



# Bendigo Senior Secondary College School Number 7595

## 2007 Annual Report to the School Community



## **School Overview**

### **Bendigo Senior Secondary College Purpose and Values**

Our **ROLE** is to empower learners for individual, community and global leadership.

It is a community where we value:

- Respect
- Optimism
- Learning
- Environment

*Bendigo Senior Secondary College continues to provide a high quality educational experience for students undertaking their final years of secondary education in Bendigo. As the largest Victorian provider of the Victorian Certificate of Education (VCE), Vocational Education and Training in Schools (VETIS), and Victorian Certificate of Applied Learning (VCAL), the College is committed to providing a range of flexible 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 College Bendigo. The flexibility in our curriculum provision, our rich learning environment and focus on learning provides young people in Bendigo with the opportunity to achieve excellent educational outcomes and the skills to move into further education and training or directly into the workforce.*

*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.*

*NETschool is an extension to the College program that 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. The demand for the NETschool program continues to grow and we are committed to providing an alternative program that has demonstrated outstanding success in reintegrating many young people in Bendigo back into education.*

*As we move into the second year of our four year strategic plan, we have demonstrated progress towards the targets we set around retention, attendance, VCE, VET and VCAL outcomes and student, parent and teacher opinion data. We were also successful in gaining Performance and Development Accreditation which is a requirement for all Government schools by 2009. As a college, we have a lot to be proud of but we still face a range of challenges. We are continuing to work towards increasing our VCE results, the range of student activities provided, student attendance and retention.*

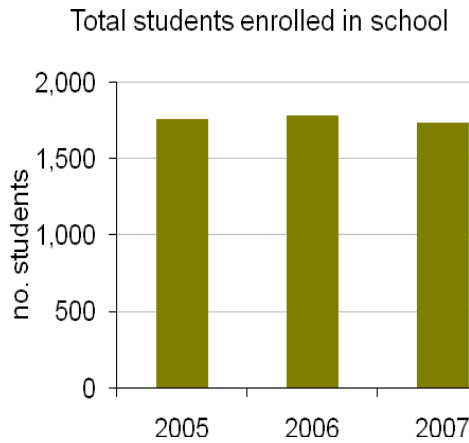
*As part of the Bendigo Education Plan we also face challenges associated with providing individualised and personalised learning opportunities within a senior curriculum, particularly VCE studies.*

*The College encourages international students to join our community and each year we host full fee paying and exchange students from around the world. The College is also accredited with the Council of International Schools. In 2007, students had the opportunity to participate in an overseas trip to Germany and China while a number of staff also visited China, USA, France and England. We will continue to build our international links and develop in staff and students the skills for global leadership.*

*The College is very fortunate to be situated in central Bendigo overlooking the historic Rosalind Park. We are appreciative of the relationship we have with the City of Greater Bendigo who support the use of the park by students.*

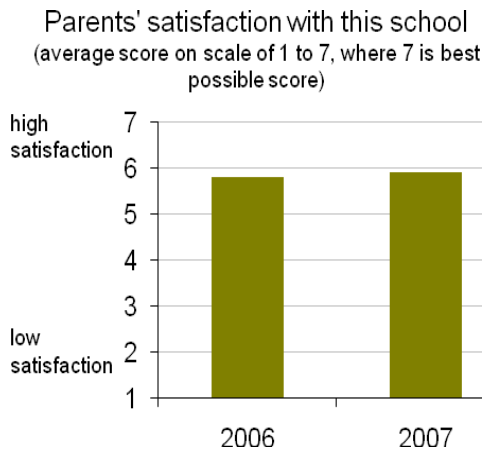
*As a College we continue to provide an adult environment where sound work ethics, self-discipline and the acquisition of independent learning skills are fostered.*

## Student Enrolments



Student enrolments in 2007 were 1733, which is a decrease from 1782 in 2006. This enrolment consists of 806 boys and 927 girls. This change is consistent with the changes in enrolments at the 7-10 Colleges and also reflects the impact of the introduction of the Australian Technical College-Bendigo.

