

# Coffs Harbour Senior College Annual Report



2015



**COFFS HARBOUR**  
SENIOR COLLEGE

8272

## Introduction

The Annual Report for 2015 is provided to the community of Coffs Harbour Senior College as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the college has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Dianne Marshall PSM  
Director



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## School background

### School vision statement

Coffs Harbour Senior College is an innovative learning community that supports students, staff and parents/carers to embrace challenges and opportunities.

### School context

Coffs Harbour Senior College is a centre for excellence. The college caters for students in Years 11 and 12 who are pursuing the award of the Higher School Certificate. Total enrolment is approximately 500 students. Students and staff work in an adult-style learning environment. The college is a unique educational environment in NSW and shares facilities and resources with the North Coast Institute of TAFE and Southern Cross University on the one site known as Coffs Harbour Education Campus. Strong academic and vocational programs are supported by an extensive support network. There is a strong record of academic achievement. The curriculum offerings are extensive with most HSC extension options being available. Students are able to be deeply involved in a range of extra-curricular activities including sport, public speaking, debating and the creative and performing arts. Staff are dedicated and committed to pursuing excellence and the best possible outcomes for their students. Students attending the college are encouraged to take responsibility for their learning and use the extensive student support network provided. Student exit surveys consistently indicate extremely high levels of satisfaction with the college experience with students emphasising the positive relationships with staff, the wide variety of support provided and the more adult like environment as highlights.

## Self-assessment and school achievements

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, staff at Coffs Harbour Senior College discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Time was dedicated to thoroughly examine the school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. Staff reflected on the progress being made across the school as a whole based on the expectations identified in the Framework. This provides an important overview to ensure our improvement efforts align with these high level expectations.

In the domain of Learning, our efforts have primarily focused on learning culture and wellbeing. One aspect of the college is the positive, respectful relationships that are evident among students and staff which underpin the productive learning environment. These are being built upon through the MindMatters program which is a whole-school approach to wellbeing. The Student Representative Council is working closely with the Student Wellbeing Committee to ensure that students become self-aware, build positive relationships and actively contribute to the college, the community and the society in which they live. Attendance rates are regularly monitored by the Student Wellbeing Committee and action is taken promptly to address the issues that these absences highlight for individual students. The Learning Support Team has developed policies, programs and processes to identify address and monitor student learning needs. The Mentor program is embraced as a school-wide, collective responsibility.

Our major focus in the domain of Teaching has been on learning and development for staff members. The appointment of a Professional Learning (PL) Coordinator has focused attention on the evaluation of professional learning activities to identify and promote the most effective strategies through the twice a term Professional Learning Group meetings, scheduled Staff Development Days and other PL opportunities. Teachers are actively engaged in planning their own professional development to improve their performance. Innovative teaching methods have been a focus to engage students and improve student understanding and results.

In the domain of Leading, our priorities have been to progress Leadership and School Planning. The development of the School Plan involved the whole school community and there is a commitment to the school's strategic directions and practices which has not been witnessed before at the college. Staff are committed to, and can articulate the purpose of each strategic direction in the school plan. The appointment of a coordinator position to analyse data for the purpose of school improvement has been well accepted. There are clear processes, with accompanying timelines and milestones which ensure effective implementation of the school plan. Streamlined, flexible processes exist to deliver services and information.

The new approach to school planning, supported by the new funding model to schools, is making a major difference in our progress as a school. The achievements and identification of next steps are outlined in the following pages of this report. Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of education to our students.

## Strategic Direction 1

Build a Resilient College Community

### Purpose

Implement strategies to assist the college community (students, staff and parents) in developing the knowledge, skills and attitudes to:

- respond positively to change
- embrace challenges and seek opportunities
- accept responsibility
- be flexible and adaptable

### Overall summary of progress

There has been a noticeable change in the college's ability to support students with special needs. By conducting Learning Support Team meetings with every student and their parents who identify an issue on the enrolment form the college has been able to put in place appropriate support and work with teachers. The use of *Sentral* for incidents has provided valuable information to identify other students with special needs during the year and immediately arrange Learning Support Team meetings.

