

# 2017 Annual Report to the School Community

School Name: North Geelong Secondary College

School Number: 7856



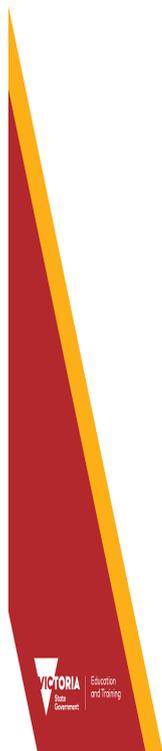
Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.

Name of School Principal:	Nick Adamou
Name of School Council President:	Diane Lang
Date of Endorsement:	20 March 2018

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au))

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



## About Our School

### School Context

North Geelong Secondary College (NGSC) is a single campus, academic Year 7–12 College. It is a creative, caring and diverse College, where girls and boys grow into autonomous learners by engaging with our imaginative and intellectually rigorous programs. Our students develop into mature and independent individuals, fully prepared for a life of meaningful achievement and active participation in our local and global communities.

The school values "**R**espect, **E**xcellence, **A**chievement and **D**iversity" (**READ**) are the bedrock of all school activities and continuously promoted in the wider school community. The majority of the student enrolment is drawn from the northern and western suburbs of Geelong. The school provides for a culturally diverse community. The school has 74.2 (EFT) equivalent full-time teachers; 77 teachers, 4 Principal class and 37.63 EFT Education Support Staff; 49 Educational Support staff.

The current school enrolment is 977 students. In the last 4 years, the school has experienced a steady increase in student numbers. The EAL enrolment is 29%, the LBOTE enrolment is 32% . The ATSI enrolment is 2%. In 2017 the refugee enrolment was 14%. The school's socioeconomic band value is low.

North Geelong Secondary College provides a transition English as Additional Language (EAL) program which includes a VCAL/EAL program for mature students. There is also ongoing classroom support program (Multicultural Educational Assistants - MEAs) provided to EAL and refugee background students. The College is a base for the Geelong English Language Centre (GELC) which is open to students from all other secondary schools in Geelong.

The College is in receipt of Equity/Disadvantage funding which provides an enhanced focus on Teaching & Learning; in particular Literacy, Numeracy intervention programs, integration of ICT across the curriculum, building Teacher and Leadership Capacity, Homework and Tutorial programs, a well resourced Wellbeing team including; 2 x Social Workers, 1 x Youth Worker, 1 x Sick Bay Officer, 0.4 school nurse and 0.4 School Chaplain. The equity funding enables the school to implement Literacy and Numeracy intervention programs such as: STAR and ACE Literacy and Numeracy. The **Strive To Achieve Results (STAR)** Program is an innovative, intervention Literacy and Numeracy program addressing Year 7 to 9 student individual literacy & numeracy gaps; The **ACE (Achieving Core Education)** Literacy & Numeracy intervention program is for students in Years 7 to 9, who perform way below expected levels (Stanine 1 & 2); Low class sizes in Year 7 program (average of 22 students per class); employment of a VASSP Field Officer to work with the leadership team building leadership capacity; Employment of Maths Methods, Specialist and Physics Tutor for Year 12 students; small VCE classes in the curriculum areas such Physics, Specialist Maths, Accounting, English Literature. The school has also implemented a three sub-school system (Junior, Middle and Senior), including a Leading Teacher and an Attendance Officer/Sub-school Assistants for each sub-school.

In 2017, the school continued to provide the following specialist programs: iPad program 7 to 9; and BYOD (Apple device/ Google Chromebooks) from 10 to 12; The Select Entry Accelerated Learning program (SEAL) addressing the needs of high performing students; the Scholarship Program which recognises the considerable achievements of children in our community and provides them with the opportunity to experience exciting curriculum opportunities at NGSC, e-Learning and STEM; Nao Robot, Robotics, Drones, Spheros and iLeaders programs; the Excellence in Sports program (Soccer/Footbal); The VCE After School Tutorial and Homework Club; an extensive Performing Arts and instrumental music program and Student Leadership programs. The Year 9 "Hands on Program" addresses the needs of kinesthetic students that learn in a more practical environment.

In 2017, Professional Learning Communities (PLCs) were fully operating providing a structure for targeted professional conversations and staff development. In the second half of 2017 work has begun in PLCs with embedding High Impact Teaching Strategies (HITS) in teaching and learning.

