

Bendigo Senior Secondary College 7595

2008 Annual Report to the School Community



RESPECT

OPTIMISM

LEARNING

ENVIRONMENT

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, Bendigo South East College, Crusoe 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 which is 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.

This is the third year of our strategic plan and we have made good progress towards meeting the targets we have set around retention, attendance and VCE, VET and VCAL outcomes. We established an Indigenous homework and support centre to assist these young people to stay in school and implemented a very successful Pre-Apprenticeship program for 45 young people who may otherwise not have continued their education with us. We have also shown continuous improvement in aspects of our student, parent and teacher opinion data.

The College is accredited with the Council of International Schools and in 2008 we were very successful in expanding our international program. We hosted 14 full fee paying students from countries such as China, Vietnam and Thailand. We were also fortunate to have 13 exchange students from South America, Scandinavia, Central America and Europe. Our students also had the opportunity to participate in an overseas trip to Germany, while a number of staff visited China, Vietnam and Canada. These opportunities enable us to improve our international focus and empower our learners for global leadership.

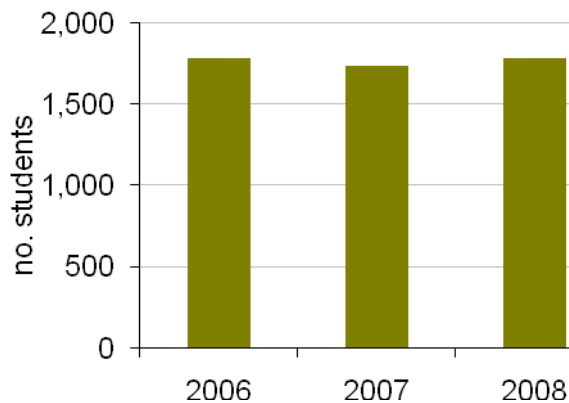
As a College we have a lot to celebrate and be proud of but there are still challenges ahead. We continue to work towards improving our VCE results and achieving our target of having all mean study scores equivalent to the state mean of 30. As part of the Bendigo Education Plan, we continue to explore ways to provide individualised and personalised learning opportunities within a senior curriculum, in particular our VCE studies.

The College is 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

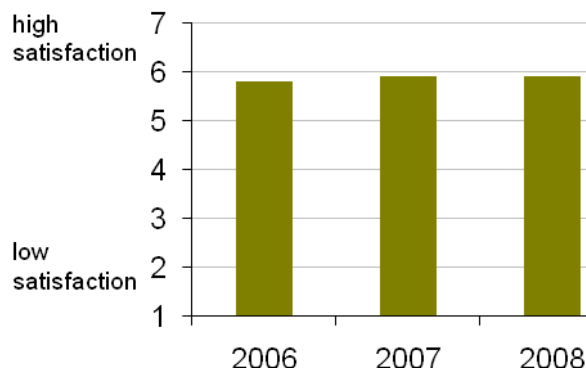
Total students enrolled in school



Student enrolments in 2008 were 1781, which is an increase from 1733 in 2007. This enrolment consists of 844 boys and 937 girls. This change is consistent with the changes in enrolments at the 7-10 Colleges. This enrolment also includes approximately 150 students who enrolled with us from beyond our usual 7-10 colleges.

Parent Satisfaction

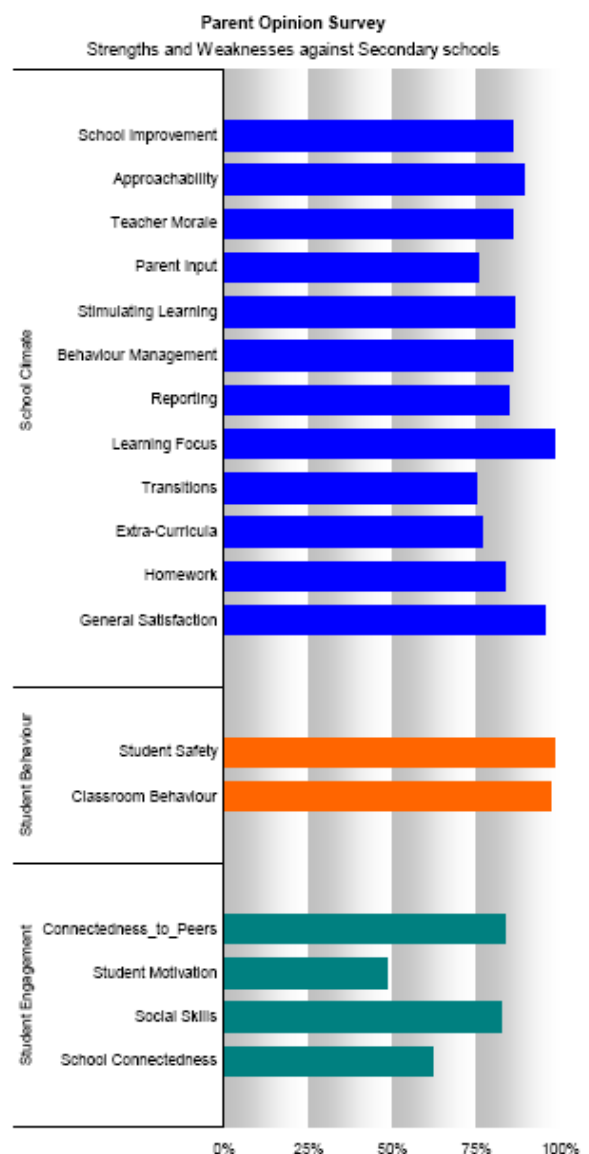
Parents' satisfaction with this school
(average score on scale of 1 to 7, where 7 is best possible score)



Parent satisfaction levels continue to be very high with the average score being 5.92 on a scale from 1-7, where 7 is the best possible score. This has remained unchanged from 2007.

