As a result of this review a Certificate II in Conservation and Land Management will be introduced as an option for students who wish to pursue a pathway in the Science and Environment area.

Parent Satisfaction



The average score for parent satisfaction with Bendigo Senior Secondary College is 5.8 on a scale from 1-7, where 7 is the best possible score.

School means plotted as percentage ranks against secondary college means



Results from the parent opinion survey reflect a very positive view of the College when compared to other state secondary colleges. Areas where further development is needed relate to extra-curricula activities and student motivation. All other categories are perceived as either effective or in most cases, as excellent.

Staff

The average score for teacher satisfaction (morale) at Bendigo Senior Secondary College was 3.3 on a scale from 1 to 5 where 5 is the best possible score.

The average number of days absent per teacher in 2006 was 4.55 days compared to 2005 when it was 6.11. This compares favourably to the state benchmark of 7.24. Staff absences are at their lowest level since 2000.

Of the 143 teaching staff at Bendigo Senior Secondary College at June 2005 (including those on leave without pay), 125 or 87% were still at the school at June 2006. This figure is equivalent to all government schools.

All teachers in Victorian Government schools are registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian Institute of Teaching can be found at; http://www.vit.vic.edu.au/content.asp?Document_ID=241

All teaching staff have participated in a range of professional learning opportunities throughout the year. All staff attended a range of skill based workshops as part of the end of year professional development program. 80% of staff attended a two day Understanding Poverty professional development program in December, focused on addressing educational disadvantage based on socio-economic status. Throughout 2006, 73% of staff attended external professional development activities and several staff accessed professional development opportunities overseas, interstate and intrastate. 10 staff participated in the Australian Government Quality Teacher Program which focused on upgrading skills in teaching competency based subjects and 12 graduate teachers were involved in the Victorian Institute of Teaching mentoring program for beginning teachers. A mentoring program for staff was also introduced in which 10 staff participated.

Principal's Report

This report to parents highlights progress made by the College towards the achievement of objectives laid out in the College Charter.

Bendigo Senior Secondary College remains the largest provider of senior programs within Victoria and we can all be proud of the breadth of choice and diversity of experiences we offer our students.

In broad terms this report details an increase in enrolments, diversity of student programs and retention alongside a decline in VCE results and student attendance. This data highlights the challenge of personalising education and making it challenging and meaningful for each student in our care. These objectives are enshrined in the new Strategic Plan we formulated in late 2006.

One of the highlights of 2006 was a two-day Future Search Conference attended by past and present staff, students, parents and community members. The conference laid the foundations for our new strategic direction around a core set of values and beliefs. I believe these will serve us well in the coming years.

2006 marked the retirement of Graham Bastian after five years as Principal of Bendigo Senior Secondary College. Graham's leadership and commitment to education not just in his time at BSSC but across his career has been outstanding and we wish him well as he enters the next phase of his life.

Our College has challenges to rise to over the next few years. The face of education is changing in response to community demands and political expectations but the core of our work remains the delivery of high quality teaching in our classrooms and support for young people. We have a highly talented and professional staff and I look forward to the work we will share in these areas over the next few years.

Dale Pearce
Principal

School Council President's Report

On behalf of the College Council I am proud to report that 2006 has been another keystone year in the life and education of over 1,700 young adults.

During the year Council oversaw the triennial review of the performance of the College and the development of a new 4-year Strategic Plan. Also Council was pleased to receive advice that the College had its accredited status confirmed by the Council of International Schools (CIS), in partnership with the Council of Internationally Accredited Schools [Australia] (CIASa).

A major feature of future planning is the redevelopment of the former Bendigo Gaol site. The 2006 May State Budget provided funds to proceed to detailed tender documentation to be completed in 2007.

Graham Bastian relinquished his position as Principal from the commencement of Term 4. Graham played a significant leadership role in the College for the last five years, serving education in Victoria for more than 35 years and we wish him well for the next stage of his career.

