

**Box Hill Senior Secondary College and Middle Years Tennis School
01 - 7050**

**2008 Annual Report to the
School Community**



**BOX HILL SENIOR
SECONDARY COLLEGE**

School Overview

This annual report is designed to inform the community of the achievements of Box Hill Senior Secondary College (BHSSC) for 2008. Please note that MY Tennis School (MYTS) data has again been combined with the senior school data for our School Performance Reports, which are used to help in preparing this annual report. As was indicated in the 2007 Annual Report, for administrative purposes MYTS is considered by the Department of Education and Early Childhood Development (DEECD) to be part of BHSSC. However, it runs separately to the senior campus and has a distinct educational environment and educational philosophy.

The College Strategic Plan (2006-2009) is based on the strategic needs of the senior campus, although the 2009 Annual Implementation Plan will again include a key improvement strategy for enhancing the concept of MYTS. A new Strategic Plan for 2010–2013 will be developed during 2009.

For the purposes of this annual report and accountability requirements of DEECD, the College belongs to Like School Group 1 (LSG). This is a cluster of schools that have comparatively low levels of families who access the government education maintenance allowance, EMA and/or AUSTUDY and a very low percentage of students from non-English speaking backgrounds. BHSSC has a SFO (Student Family Occupation) density of 0.30 and a LBOTE (Language Background Other Than English) proportion of 0.02.

Box Hill Senior Secondary College is a truly dynamic, vibrant co-educational school situated in Mont Albert North, which is in the heart of Melbourne's eastern suburbs. The senior campus consists of year 10 students doing a three year VCE program and the remainder in years 11 and 12.

The College runs the specialist tennis school development facility for students in years 5-9. At the completion of their year 9 studies, students in the program are encouraged to continue on with their tennis development, by enrolling in the senior college and joining the senior tennis development program.

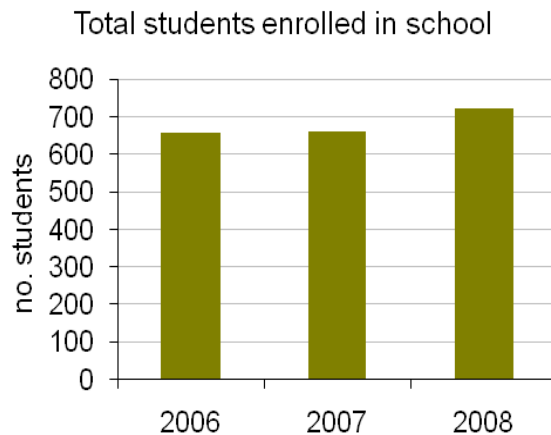
The MYTS offers a unique opportunity for gifted young athletes to combine study with the demands of an elite sport in an exciting and innovative learning environment. Catering for up to 100 pupils from years 5 to 9, the criteria relating to selection covers both the academic standard and the playing ability of the applicant.

The BHSSC learning trinity embraces three interconnected themes:

- **Learning to make a LIFE**
- **Learning to make a LIVING**
- **Learning to make a DIFFERENCE**

BHSSC prides itself on a diverse range of VCE Pathway options as well as excellence in pastoral support. This is a college that truly values and celebrates diversity. Students are supported in their intellectual, emotional, social and physical development by a highly professional group of teachers and student services staff. The guiding philosophy at the College is that happy, healthy, resilient students learn best and achieve their personal best when they feel supported and valued as an individual.

Demographics



The total enrolment at BHSSC in February 2008 was 724 students with more boys (399) than girls (325). This figure is up 64 from 2007 and is the highest enrolment at the College since 1995. 671 students were in the Senior School with 53 students in the MY Tennis School program.

Enquiries from parents interested in enrolling their child at the College increased significantly throughout the year and indications are that enrolments will again increase for 2009. Less than 10 percent of the students reside in the local neighbourhood. BHSSC draws students from over 100 different suburban postcodes, as well as from interstate. Consequently a large number of students travel to school by public transport. For many students a one way trip to school may involve two hours of travel time.

There were 6 international students attending BHSSC in 2008. This was the first year that an International Student Program had been initiated at the College.

Parent Satisfaction



The Parent Opinion survey for 2008, which is commissioned annually by DEECD, indicated a high level of parental satisfaction. This survey was conducted during term three with a response rate of 21%, which is at about the 20th percentile for secondary schools. This is an extremely disappointing response rate by parents. Unfortunately a large number of intended responses were returned after the prescribed cut off day and thus were not able to be included in the survey analysis. Importantly though the results within the survey demonstrate a

continuing high level of satisfaction amongst parents. The General Satisfaction rate for 2008 is 6.00 on a scale of 1-7, where 7 is the best possible score. This score is above the 80th percentile for state secondary schools.

College Staff

In 2008 the college had a teaching staff of 50 full and part time teachers. The Principal Class include the Principal and one Assistant Principal. Six Leading Teachers completed the overall Leadership Team. The non-teaching staff of 17, comprised 8 Administrative staff, 1 Laboratory Technician, 1 Library Audio Visual Assistant, 2 Computer Technicians, 1 Domestic Arts Aide, 1 Integration Aide, and 3 Specialist Sports Coaches

The 2008 Staff Opinion Survey results indicated an increase in 3 of the 4 key elements of the School Organisational Health data. The self assessment by staff rate indicates improvements in their professional status relating to Clarity, Engagement, and Learning and a minor decrease in Empathy. The staff response rate for this survey rose from 63% in 2007 to 79.4% in 2008. The average score for teacher satisfaction (morale) at this school was 66.4 on a scale from 0 to 100 where 100 is the best possible score. This is above the State Secondary median of 62.2.