The College recognises the important role that parents play in young people's education and we welcome parent involvement. In 2008, we provided a number of parent information sessions which were well attended. We will continue to provide these opportunities for parents in 2009. Parents were also kept informed through comprehensive parent newsletters, regular student progress reports and parent, teacher and tutor interviews.

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



Teacher Profile

Staff continue to be committed to the academic progress and wellbeing 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 63.8 on a scale from 0-100 where 100 is the best possible score. The average number of days absent per teacher was 6.51 days. This compares to 6.43 days in 2007.

Of the 140 teaching service staff at June 2007 (including those on leave without pay), 126 or 90% were still at the school in June 2008. This figure across all Government schools was 84%.

Professional Development

Professional development is critical to maintaining a high degree of teacher expertise and we are committed to providing staff with a wide range of opportunities to continue to develop their skills. In line with the College Annual Implementation Plan, teachers develop their individual learning goals and work in teams to achieve these goals and share ideas.

All staff were involved in professional development activities within the College and 95 or 77% of teachers attended external professional development activities. 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.

Two staff members received 20 days of teacher professional leave as part of the Bendigo Education Plan. These 20 days release from school enabled these staff to develop high quality material to support the implementation of the Bendigo Education Plan.

The development of leadership skills in staff is also a priority for the College and in 2008, 17 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 comprehensive staff induction program is also in place for new and returning staff.

A large number of our staff are also involved with the Victorian Curriculum and Assessment Authority. 25 of our staff were involved in marking external examination papers and many are involved in the review and reaccreditation of VCE and VET study designs.

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.

Principal's Report

It is with great pleasure that I present the 2008 Annual Report to parents and the broader Bendigo community. 2008 commenced with an improved enrolment of 1781 students and during the year we were able to make significant improvements in student retention and attendance. Much of this improvement was due to the diligence of our 2008 Student Management Team and the support of our Managed Individual Pathways staff.

VCE results remained constant and there was improvement in the percentage of students achieving study scores over 40 and obtaining ENTER rankings at the higher levels. VCE completion rates remained very high and once again VCAL and VET completion rates were well above state averages. As a school which prides itself on meeting the needs of all students these successes are notable.

2008 saw the commencement of the new Commonwealth government's educational programs, notably the Computers in Schools Program (of which BSSC was the largest national recipient) and the Trade Training Centre initiative in which BSSC was the lead school for an application involving most secondary schools in Bendigo. These and other emerging initiatives will bear fruit over the coming years.

Other areas of interest in 2008 were the significant growth in our International Student Program and the continued success of NETschool. Both were driven by the commitment and expertise of staff in these areas.

Our critical work for 2009 centres on the improvement of teaching through commitment to a suite of coaching and peer observation models. We have improvements to make in some VCE studies and we particularly look forward to shared work with other government schools focused on literacy and numeracy.

In 2009 we commence the introduction of an innovative Pathway Community model, which will provide each student with an individual education plan and the support of a teacher advisor. Our commitment to meeting the needs of each individual student is strengthened by this initiative.

This year we also commence the process of reaccreditation with the Council of International Schools and we look forward to testing ourselves again against the rigorous standards which apply to all CIS schools.

I extend my thanks to Peter Harvie, College Council President, and all members of council for their support throughout the year. I am also grateful to my Leadership Team for their commitment and focus on excellence. I also thank Meredith Fetting for her work in compiling this report.

Bendigo Senior Secondary College remains at the forefront of education not just in Bendigo but far beyond. I look forward to working with all of you as we strive for further improvement.

Dale Pearce
Principal



School Council President's Report

Throughout 2008, Bendigo Senior Secondary College Council worked in partnership with the teaching and support staff to assist with the achievement of many of the goals and performance targets set out in the 2008 Annual Implementation Plan.

2008 at the College was about consolidating existing building projects like the Old Gaol and fostering new teaching and learning initiatives such as the Virtual Learning Network Project, to further enhance the outcomes of students and staff at Bendigo Senior Secondary College.

The College has maintained its international student focus and is seeking to expand its successful Chinese student program with new global relationships and student enrolments.

The academic achievement of students has been a key focus and improvement has been sought on many fronts. The breadth of opportunities for students has been further expanded with the new Trade Training Centre now announced and the associated industry pathways that this project will afford the students of this college.

On behalf of the College Council I thank the Principal, Dale Pearce and the senior leadership team for the assistance and advice provided to Council during the year.

I also thank all College Council members and College personnel for their dedication, support and the encouragement provided to our students throughout 2008.