## Parent Satisfaction

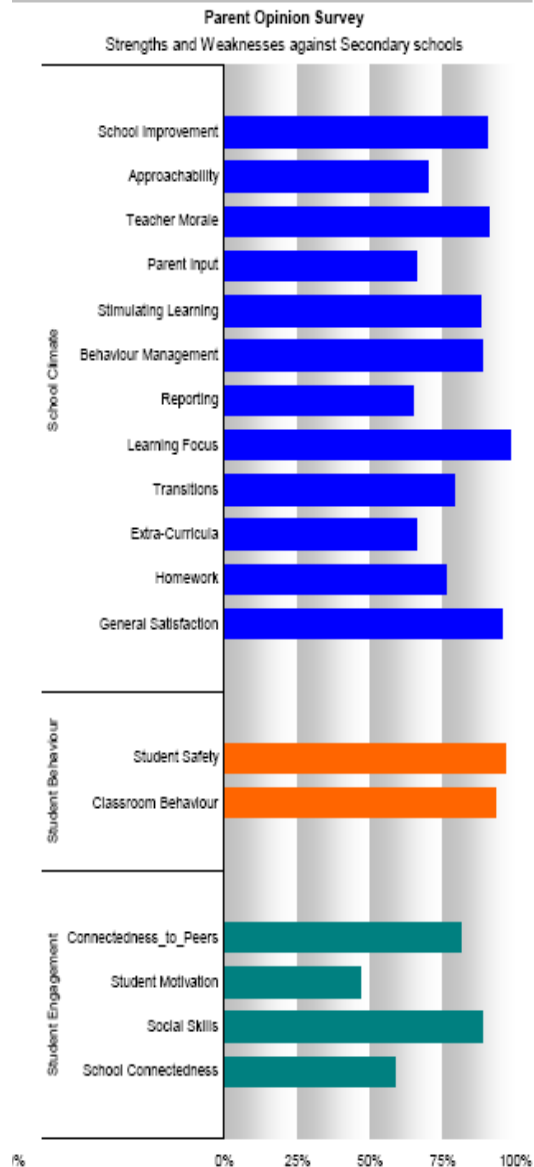


Parent satisfaction levels continue to be very high with the average score being 5.9 on a scale from 1-7, where 7 is the best possible score. This is a slight increase on the 2006 level of 5.8.

The College recognises the important role that parents play in young people's education and we continue to provide opportunities for parents to be part of the College through our Parents and Citizens group, our comprehensive parent newsletters, regular student progress reports and parent teacher evenings.

The strong learning focus and stimulating and safe learning environment for students contribute to the high level of satisfaction by parents.

### School: Bendigo Senior Secondary College (7595)



## **Bendigo Senior Secondary College Teaching Staff**

*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.*

*The average score for teacher satisfaction (morale) on the Staff Opinion Survey was 65.8 on a scale from 0 to 100 where 100 is the best possible score. This score was above the state secondary mean of 63.5. The average number of days absent per teacher was 6.43 days. Of the 152 teaching service staff at Bendigo Senior Secondary College in June 2006 (including those on leave without pay), 124 or 82% were still at the College at June 2007. This figure across all Government schools was 86%.*

## **Professional Development**

*The College is committed to the ongoing professional development of all teaching staff. In 2007, we were very pleased to receive accreditation from the Department of Education and Early Childhood Development (DEECD) as having a performance and development culture. In line with the College Strategic Plan, teachers establish their individual learning goals and work in teams to achieve these goals.*

*All staff were involved wide range of professional development activities organised within the College while 76% of teachers attended external professional development activities. These are important to assist staff in further developing expertise in their subject method and to explore new approaches to learning and teaching. The expertise of our staff continues to be recognised through their involvement in presenting at national and international conferences and activities conducted by various subject associations.*

*The development of leadership skills in staff is also a priority for the College and In 2007, 16% of staff were involved with some form of leadership development program including a number of programs organised by the Department of Education and Early Childhood Development. A staff induction program is also in place for new and returning staff.*

*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](http://www.vit.vic.edu.au/content.asp?Document_ID=241).*

## **Occupational Health and Safety**

*During 2007 WorkSafe carried out a three stage audit under the "Student Safety & Risk Management Project". This audit covered work experience, student care and supervision, and bullying. As a result of the audit, WorkSafe issued three Improvement Notices. All three of the notices were in regards to plant/equipment in the Technology Department. WorkSafe subsequently returned to the College and advised that the College had met the requirements of the Improvement Notices and was compliant.*

## Principal's Report



*I am pleased to present the 2007 Annual Report to the Bendigo Senior Secondary College community. It highlights the progress made in 2007 towards achievement of the objectives of our 4-year Strategic Plan and recognises the many strengths of a large and vibrant institution which continues to play a leading role in education provision in Victoria. The year was highlighted by the centenary of Bendigo High School/Bendigo Senior Secondary College and the success of the celebrations has been well detailed in a range of College publications and the local media. We are indebted to the Organising Committee for their outstanding work in the years leading up to the event which brought around 2000 former students back to the College for a weekend of celebration in October.*

*The College continues to provide breadth of choice for students unrivalled across the state. The quality of the experiences we offer students is a matter of great pride and is directly attributable to the professionalism and endeavour of our teaching and support staff.*

*This report details the progress made by the College in a range of areas. In 2007 we saw improvement in student, parent and staff opinion surveys, student attendance and completion rates in VCAL and VET. VCE results remained constant and we saw a slight downturn in retention rates and enrolments. More detailed analysis will be presented through the pages of this report.*

