

2015 Annual Report to the School Community

North Geelong Secondary College

School Number: 7856



Name of School Principal: Nick Adamou

Name of School Council
President: Diane Lang

Date of Endorsement: 15 March 2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (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 - languages program' minimum standards until 31 December 2015.

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.

“As parents, guardians and educators we all want our children to have the best opportunity in life”.

NGSC provides a high quality education in a safe, supportive and challenging learning and teaching environment.

The school values "**Respect, Excellence, Achievement and Diversity**" (**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. However, in the last four years the school has experienced a large increase in numbers of students from the Golden Plains (Bannockburn, Lethbridge, Teesdale, Inverleigh, Shelford, Meredith and Anakie). The school provides for a culturally diverse community. The school has 63.1 (EFT) equivalent full-time teachers; 67 teachers, 3 Principal class and 32 EFT Education Support Staff; 40 Educational Support staff.

The current school enrolment is 809 students. In the last 4 years, the school has experienced a steady increase in student numbers. The EAL enrolment is 24%, the LBOTE enrolment is 42% and the LBOTE students who are EAL and Refugee background is 21%. The ATSI enrolment is 2%. The Student Family Occupation (SFO) density is 0.7811.

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) and this year we open it up for students from all other secondary schools in Geelong. In 2015 the refugee enrolment was 10%.

The school also houses the North Geelong Student Support Services Network Officers (12x SSSOs), who support the wellbeing teams of the North Schools Network (22 schools)

The College is in receipt of Equity 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. This funding enables the school to implement Literacy and Numeracy intervention programs such as: STAR and ACE, 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 and 8 performing way below expected levels (Stanine 1 & 2); Low class sizes in Year 7 program (average of 22 students per class); employment of Literacy and Numeracy consultants to work with Maths and English staff members to build teacher capacity; Employment of Maths Methods, Specialist and Physics Tutor for Year 12 students.

In 2015, the school continued to provide the following specialist programs: iPad program 7 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, (Scholarships are available in the following areas: Academic Excellence, Student Leadership, Community (Good Citizenship), Sporting Excellence and the Arts); The Excellence in Sports program (Soccer); The VCE After School Tutorial and Homework Club and of course Student Leadership programs.

NGSC prides itself on addressing student individual needs and places the student in the centre of everything it does (Curriculum, Extracurricular activities, Engagement & Wellbeing, Values Education). It tailors educational programs to improve student outcomes and ensures that many opportunities are provided to students to achieve the pathways of their choice; Tertiary Education, Apprenticeships or Full Time Sustainable Employment.

Achievement

North Geelong Secondary College School Strategic Plan (SSP) and 2015 Annual Implementation Plan (AIP) were focused on improving teaching & learning and student outcomes. The teacher assessments against AusVELS in English and Mathematics were lower than the state median, however, they are similar to like schools. The English and Mathematics KLAs will continue to focus on consistent ways to assess students against AusVELS/Vic Curriculum, implementing Year Level Mathematics and English Leaders and strengthen moderation. Also an assessment correlation is required between teacher judgments and NAPLAN, Literacy and Numeracy results. Professional Development continues to be provided to all Year 7 to 10 teachers to enhance their assessment and reporting skills, re: AusVELS. The support by the Literacy and Numeracy consultants will yield improved outcomes. The school appointed a Leading Teacher to collect, analyze and coordinate student data, ensuring all teachers are using this data to inform their teaching and learning. The ACE and STAR Literacy and Numeracy intervention programs will also enhance the teacher professional knowledge and practice, hence, improved student outcomes.

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

The NAPLAN Learning gain of students from Years 7 to 9 in Literacy (Reading, Writing, Spelling, Grammar & Punctuation) is as follows: Reading: Great improvement in moving students from Low to Medium and Medium to High, Writing: Improvement in moving students from Low to Medium and Medium to High, Spelling: Similarly to Reading, great improvement from Low to Medium and Medium to High, and Grammar & Punctuation: Some improvement from Low to Medium and Medium to High (2015 – 2016 strategies; English courses from Years 7 to 9 include Grammar and Punctuation as a focus, STAR and ACE Literacy intervention programs).

The NAPLAN Learning gain of students from Years 7 to 9 in Numeracy: 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 (2015 - 2016 strategies, STAR and ACE Numeracy intervention programs, documented curriculum and consistent delivery of lessons based on the Hattie Visible Learning instructional model.

The school's VCE Allstudy mean score is just below the state mean, however, it is important to note that in 2015 it has improved slightly. It is also important to note that the VCE mean study score is similar to like schools. The 4-year average mean study score is within the expected levels.

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

In 2015, Smarter Schools National Partnerships funding enabled the College to provide 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 EAL/VCAL program for refugee students with little, or no prior formal schooling. It also allowed NGSC to build mainstream teacher capacity in teaching EAL/Refugee students through an appointed Leading Teacher and also building teacher & leadership capacity through the employment of Literacy, Numeracy and Leadership external consultants.