Peter Harvie
College Council President

Student Progress & Achievements

Student Learning

Goal:

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

Targets for Student Learning in the Strategic Plan

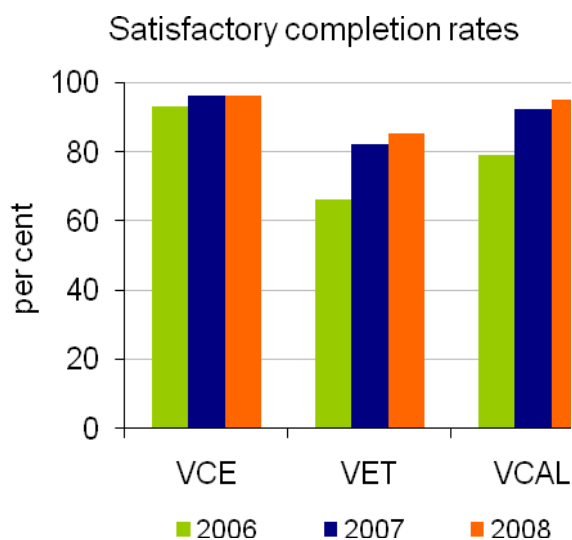
- The school mean of each VCE study is to be greater than or equal to state means.
- The % of VCE scores greater than 40 to be 8% by 2009.
- % VET units of competency achieved to be at state benchmarks.
- % of VCAL credits achieved to be at state benchmarks.

One Year Targets for 2008:

- 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% in 2008
- Continue to have results that exceed state benchmarks in VET by 5%
- Continue to have results that exceed state benchmarks in VCAL by 5%

Summary of Progress:

In 2008, the College continued its commitment to providing all students with a rich and stimulating learning environment that provides opportunities for each individual student to achieve their best.



Analysis of results shows that the satisfactory completion rates for VET and VCAL increased in 2008 from 82% to 85% and 92% to 95% respectively. These results were well above state benchmarks of 76.7% for VET and 75.8% for VCAL, indicating the College was successful in meeting the one year targets for these programs.

The completion rate for VCE remained the same at 96%

The % of our students who chose to study at least one unit of competency in VET increased in 2008 to 38.3% compared to 35.2% in 2007. This figure is also much higher than the state average of 24.6%.

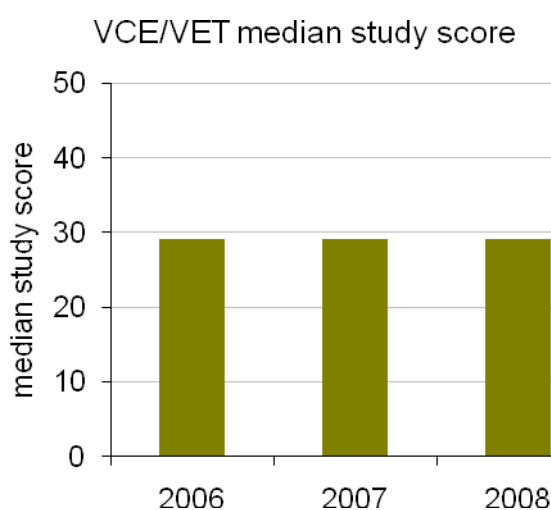
The % of students who chose to undertake a VCAL program in 2008 also increased from 7.9% in 2007 to 12.6% in 2008. This compares to the statewide figure of 12.7%.

Enrolments in the VCAL program continue to grow as more students choose to pursue a vocational rather than a tertiary pathway at the completion of year 12.

<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
2007	35.2	23.8
2008	38.3	24.6

<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
2007	7.9	12.0
2008	12.6	12.7

VCE/VET Results



In 2008, the VCE/VET medium study score remained the same at 28.8, which remains below the state mean of 30. This continues to be an area that we would like to improve.

Results in some studies remained strong with 25 out of 56 studies or 45% achieving scores equal to or above the state mean. Results in Health and Human Development, Legal Studies and Accounting were very strong and above the 80th percentile.

As a college we continue to face the challenge of meeting our strategic goal for all studies to be at or above state mean.

The mean study score increased in 25 of our VCE and VET subjects but declined in 27 subjects. For some subjects, there was no change.

Our English results continue to be well below the state mean at 26.1 which was slightly below 26.4 in 2007. English is a priority area for the College. Of concern is the number of students who make a decision not to sit their final exam and complete all components of assessment. As a result, students receive a VCE study score that represents only two of the possible three assessment components, having a significant impact on our whole college data. In 2009, we will be promoting heavily the importance of students making a commitment to completing all aspects of the units they have enrolled in, including the end of year examination.

All teaching staff continue to embed the Principles of Learning and Teaching as a framework for reflection on their teaching and for curriculum planning. This framework provides a structure that can assist teachers to develop curriculum that is engaging and encourages students to develop deeper levels of thinking. In 2009, we will continue to develop the capacity of these Principles to enhance student learning experiences, along with a self assessment tool that enables teachers to reflect on their skills. In 2008, the College also applied for and was successful in receiving funding under the Commonwealth Government's National Computers in Schools Program. As a result, we were able to purchase 774 new computers for student use. These will be deployed for 2009 and will greatly enhance the capacity of our college to use ICT in a way that engages students and creates a stimulating learning experience.

In 2008 we promoted the use of peer reflection as a means by which teachers could organise visits to other classrooms or be visited to observe different methods of teaching and receive feedback on their own teaching. While there was some uptake, this is another area we need to promote more widely. Peer reflection is one example of peer coaching and in 2009 we will be providing a considerably greater focus on getting teachers into others classrooms and will be developing and implementing a coaching model and building collegiate teaching experiences.