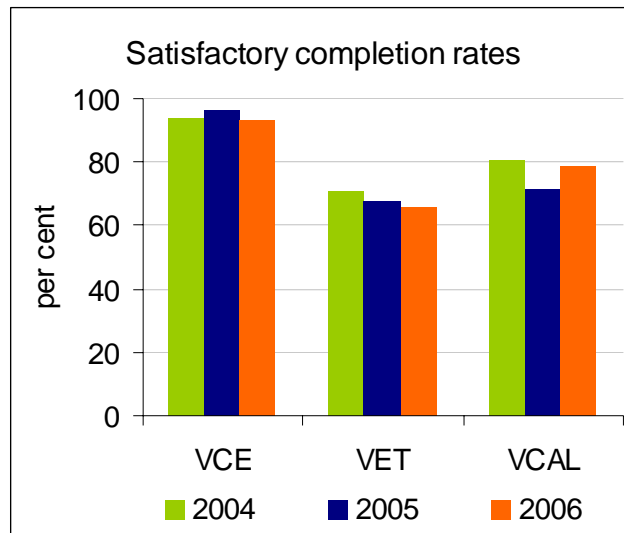
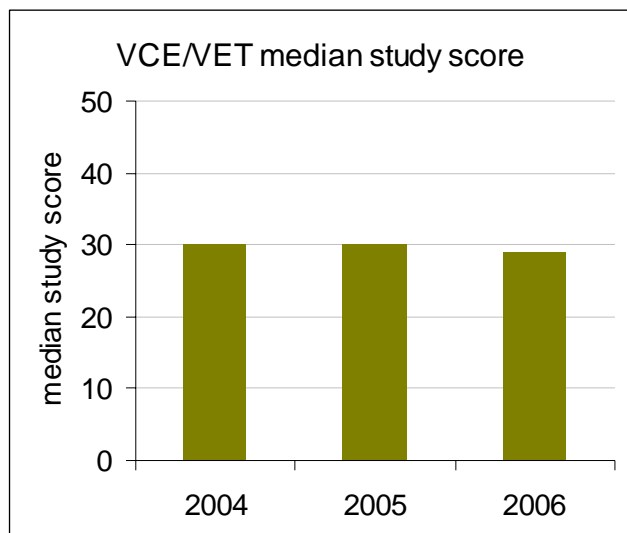
Council welcomed Dale Pearce as the new College Principal at the beginning of Term 4 and looks forward to supporting him during the next exciting stage of the College's future.

On behalf of Council I extend appreciation to all College personnel for the guidance, education and encouragement of our students throughout 2006.

James Thompson
President, College Council

Student Progress & Achievements

Student Learning



In 2006 there was continued focus on the improvement of results across all areas-VCE, VET and VCAL. Strategies that were continued included the June practice exams for unit 3 studies, further refinement and streamlining of the DLA (Designated Learning Activities) process, the end of year revision program and School Assessed Coursework rescheduling process. The Aim High program was further expanded to provide study techniques, career counselling and pathway planning for both year 11 and 12 students, with the additional option of coaching, mentoring and work experience for interested students. Approximately 100 students participated in Aim High in 2006, which was similar to participant rates in 2005.

In 2006, additional time was allocated to Learning and Teaching Leaders to enable an increased focus on learning and teaching together with a restructuring of learning area meetings to provide enhanced opportunities for subject team collaboration. A full review of the DLA process was also undertaken with changes being implemented for 2007.

The appointment of an Innovations and Excellence Educator provided opportunities to develop closer links with the 7-10 colleges and facilitated many opportunities for combined professional learning opportunities and the sharing of best practice.

Analysis of VCE results shows that satisfactory completion rates for both VCE and VET fell marginally in 2006 from 96% to 93% and 68% to 66% respectively. Satisfactory completion of VCAL credits increased in 2006 from 71.14% to 79.03%, to be above state benchmarks.

VCE/VET median study scores also fell marginally from 29.7 in 2005 to 28.9 in 2006. This result did however, remain above 'like school groupings' but below state means. 42% of VCE studies achieved scores above the state mean. The percentage of study scores above 40 fell from 6.8% to 5.3% in 2006.

