

Bega High School Annual Report



2016



8165

Introduction

The Annual Report for 2016 is provided to the community of Bega High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school 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.

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Message from the Principal

Welcome to the 2016 Annual Report that is yet one medium for communicating and celebrating achievements in learning, teaching and leading by all members of the Bega High School community. 2016 was a year of review, renewal and realisation of many practices and expectations for students and the whole school. A new student leadership structure grew out of evaluations, focus groups and collaborative planning; teachers expanded their engagement with performance development processes and professional learning for continuing the delivery of quality teaching and learning for all students; community members, parents and carers, and local organisations partnered with the school in providing environmental upgrades, extra-curricular opportunities, career options and mentoring in developing lifelong learners. The school is well placed to meet the future demands of new curriculum, new ways of doing business and for meeting the emerging learning needs of all students.

Linda Thurston

Principal

Message from the school community

During 2016 meetings were generally well attended by parents and carers and members of school staff. There were also occasional representations from students and other interested groups.. There have been regular reports from the Principal and the opportunity to air and discuss issues affecting the school. Thank you to Gerard Robbers and Kerry Constable, Vice-Presidents; Claire Burgess, Secretary, and Lyall Zweck, Treasurer, for their work over the last year. .

During this year P and C meetings have focussed on:

- Completing the bike storage facility
- Advancing the progress towards a revised school uniform policy and uniform items
- Helping the school in improving the Year 7 Parent Information Night
- Organising and carrying out a working bee to help prepare the school for a visually impaired student.
- Proposing and funding the first year of a BHS Instrumental Music Programme instigated by the new Music Teacher Anna Martin.
- Representing the P and C on several Merit Selection Panels for staff positions.

The resolution of the issues concerning the permanent appointment to the position of Principal was a cause of great relief to the P & C, which is very grateful to Mrs Thurston for her steady hand during this period.

Henry Grose

2016 P&C President

School background

School vision statement

Bega High School is committed to providing excellence in education which prepares all students to contribute positively to society. The school, as part of its community, will prepare students to be:

- Skilled lifelong learners who are self-disciplined and self-motivated learners.
- Balanced in their lives and people who value their physical, social, spiritual and emotional well-being.
- Problem solvers and decision makers in relation to all aspects of their lives who have the capacity to cope with, adapt to, and initiate positive change.
- Responsible and compassionate citizens who are aware of their individual responsibilities within the community. They will be respectful of others and are able to contribute to the local, Australian and worldwide communities in a positive way.
- Self-confident and resilient people who can recognise and value their own strengths and skills, allowing them to participate to the best of their ability.
- Valued group participants and community members who can communicate effectively and work cooperatively with others. Our school values achievement through:

Responsibility for learning, behaviour and our environment

Respect for oneself, others and property

Effort through being positive, resourceful and persistent.

School context

Bega High School is a comprehensive rural high school on the far south coast of NSW. Situated fifty kilometres from the nearest government secondary school, the school's geographical drawing area ranges from Tathra (15 kilometres to the east), Cobargo (40 kilometres to the north), through to Wolumla (20 kilometres to the south) and Bemboka (40 kilometres to the west). In 2015 the enrolment was 875 students and 825 in 2016, including 10% Aboriginal students.

The school has developed a curriculum directed at serving the diverse needs of students and is committed to providing excellence in education which prepares all students to contribute responsibly to a changing world. It has established a reputation in academic excellence, the creative and performing arts, sport, vocational education and broad general education. A Special Education faculty comprises multi-categorical, emotional disturbance, moderate intellectual disability, mild intellectual disability and severe intellectual disability classes. In 2009 a Trade Training Centre was built to enable Bega High School and Eden Marine High School students to attain certificate level training without leaving the area. The focus in vocational education is the delivery of construction, primary industries and metals and engineering. Infrastructure and equipment supplied support the delivery of vocational education competencies by accredited teachers and trainers.

The school enjoys and fosters positive relationships with its local community to maximise learning opportunities for its students in its partnerships with University of Wollongong, local commercial enterprises, Illawarra TAFE and non-government organisations. Bega High School is a proud and active member of the Sapphire Coast Learning Community comprising two high schools and thirteen primary schools located between Cobargo to the north, west to Bemboka, and south to Eden.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework (SEF). 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.

Learning – The school is continuing its development of processes and practices that reflect the strong commitment of the school community to strengthen and deliver on school learning priorities. There is much evidence of the promotion of student wellbeing through well-developed policies and processes for identifying, addressing and monitoring student learning needs. Consistent and regular collection of data and evidence related to student engagement in learning, in addition to strategic analysis of student performance data has expanded the school's capacity to meet student learning needs and target professional learning funds for individuals and staff groups. For example, the value-added measure of growth between Year 7 and Year 9 literacy and numeracy average scores in the 2016 National Assessment Program – Literacy and Numeracy (NAPLAN) was 43.8, compared with 38.6 in similar schools. In addition, the proportion of students in the top two NAPLAN bands at Year 7 for 2015 – 2016 was 19%, compared to 18% for similar schools; the measure for Year 9 students in the top two NAPLAN bands over the same time period was 25%, compared to 14% in similar schools. Alternative learning pathways for students have been further promoted in 2016 and facilitated through collaboration between the school, Karabar Distance Education Centre, Educational Services and community organisations. Identified students followed individual learning patterns comprising core Stage 5 or Stage 6 subjects, community and government organisations linkages, and employment-related activities. By the end of 2016, one third of the group attained a Year 10 Record of School Achievement (RoSA) and the remaining completed courses towards a Year 11 RoSA.

Teaching – The school's development in this domain has seen an expansion of the opportunities for staff engagement in collaborative practice, particularly within the Sapphire Coast Learning Community (SCLC) and across the Far South Coast Network. Teachers, through the implementation of their own Performance and Development Plans, the completion of targeted professional learning and the identification of expertise within the school, are demonstrating currency of knowledge and teaching practice as well as contributing to whole school programs by working beyond their classrooms. Student support staff and school administration officers have also demonstrated the importance of lifelong learning by joining teachers in many training opportunities focused on supporting students' literacy and numeracy skills and programs for maintaining knowledge to meet obligations under Keeping Them Safe. Curriculum arrangements to support student learning were expanded in 2016 – extra Year 7 and Year 8 English and Mathematics were created to reduce class sizes and allow focused strategies based on identified student learning needs. In 2016, five teachers achieved accreditation at Proficient level and three teachers submitted reports as part of their maintenance of Proficiency. Quality learning outcomes are exemplified in that the proportion of HSC students with at least two Band 5 – 6 results over 2015 – 2016 was 22%, compared to 19% in similar schools and the percentage of students who were eligible for university entrance by achieving an Australian Tertiary Assessment Rank (ATAR) averaged between 2015 and 2016 was 51%, comprising an increase of students eligible for an ATAR from 46% in 2015 to 56% in 2016.