The number of days that teachers are absent fluctuates from year to year and can be influenced by a wave of illness going through the College or because of teachers with long term illnesses. Teacher absence can also be an indicator of workplace health, i.e., how staff feel about coming to work. The 2008 non-certificated sick leave days per teacher was 2.24 days slightly up from the 2.03 days of 2007. Teachers are permitted a maximum of five days of non-certificated sick leave days per year. In 2008 the figure for the total days of teacher absences was 2.5, well below the 4.55 days of 2007.

BHSSC benefits from having a stable cohort of teachers with a high level of retention from one year to the next. The retention rate of teaching staff is determined by matching staff payroll records for the last pay in June of one year, to the last pay in June of the following year. Of the 58 teaching staff at June 2007 (including those on leave without pay or short term contracts), 47 or 81% were still at the school at June 2008. This figure for all Government schools was 84% for the same period. The decline in staff retention from 2007 can be attributed to staff retirements, two Leading Teachers being seconded to key DEECD/EMR roles and an increase in student enrolments requiring the employment of a number of new teachers.

All teaching staff participated in professional learning throughout the year such as Teachers as Leaders, the Building Leadership Capacity program, Understanding School Data and Induction/Mentoring for Beginning program for teachers. All teachers have 90 minutes of Professional Learning built into their allotment. This Professional Learning program is conducted every Tuesday morning. The College has a comprehensive and supportive program for graduate teachers which include mentoring, information sessions on college protocols and ongoing support for these teachers new to the profession as they prepare for the registration requirements mandated by the Victorian Institute of Teaching (VIT). All teachers in Victorian Government schools are registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian Institute of Teaching can be found at: <http://www.vit.vic.edu.au/content.asp?Document ID=241>.

Principal's Report

I am delighted in being able to make this Annual Report to the School Community. This report shows that Box Hill Senior Secondary College has continued to develop in a number of areas as an excellent school during 2008 and has served its community well. However, like all schools our School Performance Data clearly indicates areas where we must improve. The 2009 Annual Implementation Plan will target a number of key improvement strategies and significant projects that will aim to improve student learning outcomes.

In future years it must continue to be our collective purpose to ensure that we maintain an excellent public reputation and maintain a high level of parent and teacher support. Increasing enrolments clearly indicate that there is a significant need for schools like Box Hill Senior Secondary College to cater for the differing educational pathways of students at the VCE level.

The College continues to maintain a safe and caring environment which provides all students with the opportunity to develop learning confidence, personal optimism, resilience and a self motivation to succeed. During 2008 we have continued to ensure that when students leave the College they have the motivation and confidence to achieve their academic, sporting, creative and vocational potential.

Box Hill Senior Secondary College Strategic Plan

The 2006-2009 School Strategic Plan remained in operation during 2008 and the school's progress towards meeting its specified goals was continually scrutinised throughout the year by the Leadership Team. The major outcomes in relation to our Strategic Planning goals were:

1. **Student Learning:** *(To improve the learning outcomes for all students).* 2008 unfortunately did not see the College continue to make progress in the area of VCE achievement as had been the case over the previous two years. There was a drop in the all study mean, which is the measure of the achievement of the group as a whole across all VCE studies. However on a more positive note, the NAPLAN data at MYTS shows that our students are overwhelmingly achieving at or above the National Minimum Standard in Reading, Writing, Spelling, Numeracy, Grammar and Punctuation.
2. **Student Engagement and Wellbeing:** *(To increase student engagement with learning).* Improved attendance rates are a key focus of the 2006-2009 Strategic Plan. During 2008 strong attendance rates were maintained across all levels, with particularly pleasing results at Years 11 & 12. The use of the electronic Roll Call system continues to be an important aid in improving attendance. Student Connectedness to school was 96%, which is one of the highest figures in the state compared to all secondary schools.

BHSSC continued to support the Eastern Metropolitan Region (EMR) Youth Commitment Program. This initiative takes a holistic approach to supporting teachers in developing transition teams to support low engagement of students in schools. Our 'At Risk' support team has operated in partnership with EMR, LLEN, welfare agencies and local government departments to increase support for students who are at risk of not completing Year 12 or an equivalent certificate.

3. **Student Pathways and Transition:** *(To improve student transition into, within and beyond the College)*. The college has implemented the use of the Students' At Risk mapping tool as a means of improving real retention figures. The goal of improving Real Retention figures by 1% for years 11 and 12 was achieved. The goal of reducing the proportion of students exiting to non-sustainable pathways by 1% was also met.

The College has made a concentrated effort to open pathways into the USA College System for students in our Sports Development program. An increasing number of students are choosing this pathway option.