*In 2008 the significant work of the College will be to address the challenges evident in the data mentioned above. Much of this work is ongoing and involves collaboration with our colleagues in the Year 7-10 schools in Bendigo, particularly through the Bendigo Education Plan. Priorities will include the high level use of ICT in classrooms, improved tracking of student destinations, broadening of programs to cater for individual student needs, coaching of staff and expansion of co-curricular and extra curricular opportunities for students.*

*I extend my thanks to Assistant Principal Meredith Fetting and other staff who have assisted in the production of this report. I look forward to sharing our improvement journey with the College community through 2008 and beyond.*

**Dale Pearce**  
**Principal**

## School Council President's Report

*2007 was a significant milestone in the history of the College. In celebrating its centenary year, it was a time to recognise the life long learning the College has provided to more than 35,000 students over the past one hundred years.*

*Secondary education in Bendigo is on the cusp of unprecedented renewal with the implementation of the Bendigo Education Plan. The College has a critical role to play in the success of this Plan and the College Council has advocated to Government that re-development of the former Bendigo Prison site as a key teaching and learning facility for the College, is a significant complementary investment to the success of the overall Plan. The Master Plan for this site is now complete and Council is hopeful that the State Government will progress the project with Stage 1 funding of \$8 million in 2008.*

*During the year the School Council worked in partnership with the teaching and support staff to achieve many of the goals and performance targets set out in the 2007 Annual Implementation Plan.*

*Now in its third year of operation, the innovative NETschool continues to re-connect many young people into education and training. The College Council welcomes the assistance of business partners in this initiative, particularly Bendigo Community Telco and acknowledges the vital co-operative support of the Bendigo Regional Institute of TAFE.*

*As an internationally accredited College we play a vital role in cultural and educational exchanges. It is pleasing that our bonds with China continue to expand, with new partnership arrangements developed in 2007, which will see increased teacher and student exchanges in 2008.*

*On behalf of Council I thank all College personnel for the education, support and encouragement provided to our students throughout 2007.*

**James Thompson**  
*President, College Council*

## Student Progress & Achievements

### Student Learning

Goal:

- To improve student learning outcomes across the College in VCE, VET and VCAL

Targets for Student Learning:

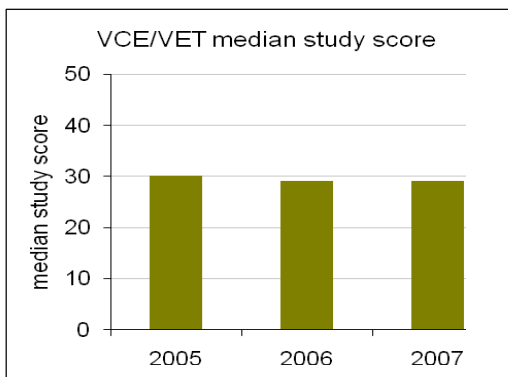
- The school mean in 50% of VCE studies are equal to or greater than state means
- The percentage of VCE scores greater than 40 to be 6.5% in 2007
- Increase by 5% the percentage of VET units of competency successfully completed.
- A continued positive increase in the difference between the state mean and the number of VCAL credits achieved.

#### Summary of Progress

##### Key Improvement Strategies

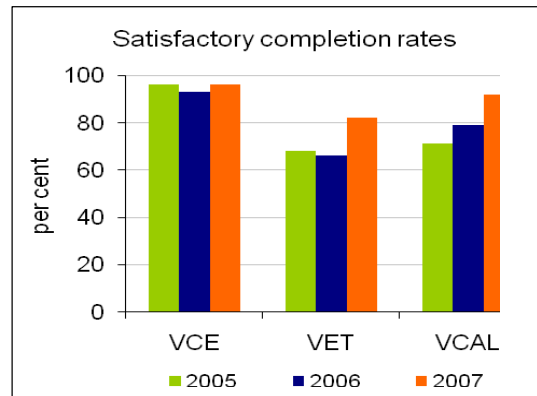
The College is committed to providing a rich and stimulating learning environment that provides each student with the opportunity to achieve to the best of their ability. In 2007 we continued our focus on improving learning outcomes.

Analysis of results shows that satisfactory completion rates for VCE, VET and VCAL increased in 2007. VCE results increased from 93% to 96%. While the percentage of students undertaking VET and VCAL fell in 2007, the completion rates in both programs were outstanding, increasing from 66% to 82% and 79% to 92% respectively. These results were well above state benchmarks. The reduction in enrolments in VET is largely due to the impact of the Australian Technical College-Bendigo.



In 2007, VCE/VET median study scores remained constant at 29. This remains just below the state mean of 30. The percentage of study scores above 40 that were achieved by students fell in 2007 from 5.3% in 2006 to 4% in 2007.

Results in some studies remained strong with 41% of studies achieving scores above the state mean. Results in Studio Arts, Chemistry and Accounting were very strong and above the 90<sup>th</sup> percentile. The mean study score improved in 23 VCE subjects and declined in 31 others. While English results continued to be below state means, there was a marginal improvement in 2007 from 2006.