Each year we welcome around 900 new students to our College, with the majority coming from our local 7-10 Colleges, and it is important for teachers at Bendigo Senior Secondary College to understand the learning experiences that these students bring with them. As part of the Bendigo Education Plan, significant work was undertaken in 2008 to consider how senior curriculum will need to change as the education experiences for these students change under the Bendigo Education Plan. The positive relationships that have existed between our College and the 7-10 Colleges were strengthened and there were many opportunities provided for very successful collaboration. This will continue to develop in 2009 as we move closer to implementing more fully, the Bendigo Education Plan. Preliminary work for the introduction of VET, VCE and VCAL pathways across all Bendigo school was undertaken and in 2009, this will be formalised and provide increased opportunities for all students in Bendigo to access these programs.

Extending our high ability students has also been a focus of the College in 2008 and the % of students who received a study score greater than 40 increased from 4.5% in 2007 to 5.0% in 2008.

The Aim High program continued to be made available to all students with aspirations to extend their skills and maximise their ENTER scores. Almost 100 students took part in this program which focused on the development of skills in time management, note taking, goal setting and exam preparation. Once again this program received positive feedback from students and parents and will be extended to include all students in 2009. However, we will be introducing an additional program for students who have demonstrated their capacity to achieve outstanding results in their previous school or year. These students will be offered an extension program tailored to meet their individual needs.

NETschool Bendigo

NETschool once again had outstanding success in re-connecting disengaged young people with education. 91 students enrolled with NETschool throughout the year which was an increase from 75 in 2007. This increase was possible with the opening of an additional room for centre-based students, taking the number of these students to 54. There continued to be 30 home-based students.

Until coming to NETschool, all learners had been out of school or very close to leaving school. NETschool outcomes measure the ability of the program to engage with and support the whole person, one student at a time, to reach their goals. In 2008, there was significant positive change in these learners.

25% of learners completed their studies or moved back into mainstream school. 7% obtained employment, 9% were reconnected to the community for a sustainable outcome and 9% left due to significant mental health and motivational issues. 45% re-enrolled for 2009 to continue their individualised programs at NETschool.

A significant development in 2008 was a commitment by The Department of Early Childhood and Development, for the ongoing funding for NETschool.

NETschool has continued to work in partnership with the local community which has contributed to its ongoing success.

Program for Students with Disability

In 2008 we had 17 students as part of this program. The majority of these students achieved successful outcomes. One year 12 student successfully completed VCE and is currently looking for work, as well as considering a short TAFE course. Two students completed their Senior VCAL and are also looking for employment. One Year 12 student will continue in 2009 to complete a third year of VCE in order to gain an ENTER score. Three Year 11 students completed their VCE program with two of them achieving good results. Two of these students will undertake Year 12 in 2009 whilst the third student will transfer into a VCAL program.

Eight students with disabilities undertook the VCAL Program in 2008. One student left the college as their family had relocated whilst the others all gained certificates to advance their program in 2009. The College saw a significant rise in the number of students with a learning difficulty in 2008, which required an extension of our resources which included the purchasing of many English novels in an audio format. Professional Development opportunities were also provided for staff.

Student Engagement and Wellbeing

Goal:

- Improve student wellbeing, motivation and connectedness
- Improve student enrolment and retention
- Decrease student absenteeism

Targets for Student Engagement and Wellbeing in the Strategic Plan

- Outcomes for student wellbeing, motivation and connectedness will improve by 9% by 2009
- Student enrolment & retention outcomes will improve by 7.5% by 2009
- Decrease average student days absent per year to 10 days per year

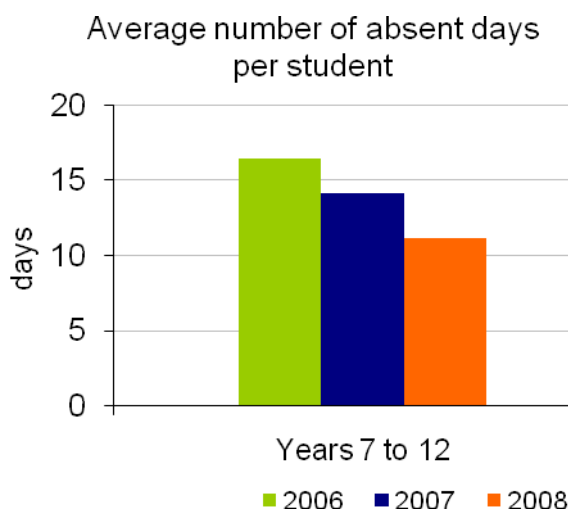
One Year Targets for 2008:

- Measures for student wellbeing, motivation and connectedness will improve by 3% in 2008.
- Student enrolment and apparent retention measures will be equivalent to state wide means.
- Measures for student absences will reduce to an average of 12 days per year.

Summary of Progress:

Supporting students through transition continues to be a major focus of the college. Through collaboration with 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 the College. The two day transition program in late November continues to evolve to better suit the needs of the student cohort. In 2009, a one week transition program will be introduced for year 11 students moving into year 12. This program will enable students to make an early start on their year 12 studies and be better prepared when they return the following year. A comprehensive transition program is important in promoting student wellbeing and a sense of connectedness to the College.