Highlights of the 2008 year included:

- The annual Music, Performing Arts and Visual Arts concerts which featured the outstanding talents of so many of our students.
- The running of our first Film Festival at the Palace Cinema in Balwyn.
- Jesse Anketell, Chantelle Gallow, Madeleine Krapp (all year 11) and Ilona Szirer and Madeleine Walter (both year 12) being selected for entry into the University of Melbourne Kwong Lee Dow Young Scholars program.
- The enrolment of six International Students after the College gained formal ratification from the International Student Division that our self assessment for the ISP Quality Standards had been successful. We will look to increase the number of students into this program in coming years.
- The conversion the Old Home Economics wing into a High Performance Sports Conditioning complex. This facility will be ready for student use at the start of the 2009 school year.
- The work done by our Landscape/Horticulture students in remodelling the physical appearance of the college grounds.
- The Presentation Ball which was held this year at The Grand in Wantirna South. 28 student couples took part in this tremendous event.
- The tour of the USA by the Sports Development basketball program. Two male and two female teams played senior high schools in South Carolina, North Carolina and Hawaii. Overall our teams recorded a 27–6 win /loss record.

The continued success of students enrolled in the Sports Development program:

- The Senior Boys and Senior Girls Basketball teams again were the VSSSA State Champions. For the boys it was their second straight title and for the girls their third.
- The Senior Girls were the MacDonald Cup State champions. This championship is for all Victorian schools; Government, Private and Catholic.
- The Year 10 Boys and Girls basketball teams both were both VSSSA State champions.
- The Year 10 Girls were the MacDonald Cup State champions.
- College basketball captains, Josh Wilcher (boys) and Samantha Creed (girls) were both appointed captain of their respective Victorian under basketball 18 teams.
- The Senior Boys' football team took out the sixth AFL Victoria VSSSA State Football Championship at the MCG for the second year in a row. As was the case in 2007, the Best on Ground medal went to Brenton Legg of year 12.
- The Boys Year 10 Football team were the VSSSA State Champions.
- The Senior Girls Football team were the VSSSA State runners up.

- The Senior Boys and the Senior Girls tennis teams both were VSSSA State champions for the third year in a row.
- 41 students from the tennis program gained a formal men's or women's national Open ranking.

Finally the College continues to be extremely well served by an informed and hard-working school council who continue to work towards ensuring a productive future for the school. I thank all parent and DEECD employee members of council for the time and energy that they commit to the College. I would especially like to once again thank Council President, Diane Krapp for her long time support and involvement in the College. Special thanks also go to parent representatives Peter King, Michael Jordan, Steve Hillbery, Jennifer Potter and Mandy Burns, as well as staff representatives Damian Dwyer, Simon Hood, Kathy Curlis and Jim Ellison.

Steve Cook
Principal

School Council President's Report

The start of 2008 began very efficiently, with increased enrolments and a few new staff members. At the end of first term we said goodbye to Jim Ringin, who moved on to a secondment within DEECD. Later in the year, our Head Tennis Coach, Chris Kachel left to take up a coaching position in China. Chris began with the opening of the tennis programme at MYTS. His enthusiasm, knowledge and commitment gave the tennis school a flying start. We thank him sincerely. His position has been filled by an equally equipped person, Elizabeth Peers. Liz was involved with the planning process to begin MYTS. We are very lucky to have such a talented person in this position, and I wish her well.

During the year we have our regular functions that involve both students and families. The Debutante Ball was a highlight again with many families enjoying the evening and loving seeing their children dancing and dressing so beautifully. Then there was the Valedictory Dinner at Karralyka. This is always very popular with parents and students, as it is recognition of the hard work that students have done throughout the years and the fact they have finally made it to Year 12. They are rewarded with a Certificate and a memento on the evening. Finally in October there was the Year 12 Formal. Once again this is a popular event for the students, and is a great evening to dress up and really enjoy oneself. At all of these functions the students of BHSSC are to be congratulated on the way they conducted themselves. They truly are a credit to the school and their parents.

In keeping up with the changes needed at the school, in term three work began on the old "Home Eco" building. The students now have a completely refurbished building which was done in an amazingly quick period of time (compared to some of our other renovations).

This building now contains a Dance Studio, Weights Room, Change Rooms and Class Rooms. The building was completed without outside financial help and it is a credit to School Management and Council in achieving such a great result for the students.

School Council still has the aim of being able to use our facilities to their full capacity. At the moment we are still not able to do so because of one or two neighbours, who have complained to the council about noise etc. Hopefully we will be able to resolve this issue soon, as it is depriving many local children of first class sporting facilities.

To the Principal, Steve Cook, the office staff, the teaching staff and particularly the council members, thank you for your support through the year. It is truly noticed and appreciated.

In 2008 we had three new parent members on Council. This was very pleasing to see because it is refreshing to have new ideas and hear new opinions.

Thank you all.