The implementation of MindMatters is only in the initial stages and will be ongoing in 2016. A good start has been made.

With staff spread out across the campus mixed in with staff from TAFE and the University there are always issues of isolation. The staff activities have been well attended. This will be an ongoing focus area for the college.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	
100% students with special needs (including Low Socio-economic Background, Aboriginal, EAL/D and students with disabilities) are identified and support strategies put in place.	The Learning Support Team conducted meetings with parents and students upon enrolment. All notes were placed on <i>Sentral</i> and follow up meeting arranged with students. All existing Learning Support Plans were reviewed and updated. ERN was updated as new information was provided by students and parents. A Student Wellbeing flowchart was developed through an extensive consultation process and communicated to the community via the website, handbooks, student and parent information sessions. Regular updates are provided to staff from the Learning Support Team on <i>Sentral</i> and case management meetings have been introduced on a fortnightly basis.	Aboriginal Background funding English Language Proficiency funding Low Level Adjustment for Disability funding 1.5 FTE learning support teachers
100% of staff trained in MindMatters.	An Action Team was formed to lead MindMatters at the college. They attended training and met regularly across the year. All staff attended MindMatters training at staff development days. MindMatters surveys were distributed to students, parents and staff. Regular articles were placed in the <i>College News</i> . The Welcome to Year 12 Program included a MindMatters activity. A	\$6,863.55 residual 2014 funding Socio-economic funding Low level adjustment for

## Strategic Direction 1

	Suicide Postvention Action Plan was developed.	disability funding
Staff Wellbeing program established and 50% of staff regularly participate in organised events.	A Staff Social Club was formed and list of activities distributed to staff. In-school luncheons were held with 80% of staff in attendance. 10% of staff attended outside of school activities.	

## Next steps

- Continue to build on the improved learning and support processes, e.g. by conducting fortnightly case meetings with classroom teachers as required. Training staff on the College Learning Support Policy & Procedures and Disability Provisions Policy. Training on Autism Spectrum Disorder and differentiation within classes.
- Develop a seven term MindMatters program which is tailored to the Senior College environment. Ongoing training at staff meetings for mentor program activities. Expansion of the Student Representative Council leadership strategy. Involvement in Take It From Me survey.
- Staff Wellbeing activities expanded to include physical health and wellbeing.

## Strategic Direction 2

Support a Culture of Professional Learning and Reflection

### Purpose

Enhance structures which:

- Enable collaboration between teachers/faculties within the college, with other schools and experts
- Improve teaching skills including content delivery and student engagement
- Support Board of Studies, Teaching & Educational Standards (BOSTES) accreditation

### Overall summary of progress

Professional learning has been a priority for the college and was recognised when it was identified as a Centre for Excellence. The appointment of a Professional Learning Coordinator allowed the excellent work commenced with the Centre for Excellence funding to continue. PL Groups are firmly established at the college and teachers are now comfortable with the need to identify registered and non-registered hours using MyPL@Edu.

An allocation was provided for training using technology. Two rooms (A.1.22/23) were fitted out to enhance opportunities for innovative teaching and learning using technology. A room was refurbished as a Music room to cater for innovative pedagogy and introduction of Entertainment in 2016. This has been an interesting experience in a Stage 6 environment and has led to a renewed focus on collegial conversations and classroom observations in 2016.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	
<p>College PL Calendar produced for 2015.</p> <p>90% of staff attend PL Group discussions.</p> <p>50% teaching staff participate in Senior Colleges Collegiate meetings and share high quality Stage 6 learning.</p>	<p>A Professional Learning Coordinator position was created. A Professional Learning Calendar developed from Department, college and faculty priorities. Reflect PL website created and maintained by PL Coordinator.</p> <p>Twice a term cross-faculty PL groups discussed various topics including student wellbeing, assessment for learning, what does good assessment look like?, performance development plans, classroom observations and the School Plan 2016.</p> <p>Head Teachers attended a Senior College Collegiate meeting. Further work required for 2016.</p>	<p>Low level adjustment for disability funding</p> <p>Teacher Professional Learning funding</p>
<p>100% of college-delivered professional learning on My PL@Edu</p>	<p>PL Coordinator and Librarian worked together to ensure 100% of college-delivered professional learning was a non-registered event on MyPL@Edu.</p>	
<p>Observations indicate 20% of staff using A.1.22/23 are using innovative teaching and learning techniques.</p>	<p>Furniture and fittings were installed in A.1.22/23. Staff interested in using the room were required to nominate and agree to conditions of use.</p> <p>A technology training time allocation was given to a teacher for 2016. Individualised training was provided to</p>	<p>\$31,812 residual funding from 2014 for A.1.22/23</p> <p>Low level adjustment for disability funding</p>