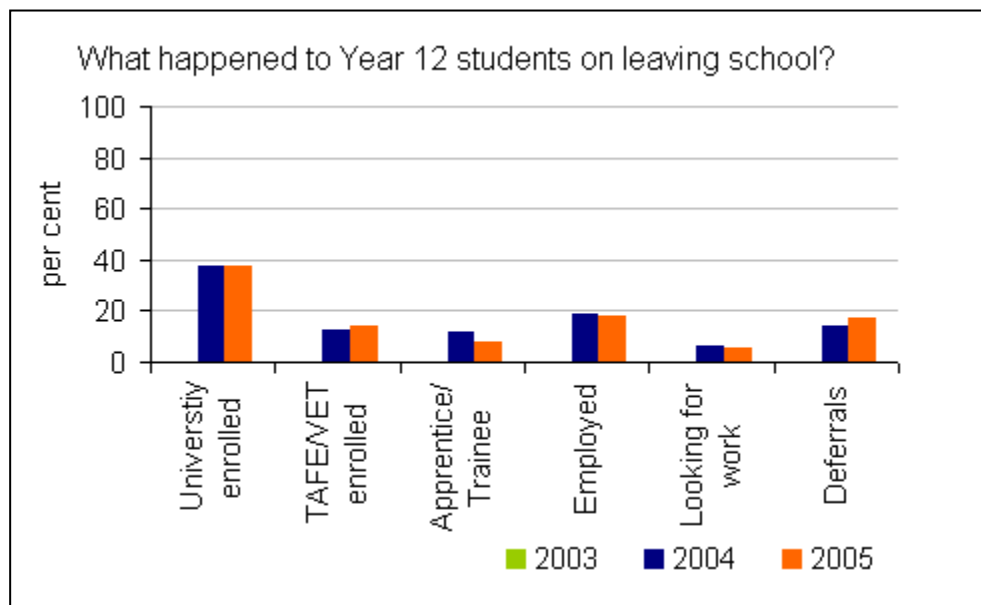
The mean study score improved in 21 VCE subjects and declined in 31 others. Of particular concern are the English results which remained below 'like school groupings' and fell to the 25th percentile in 2006. However, English Language results were outstanding, at the 90th percentile statewide, and English Literature achieved results well above 'like school groups' and state mean.

The number of students electing to undertake scored assessment in their VET program almost doubled between 2005 -6 from 66 to 113 students. In 2006, 8% achieved a study score over 40 – which is well above 5.3% for the whole Bendigo Senior Secondary College VCE cohort, and the state mean of 6%. Three VET students, in Information Technology, Music Industry and Multimedia, scored a perfect 50 study score.

NETschool Bendigo has continued to re-connect a disengaged cohort of 15 to 20 year olds with education. Enrolments were increased to 50, with 10 places being added to the home-based component of the program. 60 learners were enrolled in total; of the 22 who left the program throughout the year, 6 returned to mainstream schooling, 4 transitioned to work (1 of those after completing Intermediate VCAL), 3 moved on to Certificate I or II courses with other providers, 1 moved away from the local area and only 9 chose to leave the program without a definite outcome. Of the 38 still enrolled in December, 3 graduated with a full VCE and 1 with a dual VCE/Intermediate VCAL certificate, 1 enrolled in mainstream schooling for 2007, 1 transitioned to work, 29 re-enrolled with NETschool to continue their individualised programs, 2 were accepted into courses at BRIT and 2 were undecided. In 2007, one of our challenges is to integrate the learnings from NETschool into our whole College program.

In 2007, the College will continue to evaluate and improve the quality of learning and teaching through the use of the Principles of Learning and Teaching and more innovative use of a range of emerging technologies such as podcasting, vodcasting, PDAs, interactive whiteboards and mobile phone technology. A wider range of assessment strategies and the introduction of a peer observation and peer mentoring program will also be implemented. Literacy support programs in the college will be reviewed to enable greater support for learning and teaching. The College will also focus on the introduction and further development of a range of emerging technologies to better engage students and enhance learning outcomes. As we move towards Performance and Development Accreditation, cross curricula teams will be established with the formation of individual development plans, around which staff will develop specific goals relating to improved learning and teaching. Professional development opportunities for staff will be based around individual development plans. Through the Bendigo Education Plan we will be working to build further links with the 7-10 Colleges to promote collaboration of curriculum resources across the six secondary colleges.