Diane Krapp
School Council President

Student Progress & Achievements

Student Learning

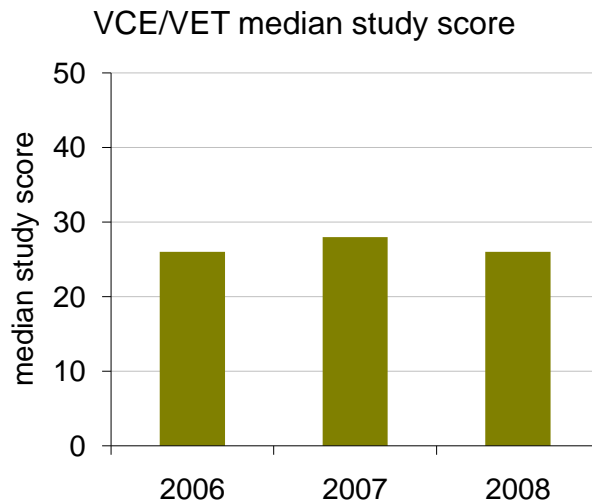
Box Hill Senior Secondary College strives to prepare students and staff to meet the challenges of being life-long learners. As a learning community, we seek to be continuously improving and to achieve this we need to be prepared to rigorously examine our current performances to ensure that we persist in achieving our student learning goals. In this, we can celebrate when our targets are met and take action when the results are below expectation.

The challenge that BHSSC sets itself is to continually strive to improve learning outcomes for all students. The College offers a rich and broad curriculum that is attractive to a diverse range of young people. Student learning is enhanced through a large work placement program and through links with industry, TAFE colleges and peak sporting bodies.

During 2008, we entered the third year of self-evaluation and development of the Strategic Plan. Our student learning focus remains as 'improving the learning outcomes of all students', with a particular emphasis on improving the VCE/VET allstudy school mean and the school mean in individual subject areas. There is a further VCE target of increasing the proportion of students gaining study scores of 40 or above.

The allstudy median score for 2008 was 26.1, which was a decrease on the 27.7 recorded in 2007. A number of individual subjects were however able to increase their school mean. These studies included Theatre Studies, Drama, Hospitality (Food and Beverage), Legal Studies, Music Industry (Tech Production), Multimedia, Philosophy and Community Services.

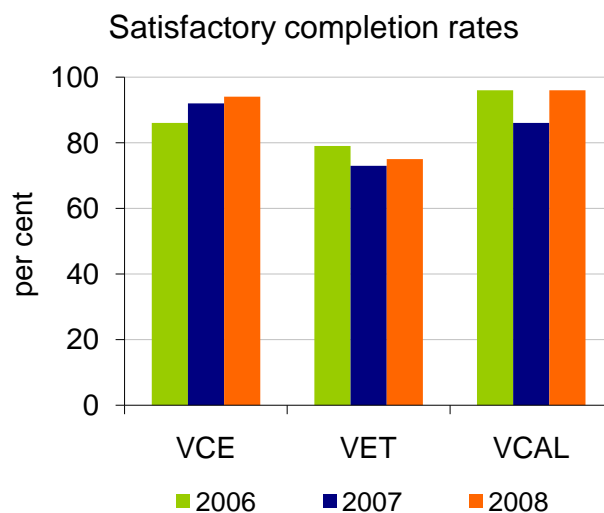
The proportion of students gaining study scores of 40 or above, was at 2.0%, which was the same as the 2007 figure.



Of the VCE students in 2008 who remained enrolled in their studies, 94% successfully completed their Victorian Certificate of Education. This figure was up on the 2007 figure of 92% and the 2006 figure of 86%.

Students undertaking VET studies are drawn from years 10, 11 and 12 and their assessment is counted by the completion of Units of Competency (UOC). In 2008 BHSSC students performed above the state average with 75% of UOCs being completed with satisfactory results. This figure is up from the 2007 (73%) completion rates.

VCAL completion rates rose to 96% in 2008, significantly above the 87% same rate of 2007.



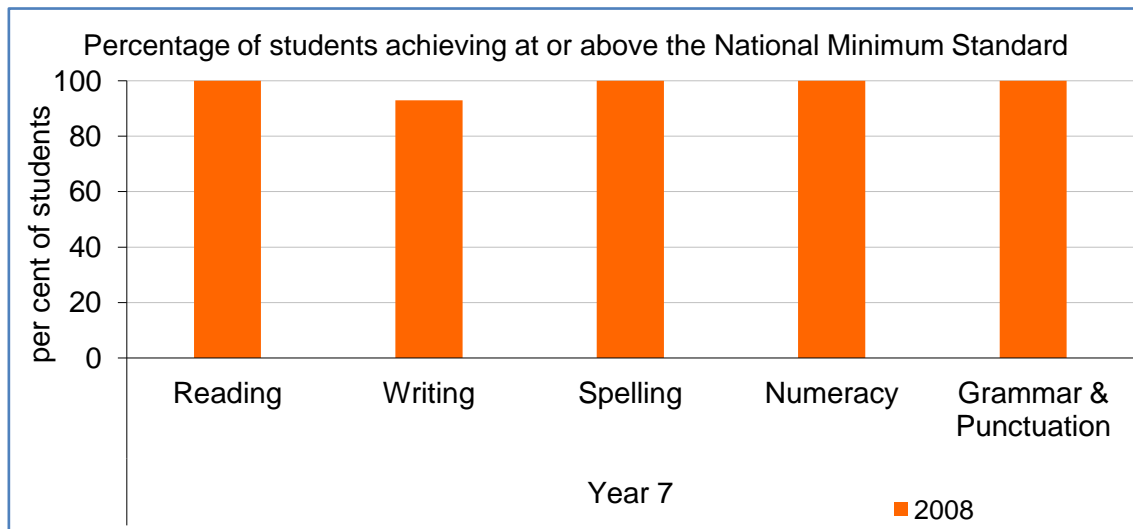
MYTS – Percentage of students achieving at or above the National Minimum Standard based on National Assessment Program (Literacy and Numeracy) -NAPLAN