## Strategic Direction 2

	<p>all staff on request. Group training was delivered in staff meetings, staff development days and on other occasions.</p> <p>Music room refurbishment to cater for innovative Music pedagogy to larger numbers of students and introduction of Entertainment in 2016.</p> <p>Using classroom observations and collegial conversations to improve pedagogy is a focus for 2016.</p>	<p>\$19,309.35 residual funding from 2014 for Music room upgrade</p>
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## Next steps

- Greater focus on using performance development plans to inform PL. Greater involvement with the Senior Colleges Collegiate.
- Ensure all teachers are ready for 2017 and the commencement of Accreditation.
- Focus on classroom observations to improve teaching practice.

## Strategic Direction 3

### Streamline College Procedures and Practices

#### Purpose

Identify opportunities to:

- Improve efficiency
- Improve communication
- Make it easier to monitor and provide feedback (including data)
- Alleviate staff pressure
- Reduce duplication
- Simplify existing systems

by reviewing existing procedures and practices; implementing new and improved systems.

#### Overall summary of progress

This Strategic Direction was originally known as Work Smarter not Harder. A Student Tracking Coordinator was appointed with time allocation to really focus on *Sentral* and the data that can be extracted from it to assist with student wellbeing and educational improvement. This was incredibly successful and the position will continue in 2016 with a new title of College Data Analysis Coordinator.

The attendance reports helped identify students who were struggling with multiple issues and counselling was provided to assist them on the right path. There were no students unidentified by this process.

*Sentral* continues to be a valuable tool for students, staff and parents.

All college policies and procedures have been reviewed and updated.

Progress towards achieving improvement measures		Resources (annual)
<b>Improvement measure</b> (to be achieved over 3 years)	<b>Progress achieved this year</b>	
80% of staff report improved efficiency and communication  80% of attendance issues and other incidents are addressed.	Student Tracking Coordinator appointed for 2015 with 0.2FTE release time.  All staff given Outlook client on their computers.  The student and parent portal on <i>Sentral</i> was opened and communicated to students and parents.  Attendance was regularly monitored and discussed at Wellbeing Committee meetings. Students with issues were referred to the learning support team.	Low level adjustment for disability funding Aboriginal background funding English Language Proficiency funding Socio-economic funding
80% of staff use <i>Sentral</i> Incident Reporting effectively	Guidelines were developed for <i>Sentral</i> incident notifications. Training provided on <i>Sentral</i> for all staff at staff meetings and staff development days.	
Policies, procedures and support structures updated for 2016	Exam Policy reviewed and procedures streamlined. Clause 16 introduced after consultation with staff and Teachers Federation. BOSTES N Award Warning Letter	



### Strategic Direction 3

	process reviewed and improved. Variation to Routine Policy reviewed. Sport Policy reviewed. Coordinator positions reviewed and new appointments made for 2016/7. N Determination Process streamlined. Budget codes aligned to School Plan and RAM. School Leavers Form reviewed. Development of Learning Support Policy. Enrolment Policy reviewed and updated. SRC Constitution reviewed.	
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### Next steps

- Use of data to inform school improvement and school planning. Audit of data sources and correlations with School Plan, Annual School Report and School Excellence Framework.
- Ongoing training for staff on *Sentral*. Development of training tutorials.
- Development of a college consultation process and college communication guidelines.

## Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<p><b>Aboriginal background funding</b></p> <p>The learning support teachers work closely with all Aboriginal students, their parents/carers, the local community and the Aboriginal Education Consultative Group (AECG). The Homework Centre provides additional subject specific tutoring as do North North tutors. Teachers have attended training to improve the quality of teaching and learning for Aboriginal students and also improve attendance monitoring. External exam invigilators provide real life practice for HSC exam conditions. A variety of student programs provide opportunities for Aboriginal students to participate in college life especially at orientation.</p>	<p>All students have an individual learning plan (ILP) which has been reviewed by the learning support teacher.</p> <p>Attendance was 90% which is above state average.</p> <p>Aboriginal students are completing their HSC studies and entering tertiary studies and employment.</p> <p>Aboriginal Studies being offered for 2016.</p>	\$7,710
<p><b>English language proficiency funding</b></p> <p>The learning support teachers work closely with all English as Another language/Dialect (EAL/D) students. Additionally, the Homework Centre provides additional subject specific tutoring. External exam invigilators provide real life practice for HSC exam conditions. Students are involved in a variety of programs to strengthen English language proficiency and encourage participation.</p>	<p>All EAL/D students have received additional tutoring which has resulted in improvement in their assessment marks. Students have been able to continue to HSC studies at the college.</p> <p>School policies, practices and teaching and learning programs are consistent with the Department's Multicultural Education Policy.</p> <p>College community involved in multicultural days at the Coffs Harbour Education Campus Fusion Festival and Harmony Day.</p>	\$14,820
<p><b>Targeted students support for refugees and new arrivals</b></p> <p>The learning support teachers work closely with all refugee and new arrival students. These teachers participated in training and supported mainstream teachers to differentiate teaching, learning and assessment for these students. Students were involved in college programs.</p>	<p>Refugee students received individual and group tuition.</p> <p>Students were active participants in college activities.</p> <p>College orientation programs and induction programs including the New Respect and Responsibility Statement have clear anti-racism messages</p>	\$2,490 (Combined with English Language Proficiency Funding)
<p><b>Socio-economic funding</b></p> <p>Strategic Direction 1 focuses on student, parent and staff resilience. The MindMatters program has been reported on in the section above.</p>	<p><i>Strategic Direction 1</i></p> <p>Commencement of MindMatters program raises awareness of importance of resilience for students, staff and parents.</p> <p>Crossroads program integrated with</p>	\$27,456

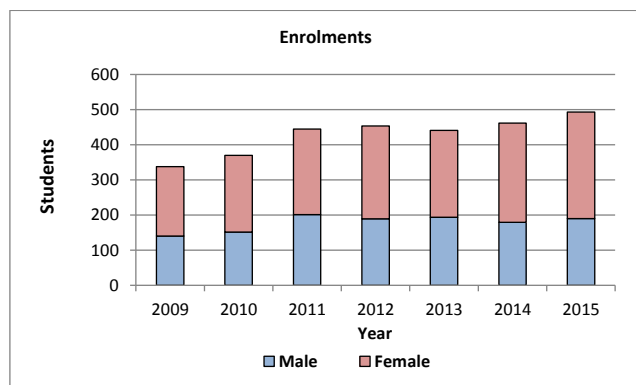
<p>Various student programs, study skills sessions and student leadership opportunities have been implemented over the year. The college has high expectations of students and the HSC results reflect this positive and inclusive school culture. The orientation programs and week five program also increase the level of students' participation and engagement in learning.</p>	<p>MindMatters program</p> <p><i>Strategic Direction 2</i></p> <p>Innovative teaching and learning environment results in students being more engaged in their learning and working more effectively in groups using technology.</p>	
<p><b>Low level adjustment for disability funding</b></p> <p>The college reviewed its support structure and created coordinator positions – Student Tracking Coordinator, Mentor Program Coordinator, Student Programs Coordinator, SRC Coordinator, Professional Learning Coordinator and Sports Coordinator. The Learning Support Coordinator works closely with the counsellor, careers advisor, Principal and Deputy Principal. Additional counsellor hours assisted the work of the learning support team.</p>	<p><i>Strategic Direction 1</i></p> <p>100% students requiring adjustments and learning support have been identified and plans put in place in consultation with student, teachers and parents.</p> <p>Over 80 Learning Support Team meetings conducted for new enrolments.</p> <p><i>Strategic Direction 3</i></p> <p>Coordinator positions support academic and wellbeing programs.</p>	<p>\$51,295</p>
<p><b>Support for probationary teachers</b></p>	<p>Two temporary teachers who have been at the college for a number of years were appointed permanent part time. This funding has been used for professional learning.</p>	<p>\$400</p>
<p><b>Other school focus areas</b></p>	<p><b>Impact achieved this year</b></p>	<p><b>Resources (annual)</b></p>
<p><b>Community consultation funding</b></p>	<p>Communication between families and schools improved through upgraded website, student and parent portal, parent information evenings. MindMatters program and survey.</p> <p>Connecting learning at home and at school through Learning Support Team meetings and additional counsellor time.</p> <p>Development of Who can I speak to? diagram.</p> <p>Building community identity through orientation programs and college celebrations.</p> <p>Collaborating beyond the school with SCU guest speakers at student and parent events, programs with Headspace and Interrelate. Vocational education programs and pathways for students.</p>	<p>\$12,735</p>