Engagement

Overall student attendance is below the state average, however, the 4-year average mean has improved. This is an area where the school has made a priority and strategies have been implemented to ensure student attendance improves. The school has invested significant resources in the last two years to ensure students and families are fully aware of the importance of attending school. An attendance officer has been employed and a more accurate electronic marking/parent SMS system has been implemented. The attendance officer's role entails contacting parents/guardians on a daily basis and liaising with Student Managers and Wellbeing staff. Also the school has introduced two Sub-School Assistants (ES) and Sub-School reception areas, including electronic sign in and sign out kiosks, to ensure that all students and parents are accountable and following the school's attendance policy. All student absences are followed up by the Student Managers and support is provided to students "at risk".

The electronic marking system and parent/guardian SMS system has improved enormously the communication between the school the students and their families. Also the Sub-School Leaders, Student Managers, Year Level Coordinators, Sub-School Assistants and the Wellbeing Team are in continuous communication with the Parents/Guardians, in particular, the Parents/Guardians of students identified as "at risk". The 2015 average attendance rate by year level has improved greatly; Year 7 – 87%, Year 8 – 84%, Year 9 – 86%, Year 10 - 85%, Year 11 – 82% and Year 12 – 79%.

The student retention, Years 7 to 10, has improved and it is higher than the state median and higher than like

schools. The 4-year average (2012-2015) is higher than like schools also.

The percentage of students from Years 10 to 12 going on to further studies or full-time employment is above the state median and it has improved greatly in the last four years. The addition of the SBAT Coordinator to the Careers/Pathways Team has improved 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 attend a final meeting to ensure the right pathway has been chosen by the student) has been evaluated and has shown great improvement in the subject selection and pathways process.

The 4-year average is at state median and similar to like schools.

In 2015, 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 2015 the school results were above the state median and performed similar to like schools. The 4-year average shows huge improvement and is above state median and similar to like schools.

The Students Attitudes to School, Student Perceptions of Safety result in 2015 is very close to the state median and similar to like schools. Also the 2012 – 2015 (4-year average) result is very close to the state median and similar to like schools.

The school employs a team of Wellbeing Professionals (2 x1.0 Psychologists/Social Worker, 0.4 x school nurse, 0.4x school chaplain, SSSO support) to ensure the wellbeing needs of all students are addressed. In addition there is a 0.4 Catholic Care Counsellor working with some refugee students.

The Student Wellbeing Team works closely with the well structured Student Management Teams (Year Level and Assistant Year Level Coordinators, Home Group Teachers, Sub-School Managers, Sub-School Assistants, Assistant Principals) 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 2015 the school continued the full time breakfast program for approximately 120 to 140 students on a daily basis. In addition to this a lunch program has operated for approximately 15 to 20 identified students. The breakfast club is a place where students gather together every morning amongst friends, staff and volunteers enjoy breakfast in a very supportive, relaxed and friendly atmosphere.

In 2015 the school's extra-curricular program has been strengthened. It included a variety of sporting events, swimming, performing arts: school production, singing competitions, chess club, soccer club, knitting club, student leadership forums and the school's famous 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 behaviour management, values education and student high expectations are focussed in a stimulating, safe and nurturing teaching and learning environment. NGSC is a school of choice with increasing numbers of students; feedback from the wider community is that parents prefer a well structured school where orderly classroom and yard environment are safe and inclusive.

Productivity

In 2015 the school had a net operating surplus which has been committed to the following programs;




- School improvement buildings and grounds (including; synthetic turf soccer pitch, basketball, volleyball and netball courts, five synthetic turf down ball courts, build new Year 9 - 10 locker bay, refurbished E wing, refurbished Drama room, new Junior and Senior sub-school reception areas)
- School Based programs (WANNIK Tutoring, Reconciliation Art Work, Excellence in Sports, Chaplaincy, Advance HPV program, Taste of Success program, fundraising money)
- National Partnerships (STAR and ACE Literacy and Numeracy programs, Literacy and Numeracy Consultants, Building Leadership capacity consultant), EAL program including an EAL transition program, EAL VCAL program, Year 12 Tutorial program
- Geelong North Network SSSO and Geelong German Network funds

Currently the school is in a healthy financial position.

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government secondary year levels:  Result for this school:  Median of all Victorian government secondary year levels: 

School Profile

Enrolment Profile

A total of 729 students were enrolled at this school in 2015, 303 female and 426 male. There were 21% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.






School Staff Survey





Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.







