

2016 Annual Report to the School Community



School Name: North Geelong Secondary College

School Number: 7856



Name of School Principal:	Nick Adamou
Name of School Council President:	Diane Lang
Date of Endorsement:	21 March 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic)

This school meets prescribed minimum standards for registration regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform 2006, inclusive of those schools granted an exemption by the Victorian Government 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 "**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 70.4 (EFT) equivalent full-time teachers; 74 teachers, 4 Principal class and 37.64 EFT Education Support Staff; 48 Educational Support staff.

The current school enrolment is 927 students. In the last 4 years, the school has experienced a steady increase in student numbers. The EAL enrolment is 22%, the LBOTE enrolment is 37% and the LBOTE students who are EAL and Refugee background is 19%. The ATSI enrolment is 3%. The Student Family Occupation (SFO) density is 0.7315.

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. In 2016 the refugee enrolment was 10%.

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, 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 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.

In 2016, the school continued to provide the following specialist programs: iPad program 7 to 9; and BYOD (Apple device/ Google Chromebook) 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, (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. The Year 9 "Hands on Program" addresses the needs of kinesthetic students' that learn in a more practical environment.

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). 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 build 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.

In 2016, 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 2016 the school also employed a full time Sickbay Officer, two Sub-school Assistants and a Youth Worker to address student wellbeing and absenteeism issues. Equity funding also allowed NGSC to build mainstream teacher capacity in teaching EAL/Refugee students through an appointed Leading Teacher (HDA) and also building teacher & leadership capacity through the employment of Literacy, Numeracy and Leadership external consultants.

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

Achievement

North Geelong Secondary College School Strategic Plan (2013 – 2016 SSP) and 2016 Annual Implementation Plan (AIP) were focused on improving teaching & learning and student outcomes.

The teacher judgments of student achievement in English were lower than like 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 continue to focus on implementing consistent strategies in student assessment and student work moderation. In 2016 the school continued to employ Literacy and Numeracy consultants to continue building teacher capacity.

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

The NAPLAN Learning gain of students from Years 7 to 9 in Literacy (Reading, Writing, Spelling, Grammar & 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 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, however, it is important to note that in 2016 it has improved. It is also important to note that the VCE mean study score is similar to like schools.

There is a great improvement of students who satisfactorily completed their VCE from 88% in 2015 to 98% in 2016. The Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed also improved from 70% in 2015 to 83% in 2016.

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.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

In 2016, the student attendance has improved dramatically with an average of 13.17 which is below the state median. Unfortunately, this is not reflected in the Performance summary data on the Annual report, however, it is published on the school portal.

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 2016 the school introduced a sub-school structure (Junior 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. New Sub-School reception areas were created to accommodate the new student Wellbeing and Management structure. Part of the Sub-School Assistants role was to contact parents on daily basis and liaising with the Student Managers and Wellbeing staff re: students at risk of not attending school. Electronic 'sign in' and 'sign out' kiosks were also installed in the sub-school areas ensuring students and parents were accountable and followed the school's attendance policy. 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 to 10 who remain at the school through to Year 10, is higher than like schools and is at the state median. The 4-year average (2013-2016) 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 similar to

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

In 2016, 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 2016 the school results were above the state median and performed similar to like schools. The 2013 – 2016 (4-year average) shows continued improvement and is above state median and similar to like schools.

The Students Attitudes to School, Student Perceptions of Safety result in 2016, is just below the state median and similar to like schools. Also the 2013 – 2016 (4-year average) result is also just below 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) ensuring the wellbeing needs of all students are addressed. In addition there is a 0.4 Catholic Care Counsellor working with some of our refugee students.

The Student Wellbeing Team works closely with the well structured Student Management Teams (Sub-School Leaders, Year Level and Assistant Year Level Coordinators, Home Group Teachers, 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 2016 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 10 to 15 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 2016 the school's extra-curricular program has been strengthened, 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 behaviour management, values education and student high expectations are focussed in a stimulating, safe and nurturing teaching and learning environment.