Participation in VCAL		
% of students Undertaking VCAL		
Year	School	State
2003	5.6	5.2
2004	7.2	8.6
2005	9.2	10.4
2006	9.5	11.5
2007	7.9	12.0

Participation in VET		
% of students Undertaking at least 1 Unit of Competence (UOC)		
Year	School	State
2003	28.4	18.8
2004	31.6	20.7
2005	35.6	22.3
2006	36.9	23.0
2007	35.2	23.8

*In 2007, there was a significant number of staff who used the Principles of Learning and Teaching as tools to plan curriculum. The Principles of Learning and Teaching (PoLT) provide a framework for teachers to develop curriculum that is engaging, encourages students to develop deeper levels of thinking and provides real life experiences. In 2008, we will continue to embed these principles further into learning and teaching practice.*

*A model for peer reflection was also developed in 2007, ready for implementation in 2008. This will provide an opportunity for teachers to work with others in the classroom to focus on, and develop, particular aspects of their teaching. We have considerable teaching expertise in the College and peer reflection will enable staff to share expertise more broadly with their colleagues.*

*It is important for teachers at Bendigo Senior Secondary College to understand the learning experiences that students bring with them from their 7-10 College. In 2007 we continued to build positive relationships and greater collaborative links with the 7-10 Colleges. These links will strengthen as we work towards the implementation of the Bendigo Education Plan.*

*The Aim High Program continued to be offered as an option for students who wanted to extend their skills and increase their capacity to achieve a high ENTER. Almost 100 year 11 and 12 students took part in the program which focused on the development of skills of time management, note taking, goal setting and exam preparation. The success of Aim High was apparent from the feedback received from students and parents.*

*Aim High will continue to be available for all students in 2008.*

#### **NETschool Bendigo**

*NETschool has continued to be an outstanding success in re-connecting disengaged young people with education. Enrolments increased from 50 to 60 in 2007, with 10 places being added to the centre-based component of the program. 75 learners were enrolled in total; of the 19 who left the program, 3 decided that parenting needed to be their priority, 5 were seeking employment, 1 moved away from the local area and 10 chose to leave the program due to significant mental health and motivation issues. Of the 56 still enrolled in December, 7 graduated with a full VCE, 4 enrolled in another mainstream school*

*for 2008, 6 transitioned to work and 39 re-enrolled with NETschool to continue their individualised programs. In 2008, one of our challenges is to transition 22 learners back into Bendigo Senior Secondary College as part of their educational journey. NETschool will continue to grow in its capacity to enrol a greater number of students in 2008.*

#### **Program for Students with Disabilities (PSD)**

*In 2007 we had 16 students as part of this program. The majority of these students achieved successful outcomes. Two students undertook Year 12 VCE studies – one gained an ENTER score to further their studies at Monash University and the other gained an apprenticeship in their chosen field of engineering in the local community.*

*Three students commenced Year 11 VCE studies and achieved excellent results. One of these students is planning a three year course here at the College.*

*Quite a few students with disabilities undertook the VCAL Program in 2007. Six students were in the Intermediate Program, and five students commenced their Foundation Program. We lost two female students from the Intermediate Program late in the year due to 'outside' factors and a further two female students did not return in 2008 to complete their studies. All other students gained appropriate certificates and advanced to the next level.*

*The College also supported many students with severe language disorders. We were able to utilise the Literacy Assistant as well as placing many of these students in classes where there was a support person.*

## Student Pathways and Transitions

**Goal:**

- To improve the percentage of post Year 12 students making meaningful transitions to further education, training and employment.

**Target for Student Pathways and Transitions:**

- Ensure that 2007 exit data for all students is on CASES 21 thereby facilitating comparison to state benchmarking.

*In determining the exit destinations of our students, the following two measures are used in the school level report:*

- CASES 21 data which is based on the destinations of all students who complete year 12 and whose destinations are entered into the CASES system by the College.*
- On Track Data which is based on a sample of students who complete year 12 and respond to a survey. This data also enables us to compare our results to the Goldfields Local Learning and Employment Network (GLEN).*

*For this 2007 Annual Report, results from both of these sources provide information about students who completed year 12 in 2006.*