Average number of absent days per student

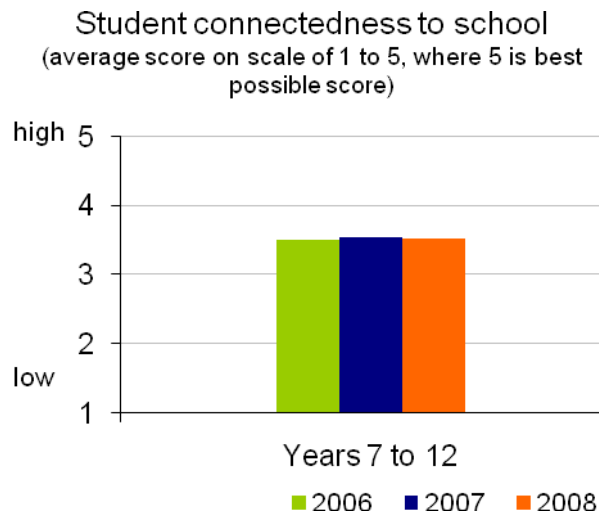


The average number of days a student was absent (FTE or full time enrolled) decreased by 3.0 days in 2008 to 11.2 days per student. In 2008 the Student Management Team introduced a new absence notification system called SMS messaging. This SMS software provided an automated system for notifying parents each day of a student absence. This enabled the College to keep parents better informed and provided them with an alternative means of contacting the college. It also made it easier for the Student Coordinators to track attendance.

Student Retention:

Apparent retention measures the total number of students who complete year 12 against the number of students who commence year 11. In 2008, there were significant improvements in apparent retention rates, increasing from 75.4% in 2007 to 80.7% in 2008. This compares favourably to the statewide mean of 72.7% and is on track for meeting our strategic plan goal of 81.05% retention rates. In some cases, our students do exit the College as a result of gaining ongoing employment.

Students' school connectedness



Each year students complete a Student Attitudes to School Survey that provides the college with data based around the degree to which students feel good about being a student at the school, whether they like the school, are happy at school and feel they belong at the school.

Our results show that the average score for student connectedness to school was 3.53 down marginally from 3.54 in 2007.

To build the level of connectedness the College has implemented a Pathway Program and appointed a Pathways Program Coordinator to implement and evaluate the program. Within the new leadership structure two student coordinators have a direct role in introducing programs to

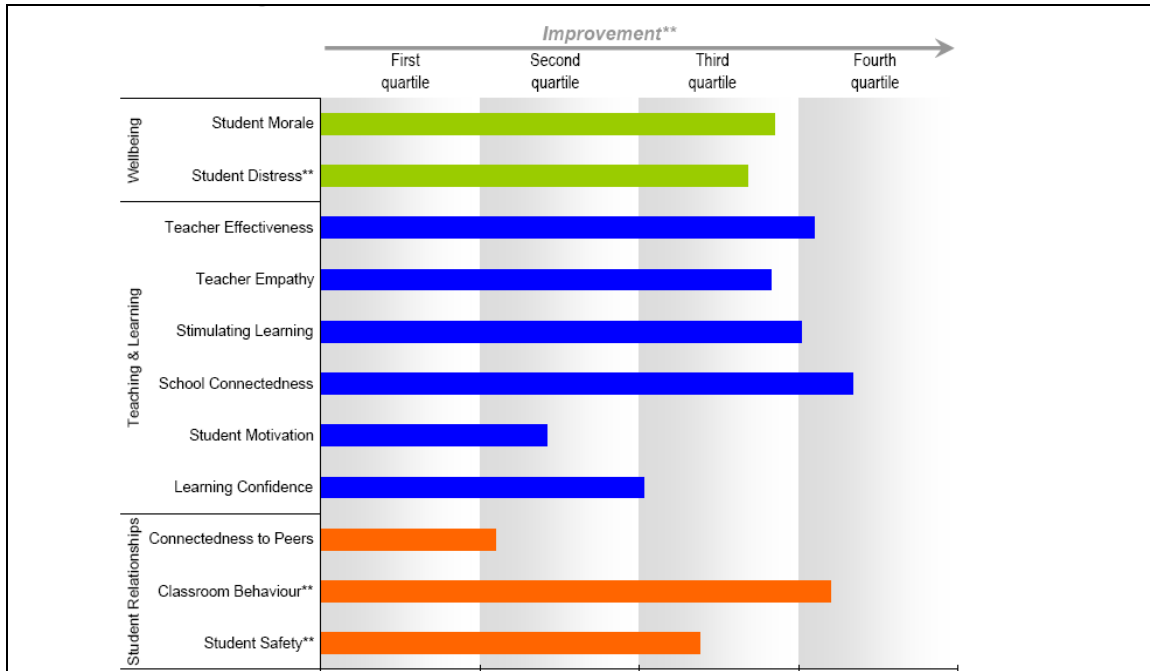
increase the level of student connectedness in 2009. We have also employed a trainee whose responsibility it is to provide a range of activities designed to promote student connectedness.