Leading – During 2016 existing learning alliances between Bega High School teams and those of partner primary schools were strengthened. This was evidenced in the implementation of a privately-sponsored Science Technology Engineering and Mathematics (STEM) project, and in SCLC collaborations and Key Learning Area Networks. Several teachers have taken leadership roles in the implementation of the reload of the Positive Behaviour for Learning (PBL) strategy and in the development of student leadership structures. The school is sustaining and growing school leadership and staff capacity to implement management practices and processes for effectively resourcing teaching and learning. Success is evidenced in the student leaders' forum and subsequent selection of six Stage 6 senior student representatives under the guidance of teachers, and in consultation with community mentors. The group initiated the consultative development of the school's student leadership model. The impact of their strong sense of responsibility and self-confidence is seen in the running of the Breakfast Club, chairing of special events, consultation with the school executive and involvement in organising school experiences thus forming the basis of further growth into the future. Junior AECG members and mentors have worked as a team throughout the year to plan special events such as NAIDOC celebrations, sporting events with other schools, excursions on Country and cultural performances. Again, their actions expanded school community knowledge and understanding of Aboriginal culture and demonstrated the value of a legitimate focus on building and maintaining respectful and effective working relationships that value the input of all.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of quality education to all students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Student and community wellbeing achieved through connected, engaging learning that cultivates confidence, creativity and resilience

Purpose

Bega High School creates resilient life-long learners. Sustained and relevant academic, cultural and personal success for every student is attained through diverse and personalised learning experiences.

Overall summary of progress

Through the planning and implementation of evidence-based processes, strategies and programs students are achieving improved outcomes using their expanding literacy and numeracy skills in a range of contexts. All students are accessing quality teaching and learning resources, including online resources that account for students' different learning styles and account for their different skill levels in literacy and numeracy.

The school's 2016 adjusted curriculum structure included additional English and Mathematics classes in Years 7 and 8. Students were grouped according to specific learning needs and capacities in literacy and numeracy, accompanied by relevant adjustments and learning strategies. The completion of regular practice in both numeracy and literacy was also a feature of Stage 4 students' learning in 2016. In response to a question in the 2016 *Tell Them From Me* student survey, there was significant acknowledgement of this practice. When students were asked to *Name one learning area you think you have improved in. Describe what has helped you to achieve improvement.* there were definite trends in the feedback. Of the 150 responses from Year 7 and 8 students, 23% listed Mathematics for improvement and reasons were typified by this response from a Year 8 student: *"I think I have improved in algebra because my math teacher gave us homework to work on at home and I did it every time and practiced."*

Other indicators of progress include results achieved in the National Assessment Program – Literacy and Numeracy. For example, in 2014, the percentage of Year 7 students who achieved at or above proficient level in Numeracy assessments was 71%, increasing to 73% in 2016. Additionally, 22% of Year 9 students in 2014 achieved in the top 2 Bands in Numeracy and this figure had increased to 25% in 2016.

Other programs that continued in 2016 and significantly contributed to students' effective engagement in learning and their achievement of quality learning outcomes included Learning and Support teachers' working with identified students, both in class groups and on an individual basis, the MultiLit program coordinated by a Learning and Support teacher and implemented by community volunteers, and vocational education courses delivered at the local TAFE and through distance education, where appropriate, to allow students to gain credentials as part of their Year 10, 11 or 12 curriculum.

During 2016 the school, in partnership with Karabar Distance Education Centre and local community organisations initiated an Outreach Program so that identified students remained engaged with education, following Board of Studies / NSW Education Standards Authority (NESA) core curriculum programs to achieve a Year 10 or Year 11 Record of School Achievement (RoSA) in alternative settings. The original group comprised six students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• 20% increase in the numbers of students at/above national minimum standard in Year 9 NAPLAN Literacy	<ul style="list-style-type: none">• The proportion of Year 9 students who achieved at or above National Minimum Standard (NMS) in NAPLAN Literacy and Numeracy was 95% for 2015 – 2016, compared with 94% for 2014 – 2015.• In the 2015 – 2016 period, Year 7 students who completed NAPLAN Literacy and Numeracy assessments achieved at or above National Minimum Standard at a rate of 94%, compared with 96% for the 2014 – 2015 period.• The percentage of Year 7 and Year 9 students achieving below NMS in the literacy strands – Reading, Writing, and Spelling – reduced between 2016 and 2015.	<ul style="list-style-type: none">• Low level adjustment for disability \$27,000• 3P software \$6,350• MultiLit resources \$2,000
<ul style="list-style-type: none">• 15% increase in the numbers of students at or above national	<ul style="list-style-type: none">• For 2015 – 2016 the average percentage of Bega High School students achieving at proficient levels	<ul style="list-style-type: none">• Professional Learning funds \$3,297

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
minimum standard in Year 9 NAPLAN Numeracy	(top two bands) in NAPLAN Literacy and Numeracy was 22% of a total of 818 students, up from 21% for 2014 – 2015 for a total of 885 students.	<ul style="list-style-type: none"> • Low level adjustment for disability \$27,000
<ul style="list-style-type: none"> • 10% increase in the number of students with two or more Band 5–6 results at HSC 	<ul style="list-style-type: none"> • The key quantitative measure of the proportion of HSC students with at least two Band 5–6 results for 2015 – 2016 was reported as 22% of 91 students. • This compares with the measure of 25% of 98 students for 2014–2015 and a figure of 18% for similar schools over the last three years. 	<ul style="list-style-type: none"> • Professional Learning \$5,000
<ul style="list-style-type: none"> • Student retention rate increased to 65% 	<ul style="list-style-type: none"> • Of the 150 students in Year 10 at the end of 2014, 99 students completed Year 12 in 2016 to achieve a HSC or equivalent credential. The retention rate was 65%. This compares to 59% at the end of 2015. 	<ul style="list-style-type: none"> • Professional Learning \$3,000 • Location \$1,000

Next Steps

Continued focus on teacher professional learning to expand the capacity of all teachers to use a variety of explicit literacy and numeracy strategies.

Enhanced evaluative practice through increased training in the analysis of internal and external assessment measures for enhancing teacher understanding of student achievement levels and adjusting curriculum and teaching to meet individual student learning needs.

Implementation of specific strategies, such as ALARM, across KLAs to enhance student capacity to interpret and complete extended responses through strategic funding and resourcing of training in ALARM implementation in Stages 6 and 5.

Increased communication between the school and students and parents/carers regarding credential requirements, teaching and learning support and educational pathways.

The further creation of classes, within the current curriculum pattern, in Stage 5 English, Mathematics and HSIE. This complements the establishment of extra Stage 4 English and Mathematics classes in both Year 7 and Year 8 and allows the use of a range of strategies to meet student needs and improve learning outcomes for all students.

Continued implementation of volunteer-supported *MultiLit* program for enhancing literacy skills of identified Stage 4 students.

Purchase of online resources such as *3P* and *Word Flyers* for students and teachers to assist in developing literacy and numeracy skills across key learning areas.

Expanded implementation of sponsored *Science Technology Engineering and Mathematics* (STEM) project for Stage 3 students and other transition programs that focus on students' literacy and numeracy skills in collaborative efforts between Bega High School and primary schools.

Strategic Direction 2

Quality teaching and learning featuring in a high performing school community that is inclusive, informed and engaged

Purpose

Quality teaching and productive partnerships enable every student to be actively engaged in meaningful and challenging learning experiences so that all students reach their full potential in all facets of life.

Overall summary of progress

Development and application of processes related to the entry of data and information in the Departmental database and the Sentral database continued in 2016 so that staff, students and parents/carers have more access to student information to support their learning and development. This was accompanied by further review and refinement of Board of Studies (now NSW Educational Standards Authority) regulation. Curriculum and credentialing processes were followed and communicated accurately.

Students, teachers and parents/carers demonstrate a clearer understanding of relevant processes, assessment standards and scheduling for achieving Year 10, Year 11 and Year 12 grades and credentials through the communication of information in various formats and forums. This is of particular importance for school planning, practices and resourcing when 2016 TTFM responses indicate that 68% of students in Bega High School had aspirations for finishing High School, and another survey of parents indicated that more than 50% acknowledge that *the school provides a range of extracurricular offerings for student development* and more than 60% of surveyed parents agree that *the school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students*.