## Mandatory and optional reporting requirements

### Student information

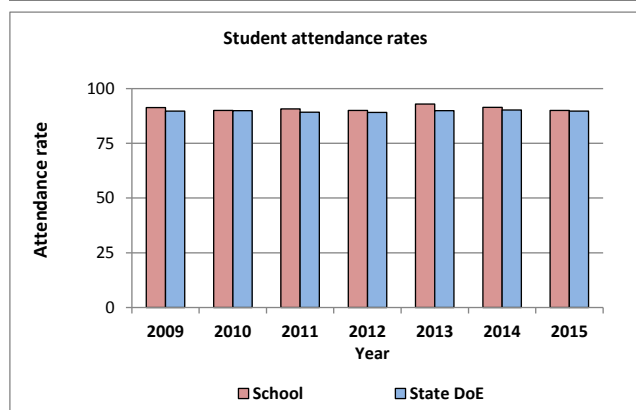
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

### Student enrolment profile



### Student attendance profile

School	Year	2009	2010	2011	2012	2013	2014	2015
	7	0.0	0.0	0.0	0.0	na	na	na
8	0.0	0.0	0.0	0.0	na	na	na	
9	0.0	0.0	0.0	0.0	na	na	na	
10	0.0	0.0	0.0	0.0	na	na	na	
11	90.7	89.0	91.0	89.5	92.0	91.8	90.0	
12	92.0	91.9	90.3	90.5	94.0	90.8	89.9	
<b>Total</b>	<b>91.3</b>	<b>90.0</b>	<b>90.7</b>	<b>90.0</b>	<b>92.9</b>	<b>91.4</b>	<b>90.0</b>	
State DoE	7	92.3	92.6	92.5	92.4	93.2	93.3	92.7
	8	90.0	90.5	90.1	90.1	90.9	91.1	90.6
	9	88.8	89.1	88.8	88.7	89.4	89.7	89.3
	10	88.7	88.3	87.1	87.0	87.7	88.1	87.7
	11	89.4	89.1	87.6	87.6	88.3	88.8	88.2
	12	89.4	89.8	89.2	89.3	90.1	90.3	89.9
	<b>Total</b>	<b>89.7</b>	<b>89.9</b>	<b>89.2</b>	<b>89.1</b>	<b>89.9</b>	<b>90.2</b>	<b>89.7</b>



### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
seeking employment	N/A	4	
employment	N/A	18	16
TAFE entry	N/A	18	4
university entry	N/A	0	31
other	N/A	30	5
unknown	N/A	30	44

### Year 12 students undertaking vocational or trade training

#### Framework Courses

Information & Digital Technology was taught at Coffs Harbour Senior College and had 15 students (14 male and 1 female) complete the preliminary year and 16 students (11 male and 5 female) complete the HSC year. All of these students gained Certificate 2, and competencies toward Certificate 3, in Information & Digital Technology. 1 HSC student (male) completed Information & Digital Technology Extension which was taught by TAFE.