Student Pathways and Transitions



According to On Track data of students who completed Year 12 in 2005, 37.3% of students enrolled at university. This compares favourably with the Goldfields LLEN (Local Learning and Employment Network) figure of 37%, but is significantly below the Victorian figure of 46.1%. The proximity of tertiary provision is an issue for regional students and also explains the high rates of deferrals at Bendigo Senior Secondary College: 17% compared with Victorian average of 8%. The impact of drought on family incomes is also a factor in explaining the 3% increase in deferrals of Bendigo Senior Secondary College students.

Enrolments in TAFE certificates from Certificate 1 to IV was 14.3% in 2005 which is higher than in 2004, but slightly lower than the Goldfields LLEN and State figures of 15.8 and 20% respectively. This can be accounted for in part by the fact that the Bendigo Regional Institute of TAFE does not specifically target school students in its course promotion.

To increase the opportunities for students moving to TAFE /VET pathways and directly into employment, the College aims to gradually increase the number of students selecting a VET program as part of their senior certificate. In 2006 this enrolment was 37%, which is a 2% increase from 2005 and well above the State benchmark of 23%. Successful promotion of VET and its inclusion in every VCAL program has ensured an increased take-up of the VET in both VCE and VCAL. Including programs such as Hairdressing, to cater for female VCAL students, will also increase future options for apprenticeship pathways. The availability of scored assessment in many VET programs also makes VET an attractive option for many academically focused VCE students.

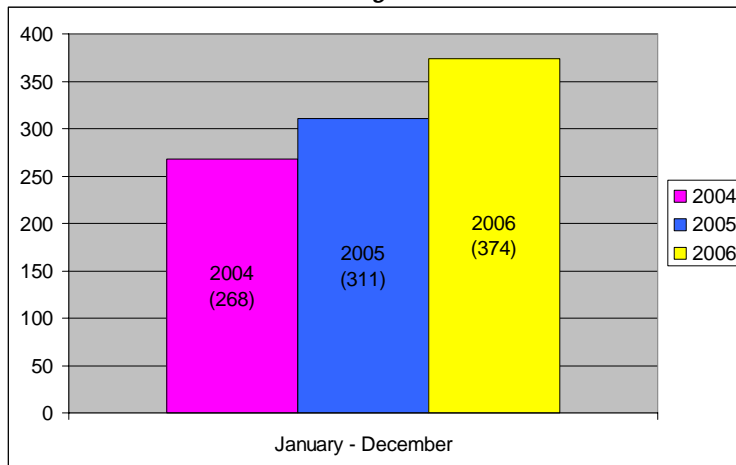
The transition to apprenticeships and traineeships for students is 7.8%. This is also lower than in 2004 (11.6%) and lower than GLEN and state averages of 9.7% and 9.2% respectively. This figure appears to fluctuate, and is closely linked to the labour market and economic conditions in the region. The impact of the drought is likely to be a factor in lowering figures in this category. The percentage of students looking for work and who gained employment is almost identical to 2004 although 0.5% fewer students were unemployed than in 2004.

In order to assist early leaving students to either stay at school or to make smooth transitions to other options, representatives from YES Employment, Midland Employment and CVGT attended the College on a regular basis in 2006. They supported the work of the Managed Individual Pathways (MIPS) program in providing assistance to students to manage personal difficulties or to link into further training, work or education. While relatively few students who complete Year 12 make a transition directly into training, education or work, On Track data indicates a low unemployment rate of students who exit from the College. MIPS data shows the same trend for early leavers with 30% and 15% going into full time or part-time work respectively. This is a 3% improvement over the previous year.

The biggest challenge for Vocational Education at the College is to increase the percentage of units of competence completed by students commencing VET programs. As our enrolments in VET certificates has increased, the percentage of units completed has decreased. In 2007, the College will allocate additional face-to-face training time to improve this outcome.