During 2016 the school varied the timing and number of formal opportunities for teachers and parents/carers to share information about student progress, in addition to the provision of two formal academic reports during the year. This was complemented by the expanded access for parents/carers to information such as attendance data, engagement levels and policy documentation, as teachers increased their capacity to use the newly implemented Sentral database.

Teachers, both permanent, temporary and casual staff, further engaged with the Performance and Development Framework during 2016. They applied specified processes and templates for developing and realising individual Performance and Development Plans (PDP). Several formats for planning and recording peer observations are now available to staff as they seek and maintain levels of accreditation, record their learning and experiences and annotate evidence of their professional development.

All teachers accessed and used documentation and online resources related to the Australian Professional Standards for Teachers and/or the Australian Professional Standard for Principals in the development of PDPs, in the preparation of applications for higher duties or other internal positions at the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">All BHS stakeholders report understanding of the range of options available for meeting BOSTES / NESA requirements and achieving a HSC or equivalent.	<ul style="list-style-type: none">In the 2016 SEF survey, 66% teacher respondents reported that they <i>provide explicit, specific and timely formative feedback to students on how to improve</i>; 66% teachers also reported increased capacity to meet students' learning needs <i>by regularly reviewing and revising teaching and learning programs</i>95% Year 12 students achieved a HSC, or equivalent, in 2016all Year 10 students were interviewed and mentored by teachers in subject selection process for Stage 6.	<ul style="list-style-type: none">Support for beginning teachers \$3,000Professional Learning funds \$6,000
<ul style="list-style-type: none">All teachers understand and apply professional standards and curriculum requirements in planning and delivering quality teaching and learning programs.	<ul style="list-style-type: none">Training for all teachers in the content of documentation – Australian Professional Standards for Teachers (APST)PDPs developed, revised and reviewed by all teachers according to negotiated timelines and	<ul style="list-style-type: none">Professional Learning funds \$3,000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> All teachers understand and apply professional standards and curriculum requirements in planning and delivering quality teaching and learning programs. 	<p>processes.</p> <ul style="list-style-type: none"> Teacher supervisors and the school Teacher Accreditation Authority applied coaching and peer evaluation practices in the collection and annotation of evidence for teachers seeking or maintaining accreditation at Proficient. Supervising teachers applied APST in mentoring, supporting and assessing Graduate teachers as part of their required Practical Experience and applications to the Department of Education. 	

Next Steps

2017 School Development Day will feature teachers from all Key Learning Area Networks collaborating on professional learning that allows teachers to share experiences, skills, knowledge and strategies with colleagues in the Far South Coast Principals Network. The focus of the professional learning will be HSC performance and assessment of and for student learning. In addition, Special Education teachers and support staff will participate in sessions that bring together staff from high schools, primary schools and schools for specific purposes to share expertise, common language and strategies around student learning outcomes and wellbeing.

Strategic resourcing of staff access to training in coaching as a strategy for professional and personal development and to further develop a coaching culture at Bega High School to improve teaching and leadership practice across the school. This will occur in conjunction with Far South Coast Network and Sapphire Coast Learning Community professional learning opportunities that will further collaboration, teamwork and capacity across and between school settings.

Educational Services Team and school staff will be employed to develop teachers' capacity to understand and implement specific strategies, such as *ALARM*, for addressing students' writing skills across all stages. Increasing the number of teachers who have been trained and the number of students engaging with explicit teaching strategies is reflected in the percentage of students reporting an emphasis on writing English at 76% in 2016, a slight increase from 2015.

Further implementation and resourcing of processes and structures to improve staff access to electronic versions of support documentation to facilitate implementation of teacher accreditation processes, based on Australian Professional Standards for Teachers and the Australian Professional Standard for Principals.

Strategic Direction 3

Dynamic leadership and consistently high standard educational practices sustained by proactive community partnerships

Purpose

Leading in an educational context means that Bega High School is committed to forging strong relationships within the wider community. A positive culture, fostered by innovative leadership empowers and engages teachers, students and the community.

Overall summary of progress

Several teachers have taken leading roles in organising and delivering many programs and practices throughout 2016. A team of teachers reloaded the Positive Behaviour for Learning wellbeing measures that featured setting up recording, counting and reporting mechanisms in the school's database, and the planning of themed activities such as Harmony Day and Book Week.

Students, parents and teachers have collaborated in a review of uniform items and processes, culminating in additional options and taking into account student wellbeing, socio-economic factors and the school's traditions.

Professional learning and training in specific curriculum strategies such as *ALARM* and the use of technologies in teaching and learning, in addition to the development of a shared writing program with Stage 3 teachers and students, were among the learning opportunities that have enhanced leadership capacity in the school.

Executive team leadership of the monitoring and evaluation of strategic directions throughout 2016 has expanded knowledge and understanding of the school's purpose and ways of accounting for and communicating achievements, successes and improvements through the collection and analysis of a range of evidence.

The real impact of community collaboration and leadership was on display in various events and activities in 2016, both during and after school hours. These included the support of the Homework Club by teacher volunteers and business organisations, the planning and delivery of high quality music performances and visual displays of student skills and talents at the annual *Music Art Drama and Dance and Drumming*, and the SCLC Performing Arts Festival held for the first time in the Bega Civic Centre. Community leaders have continued tutoring students in *MultiLit*, and local employers have again provided endless opportunities for students to experience life beyond school in the world of work and training; university students have mentored students through *AIME* and other university-sponsored programs.

The school's partnerships with the Bega Valley Women's Resource Centre, Bega TAFE and Red Cross have proved most effective and positive in supporting students' ongoing learning as participants in the school's Karabar Distance Education Outreach Program.

The average attendance rate remained at 85% in 2016, still lower than the State average. The retention rate of students continuing into Stage 6 and completing Year 12 has reduced since 2014, although the variety of destinations for students indicates students are entering further training, apprenticeships and other education contexts, as well a range of employment opportunities. Suspension rates have reduced over the last two years, particularly in the number of incidents reported as aggressive behaviour.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">Greater engagement of students as measured by attendance rates at or above state average, retention rates at or above state levels, decreased long suspension rates.	<ul style="list-style-type: none">80 Aboriginal students engaged with AIME mentors and in university preparation programs during 2016.Junior Aboriginal Education Consultative Group comprised fifteen students – representative roles, speaking to student groups, organising cultural events and celebrations.In the 2016 TTFM student survey the rating of the the measure: Positive Teacher–Student Relations 5.5 out of 10 – 5.6 out of 10 by girls and 5.3 out of 10 by boys compared to the NSW Government norm for these years of 5.6.39 students from Stage 4 and Stage 5	<ul style="list-style-type: none">Aboriginal background loading \$2,000.00Socio-economic background \$15,000.00Location loading \$4,300