NGSC prides itself on continuing to addressing student individual needs. We place the student in the centre of everything we do (Curriculum, Extracurricular activities, Engagement & Wellbeing, Values Education, Leadership). Educational programs are tailored to improve student outcomes ensuring that many opportunities

are provided to students to achieve the pathways of their choice; Tertiary Education, Apprenticeships or Full Time sustainable employment.

## Framework for Improving Student Outcomes (FISO)

NGSC vision is to work closely with DET guidelines and within the Education State, strengthening an educational setting that provides every student with the knowledge, skills and attributes that will see them thrive in their world, regardless of where they start, the path they pursue or how the world might change around them.

The Framework for Improving Student Outcomes (FISO) is designed to foster a targeted, evidence-informed focus on student outcomes, providing a common approach and common language for our professional workforce, intending to lift student outcomes. FISO uses the latest research on student learning and global best-practice assisting NGSC to focus our efforts on key areas that are known to have the greatest impact on school improvement. It has been developed to dramatically place student learning as the focus of every school.

In 2017, equity funding enabled the College to continue providing intervention Literacy & Numeracy Programs (STAR and ACE Programs) at a point of need for students in Years 7 to 9. The school used the funding to continue providing an extensive EAL program supported by MEAs and an EAL/VCAL program for refugee students with little, or no prior formal schooling. In 2017 the school also continued to employ a full time Sickbay Officer, three Sub-school Assistants and a Youth Worker to address student wellbeing and absenteeism issues. The school's attendance data has improved enormously in the last two years. Equity funding also allowed NGSC to build mainstream teacher capacity in teaching EAL/Refugee students through the creation of a position of responsibility.

NGSC strives for Excellence in Teaching and Learning, part of the FISO improvement cycle, therefore, addressing individual needs through the provision of programs for all kinds of learners (academic to engaging/hands on programs). The College offers applied learning alternatives from Year 9 to 12. Students have a well-structured pathway for TAFE, VCAL, work or University, heavily supported by the careers team. As part of promoting a positive climate for learning and enhancing student engagement the school also offers resilience programs. A strengthened SRC and House structure (student voice) further builds on school pride and connectedness to school.

The school is committed to a set of clear, high-standards, high expectations guiding professional practice within the school, focusing on improved student outcomes.

## Achievement

North Geelong Secondary College School Strategic Plan (2017 – 2020 SSP) and 2017 Annual Implementation Plan (AIP) were focused on improving teaching & learning and student outcomes.

The teacher judgments of student achievement in English were lower than the median of all Victorian government high schools, however, in Mathematics; they were within the state median and similar to like schools. The English and Mathematics KLA Leaders together with their staff, the curriculum and leadership teams continue to focus on implementing consistent strategies in student assessment and student work moderation (focus on moderation in English and Maths in Years 7 to 10).

The percentage of students in the top 3 bands of testing in NAPLAN (scale from Bands 5 -10) in Literacy and in Numeracy is similar to like schools.

Punctuation) is as follows: Reading: Improvement in moving students from Low to Medium and Medium to High, Writing: The school is focused on Writing to ensure improvement in moving students from Low to Medium and Medium to High, Spelling: Improvement in moving students from Low to Medium, and Grammar & Punctuation: Some improvement is needed from Low to Medium.

The NAPLAN Learning gain of students from Years 7 to 9 in Numeracy: Some improvement in moving students from Low to Medium and Medium to High. More work needs to be done with the high performing Mathematics students in differentiating and extending them ensuring they are reaching their full potential.

The school's VCE Allstudy mean score is just below the state mean. The VCE mean study score is similar to like schools.

96% of our students satisfactorily completed their VCE. The Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed improved from 83% in 2016 to 89% in 2017.

All Students with a Disability (PSD program) have had individual learning plans supported by SSGs and they all have showed progress at satisfactory levels achieving their individual goals.

## Engagement

In 2017, the student attendance has been maintained to just under the state median and the 4-year average has improved dramatically.

In the last two years, the school has invested significant resources to ensure students and families are fully aware of the importance of attending school. In 2017 the school built on the sub-school system adding an extra sub-school to the 2016 model, to accommodate for the increased number of students (Junior, Middle and Senior sub-schools) each facilitated by an Assistant Principal and headed by a Leading Teacher, working within a team of Year Level Coordinators, Wellbeing staff, including two Social Workers, a School Nurse, a Chaplain and Sub-School Assistants/Attendance Officers. A new Sub-School reception area was created to house the new student Wellbeing and Management structure (three sub-schools). Also a third Assistant Principal was appointed to support the increase of student numbers and the sub-school system. Part of the Sub-School Assistants' role is to contact parents on daily basis and liaising with the Student Managers and Wellbeing staff re: students at risk of not attending. All student absences were followed up by the Student Managers and support was provided to students "at risk".