Hospitality was taught at Coffs Harbour Senior College and had 31 students (7 male and 24 female) complete the preliminary year. 17 students (3 male, 14 female) completed Hospitality in the HSC year. 17 students obtained Certificate 2 in Hospitality.

Other framework courses were accessed through TAFE with students completing Retail ( 1 preliminary, 4 HSC), Tourism (6 preliminary, 7 HSC), Metals & Engineering (3 preliminary, 3 HSC), Construction (5 preliminary, 4 HSC), Business Services (3 preliminary, 5 HSC) Primary Industries 4 unit (0 preliminary, 1 HSC), Automotive (8 preliminary, 3 HSC) ; Electrotechnology (2 preliminary, 2 HSC); Financial Services (1 preliminary, 2 HSC); and Human Services (4 preliminary, 6 HSC).

Entertainment Industry was taught at Toormina High and Orara High with 3 preliminary students and 8 HSC students undertaking the course.

Mandatory Work Placement for all framework courses was organised through Youth Directions.

#### Non-Framework Courses

Sport Coaching was taught this year with 5 students (3 male and 2 female) completing the preliminary

year and 4 students (3 male and 1 female) completing the HSC year. 3 students received Certificate 2 in Sport Coaching. All students completed 35 hours of Work Placement which was organised by the teacher of the course.

A total of 51 students commenced non-framework TVET courses in the preliminary year while a total of 16 students commenced non-framework TVET courses in the HSC year. These courses were studied at both Coffs Harbour Education Campus and the Glenreagh Street Campus of TAFE.

#### School-Based Trainees/ Apprentices

There were a total of 6 school-based trainees/apprentices in 2015.

Of the Year 11 school-based trainees:

1 student undertook a Business Services school-based traineeship which will continue next year.

Of the Year 12 school-based trainees:

1 student completed a Retail traineeship;

2 student completed an Aged Care traineeship.

1 student completed an Animal Care traineeship

1 student completed a Disability Services traineeship

### **Year 12 students attaining HSC or equivalent vocational educational qualification**

In 2015, 247 students undertook Higher School Certificate studies. 236 of these students received a completed Higher School Certificate while a total of 190 students received an ATAR.

## **Workforce information**

Reporting of information for all staff must be consistent with privacy and personal information policies.

### **Workforce composition**

<b>Position</b>	<b>Number</b>
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	0
Head Teacher(s)	7
Classroom Teacher(s)	34
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	2
Teacher Librarian	1
Teacher of ESL	1
School Counsellor	1
School Administrative & Support Staff	9
Other positions – Careers Advisor	1
<b>Total</b>	<b>58</b>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There were no Aboriginal people working at the college. Coffs Harbour Senior College maintains a close relationship with the local Aboriginal Educational Consultative Group and the Southern Cross University and North Coast TAFE Aboriginal units.

### **Teacher qualifications**

All teaching staff meet the professional requirements for teaching in NSW public schools.

<b>Qualifications</b>	<b>% of staff</b>
Undergraduate degree or diploma	<b>100</b>
Postgraduate degree	<b>20</b>

### **Professional learning and teacher accreditation**

Significant amounts of professional learning were undertaken by college staff in 2015. All staff completed a performance development plan which detailed their professional learning plans.

- There was one beginning teacher who gained BOSTES accreditation at Proficient.
- There were six beginning teachers maintaining accreditation at Proficient.
- There were no teachers seeking voluntary accreditation at Highly Accomplished or Lead.

The college places a high priority on professional learning as seen in the School Plan. All teaching staff are members of a Professional Learning Group which meets twice a term. Topics for discussion are devised from staff surveys, educational theory and practice and state reform initiatives.

All staff are required to apply for professional learning opportunities through the college executive. There were over 70 applications approved during 2015. A variety of funding sources were accessed for these events including college, VET and residual funding from previous years. This included payment for casual relief, course fees, travel and accommodation expenses.