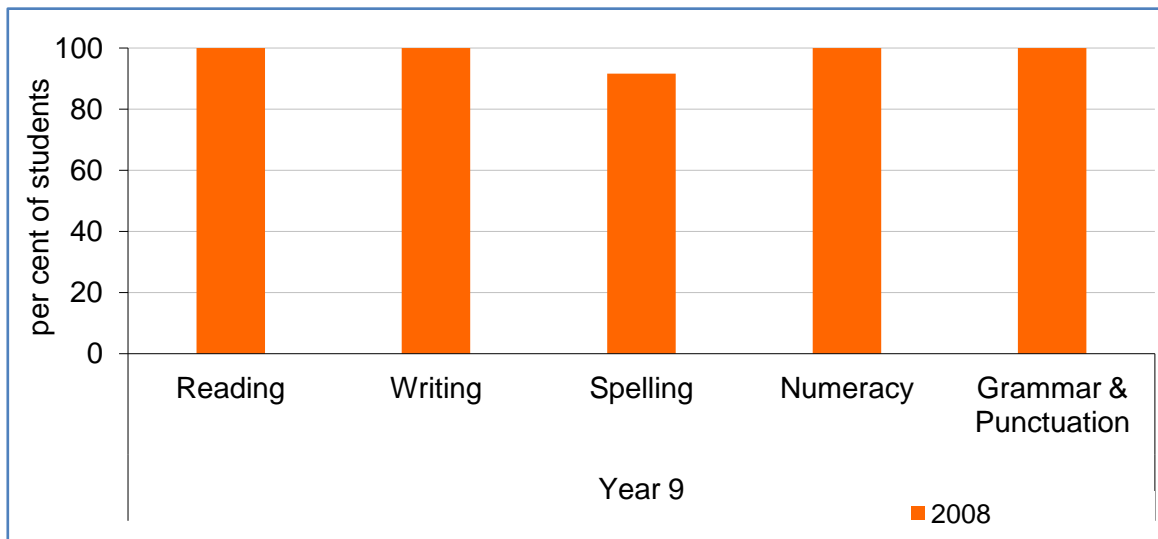
In 2008 NAPLAN academic performance was assessed by the Victorian Curriculum and Assessment Authority (VCAA). The data shows students clearly performing at or above the National Minimum standards in year 7 and 9. Because of the specialist nature of MYTS and the small numbers in year 5 it was difficult to gain an accurate idea of whether NAPLAN targets were achieved for this year level. However, in year 7 and 9 there were sufficient

students, to provide a representative sample of expected standards. Based on NAPLAN data, 100 % of the students were achieving above the National Minimum Standard in Reading, Numeracy and Grammar and Punctuation and above 90% in Writing and Spelling.

	2008 count	%	year level	domain	label	label
Year 5 Reading	6		5	1	Year 5	Reading
Year 5 Writing	6		5	2		Writing
Year 5 Spelling	6		5	3		Spelling
Year 5 Numeracy	6		5	5		Numeracy
Year 5 Grammar & Punctuation	6		5	9		Grammar & Punctuation
Year 7 Reading	14	100	7	1	Year 7	Reading
Year 7 Writing	14	92.9	7	2		Writing
Year 7 Spelling	14	100	7	3		Spelling
Year 7 Numeracy	14	100	7	5		Numeracy
Year 7 Grammar & Punctuation	14	100	7	9		Grammar & Punctuation
Year 9 Reading	11	100	9	1	Year 9	Reading
Year 9 Writing	11	100	9	2		Writing
Year 9 Spelling	12	91.6	9	3		Spelling
Year 9 Numeracy	12	100	9	5		Numeracy
Year 9 Grammar & Punctuation	12	100	9	9		Grammar & Punctuation

Student Learning





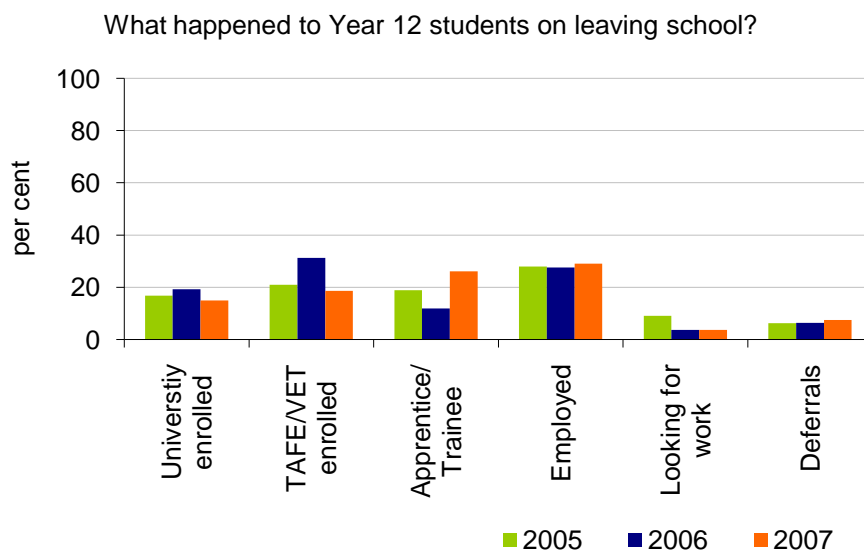
Student Pathways and Transitions

The aim of Box Hill Senior Secondary College is to ensure that when students leave the College they have the motivation and confidence to achieve their academic, sporting, creative and vocational potential.