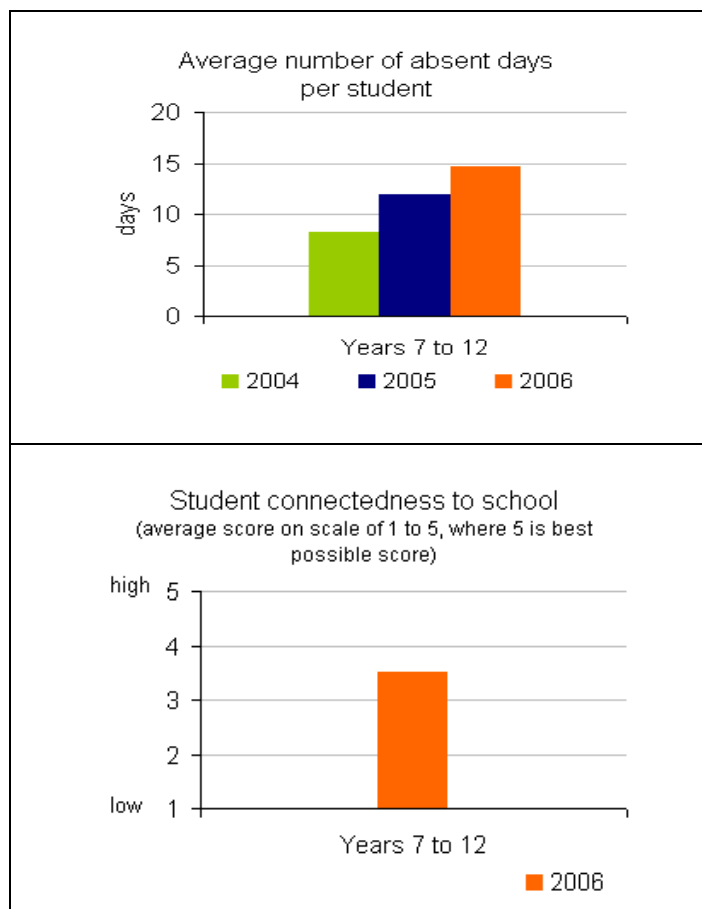
An integral aspect of VET and VCAL programs is the opportunity for students to learn and be assessed in industry during a structured work placement. This process also links our students into traineeship and apprenticeship opportunities. It is anticipated that the work placement program will have a positive impact on traineeship and apprenticeship transitions for students who complete year 12 in 2007. 63 additional students in Years 11 & 12 experienced work placement while at the College in 2006 compared to 2005.

Numbers of students Undertaking Work Placement 2004-2006



In 2006 an increased number of students left school prior to completing Year 12 - 240 compared to 182 in 2005 and 223 in 2004. No clear reasons explain this figure however, it does support the current review of our retention policy and procedures. Destination trends for early leavers show a steady improvement in early leavers entering full and part-time work. However, a slightly greater percentage of students had unemployment or unknown as their destinations. Strategies for data collection and exit procedures need to be analysed and improved to provide more accurate data in these two areas. In 2007 improved processes for data collection will be in place and there will be follow up of all exit student destinations.

Student Engagement and Wellbeing



Supporting students through transition has once again been a major focus of the college. With collaboration between the 7-10 Colleges, parents and outside agencies the Student Management Team and the Curriculum and Learning Team continued to refine the transition and orientation program for new students to College. The two day transition program in late November continues to be refined to better suit the needs of the student cohort.

The average number of student absences increased from 11.9 days in 2005 to 14.7 days in 2006. In 2007, the College will be reviewing and implementing more proactive responses to absenteeism in order to address this increasing trend.