The range of professional learning activities that staff participated in included:

- Integrating information technology (IT) into teaching and learning
- Mental health and wellbeing
- Professional association meetings
- Stage 6 curriculum courses
- Collaborative planning and assessment
- Compliance training
- Local combined curriculum meetings
- New administration systems training
- Leadership courses
- Senior Colleges Collegiate Head Teacher meeting

School development days in Terms 1, 2, 3 and 4 focused on the following whole-school issues:

- Review of HSC data
- School Planning 2015-17
- Child Protection
- Code of Conduct
- Anaphylaxis training
- Emergency care and CPR training
- Performance and Development Plan
- Mind Matters training



## Financial information

### Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

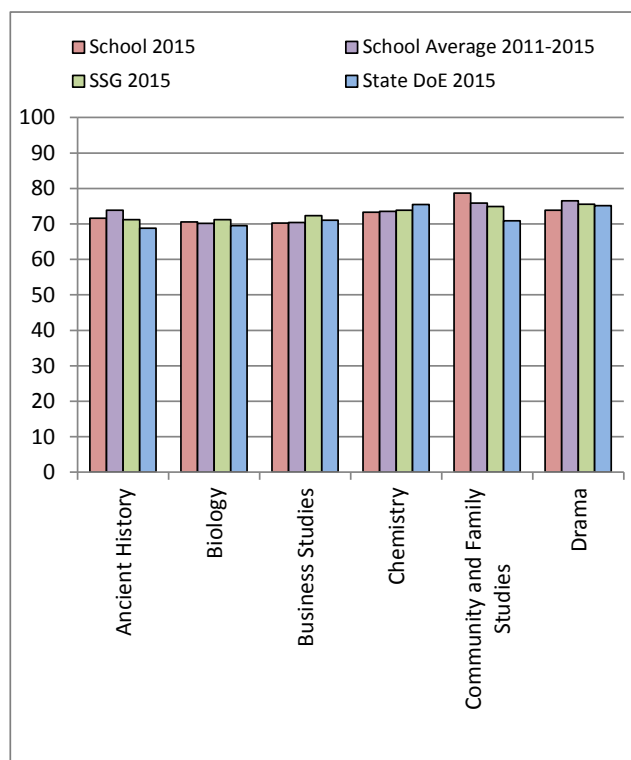
Further details concerning the statement can be obtained by contacting the school.