The college also has the goal of improving the transition process of students from the MYTS as they progress into the senior tennis program. A target of 80% of students making the transition from year 9 of MYTS into the senior tennis program has been established. This goal was met in 2008.

Student destination data

The On Track data for the Exit Destinations of the year 12 class of 2008 will be available in May/June of 2009. It is compiled from a telephone survey of year 12 completers conducted in May/June of the subsequent year. The following graph refers to data which tracks students who finished in 2007.



The percentage of students enrolled in University and TAFE courses varies from year to year according to the career pathways the students are choosing. An increase in TAFE placements can coincide with a decrease in university placements for any given year, especially if University entrance cut off rates increase.

University and TAFE enrolments both showed decreases from 2006. Due to the large number of vocational courses offered at this college, it is not surprising that students are taking up apprenticeships/traineeships and full time employment options in larger numbers than most secondary colleges.

The College continues to value and acknowledge entry into apprenticeships/traineeships and full time employment as highly as enrolment into tertiary studies.

Retention rate between Years 7 & 12

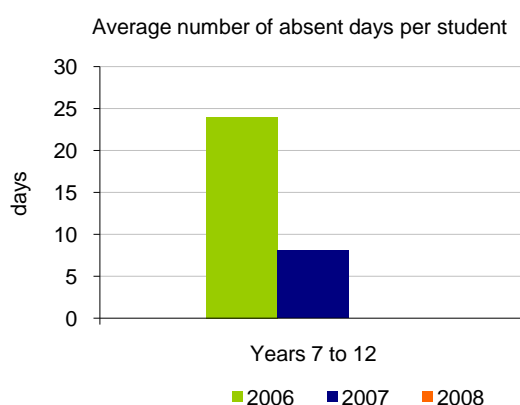
The information used to complete this statistic is taken from the Apparent Retention Rate data and is based upon enrolment. The data should show the number of year 12 full-time equivalent students enrolled in August 2008 expressed as a percentage of year 7 enrolments in February five years earlier in 2003. However because BHSSC is a senior college (years 10-12), it does not have year 7 enrolments to compare to. Year 7 students in MYTS may eventually enrol in the senior tennis program, but they will not feature in the retention rate data as would happen in a 7-12 Secondary College.

Student Engagement and Wellbeing

Box Hill Senior Secondary College continues to maintain a safe and caring environment which provides all students with the opportunity to develop learning confidence, personal optimism, resilience and a self motivation to succeed. All students are individually supported in developing a sense of belonging and pride in themselves and their college. The senior school environment provides a platform for students to develop a strong connectedness to the College.

The School Strategic Plan 2006-2009 targets improving school attendance by 5% for each year level. The average amount of absent days per student was 24 for 2006. In 2007 this figure had dropped to 8.1 days – a significant decrease. However, due to data not being able to be retrieved electronically from CASES 21, this figure was not available for 2008.

For the average number of absent days per student it is not possible to separate figures from MYTS (years 7-9) from those of the senior school (years 10-12).



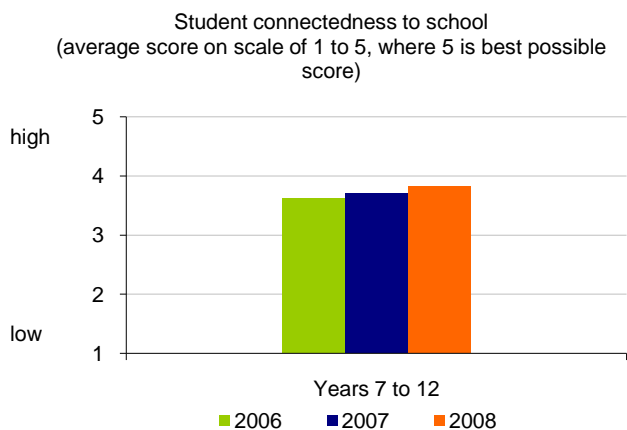
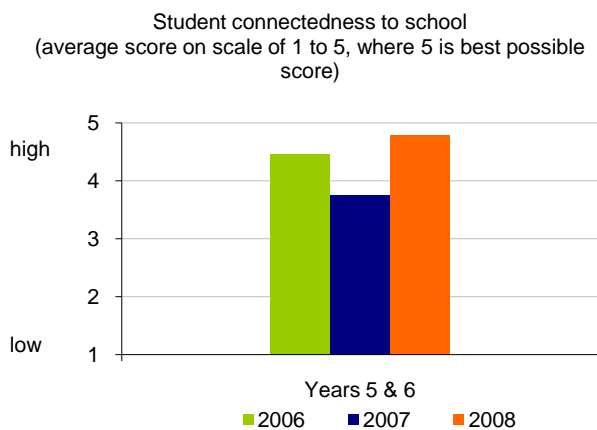
Student Connectedness to School

The Attitudes to School Survey is conducted annually if the college agrees to participate. BHSSC conducts the survey and the data is compiled independently by DEECD. BHSSC participates because we believe it is a useful diagnostic tool in analysing how students feel about the school that they attend.