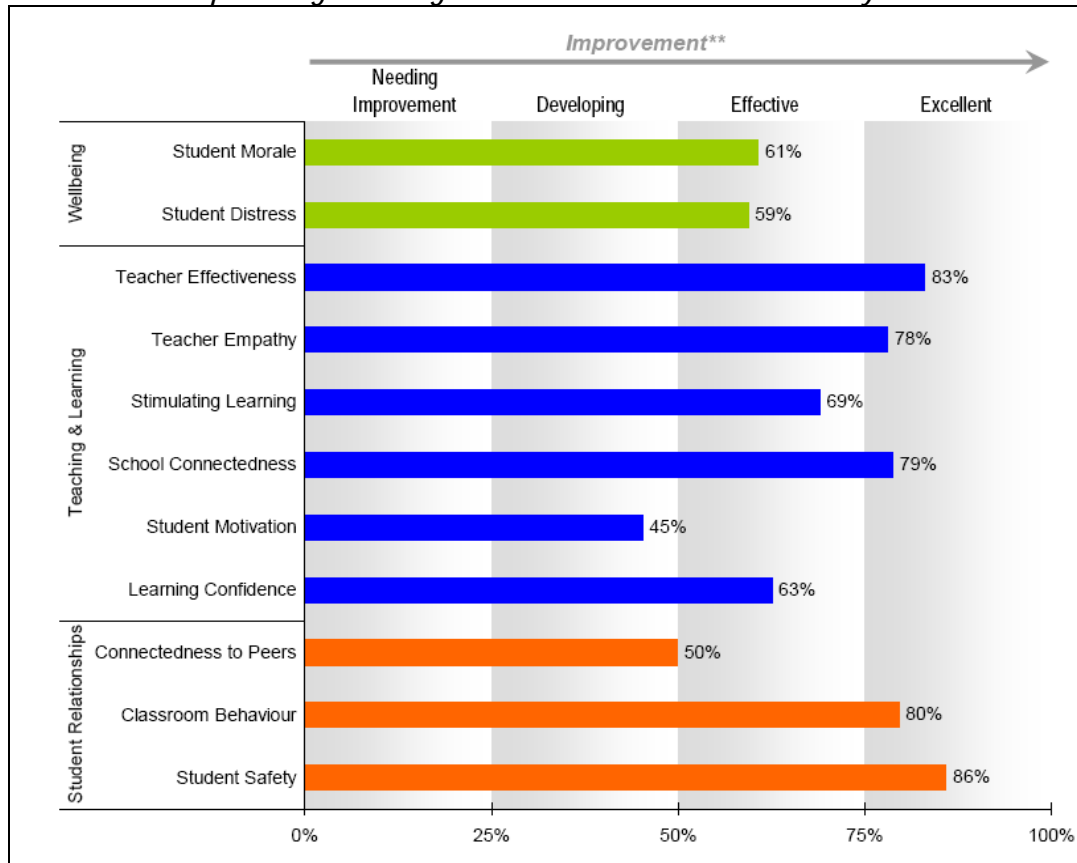
Apparent retention rates have been consistently around 83% over the last three years, a figure below the state wide target of 90% but considerably higher than 'Like School Groups' of 71.6% and the state mean of 78.8%. In 2007, a retention working party will investigate strategies to further improve retention rates across the college.

In 2006, questionnaire data around student connectedness was changed which means no comparative data from previous years is available. The average score for student connectedness in 2006 was 3.5 where 5 is the best possible score. To increase students' sense of connectedness to the College and their peers, further development of the Tutor program will occur in 2007, together with increased opportunities for students to be involved in extra-curricula activities and participate in decision making within the College.