Student Opinion Data

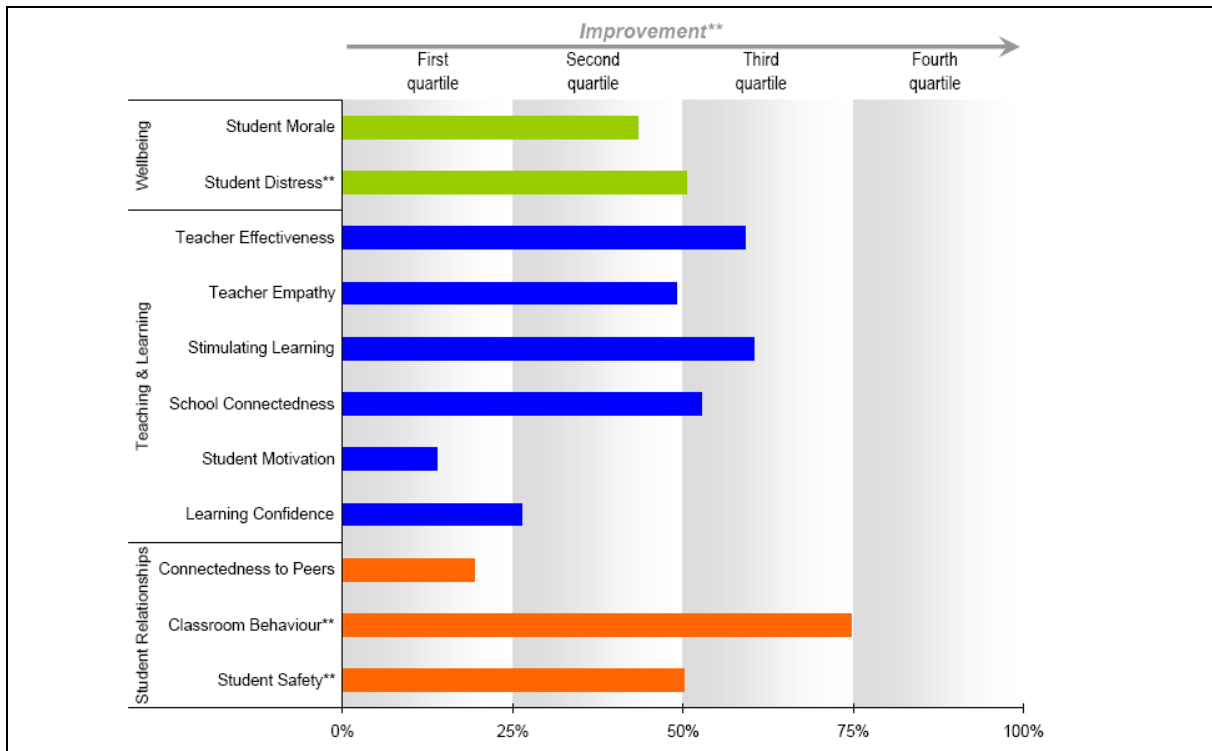
When looking at the overall data from the survey compared to the results from other government schools for year 11, there are many areas where we have considerable strength. These areas include: teacher effectiveness, stimulating learning, school connectedness and classroom behaviour.

The year 12 data is not as strong but shows relative strength in the area of classroom behaviour in particular.

Results from Student Opinion Survey of Year 11 students compared to Other Government Schools



Results from Student Opinion Survey of Year 12 students compared to Other Government Schools



Student Pathways and Transitions

Goal:

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

Targets from the Strategic Plan:

- The % of post Year 12 students engaged in further education, training or employment to be at or above state benchmarks each year

One year targets for 2008:

- Ensure that 2008 exit data for all students in on CASES21 thereby facilitating comparison to state benchmarking.

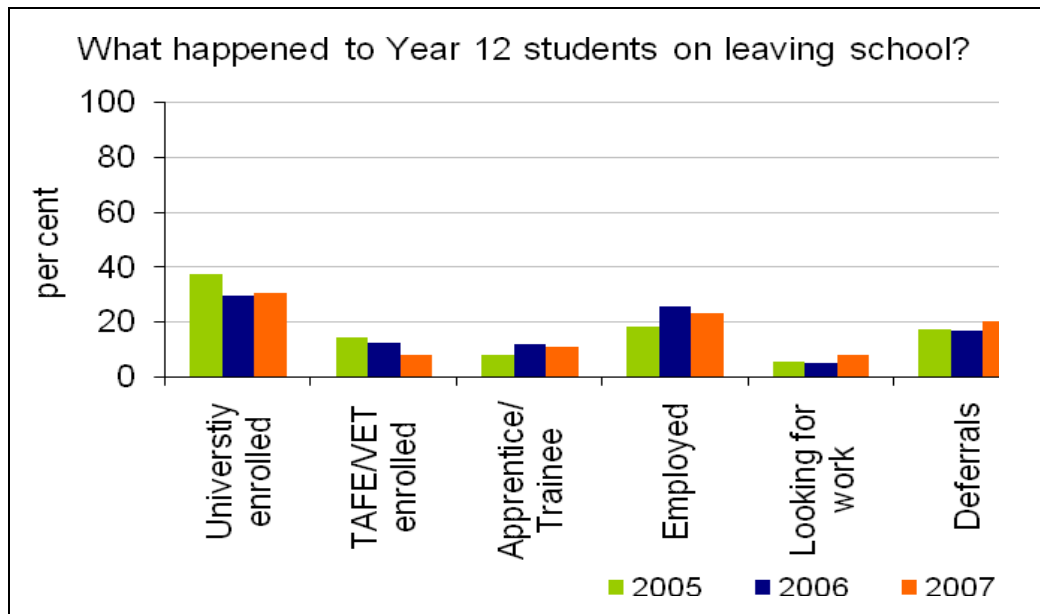
Summary of Progress:

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

1. 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.
2. On Track Data which is based on information provided from a sample of students who complete year 12 and respond to a survey.