Students are asked to respond by agreeing or disagreeing to a series of statements in three main areas: Wellbeing, Teaching and Learning and Student Relationships. In 2008 the Attitudes to School Survey was completed in an extended Mentor Group session so that all students present on the day were surveyed.

The mean score shown in the year 7-12 graph, rates Student Connectedness to school at a level of 3.82, which is above the 2007 figure of 3.70. This score was taken from student responses to five statements within a five point scale where 1 = strongly disagree and 5 = strongly agree. The five statements were:

- I feel good about being a student at this school.
- I like school this year.
- I am happy to be at this school.
- I feel I belong at this school.
- I look forward to going to school.
-



Overall the results of the Attitudes to School Survey were pleasing and showed improvement on 2007 results. The results were especially strong for MYTS, which demonstrates the excellent learning environment that has been developed.

For years 7-12, the survey data shows the school mean as a percentage rank plotted against all schools with year 7-12 students. Again this year it is not possible to separate the MYTS data (years 7-9) from that of the senior school (years 10-12), or to include the years 5 and 6 data with that of years 7, 8 and 9.

Measurement scales for this survey are recorded as Needs Improvement, Developing, Effective, and Excellent. Any category greater than 75% is classed as Excellent, between 50% and 75% is classed as Effective, Developing is 25%-50% and Needs Improvement is below 25%.

For years 7-12 the percentage ranks for BHSSC show that students rank their Student Motivation in the category of Needs Improvement, but Learning Confidence has risen to Developing. Continued improvements in these categories will again be targeted as part of the 2009 Annual Implementation Plan.

Teacher Effectiveness, Teacher Empathy and Stimulating Learning were all rated by students as Effective, whilst School Connectedness, Classroom Behaviour and Student Safety were classified as Excellent.

Future Directions

For 2009, teaching staff will again continue with the Professional Learning program on Tuesday mornings. These sessions have been timetabled as a compulsory meeting time to allow teachers an ongoing opportunity to improve their professional practice and engage in professional conversations.

The focus for the year will be on:

- Identifying the learning challenges for 2009 at both a whole school and individual Teaching and Learning area level, with a particular emphasis on enhancing VCE performance.
- Improving the use and understanding of Learning Technologies in the classroom. By the end of 2009 it will be expected that all teachers use and understand Moodle effectively as a precursor to the introduction of the Ultranet.
- Continuing to align individual teacher's professional learning goals to agreed learning challenges as part of their Performance and Development Plans.

A commitment has been made to hold a whole of school working party to assess the success of the Professional Learning program and to assess the possibility of a major timetable and staff allotment restructure for 2010.

The Victorian Governments' Blueprint for Education and its associated flagships will be again be pursued during the year. Flagship 3 'Building Leadership Capacity', will provide a focus for the Leadership team, who will be assisted by 'critical friend' Tracey Ezard (of Jessup Ezard Consulting). Our emphasis for the year will be based on developing the Organisational Health of the college. As a leadership team we aim to deliver a model of distributed leadership and learning; that is based around consultative decision making processes and professional growth opportunities for all staff.

The 2008 Staff Opinion Survey indicated a strong increase in the area of Learning – Appraisal and Recognition. In 2009 we will continue to refine the staff Performance and Development Plan model to ensure that there is a clear emphasis on it being a tool for professional improvement and not simply as a management tool. Leading teachers will again join members of the Principal class as reviewers as part of their professional leadership growth.

Over the last 3 years about 40-50% of enrolments have been into the Sports Development programs (Football, Basketball and Tennis). The growth of enrolments in these programs has meant that the College has started to outgrow its existing sporting facilities. The refurbishment of the old Home Economics wing into a High Performance / Sports conditioning specialist facility was a priority during 2008. The completion of this project has resulted in considerable improvement to the physical infrastructure of the college and is an important marketing tool for further advancement of the sports development program.

The College has been involved in ongoing discussions with DEECD and the Eastern Metropolitan Region in seeking to have the college classified as the second specialist sports school in the state education system. We hope a decision on this will be finalised in 2009.

In previous Annual Reports it was written that with regard to the Middle Years Tennis School that 'there is significant work to be done in consolidating the policies, procedures and processes required to support the establishment of a culture of high expectations within both the academic and tennis coaching programs'. Support and promotion of the MYTS will continue to be an ongoing priority. In 2009 the Director of MYTS, the Assistant Principal (Student Performance) and the Director of Student Management will continue to work in partnership to further develop transition protocols between the senior school tennis program and MYTS. A minimum yearly target of 80% of year 9 tennis students making the transition into the senior school program has been established.

The school has over a long period committed significant resources to improving its ICT infrastructure. The implementation of the one to one laptop program in the MYTS began in 2005 and into the year 10 program in 2006. Both continue to require a significant investment of resources. Although additional ICT support has been provided it is still not in many ways adequate. The increased use of the Apple platform within the college highlights the need for greater expertise in this area. Ongoing problems with leasing arrangements for the lap top program have started to be addressed. During 2007 a decision was made to move away from the company who we have previously leased the lap tops through. In 2008 a partnership with a new leasing company was began and this has resulted in better support for parents, students and the College as a whole. However, much work still needs to be done with regards to the laptop program to ensure it helps us to improve learning outcomes for students. A Leading Teacher in Learning Technologies was appointed at the end of 2008 and this teachers will assume leadership for the Learning Technologies professional learning of students and staff from 2009.