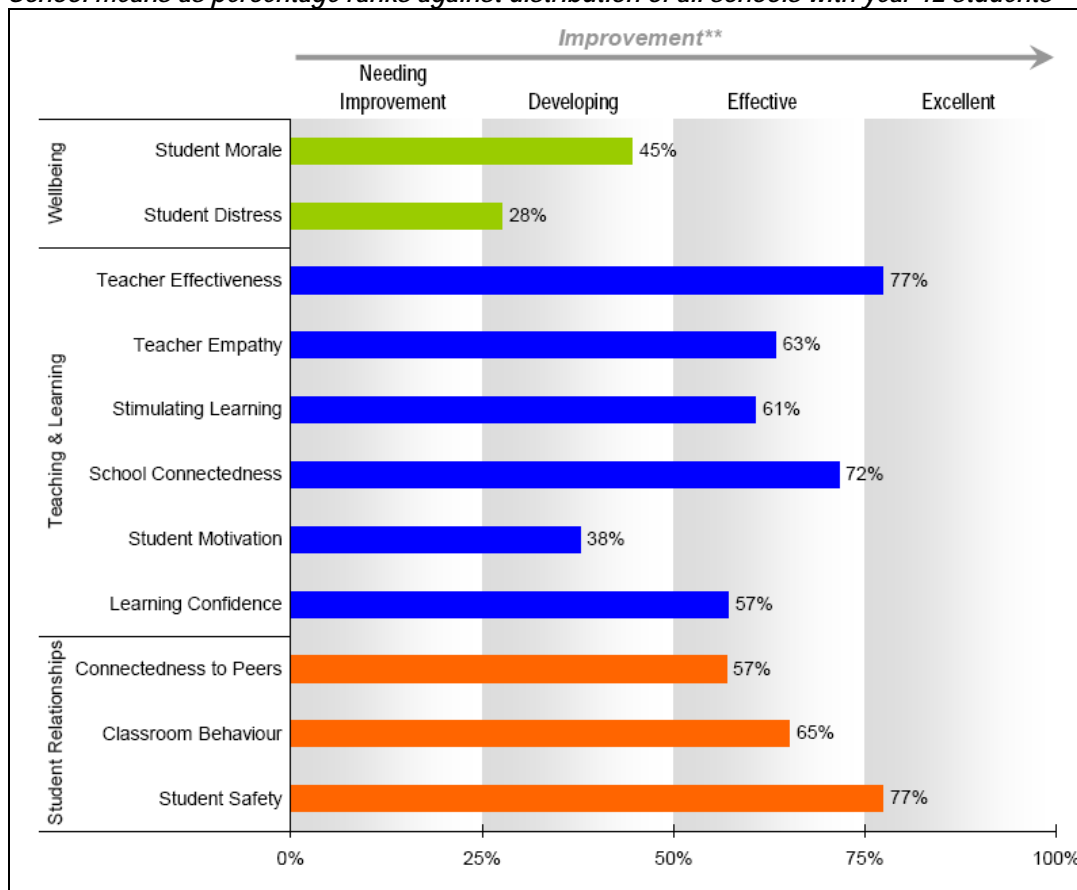
Students' perceptions of the College are generally more positive at year 11 level than year 12, with the areas of student motivation and connectedness to peers, identified as developing while all other areas are rated as effective or in most cases, excellent.

At year 12 level, the areas of student morale, student distress and student motivation all decreased to be rated as developing. Teacher effectiveness and student safety, while both decreasing for year 12 students, continued to be rated as excellent and other areas were considered as effective.

School means as percentage ranks against distribution of all schools with year 11 students



School means as percentage ranks against distribution of all schools with year 12 students



Future Directions

2007 will be the first year of the implementation of our new College Strategic Plan which has set the direction for our college over the next four years.

The Bendigo Education Plan will continue to progress and we will be actively involved and contribute to its ongoing implementation as well as continuing our work on the master planning for the redevelopment of the goal site.

In 2007, the college aims to obtain accreditation for a Performance and Development Culture.

Of particular significance is the celebration of the centenary of the College in 2007. The Centenary will be launched at the Anzac Day ceremony and a week of organised activities will occur from Friday October 5th to Tuesday October 9th. The college was one of the first four secondary schools built in regional Victoria, when the Bendigo Continuation School opened in April 2007. A Centenary Coordinator has been appointed and a committee established with responsibility for the organisation of a wide range of activities for the Centenary celebrations.

The Bendigo Senior Secondary College implementation plan for 2007 includes:

Student Learning

Developing and implementing a range of practices to further strengthen learning and teaching with a particular focus on:

- *Embedding the Principles of Learning and Teaching into all classrooms*
- *Improving reporting and feedback processes*
- *Extending high ability students*
- *Developing stronger collaboration with 7-10 Colleges*
- *Supporting staff in gaining qualifications in competency based learning*
- *Review of the VCAL program*
- *Integrating the learnings from NETschool into college programs.*
- *Implementing peer observation, peer mentoring and team teaching*

Expanding our use of ICT to support learning and teaching and whole college operations

Student Engagement and Wellbeing

Review, develop and implement programs which promote student well-being, motivation and connectedness to improve retention and absenteeism. This will focus on:

- *Review of the Tutor program*
- *Improving opportunities for student participation in decision making*
- *Retention review*
- *Proactive approach to absenteeism*

Student Pathways and Transitions

Develop and implement programs and practices that assist students in making meaningful transitions. This will focus on:

- *Implementing effective pathway plans for all students*
- *Improving community links and simulated work placement opportunities.*

College-wide Strategies

Develop a Performance and Development Culture

Review school organisational structures to support the achievement of College goals and improved organisational health.