The student retention, percentage of Year 7 students who remain at the school through to Year 10, is similar to like schools and is slightly below the state median. The 4-year average (2014-2017) is higher than like schools, which is a pleasing result.

The percentage of students from Years 10 to 12 going on to further studies or full-time employment is similar to like schools and at the state median. The four year (2014 – 2017) trend average is at the state median. In 2017 the school continued to employ an SBAT Coordinator, working within the Careers/Pathways Team and that has continued to improve the number of students gaining school based apprenticeships. The Pathways counselling process implemented at the school in the last three years (student, parents & careers counsellor attending a final counselling meeting ensuring the right pathway has been chosen by the student) has contributed to the great improvement in the subject selection and pathways process.

In 2017, all students who left the school from Year 10 to 12 have had a pathway to further studies, apprenticeships or sustainable employment.

## Wellbeing

The Student Attitude to School data derived from the student survey completed annually, measuring the connectedness to School factor of school students in Years 7 - 12. In 2017 the school results were above the state median and performed similar to like schools.

The Students Attitudes to School, Management of Bullying, result in 2017, is above the state median and similar to like schools.

In 2017, the school employed a team of Wellbeing Professionals (2 x 1.0 Psychologists/Social Worker, 0.4 x school nurse, 0.4x school chaplain, 1.0 x Youth Worker, SSSO support) ensuring the wellbeing needs of all students were addressed. In addition there is a 0.4 Catholic Care Counsellor working with some of our refugee background students.



School Leaders, Year Level and Assistant Year Level Coordinators, Home Group Teachers, Sub-School Assistants, Principal Class Officers) and the families of students deemed 'at risk'. This has improved student engagement and wellbeing at the school. The school's clearly articulated and communicated high expectations, values education and accountability framework also supports student engagement and wellbeing.

In 2017 the school continued the full time breakfast program for approximately 130 to 150 students on a daily basis. The breakfast club is a place where students gather together every morning amongst friends, staff and volunteers enjoying breakfast in a very supportive, relaxed and friendly atmosphere.

The school's extra-curricular program has been strengthened in 2017, including a variety of sporting events, swimming, performing arts: school production, singing competitions, chess club, soccer club, Animee club, Men's shed, knitting club, student leadership programs, including iLeaders and the school's Human Powered Vehicle (HPV) program with interstate camps and competitions. This has improved the student engagement and school connectedness of our students.

Our clearly articulated code of student behaviour, values education and student high expectations contributed to a stimulating, safe and nurturing teaching and learning environment.

For more detailed information regarding our school please visit our website at  
[www.ngsc.vic.edu.au](http://www.ngsc.vic.edu.au)

## Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

School Profile	
<p><b>Enrolment Profile</b></p> <p>A total of 918 students were enrolled at this school in 2017, 378 female and 540 male.</p> <p>29 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:   
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p><span style="color: lightblue; font-size: 2em;">○</span> Lower</p> <p><span style="color: green; font-size: 2em;">●</span> Similar</p>

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:   
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 7</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p><b>NAPLAN Year 9</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>● Similar</p> <p>● Similar</p> <p>● Similar</p> <p>● Similar</p>

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:   
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>30%</td> <td>48%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>31%</td> <td>51%</td> <td>18%</td> </tr> <tr> <td>Writing</td> <td>36%</td> <td>55%</td> <td>10%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>52%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>41%</td> <td>45%</td> <td>14%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	30%	48%	22%	Numeracy	31%	51%	18%	Writing	36%	55%	10%	Spelling	27%	52%	20%	Grammar and Punctuation	41%	45%	14%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<p><b>Victorian Certificate of Education (VCE)</b></p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2017</p> <p>Results: 2014 - 2017 (4-year average)</p>	<p><span style="color: green; font-size: 2em;">●</span> Similar</p> <p><span style="color: green; font-size: 2em;">●</span> Similar</p>																								
<p>Students in 2017 who satisfactorily completed their VCE: <b>96%</b>          Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>51%</b>          VET units of competence satisfactorily completed in 2017: <b>64%</b>          Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: <b>89%</b></p>																										