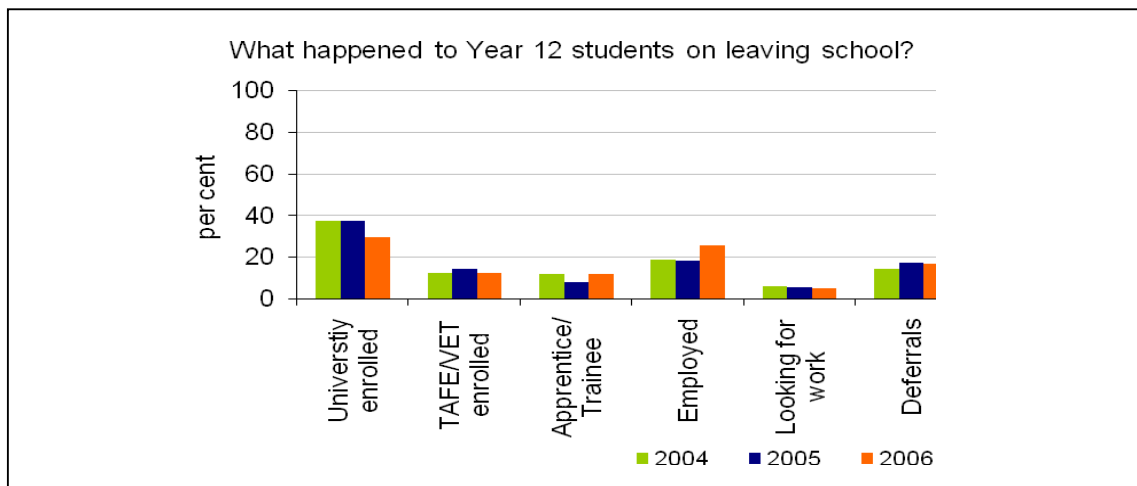
*The College also uses a range of other indicators to track the exit destinations of our students. However, in order to ensure our data for CASES 21 can be compared to state benchmarks, our target for 2007 was to ensure we transfer all data onto the CASES system. This target has been achieved and will result in a more complete analysis in subsequent years.*

*By April, when On Track surveyed students, BSSC had 30% of its students enrolled at university. This compares favourably with the Goldfields LLEN figure of 31% but is a decrease of 7% on 2005 and significantly below the Victorian figure of 47%.*

*In contrast, the VTAC data (Victorian Tertiary Admissions Centre), which includes all Bendigo Senior Secondary students, shows that 53% of our students applied for tertiary places, 81% of those were offered places and 57% accepted their offer.*

**VTAC Data 2004-2006**

	2004	2005	2006
% of students who made a VTAC application	60.06	63.2	53.35
% of students who received an offer through VTAC	83.33	87.27	81.56
% of students who accepted a VTAC offer	57	62	57
% of students who deferred	13.64	23.61	30.05



*The need for students to relocate for many university and TAFE courses is an issue for regional students and explains the increasing and high rates of deferrals at Bendigo Senior Secondary College: VTAC data indicates that 30.05% of BSSC students deferred their University enrolment for 2007. This is much greater than the On Track LLEN figure of 17% and the Victorian average of 9%.*

*The socioeconomic profile of the College and the impact of drought on family incomes are factors explaining the increase in deferrals of Bendigo Senior Secondary College students. Most of these students obtain work once they have deferred to enable them to qualify for independent Youth Allowance prior to taking up their University Offers. This results in a notable increase in employment rates of our students, increasing from 18% in 2005 to 25% in 2006.*

*Enrolments in TAFE certificates was 18% in 2006 which is lower than in 2005 but similar to the Goldfields LLEN of 17%, and lower than the State figure of 24%. However, TAFE/VET pathways remain a popular choice for students. VET is included in every VCAL program. The availability of scored assessment in many VET programs also makes VET an attractive option for many academically focused VCE students.*

*The transition to traineeships for students was 6.4%, which is slightly higher than in 2005 and higher than the GLEN and state benchmarks of 5.5% and 3.6% respectively. This figure is closely linked to the labour market and economic conditions in the region. However, the inclusion of courses, such as Hairdressing, which largely caters for female VCAL students, has increased future options for apprenticeship pathways.*

*In order to assist early leaving students to either stay at school or to make smooth transitions to other options, the College aimed to increase involvement with employer peak bodies/networks. In order to achieve this, representatives from YES Employment, Midland Employment and CVGT attended the College on a regular basis in 2007. 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 or work, On Track Data indicates a reasonably low unemployment rate (approximately 5%) of students who exit from the College after completing Year 12.*

*The involvement of students in work experience or structured placements can impact on their transition into Tertiary and TAFE pathways through to apprenticeships, traineeships and employment. Through the work of the work placement coordinators, many new relationships developed with organizations and employers that enabled many work experience placements to occur and a huge increase in simulated work placements from 12 to 97 students in VET programs, far exceeding the target set.*

*To assist students in making meaningful transitions comprehensive pathways plans were published in student handbooks. These facilitated the implementation of effective pathways plans for all students across the College.*

*As a College, we can be very proud of our capacity to cater for a wide range of pathways options available to our students who have such diverse career needs.*

## Student Engagement and Wellbeing

### Goals:

- To improve student wellbeing, motivation and connectedness.
- To improve student enrolment and retention.
- To decrease student absenteeism.