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> Greater engagement of students as measured by attendance rates at or above state average, retention rates at or above state levels, decreased long suspension rates. 	<p>participated in the MultiLit program; 50% of participants completed both the Basic and Extension programs; all students developed more reading fluency and capacity to engage in learning.</p> <ul style="list-style-type: none"> 95% Year 12 students achieved a HSC or equivalent credential in 2016. Year 7 students and Year 9 students registered the highest rate of 100% attendance – 6 students received awards for whole year attendance. Short suspensions (134) decreased by 45 in 2016, compared to the number in 2015, and the ratio of suspensions for aggressive behaviour was significantly reduced. Long suspensions – total of 24, compared to 28 in 2015; long suspensions represented 15% of total suspensions (158). 	
<ul style="list-style-type: none"> The number of teachers planning and pursuing accreditation at higher levels increasing each year from the beginning of 2016. 	<ul style="list-style-type: none"> All teachers engaged with the Australian Professional Standards for Teachers in the preparation of Performance and Development Plans and negotiated observation processes. During 2016 all internal positions were routinely described and advertised using the language of the Standards. In 2016, one teacher explored accreditation at a higher level, and six teachers attended network meetings, organised by the Sapphire Coast Learning Community (SCLC) professional learning team, where accreditation and reflection processes focused on the application of the Standards in planning teaching and learning and in teachers' annotations of their professional performance and development. 	<ul style="list-style-type: none"> Professional learning funds \$5,000 Beginning Teacher funds \$1,000

Next Steps

As part of the school's exit processes, and with a view to better planning for supporting students in achieving quality learning outcomes, the school will implement more consistent and strategic monitoring and analysis of student destinations. Referrals to the school's Learning and Support Team and engagement with the school's Careers Adviser will be indicators of support offered to students and, strategic use of new Departmental and school record-keeping technologies will be used to document school and student success.

The development of more stringent documentation and associated training programs for implementing the Performance and Development Framework for teachers and non-teaching officers. This will include identification and initiation of structures to improve staff access to electronic versions of support documentation. It will facilitate teacher and non-teacher engagement with accreditation processes and performance development processes, based on Australian Professional Standards for Teachers, the Australian Professional Standard for Principals and corporate responsibilities.

Students and staff will further collaborate and consult on documenting student leadership structures and processes to apply identified priorities that reflect school and community values and expectations. Targeted training will focus on building the capacity of student leaders and will include sponsorship for the State SRC Camp, mentoring by staff leaders, student representation on school teams and collaborative partnerships with business and community leaders.

Continued resourcing of collaborative partnerships to support student learning through the Outreach Centre for students at risk of disengaging from education and formal learning structures will be part of ongoing planning.

The establishment of funding and staffing to support the extension of the Stage 3 STEM Project to other partner schools and transitioning students, and the exploration of curriculum-based collaborations with partner primary schools that incorporate sporting, creative and technology skills will also feature in wellbeing and learning plans.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<ul style="list-style-type: none"> • Junior AECG created opportunities for 15 students, from Years 7 to 11, to lead school and year group assemblies, collaborate in the planning of cultural events and celebrations and represent the school in the community. • 33% Year 7 students achieved growth in NAPLAN Reading from Year 5. • 70% Year 7 students achieved greater than expected growth in NAPLAN Numeracy. • 60% Year 9 students achieved greater than expected growth in NAPLAN Numeracy • Attendance rate, averaged over 2015 – 2016, was 15% less than that of non-Aboriginal students at 70%. • Year 8 students maintained an attendance rate higher than 80% throughout the year. 	<ul style="list-style-type: none"> • 2016 funding \$52,386 • Individual Sponsorship Funding \$36,252 • NAPLAN and Personalised Learning Support \$9726 • AEO \$46,338 • Junior AECG coordination \$5,520 • Teaching and Learning resources \$2,500 • Aboriginal background loading (\$52 386.00) • Socio-economic background (\$0.00)
English language proficiency	<ul style="list-style-type: none"> • All students achieved relevant Stage outcomes in core subjects. • 60% of identified Year 9 students achieved growth from Year 7 in both NAPLAN Reading and Numeracy. • 75% Year 9 students achieved greater than expected growth in NAPLAN Reading. • 65% of identified Year 7 students achieved growth in Numeracy from Year 5 NAPLAN. • Students demonstrated expanded knowledge and understanding of local history and environmental concepts through immersion activities at Bournda Environment Education Centre. 	<ul style="list-style-type: none"> • 2016 funding for EAL/D teacher \$12,807 • Additional teacher allocation \$13,000 (Location) • Teaching and Learning resources \$600 • English language proficiency (\$12 807.00) • Socio-economic background (\$12 800.00)
Low level adjustment for disability	<ul style="list-style-type: none"> • 40 students each week engaged in MultiLit program, supported by a core group of ten community volunteers. • School Learning Support Officers supported students in class – based on personalised learning plans and goals, parents and/or teacher referrals and identified learning needs. 	<ul style="list-style-type: none"> • MultiLit resources \$2,354 • SLSOs in identified classes \$55,609 • 1.6 Learning and Support teachers • Low level adjustment for disability (\$227 693.00)
Socio-economic background	<ul style="list-style-type: none"> • Students accessed relevant learning experiences and demonstrated a range of skills through subsidies paid for subject fees, excursions, SCLC levies. • Subsidies provided to State and National student sporting representatives, in addition to support for students attending leadership programs, have expanded student experiences and skills. • Professional learning focused on student and staff wellbeing, training in Positive Behaviour for Learning, and student leadership. • Communication and engagement capacity of all stakeholders has been enhanced with the purchase of <i>Sentral</i> and related training and access to information. 	<ul style="list-style-type: none"> • 2016 funding \$77,784 • Excursions and subject fees \$2,848 • Teaching and learning, presentation and communication resources \$10,640 • Additional professional learning \$3,556 • School administration costs \$48,894 • Socio-economic background (\$77 784.00)
Support for beginning teachers	<ul style="list-style-type: none"> • Five teachers were eligible for Beginning Teachers funding. • Two teachers were funded for reduced teaching loads, mentoring and supervision support from colleagues; another three teachers were funded for continued mentoring in the second year of the 	<ul style="list-style-type: none"> • \$38,997 for 2016 • Support for beginning teachers (\$57 000.00)

<p>Support for beginning teachers</p>	<p>profession.</p> <ul style="list-style-type: none"> • Costs for courses fees, travel, accommodation, teacher relief, plus mentor and supervisor release were based on identified professional learning needs through the Performance and Development Framework. • All teachers demonstrated increased capacity to engage with colleagues and the community, adjust teaching and learning based on student learning needs and develop assessment processes of and for learning. 	<ul style="list-style-type: none"> • \$38,997 for 2016 • Support for beginning teachers (\$57 000.00)
<p>Location</p>	<ul style="list-style-type: none"> • Total Year 7 enrolments varied by 0.1% throughout 2016. • Curriculum adjustments included the establishment of additional English and Mathematics classes in Years 7 and 8. • Year 11 enrolments started at 152; students left to enter employment, other schools and TAFE training, reducing the number by 25% to 115. • Online learning resources were available for all students and staff – flexible engagement to develop science logic, English literacy and numeracy skills. • Attendance management included Phone Intervention Program, SMS contact and acknowledgement of high rates of student attendance. • Collaboration and sharing of skills and resources occurred between schools on the Far South Coast and in the Sapphire Coast Learning Community in all Key Learning Areas. • All students and staff accessed teaching and learning technologies and expertise through employment of Technology Support Officers. 	<ul style="list-style-type: none"> • 2016 funding \$124,629 • 3P Learning \$16,740 • Sentral \$12,100 • Attendance processes \$4,300 • TSO salaries \$53,405 • Professional Learning \$69,163
<p>Technology for Teaching and Learning</p>	<ul style="list-style-type: none"> • Technology Team prioritised resourcing and maintenance of existing technologies. • Support for students and staff devices was available throughout the year so that teaching and learning was relevant, engaging and current. • Staff training focused on using software for collaborative practices and using <i>Sentral</i> modules for enhanced reporting and communication within the school and with parents/carers. • Successful eT4L installation and implementation in Semester 2. 	<ul style="list-style-type: none"> • \$83,179 available at beginning of 2016 • ICT maintenance \$9,200 • Laptop purchases, Interactive panel and whiteboards, laptop trolleys \$32,982 • Additional TSO wages \$12,220



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	427	438	418	378
Girls	424	434	403	413

Student attendance profile

School				
Year	2013	2014	2015	2016
7	90.5	90.6	92.2	90.6
8	88.9	87.5	87.1	89.1
9	87.4	87.1	84.5	85.8
10	82.9	84.7	83.4	80.9
11	84.4	88	87.2	82.9
12	88	87.8	86.1	88.2
All Years	86.7	87.5	86.6	86
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

Student attendance and engagement levels are related to student academic outcomes and the development of learning and employment skills for the future. Policies and processes promote timely communication with parents/carers and the regular acknowledgement of students demonstrating high levels of engagement in learning.