Develop an implementation plan to improve the College's environmental, community, international and global focus across the College.

Financial Performance

The Finance department has maintained DoE financial standards and accountability requirements, and further enhanced policies relating to the stewardship of the College's finances. Responsibilities attached to the Finance department include:

Internal Controls

The College employs processes and procedures to ensure that College assets are secured, that accounting information is accurate, and the information depicted in reports can be relied upon by College Council and other decision-makers.

Taxation

The College complies with tax related statutory requirements in accordance with DoE's Tax Compliance Framework including: Business Activity Statement, PAYG and Goods & Services Tax, and Withholding requirements; Fringe Benefit Tax and Australian Taxation Office legislation relating to the operation of the College's Library Trust Fund.

Budget

A comprehensive annual budget is produced to ensure that the College clearly identifies its goals and that resources are directed into activities that enable its goals to be met. Consequently, College Council and the school community can clearly see that goals, priorities and policies are implemented through College activities, enabling the College Council to ensure that the management of resources is in line with its Strategic Plan and with the agreed goals, priorities and policies of the College.

Banking & Investment

The College's Investment Policy ensured prudent management of B.S.S.C. College Council funds.

College Council Reporting

The Finance Committee, and subsequently the College Council, reviewed and assessed monthly financial statements, which included banking and investment reconciliations, revenue and expenditure reports, and budget reports.

External Audit

The external Auditor's report confirmed that the College's internal controls were being maintained and that the financial statements provided a fair view of the College's operations, in accordance with Australian Auditing Standards.

Financial Performance Table

Financial Performance for the year ending 31st December, 2006		Financial Position as at 31st December, 2006	
Revenue	2006 Actual	Funds Available	2006 Actual
DE&T Grants	3,984,618.00	High Yield Investment Account	2,364,744.00
Commonwealth Government Grants	6,806.00	Official Account	80,608.00
State Government Grants	52,416.00	Other Bank Accounts	
Other	102,347.00	<i>Library Trust Fund</i>	246,531.00
Locally Raised Funds	1,110,738.00	<i>Shares</i>	50,000.00
Total Operating Revenue	5,256,925.00	<i>Old Gold Inc.</i>	15,136.00
		Total Funds Available	2,757,019.00
Expenditure		Financial Commitments	2006 Actual
Salaries and Allowances	551,200.00	Accounts Payable Control	196,068.00
Bank Charges	3,258.00	Old Gold/Parents and Citizens	35,985.00
Consumables	470,758.00	Building/Grounds including SMS	361,997.00
Books and Publications	60,836.00	Special Programs inc Student Services	373,113.00
Communication Costs	121,131.00	Region /Clusters Funds	1,113,795.00
Furniture and Equipment	325,996.00	Professional Development	24,000
Utilities	130,340.00	ICT Infrastructure	288,119.00
Property Services	407,579.00	School Operating Reserve	363,942.00
Travel and Subsistence	133,893.00	Total Financial Commitments	2,757,019.00
Motor Vehicle Expenses	19,269.00		
Administration	105,377.00		
Health and Personal Development	8,913.00		
Professional Development	298,183.00		
Trading and Fundraising	85,875.00		
Support/Service	645,301.00		
Miscellaneous	603,267.00		
Total Operating Expenditure	3,971,176.00		
Sub-total	1,285,749.00		
<i>less</i>			
Region Funds	1,015,161.00		
Co-ordinator Activity Funds	159,616.00		
Net Operating Surplus	110,972.00		
Capital Expenditure	82,315.00		
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			

School Contact Information

Address:	PO Box 545 Bendigo 3552
Principal:	Mr Dale Pearce
College Council President:	Mr James Thompson
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Web site:	www.bssc.edu.au

This report contains summary data extracted from the School Level Report.
If you would like to access the School Level Report, please contact the Principal Mr Dale Pearce.