For the 2008 Annual Report, these measures relate to students who completed year 12 in 2007.

On Track Data



CASES21 Data-Exit Destination Year 12

	BSSC %	State Mean %
University	39.5	36.6
TAFE/RTO/ACE Provider	13.5	22.7
Apprenticeship/Traineeship	8.3	5.6
Employed (Part time)	15.1	5.5
Employed (Full time)	14.2	10.5
Unemployed (seeking work)	9.2	4.4
Unemployed (not seeking work)	1.7	0.7
Unknown destination	18.2	5.7

By May 2008, when On Track surveyed the exited year 12 students in 2007, 30% of our students are reported to have enrolled in University. This is different to the data in the CASES system which indicates 39.5% of our students had enrolled at University. This difference may be explained by the fact that On Track does not contact every student who has completed year 12. Every effort was made by the college to contact each student and this data was then entered into the CASES system perhaps providing a more accurate indication of the destination of students.

According to both the On Track data and CASES21 data, enrolments in TAFE certificates was 13.5% in 2007 which is lower than in 2006, and lower than the state figure of 22.7%. These differences may in part be due to a buoyant job market for school leavers in 2007. The transition to apprenticeships and traineeships for

students was 8.3%, which is higher than in 2006 and higher than the state benchmark of 5.6%. This figure is closely linked to the labour market and economic conditions in the region.

Of concern is the number of students who left the College and are unemployed and seeking work. This is 9.2% of our year 12 students compared to the state benchmark of 4.4%. The introduction of a number of programs in 2008 will hopefully assist in reducing these numbers.

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 2008. In order to achieve this, representatives from Job Find and CVGT attended the College on a regular basis in 2008. 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.

Unknown destinations have been better tracked in the college from 2008 by employing an external agency to contact students who have left the college. Although the CASES21 data indicates that 18.2% of Year 12 exits went to an 'unknown destination' we believe that strategies put in place will see a marked decrease in these numbers.

Another source of data the College uses is that which is provided by the Victorian Tertiary Admissions Centre (VTAC) which includes all Bendigo Senior Secondary College students. According to the VTAC data for 2007, 53% of our students applied for tertiary places. Of those, 82.94% were offered places and 52.2% accepted their offer

VTAC Data.

	2004	2005	2006	2007
<i>% of students who made a VTAC application</i>	60.06	63.2	53.35	53%
<i>% of students who received an offer through VTAC</i>	83.33	87.27	81.56	82.94
<i>% of students who accepted a VTAC offer</i>	57	62	57	52.2
<i>% of students who deferred</i>	13.64	23.61	30.05	35.5

The need for students to relocate for many university and TAFE courses is an issue for regional students and explains the increasingly high rates of deferrals at Bendigo Senior Secondary College. VTAC data indicates that 35.5% of BSSC students deferred their University enrolment for 2008. This is much greater than the Victorian average of 4.1%.

The socio-economic profile of the College and the impact of drought on family incomes, continues to be a factor 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 has resulted in a notable increase in employment rates of our students, increasing from 25% in 2006 to 29.3% in 2007.

To assist students in making meaningful transitions a Pathway Community model has been introduced for 2009. This program will incorporate an advocacy model to assist students make a meaningful transition to the world of work in an informed and supported manner. This model will allow for the incorporation of Individual Education Plans 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.

Future Directions

Key Improvement Strategies and major programs for 2009

Our 2009 Annual Implementation Plan has been developed in response to our 2008 data as well as the goals developed in our Strategic Plan. We have adopted an overall focus of improving student engagement across the College. The following strategies will help us to achieve our 2009 targets and move us closer to achieving our strategic goals.

1. Student Learning

Targets for 2009:

- The school mean in 55% of VCE and VCE/VET studies are equal to or greater than the state mean
- The % of VCE scores greater than 40 to be 6% in 2009
- Continue to have results in VET and VCAL that exceed state benchmarks by 5%.

Key Improvement Strategies:

1.1 Strengthen learning and teaching practices across the College

- Continue to embed the Principles of Learning and Teaching in all classrooms and use the data as a basis for reflective feedback.
- Provide feedback and recognition about teacher performance by implementing a peer coaching model, building a culture of team teaching and undertaking regular learning walks.
- Implement a revised program to extend high ability students
- Implement programs of excellence in each Pathway Community
- Support the development of literacy across the College
- Improve community links, particularly with industry
- Work with the 7-10 Colleges to provide seamless pathways in VCE, VET and VCAL across Bendigo Schools.
- Develop the trade training centre

1.2 Implement ICT

- Implement the Virtual Learning Network which provides online learning to remote schools
- Continue to integrate ICT across the curriculum to achieve powerful learning outcomes
- Evaluate the effectiveness of our ICT resource plan.
- Use ICT to improve and streamline administrative tasks

2. Student Engagement and Wellbeing

Targets for 2009:

- Measures for student wellbeing, motivation and connectedness will improve by 6% in 2009
- Student enrolment and apparent retention measures will be above statewide means
- Measures for student absences will reduce to an average of 10 days per year.