Over the next twelve months BHSSC will continue to build its reputation across the eastern suburbs and across the state as a vibrant student and teacher focussed learning community. During 2009 the College will continue to implement the final year of our Strategic Plan.

The school strategic plan is a living document which is informed by the information gathered and directions identified throughout the annual school self evaluation process. Through staff, student and parent consultation and engagement with relevant community agencies, we will continue to analyse our key improvements strategies and identify required changes in practice and behaviours. Key improvement strategies for improvement will be clearly identified in the 2010-2013 School Strategic Plan.

The leadership team and staff as a whole, look forward to meeting the challenges that lie ahead with an enthusiastic, dedicated and committed approach to ensuring that when students leave the College they have the motivation and confidence to achieve their academic, sporting, creative and vocational potential.

Financial Performance

Financial Performance for the year ending 31st December, 2008		Financial Position as at 31st December, 2008	
Revenue	2008 Actual	Funds Available	2008 Actual
DE&T Grants	907,071	High Yield Investment Account	224,349
Commonwealth Government Grants	223,350	Official Account	54,471
State Government Grants	44,437	Victorian Teachers Credit Union	728,562
Other	363,879	MECU (Education Credit Union)	411,124
Locally Raised Funds	1,305,116	:Building Maintenance Trust	11,586
Total Operating Revenue	2,851,040	Library Trust	22,833
		Total Funds Available	1,452,925
Expenditure		Financial Commitments	2008 Actual
Salaries and Allowances	271,841	Accounts Payable Control	0
Bank Charges	6,645	Camps/Excursions	0
Consumables	191,709	Building/Grounds including SMS	346,380
Books and Publications	29,833	Special Programs inc Student Services	5,000
Communication Costs	47,962	Region /Clusters Funds	6,248
Furniture and Equipment	498,121	Professional Development	20,000
Utilities	45,848	MYTS Parent Association	12,455
Property Services	879,554	School Operating Reserve	100,000
Travel and Subsistence	1539	Salaries & Allowances	94,046
Motor Vehicle Expenses	4092	Assets (including leases)	95,000
Administration	29,209	Office Req. & Consumables	13,475
Health and Personal Development	3872	Books/Library	16,472
Professional Development	43010	Communications	25,000
Trading and Fundraising	78,661	College Charges 2009, collected in 2008	427,050
Support/Service	451,760	OHSC	10,000
Miscellaneous	176,911		
Total Operating Expenditure	2,760,568	Total Financial Commitments	1,116,179
Net Operating Surplus/-Deficit	90,472		
Capital Expenditure (Cases 21 Finance Only)	505,277		

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package

Account Balances (Official plus Investment Accounts)

Account balance figures include official and investment accounts, and are calculated by taking the opening balance as at 1st January plus the total receipts at 31st December less total payments at 31st December. These balances show that the College continues to hold a steady level of funds that can be used to fund improvement programs.

2000: \$717,673	2004: \$942,400	2008: \$1,452,925
2001: \$859,024	2005: \$1,040,658	
2002: \$906,824	2006: \$1,232,737	
2003: \$1,027,263	2007: \$1,504,221	

Account Balances (Official plus Investment Accounts) per student

2000: \$1,249	2004: \$1,554	2008: \$2,010
2001: \$1,425	2005: \$1,663	
2002: \$1,515	2006: \$1,943	
2003: \$1,720	2007: \$2,487	

The college has again been proactive in pursuing resources and managing them effectively against the priorities of the Strategic Plan. There continues to be a commitment to the professional development of staff to improve the effectiveness of the teaching and learning program. Additional funding is allocated to ensure we provide professional development opportunities that aid professional growth of staff. In 2009 Professional Development will again be closely linked with the staff Performance and Development Plan process.

The college has allocated substantial funds to the building upgrade that has occurred in the college over the past few years. In committing these funds, College Council has been conscious of the need to provide the best possible facilities and environment that will be conducive to effective teaching and learning. The result of this commitment is that the College can boast state of the art facilities in a number of teaching and learning areas. However, the need to constantly improve the physical learning environment continues to be a priority. The work of our Business Manager, Ms. Lynne Clarke and the support of the Facilities and Finance committee, needs to be acknowledged in driving and project managing many of our facility and infra structure improvements.

In 2007 the College was a recipient of Commonwealth funding under the Investing in Schools Program. This funding was used to refurbish the Student Management area. The Student Managers, Student Wellbeing Coordinators, VCE Administration staff and the Pathways/ Careers Coordinator are now able to work in a more professional setting. In 2008 final work on this refurbishment was completed and a student shelter adjoining the Student management area was built allowing more recreational space for students.

During 2008 the old Home Economics wing was converted into a High Conditioning Sports Complex. This refurbishment saw what had been an outdated, deteriorating and unacceptable facility, converted into a modern and very functional building. The students are very excited about having classes in the complex and the dance and the sports development students in particular will now operate in a more spacious and functional environment.

School Contact Information

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