### Targets for Student Engagement and Wellbeing:

- Measures for student wellbeing, motivation and connectedness will improve by 2% in 2007.
- Student enrolment and retention measures will improve by 2% in 2007
- Measures for student absences will reduce to 15 for year 11 students and to 11 for year 12 students

*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 students new to the College. The two day transition program in late November continues to be refined to better suit the needs of all incoming year 11 students.*

*The transition program is an important component of students' sense of wellbeing, motivation, connectedness and learning confidence.*

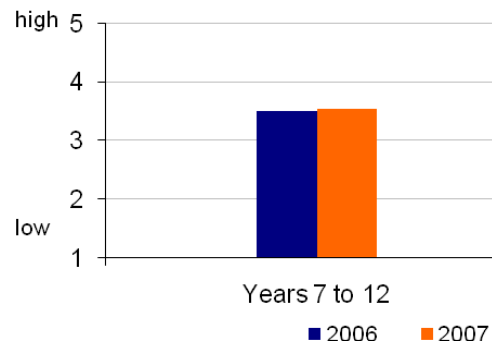
*There has been a slight improvement in the 'Student Connectedness to School' survey, increasing from 3.5 in 2006 to 3.54 in 2007.*

*The college will continue to work on increasing this measure but it remains a challenge given that students are only with us for the last two years of their secondary education.*

*There have been a number of initiatives employed by Student Council in 2007 to raise the profile of the organisation and to improve decision making opportunities for students within the college. These activities have also contributed to increased student connectedness and 'student decision making processes'.*

*In 2008, the College has employed a Student Activities Coordinator to provide increased opportunities for students to be involved in extra-curricula activities and to enable greater participation in decision making. The College will also further develop the Tutor program in 2008 to support student outcomes.*

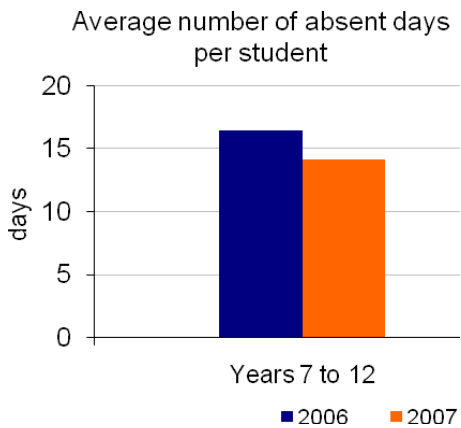
Student connectedness to school  
(average score on scale of 1 to 5, where 5 is best possible score)



### Student Retention

*Apparent retention measure the total number of students who complete year 12 against the number of students who commence year 11. Apparent retention has shown a downward trend in 2007, from 82.7% to 75.4%. In 2008, a retention working party will investigate strategies to further improve retention rates across the college. In some cases however, students do exit the College as a result of obtaining meaningful employment.*

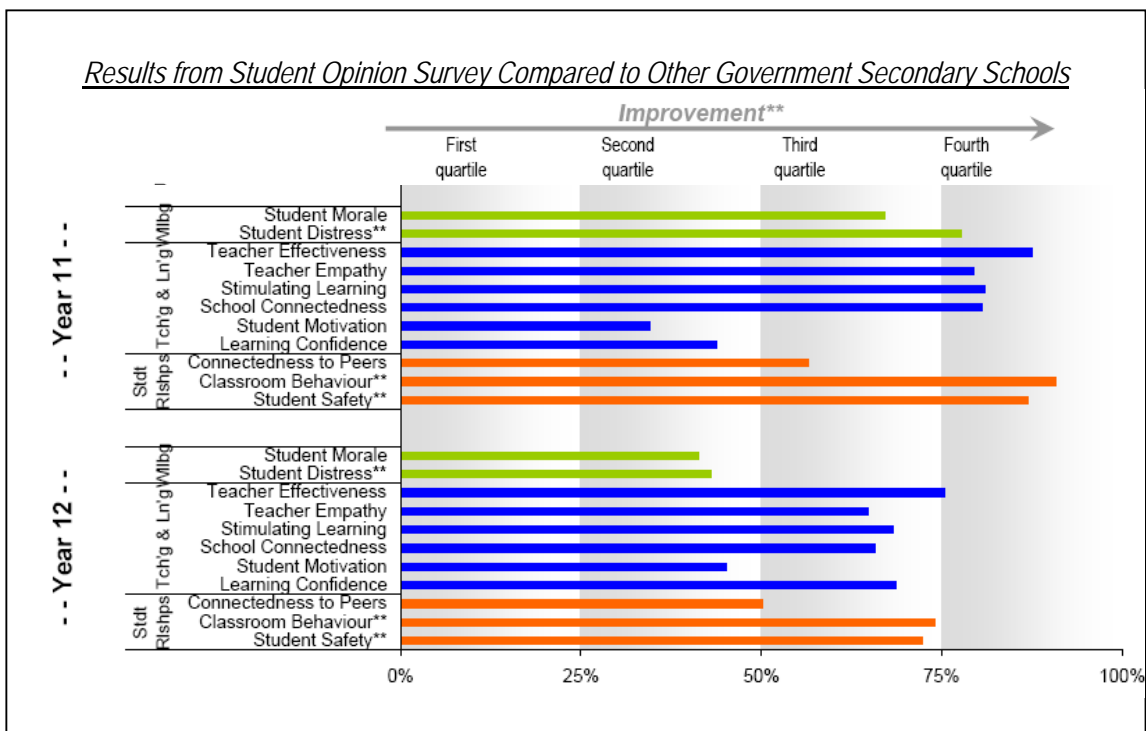
**Student Absences**



*In 2008, an SMS system will be implemented, which will automatically generate a message to parents if their student has an absence. This system will help ensure parents are kept better informed.*