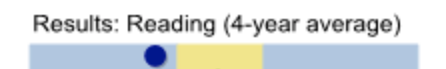



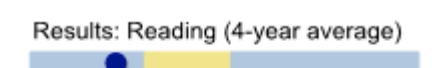

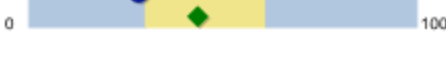




Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: 
Result for this school:  Median of all Victorian government secondary year levels: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian government secondary year levels: 
Result for this school:  Median of all Victorian government secondary year levels: 

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</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>NAPLAN Year 9</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> Lower</p>




Performance Summary






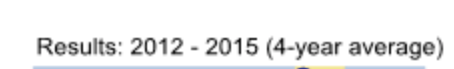



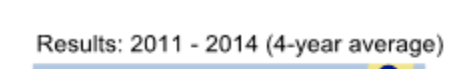


Key: Range of results for the middle 60% of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & 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 years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, 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>39%</td> <td>45%</td> <td>15%</td> </tr> <tr> <td>Numeracy</td> <td>31%</td> <td>53%</td> <td>16%</td> </tr> <tr> <td>Writing</td> <td>37%</td> <td>50%</td> <td>12%</td> </tr> <tr> <td>Spelling</td> <td>31%</td> <td>49%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>44%</td> <td>43%</td> <td>14%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	39%	45%	15%	Numeracy	31%	53%	16%	Writing	37%	50%	12%	Spelling	31%	49%	20%	Grammar and Punctuation	44%	43%	14%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<p>Victorian Certificate of Education (VCE)</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: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Lower</p>																								




Students in 2015 who satisfactorily completed their VCE: **88%**
 Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: **52%**
 VET units of competence satisfactorily completed in 2015: **64%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: **70%**


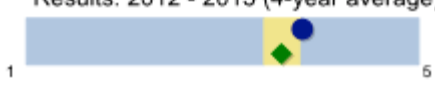



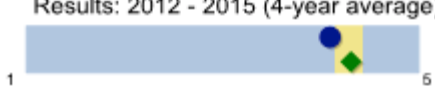


Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: 
Result for this school:  Median of all Victorian government secondary year levels: 

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="574 817 1029 913"> <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>87 %</td> <td>84 %</td> <td>86 %</td> <td>85 %</td> <td>82 %</td> <td>79 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	87 %	84 %	86 %	85 %	82 %	79 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Lower</p> <p> Lower</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
87 %	84 %	86 %	85 %	82 %	79 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>												
<p>Students exiting to further studies and full-time employment</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.</p>	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												

Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

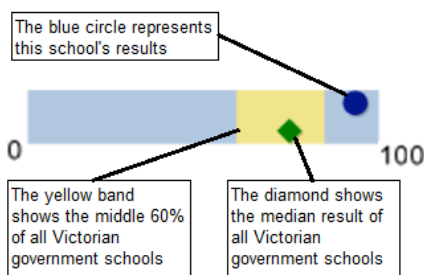
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

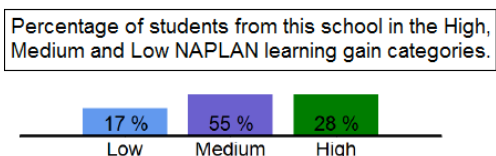
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

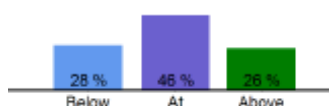


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$7,475,712	High Yield Investment Account	\$8,186
Government Provided DE&T Grants	\$2,246,697	Official Account	\$1,111,994
Government Grants Commonwealth	\$33,810	Other Accounts	\$500,000
Government Grants State	\$2,000	Total Funds Available	\$1,620,179
Revenue Other	\$110,812		
Locally Raised Funds	\$347,388		
Total Operating Revenue	\$10,216,420		
Expenditure		Financial Commitments	
Student Resource Package	\$7,175,207	Operating Reserve	\$150,000
Books & Publications	\$39,209	Asset/Equipment Replacement < 12 months	\$163,079
Communication Costs	\$33,318	Capital - Buildings/Grounds incl SMS<12 months	\$412,110
Consumables	\$178,368	Maintenance - Buildings/Grounds incl SMS<12 months	\$231,871
Miscellaneous Expense	\$478,271	Revenue Received in Advance	\$48,486
Professional Development	\$67,858	School Based Programs	\$376,225
Property and Equipment Services	\$853,821	Repayable to DEECD	\$75,670
Salaries & Allowances	\$366,454	Other recurrent expenditure	\$3,738
Trading & Fundraising	\$63,624	Maintenance -Buildings/Grounds incl SMS>12 months	\$159,000
Travel & Subsistence	\$1,624	Total Financial Commitments	\$1,620,179
Utilities	\$68,887		
Total Operating Expenditure	\$9,326,643		
Net Operating Surplus/-Deficit	\$889,777		
Asset Acquisitions	\$205,325		

Student Resource Package Expenditure figures are as of 01 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.

Financial performance and position commentary

Through a meticulous financial planning, Work Force planning and balance in staffing, North Geelong SC, currently is in a healthy financial position.