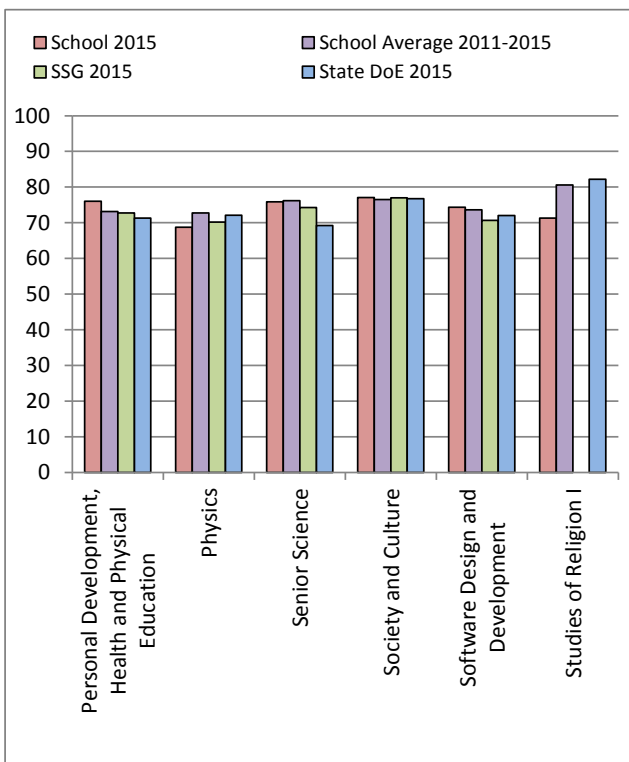
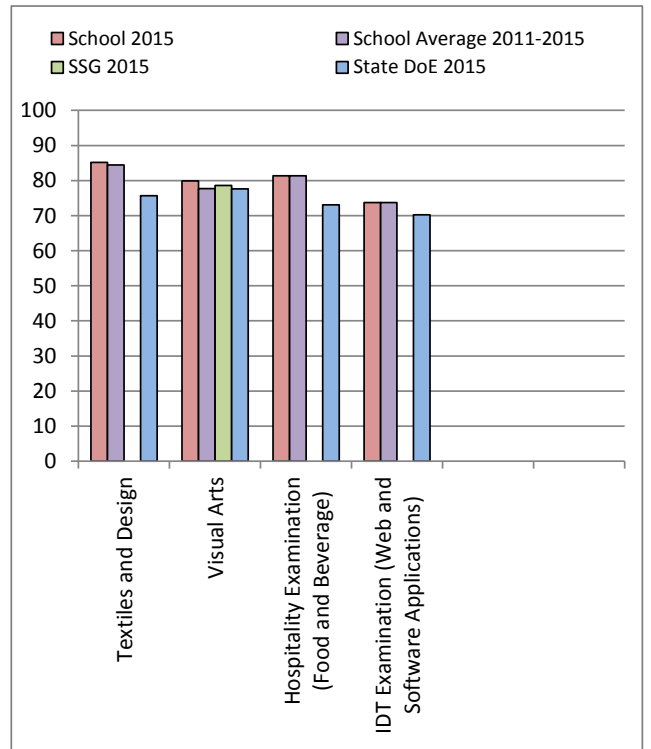
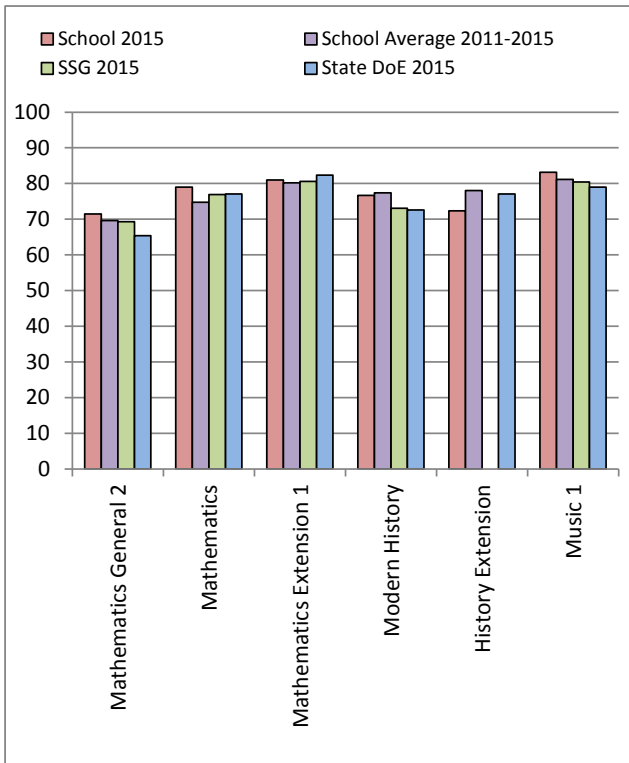
Date of financial summary	30/11/2015
<b>Income</b>	\$
Balance brought forward	865111.68
Global funds	511817.97
Tied funds	1601386.99
School & community sources	200814.51
Interest	19928.48
Trust receipts	64777.83
Canteen	0.00
<b>Total income</b>	<b>3263837.46</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	95594.42
Excursions	84441.64
Extracurricular dissections	45938.03
Library	1162.40
Training & development	3864.26
Tied funds	1563538.10
Casual relief teachers	57434.81
Administration & office	333928.14
School-operated canteen	0.00
Utilities	81177.43
Maintenance	675.59
Trust accounts	61614.93
Capital programs	149592.15
<b>Total expenditure</b>	<b>2478961.90</b>
<b>Balance carried forward</b>	<b>784875.56</b>

## School performance

### Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).





## Parent/caregiver, student, teacher satisfaction

In 2015, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

What should be promoted to prospective students about the college?

- Wide range of subject choices
- Dedication of teachers
- Great facilities
- Wonderful student and teacher relationships
- Adult learning environment

What could be improved?

- More outdoor seating
- More undercover areas
- Cheaper prices at the canteen
- Better system for daily notices