*Student perceptions of the College indicate that our students are very positive about being at Bendigo Senior Secondary College. We are in the top 25<sup>th</sup> percentile on a range of indicators. These results suggest that our students appreciate the learning environment we have developed and feel safe and supported in the College.*

*The average number of days a student was absent decreased by 2.3 days in 2007. In second semester the Student Management Team implemented a more proactive response to absenteeism. As soon as a student had an unexplained absence, parental contact was made. This initiative was effective in reducing the unapproved absences for both year 11 and year 12 students. The college adopted many of the elements of the "It's not ok to be away" initiative presented by the State Government. This initiative also allowed the Student Management Team to work with students to address any personal or environmental issues that had resulted in poor attendance.*



## Future Directions

### *Key Improvement Strategies and major programs for 2008*

#### 1. Student Learning

##### 1.1 Strengthen learning and teaching practices

- Embed the Principles of Learning and Teaching in all classrooms
- Improve reporting and feedback on student progress
- Develop programs to extend high ability students
- Use VCE Data Service and other data sources to develop strategies to promote student performance
- Support the development of literacy and numeracy
- Develop staff expertise and uptake of peer reflection and coaching
- Use the college values to underpin the development of a learning culture
- Work towards implementing practices consistent with the Bendigo Education Plan

##### 1.2 ICT

- Continue to integrate ICT across the curriculum to achieve powerful learning outcomes
- Use ICT to improve and streamline administrative tasks

#### 2. Student Engagement and Wellbeing

Promote student well-being, motivation and connectedness

- Increase effectiveness of the tutor program
- Improve opportunities for student involvement and leadership in the college
- Build further on the role of student council
- Expand and improve student activities and extra-curricula programs
- Review retention outcomes
- Improve student attendance
- Continue to provide support services to build the resilience of all students

#### 3. Student Pathways and Transitions

Assist students to make meaningful transitions

- Review and improve whole college transition processes
- Assist in the regional review of the provision of VET and VCAL
- Review pathway options for year 10 students for VCE/VET and VCAL
- Trial the introduction of pathway plans for all students
- Increase student curriculum offerings, particularly in VET
- Improve community links and work placement opportunities for students

#### 4. Whole College Improvement Strategies

- Review leadership structure and build leadership capacity
- Provide a comprehensive induction process for all new staff to the college
- Implement an environmental action plan
- Develop the English Language Centre
- Maintain and further develop our international partnerships
- Increase the international outlook of all students

## Financial Performance

Financial Performance for the year ending 31st December, 2007	
Revenue	2007 Actual
DE&T Grants	\$3,994,366
Commonwealth Government Grants	\$ 97,228
State Government Grants	\$ 18,784
Other	\$ 568,540
Locally Raised Funds	\$ 967,609
<b>Total Operating Revenue</b>	<b>\$5,646,527</b>
<b>Expenditure</b>	
Salaries and Allowances	\$ 569,428
Bank Charges	\$ 4,543
Consumables	\$ 510,302
Books and Publications	\$ 50,562
Communication Costs	\$ 129,933
Furniture and Equipment	\$ 323,272
Utilities	\$ 137,159
Property Services	\$ 446,443
Travel and Subsistence	\$ 154,590
Motor Vehicle Expenses	\$ 21,161
Administration	\$ 60,314
Health and Personal Development	\$ 13,408
Professional Development	\$ 468,467
Trading and Fundraising	\$ 70,760
Support/Service	\$ 494,352
Miscellaneous	\$1,018,973
<b>Operating Expenditure</b>	<b>\$4,473,667</b>
<b>Capital Expenditure</b>	<b>\$ 143,569</b>
<b>Total Expenditure</b>	<b>\$4,617,236</b>
<b>Surplus</b>	<b>\$1,029,291</b>

Financial Position as at 31st December, 2007	
Funds Available	2007 Actual
High Yield Investment Account	\$1,349,435.20
Official Account	\$ -62,865.62
Library Trust Fund	\$ 371,998.45
<i>School Community Associations)</i>	\$ 26,309.54
<i>Term Deposit</i>	\$1,868,822.91
<i>Share Investment</i>	\$ 50,000.00
<b>Total Funds Available</b>	<b>\$3,603,700.48</b>
Financial Commitments	2007 Actual
Salaries & Allowances	\$ 40,000.00
Assets	\$ 321,998.45
Building/Grounds including SMS	\$ 353,239.47
Special Programs inc Student Services	\$ 300,799.58
Region /Clusters Funds	\$2,157,252.14
Professional Development	\$ 28,406.24
College Associations	\$ 51,708.35
School Operating Reserve	\$ 350,296.25
<b>Total Financial Commitments</b>	<b>\$3,603,700.48</b>