Progress towards increasing student attendance to match State averages is supported by more immediate acknowledgement of students' attendance levels, strategic use of the school's digital communications and referral of students to the Department's personnel who implement the attendance and engagement procedures.

Students who maintain high levels of attendance were

acknowledged by involvement in incentive excursions, with mentions on assemblies and in year meetings, and with awards during the year. The Home School Liaison Officer is integral to the school's attendance policy. Through timely and informed referrals to the Learning and Support Team an increasing number of students have negotiated alternate learning pathways to account for specific learning needs and aspirations while maintaining their engagement in learning.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	22	19
Employment	28	40	62
TAFE entry	28	22	21
University Entry	0	0	28
Other	70	0	18
Unknown	0	13	10

Year 12 students undertaking vocational or trade training

Of the 99 students who presented for the HSC in 2016, there were 55 students undertaking vocational or trade training, both at school and with other training organisations. Some students were enrolled in more than one of the eight vocational frameworks – automotive, business services, construction, hospitality, metal and engineering, primary industries, retail services, and tourism, travel and events. This represents 55% of students having participated in and completing at least one framework course as part of their Higher School Certificate credential.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2016 the percentage of Year 12 students attaining HSC or equivalent vocational educational qualifications by completing appropriate patterns of study was 95%. The cohort included five students who presented for HSC examinations while following negotiated HSC pathways to be completed over more than one year.

Students completed HSC examinations in 28 courses, including Board developed courses, framework courses such as construction, hospitality, tourism and events and automotive, as well as extension courses in Mathematics and English. In 2016 three students also completed HSC courses by distance education – Dance, Japanese Beginners and English as a Second Language.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	44.3
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	18.08
Other Positions	5.1

*Full Time Equivalent

The staff of Bega High School comprises school administration staff, learning support officers, teachers and executives. The school's workforce includes three staff members of Aboriginal background, which is 2% of our staff.

Workforce retention

In 2016 the Bega community welcomed new teachers, both early career and experienced, to various Key Learning Areas and to the executive team. A total of nine teachers were appointed through merit selection and service transfers during the year as replacements for other staff that the school farewellled – five teachers as they entered retirement, one teacher who was successful at merit selection to a head teacher position and two teachers on service transfers. Changes in School Administration and Support staff included permanent appointments as replacements for two staff members who retired.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	40

Professional learning and teacher accreditation

During 2016 a total of six teachers achieved accreditation at Proficient level and another 24 teachers were maintaining their accreditation using the Australian Professional Standards for Teachers and Performance and Development Plans. There were no teachers at Bega High School seeking or maintaining accreditation at higher levels. Professional learning featured on every School Development Day, including sessions for teachers from across the Far South Coast working in Key Learning Areas to develop and share strategies for improving Higher School Certificate performance. Other professional learning focused on staff and student wellbeing practices, explicit teaching of literacy and numeracy across the curriculum and health and safety procedures and policies. Staff identified professional learning programs and activities for enhancing their own capacities and for achieving school directions and DoE priorities.

Leadership skills programs, *Trauma Informed Practice*, *Positive Behaviour for Learning* coaching, *ALARM* training, and *Writing in the Middle*, Incident Management Strategies and Emergency Care and Health and Safety online modules were among the various programs completed. In addition, conferences related to specific subject areas and vocational education training for industry currency were completed by teachers from all Key Learning Areas. All teachers, including those on temporary engagements, and some casual relief teachers, completed sessions on all the School Development Days. In addition, School Learning Support Officers and School Administration Officers completed training to meet regulatory requirements and identified personal development goals throughout the year.

In 2016 the school was allocated a total of \$69,000 and other funding was used to supplement the costs of professional learning for all staff. The total expenditure on Bega High School professional learning was \$82,000. Teachers participated in more than 1500 hours of professional learning throughout 2016 in venues across the far south coast, out to Canberra, up to Sydney and in Melbourne.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	639 081.59
Global funds	937 822.17
Tied funds	627 424.30
School & community sources	301 149.02
Interest	15 066.12
Trust receipts	48 958.81
Canteen	161 387.43
Total income	2 730 889.44
Expenditure	
Teaching & learning	
Key learning areas	181 741.50
Excursions	157 805.76
Extracurricular dissections	208 937.19
Library	10 936.06
Training & development	1 046.55
Tied funds	702 146.77
Short term relief	266 397.05
Administration & office	155 621.88
School-operated canteen	177 627.94
Utilities	149 017.54
Maintenance	48 674.55
Trust accounts	54 498.98
Capital programs	0.00
Total expenditure	2 114 451.77
Balance carried forward	616 437.67