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:   
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Engagement	Student Outcomes	School Comparison												
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>90 %</td> <td>89 %</td> <td>89 %</td> <td>91 %</td> <td>92 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	90 %	89 %	89 %	91 %	92 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	90 %	89 %	89 %	91 %	92 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2017</b></p> <p><b>Results: 2014 - 2017 (4-year average)</b></p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: blue; font-size: 24px;">●</span> Higher</p>												
<p><b>Exit Destinations</b></p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p><b>Results: 2017</b></p> <p><b>Results: 2014 - 2017 (4-year average)</b></p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p>												

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:   
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

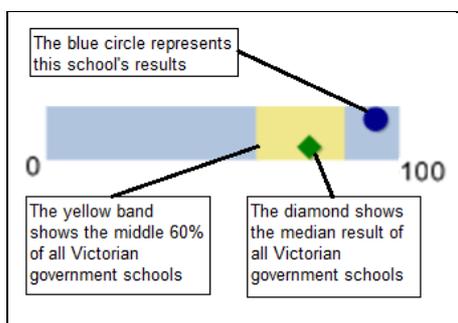
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

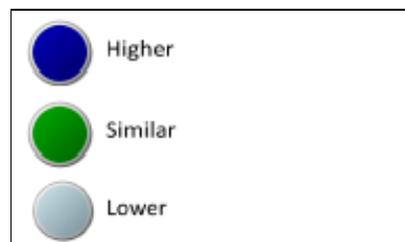


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

## Financial Performance and Position

### Financial performance and position commentary

In 2017 the school had a net operating surplus which has been committed to the following programs;

- School improvement buildings and grounds (including; Gym refurbishment, E-Wing refurbishment; fully refurbished Woodwork room, expansion of the Year 7 & 8 locker bay, new bike shed, refurbishment of a staffroom into a classroom, complete refurbishment of A Block to accommodate for the Junior Sub-school, Wellbeing and PSD Teams)
- School Based programs (Excellence in Sports, Chaplaincy, Youth worker, Advance HPV program, fundraising money)
- Equity Funding (STAR and ACE Literacy and Numeracy programs, Building Leadership capacity consultant), EAL program including an EAL transition program, EAL VCAL program, Year 12 Tutorial program, 3 x sub-schools structure (Junior, Middle and Senior), appointed a third Assistant Principal, a third Sub-School Leader Leading Teacher and a third Sub-School Assistant.
- Geelong North Network SSSO and Geelong German Network funds
- The school is in the process of saving/gathering resources/funding to support the capital works and also planning to construct an auditorium.

Currently the school is in a healthy financial position.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$9,842,844	High Yield Investment Account	\$278,751
Government Provided DET Grants	\$2,663,755	Official Account	\$1,064,802
Government Grants Commonwealth	\$21,306	Other Accounts	\$1,000,000
Government Grants State	\$9,725	<b>Total Funds Available</b>	<b>\$2,343,553</b>
Revenue Other	\$162,652		
Locally Raised Funds	\$983,854		
<b>Total Operating Revenue</b>	<b>\$13,684,137</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$1,846,119		
Equity (Catch Up)	\$127,062		
<b>Equity Total</b>	<b>\$1,973,181</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$9,165,635	Operating Reserve	\$401,139
Books & Publications	\$7,420	Asset/Equipment Replacement < 12 months	\$217,073
Communication Costs	\$81,988	Capital - Buildings/Grounds incl SMS<12 months	\$454,206
Consumables	\$286,763	Maintenance - Buildings/Grounds incl SMS<12 months	\$257,693
Miscellaneous Expense <sup>3</sup>	\$611,571	Revenue Received in Advance	\$347,518
Professional Development	\$69,962	School Based Programs	\$321,900
Property and Equipment Services	\$901,228	School/Network/Cluster Coordination	\$22,328
Salaries & Allowances <sup>4</sup>	\$522,953	Provision Accounts	\$48,909
Trading & Fundraising	\$72,840	Asset/Equipment Replacement > 12 months	\$272,787
Travel & Subsistence	\$6,861	<b>Total Financial Commitments</b>	<b>\$2,343,553</b>
Utilities	\$75,901		



<b>Total Operating Expenditure</b>	<b>\$11,803,121</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,881,016</b>
<b>Asset Acquisitions</b>	<b>\$102,772</b>

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation Process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

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