For more detailed information regarding our school please visit our website at
[enter web address here]

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.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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 809 students were enrolled at this school in 2016, 348 female and 461 male. There were 38% of EAL (English as an Additional Language) students and 3% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



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 judgment of student achievement</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"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Lower</p> <p> Similar</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>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> Higher</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>35%</td> <td>49%</td> <td>16%</td> </tr> <tr> <td>Numeracy</td> <td>42%</td> <td>40%</td> <td>18%</td> </tr> <tr> <td>Writing</td> <td>38%</td> <td>51%</td> <td>11%</td> </tr> <tr> <td>Spelling</td> <td>30%</td> <td>51%</td> <td>19%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>23%</td> <td>54%</td> <td>22%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	35%	49%	16%	Numeracy	42%	40%	18%	Writing	38%	51%	11%	Spelling	30%	51%	19%	Grammar and Punctuation	23%	54%	22%	<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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>Similar</p> <p>Lower</p>																								



Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: [49%](#)
VET units of competence satisfactorily completed in 2016: [59%](#)
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: [83%](#)

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 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" data-bbox="584 875 1038 969"> <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>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	NA	NA	NA	NA	NA	NA	<p>No Data Available</p> <p>Lower</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
NA	NA	NA	NA	NA	NA									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>Similar</p> <p>Similar</p>												



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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:

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: 2016</p> <p>Results: 2013 - 2016 (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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

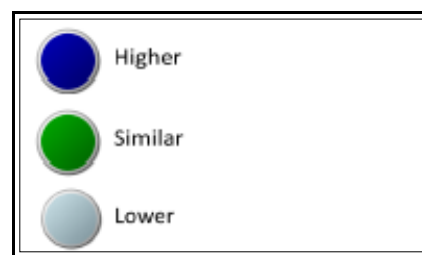
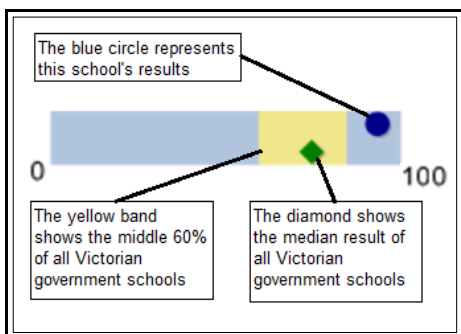
What are student outcomes?

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, P-12 and specialist schools, 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.

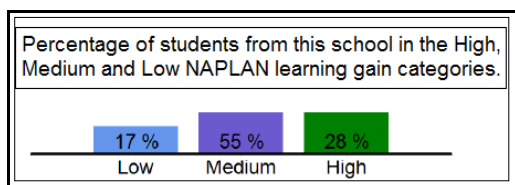
You can see these results for the latest year, as well as the average of the last four years (where available).

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'.



What are the changes in student achievement?

The Victorian Curriculum F–10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

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 and position commentary

In 2016 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, including a new Textiles room and a VET Beauty teaching a learning space, new Year 7 & 8 locker bay, new Middle sub-school office and reception area, purchased new library furniture, refurbish the SSSO spaces into a classroom and staffroom area to accommodate for student increased numbers)
- School Based programs (Excellence in Sports, Chaplaincy, Advance HPV program, fundraising money)
- Equity Funding (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
- The school is in the process of saving/gathering resources/funding to construct an auditorium

Currently the school is in a healthy financial position.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$8,661,190	High Yield Investment Account	\$2,959
Government Provided DET Grants	\$2,407,934	Official Account	\$568,069
Government Grants Commonwealth	\$20,010	Other Accounts	\$1,000,000
Revenue Other	\$170,547	Total Funds Available	\$1,571,028
Locally Raised Funds	\$647,244		
Total Operating Revenue	\$11,906,925		
Expenditure		Financial Commitments	
Student Resource Package	\$8,294,360	Operating Reserve	\$400,826
Books & Publications	\$6,425	Asset/Equipment Replacement < 12 months	\$199,055
Communication Costs	\$87,344	Capital - Buildings/Grounds incl SMS<12 months	\$75,420
Consumables	\$264,642	Maintenance - Buildings/Grounds incl SMS<12 months	\$233,369
Miscellaneous Expense	\$653,488	Revenue Received in Advance	\$284,426
Professional Development	\$84,121	School Based Programs	\$41,204
Property and Equipment Services	\$1,138,912	School/Network/Cluster Coordination	\$65,208
Salaries & Allowances	\$364,401	Provision Accounts	\$1,520
Trading & Fundraising	\$69,239	Asset/Equipment Replacement > 12 months	\$270,000
Travel & Subsistence	\$13,494	Total Financial Commitments	\$1,571,028
Utilities	\$60,314		
Total Operating Expenditure	\$11,036,740		
Net Operating Surplus/-Deficit	\$870,185		
Asset Acquisitions	\$545,216		

Student Resource Package Expenditure figures are as of 06 March 2017 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.