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

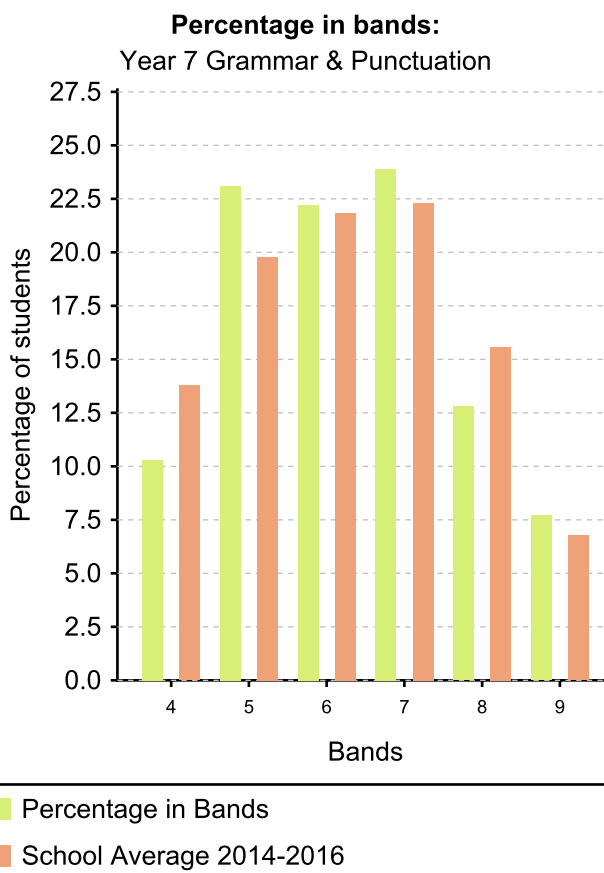
School performance

NAPLAN

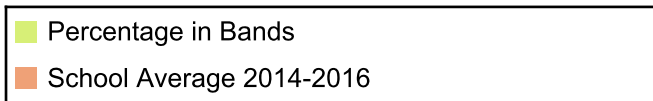
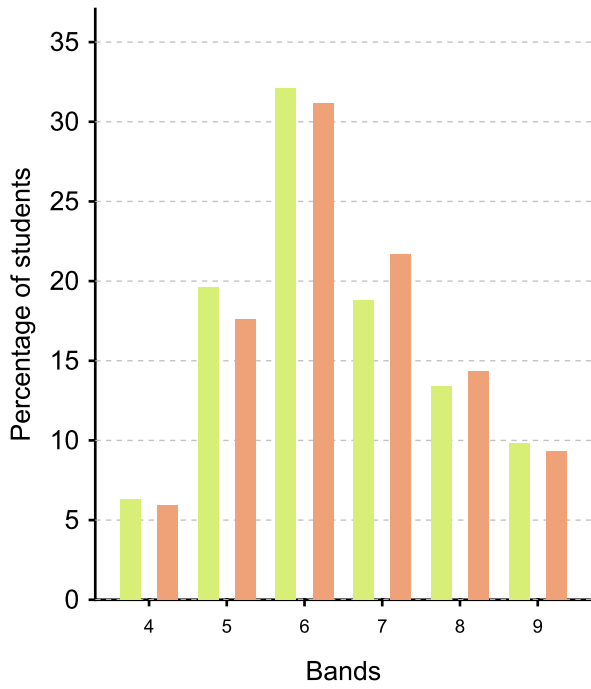
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Results displayed in the graphs show the number of students achieving in the relevant bands.

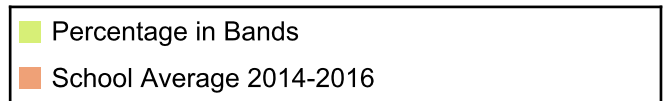
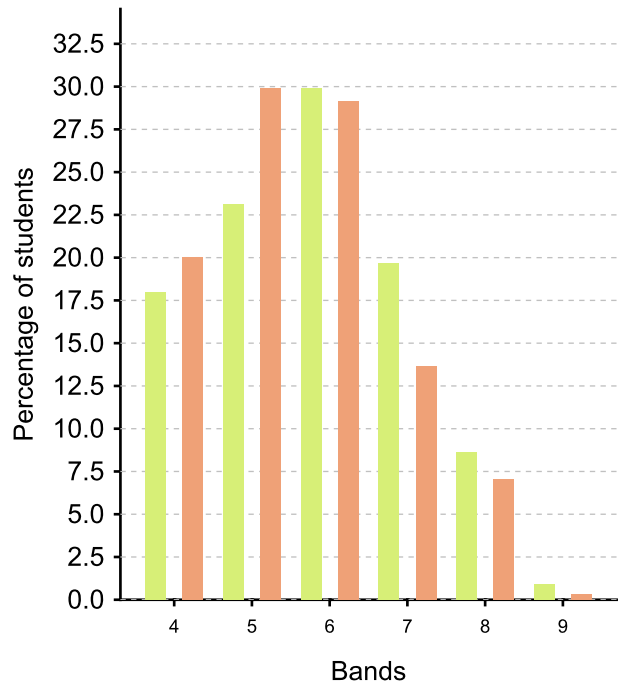
In accordance with the Premier's Priorities: Improving education results, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy. The percentage of Year 7 students in Bands 8 and 9 in Reading was 23%, and Year 9 students in Bands 9 and 10 was measured at 21%, with achievement in the highest bands for reading above the school average.



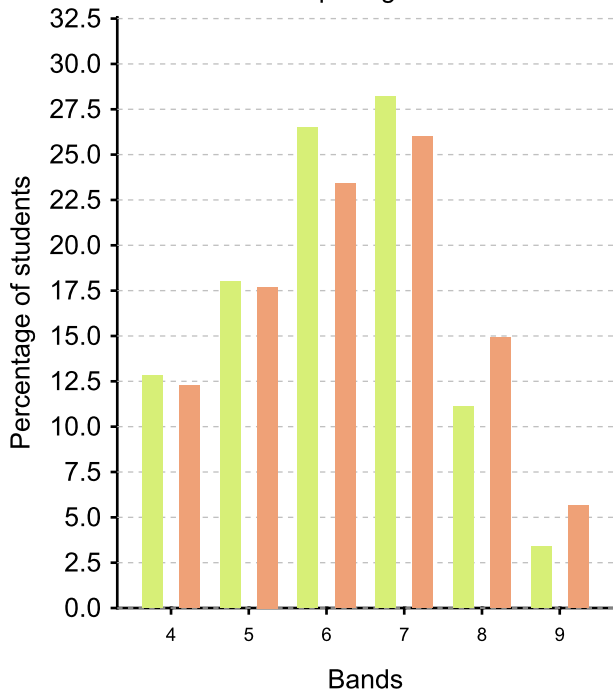
Percentage in bands:
Year 7 Reading



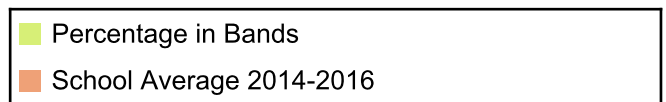
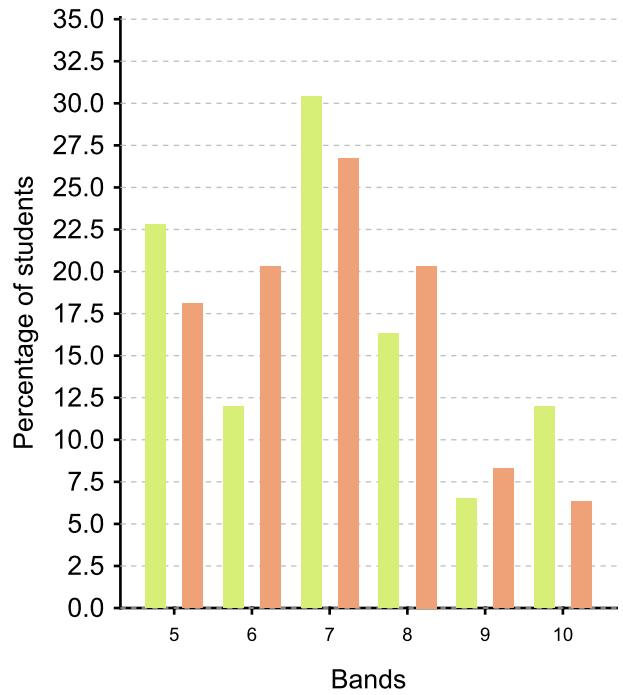
Percentage in bands:
Year 7 Writing