## Summary of School's Financial Performance

### **FINANCE**

The finance department maintained the Department's financial standards and accountability requirements, and enhanced policies relating to the stewardship of the College's finances. The finance department's responsibilities 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 the Department'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 in particular and the school community can clearly see that goals, priorities and policies are implemented through College activities, and enable the College Council to ensure that the management of resources is in line with its Charter and with the agreed goals, priorities and policies of the College.

#### **Banking & Investment**

The College's Investment Policy ensured prudent management of School Council investment and bank account transactions.

#### **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.

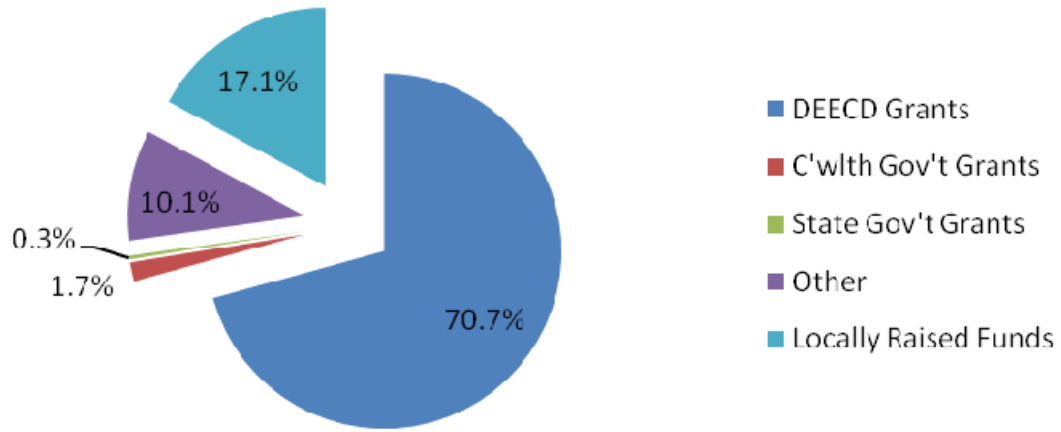
#### **External Audit**

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.

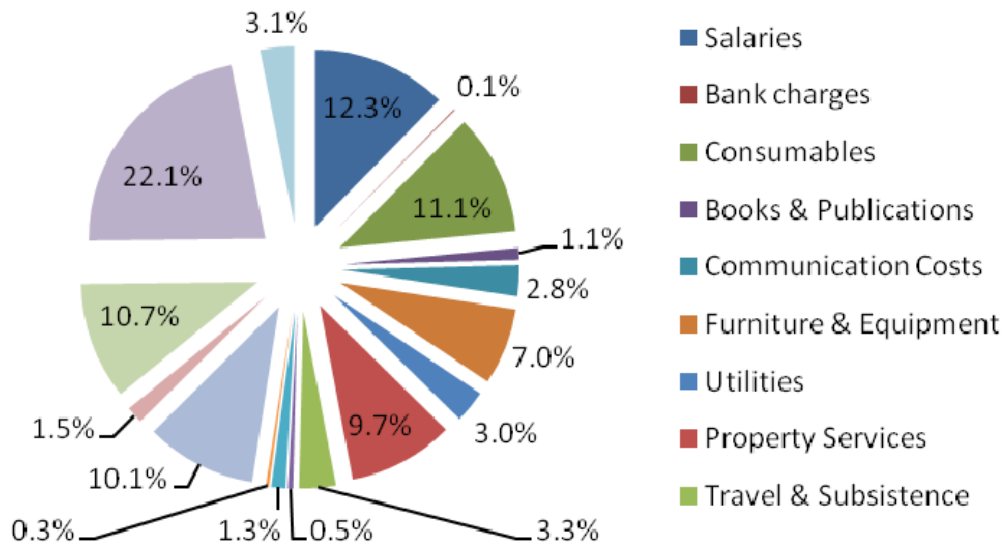
#### **Surplus**

The surplus of \$1,029,291 relates primarily to an influx of funds held in the College's bank account, which belong to the Department's Regional Office. BSSC acts as the 'banker school' for the Regional Office.

### BSSC Revenue 2007



### BSSC Expenditure 2007



## School Contact Information

Address:	PO Box 545, Bendigo 3550
Principal:	Mr Dale Pearce
School Council President:	Mr James Thompson
Telephone:	5443 1222
Email:	admin@bssc.edu.au
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 Bendigo Senior Secondary College on 54 431222.*