Key Improvement Strategies:

Promote student well-being, motivation and connectedness

- Enhance and review the Blast Off program
- Improve opportunities for student leadership and involvement in decision-making processes
- Build the capacity of staff to implement wellbeing initiatives through Pathway Communities
- Implement individual education plans for all students
- Expand and improve student activities programs

- Review and improve attendance policy
- Continue the operation of the Bendigo Indigenous homework/learning support program
- Promote a culture of inclusiveness across the College

3. Student Pathways and Transitions

Targets for 2009:

- Reduce by 10% the number of year 12 students who exit to unemployment and seeking work.
- Continue to be above state benchmarks for students exiting year 12 to University, apprenticeships and traineeships.
- Increase by 10% the number of students who exit to TAFE
- Decrease by 10% the number of students exiting year 12 to unknown destinations.

Key Improvement Strategies:

Assist students to make meaningful transitions

- Review and improve the transition program
- Introduce an additional open day in May
- Introduce and review a transition week in November for year 11 students into year 12
- Introduce a learning support/work readiness program for students at risk of leaving to unsustainable outcomes
- Improve community links and work placement opportunities for students

4. Whole College Improvement Strategies

4.1 Develop and implement an organisational structure that supports the achievement of college goals and improved organisational health

- This year we have introduced a new organisational structure based on Pathway Communities, with students aligned to a Pathway Community based on their vocational choices. We will be working to ensure this structure is implemented successfully

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

- Implement an environmental infrastructure and environmental action plan. One of our college values is to empower our community to be responsible users of our natural resources and to respect our environment.
- Further develop and promote the English Language centre
- Develop and maintain relationships with overseas schools and build the number of our international students and the opportunities for students to experience study tours overseas.
- Increase the international and global outlook of all students.
- Prepare for the CIS preparatory visit. This year we will undertake a self-study in preparation for our 10 year reaccreditation with the Council for International Schools. This process requires us to take analyse all aspects of our College organisation and practice, and identify areas for improvement.

4.3 Develop a performance and development culture

- Build the capacity of our graduate and accomplished teachers
- Build the leadership capacity of our extended leadership team.
- Develop processes for those in leadership positions to receive feedback on their performance.

Financial Performance and Position

Financial Performance – Operating Statement Summary for the year ending 31st December, 2008		Financial Position as at 31st December, 2008	
Revenue	2008 Actual	Funds Available	2008 Actual
DEECD Grants	\$ 3,310,646	High Yield Investment Account	\$ 766,253.97
Commonwealth Government Grants	\$ 917,501	Official Account	\$ -17,280.62
State Government Grants	\$ 59,314	Library Trust Fund	\$ 372,105.09
Reimbursement & interest	\$ 707,812	Old Gold Inc.	\$ 28,336.19
Locally Raised Funds	\$ 924,575	Term Deposit	\$ 1,988,753.08
Consolidated Revenue	\$ 285,779	Telco Investment	\$ 50,000.00
Total Operating Revenue	\$ 6,205,627	Total Funds Available	\$ 3,188,167.71
Expenditure		Financial Commitments	2008 Actual
Salaries and Allowances	\$ 516,359	School Operating Reserve	\$ 10,296.80
Bank Charges	\$ 3,611	Assets or Equipment Replacement < 12 months	\$ 573,926.99
Consumables	\$ 460,252	Building/Grounds including SMS < 12 months	\$ 212,332.09
Books and Publications	\$ 76,010	Region /Clusters Funds/School Based Programs < 12 months	\$1,619,106.48
Communication Costs	\$ 154,786	Repayable to DEECD	\$ 150,746.31
Furniture and Equipment	\$ 400,368	Other Recurrent Expenditure (Accounts Payable)	\$ 166,023.23
Utilities	\$ 139,452	Assets or Equipment Replacement > 12 months	\$ 100,000.00
Property Services	\$ 401,020	Building/Grounds including SMS > 12 months	\$ 125,000.00
Travel and Subsistence	\$ 93,252	Beneficiary/Memorial Accounts	\$ 230,735.81
Motor Vehicle Expenses	\$ 126,760	Total Financial Commitments	\$ 3,188,167.71
Administration	\$ 54,730		
Health and Personal Development	\$ 2,884		
Professional Development	\$ 553,672		
Trading and Fundraising	\$ 69,259		
Support/Service	\$ 753,242		
Miscellaneous	\$ 1,925,060		
Total Operating Expenditure	\$ 5,730,717		
Net Operating Surplus	\$ 474,910		
Capital Expenditure	\$ 474,910		

Summary of School's Financial Performance

FINANCE

The finance department has maintained the Department's financial standards and accountability requirements, and enhanced policies relating to the stewardship of the College's resources.

The following aspects were fundamental to the successful operation of finance department:

Internal Controls

The College developed and updated policies, processes and procedures to ensure that College assets were secured, that accounting information was accurate, and the information depicted in reports could be relied upon by College Council and other decision-makers.

Taxation

The College complied 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 was produced to guarantee that the College clearly identified its goals, and resources were directed into activities that ensured management of resources corresponded to 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.

School Contact Information

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This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact Bendigo Senior Secondary College.