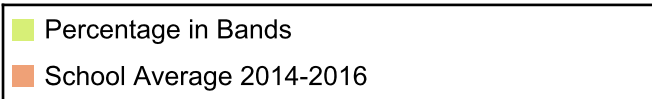
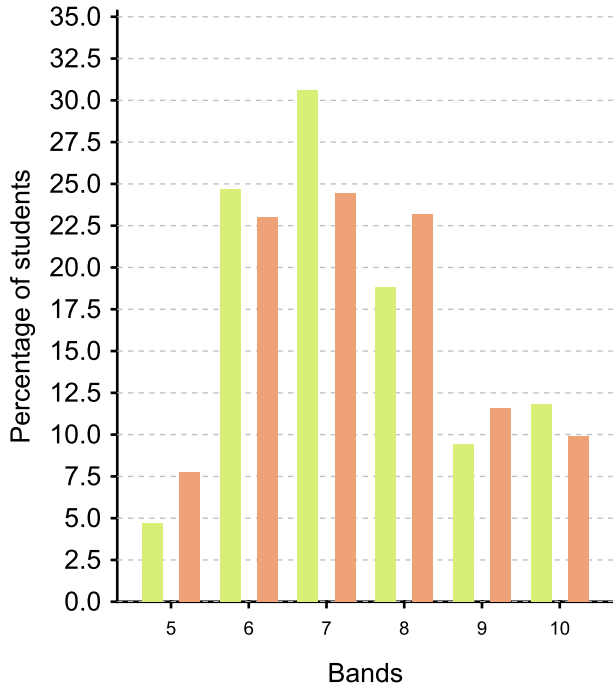
Percentage in bands:
Year 7 Spelling



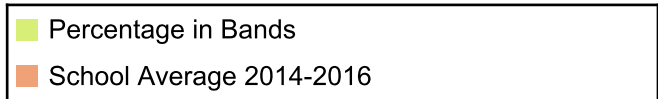
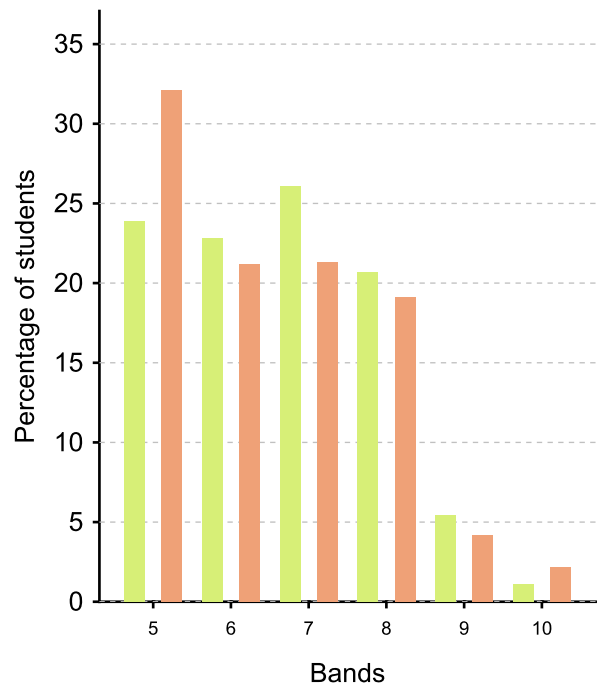
Percentage in bands:
Year 9 Grammar & Punctuation



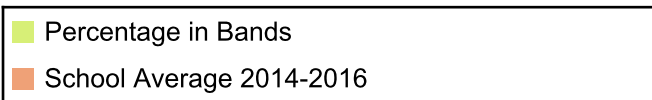
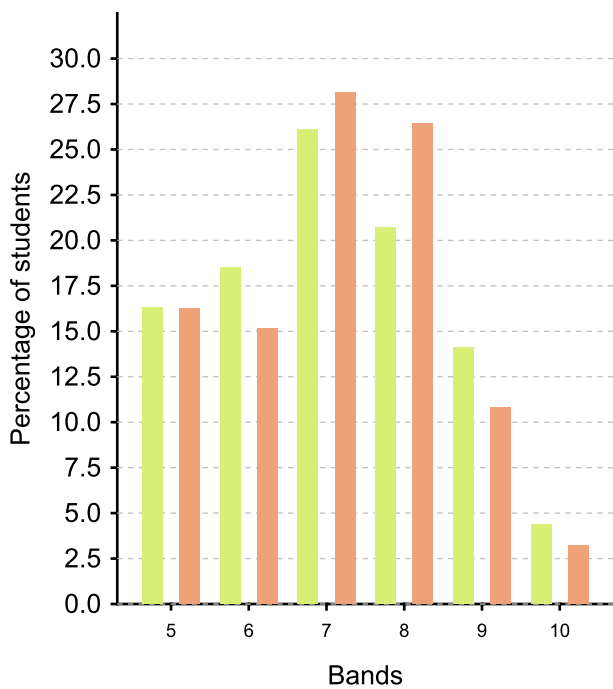
Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing

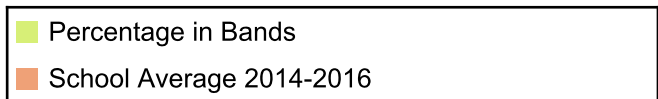
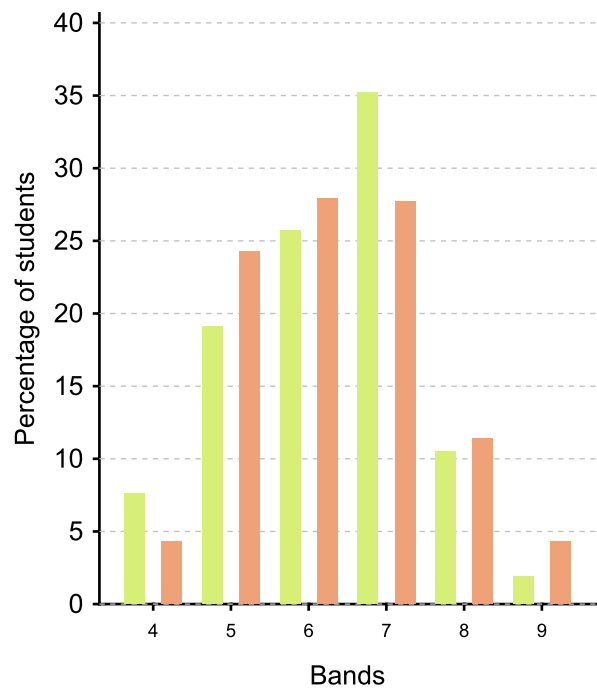


Percentage in bands:
Year 9 Spelling

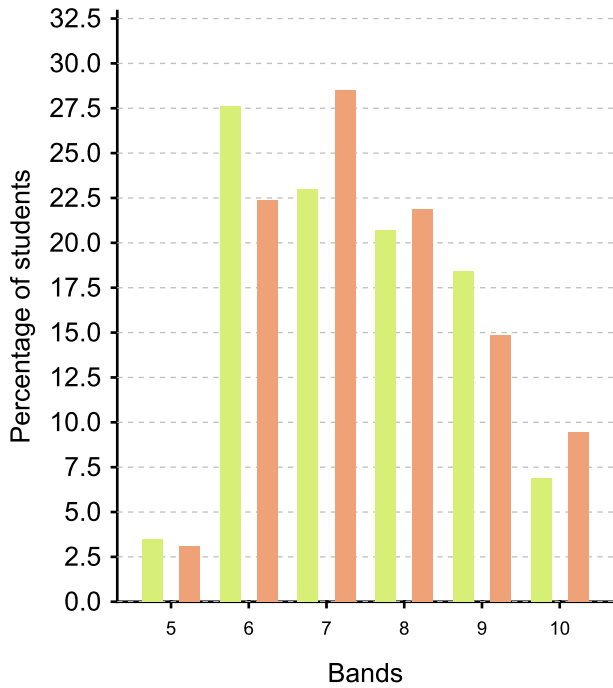


In 2016 the percentage of Year 7 students achieving in the top two bands (Bands 8 and 9) in Numeracy was 14% and 24% of Year 9 students achieved in Bands 9 and 10. The average percentage of students in these bands is 16% for Year 7 groups, and 24% for Year 9 groups.

Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2014-2016

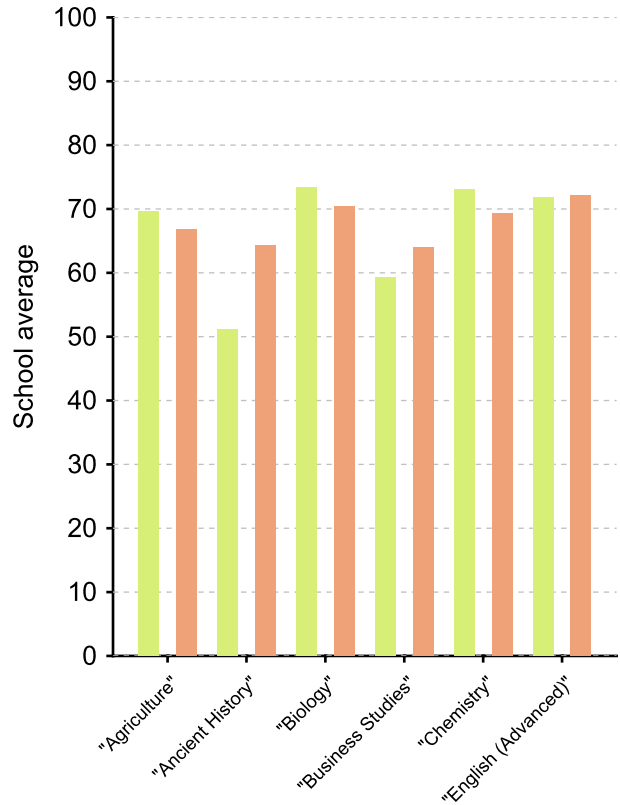
The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Another reporting requirement from the State priorities: Better services – Improving Aboriginal education outcomes is for schools with significant numbers of Aboriginal students to report the percentage of Aboriginal students in the top two NAPLAN bands. At Bega High School 42 % of Year 7 Aboriginal students achieved Band 5 in Reading, while 50% Year 9 students achieved Band 6. There were no Aboriginal students who achieved in the top two Reading bands in Year 7 or Year 9 for the 2016 assessment.

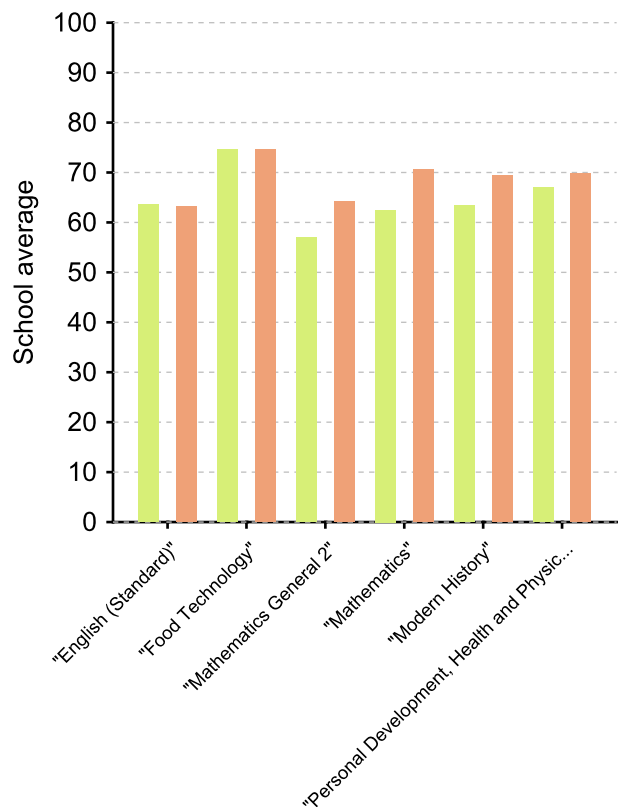
Aboriginal students in Year 7 and 9 did not achieve in the top two bands. 70% of Year 7 Aboriginal students achieved growth greater than expect since Year 5 assessment, and 60% of Year 9 Aboriginal students achieved growth greater than expected in 2016.

Higher School Certificate (HSC)

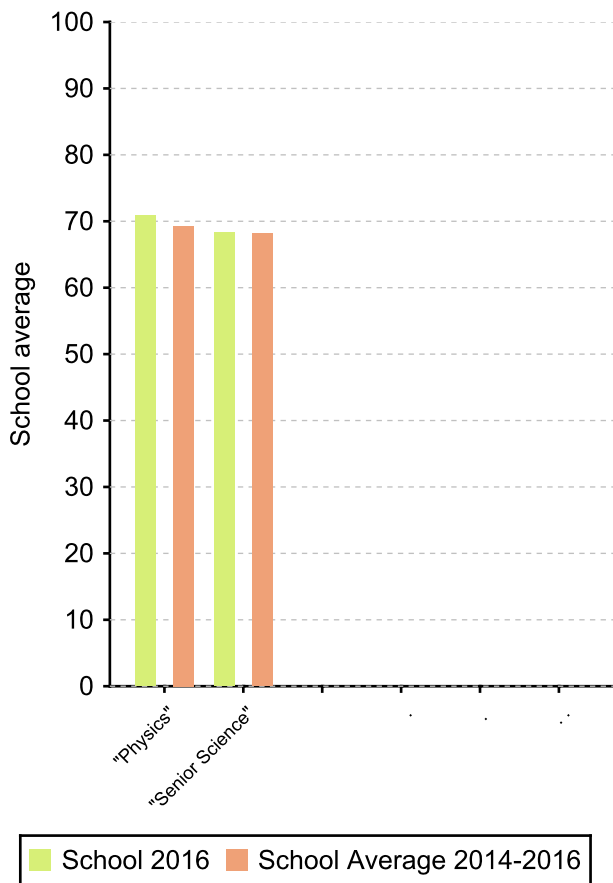
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



School 2016 School Average 2014-2016



School 2016 School Average 2014-2016



Students studied a range of courses across the spectrum of curriculum including ATAR eligible and non-ATAR eligible subjects. The achievement at Bands 5 and 6 in 2016 is comparable to previous years.

The following graphs show the average HSC scores for subjects this year, compared with the school average for the last three years. 60% of the subjects included in the graphs produced average scores at or above the school average 2014-2016.

Parent/caregiver, student, teacher satisfaction

In 2016 the administration and analysis of *Tell Them From Me* (TTFM) surveys continued to inform school planning, directions, consultative and communication processes, and resourcing. Further opportunities to explore opinions and experiences of parents/carers, students and staff took the form of forums, formal meetings and feedback sessions, online surveys and student exit surveys.

School personnel and partner primary schools collaborated with the NSW Department of Education in research to gain an understanding of how Bega High School communicates and engages with its community. The research included investigation of the attitudes and opinions of relevant stakeholders, particularly around communication channels and perceptions within the community. Results will inform key areas to address to help build a more engaged school community and increase the level of knowledge of Bega High School.

A survey of parents/carers, using statements from the School Excellence Framework (SEF) self-assessment tool, also gave respondents an opportunity to indicate the school's progress. For example, the extent to which parents are updated on the progress of their children and whether parents have an understanding of what their children are learning and receive regular information to support progression to the next level, are important factors for inclusive, informative and effective engagement between the school and the community.

From the responses provided through surveys, in forums and from the communications audit, several indications emerged. These include the need for more promotion and celebration of teaching and learning programs and student achievements, in addition to the need for increased proactive communication between school staff and parents/carers about individual student progress. The other major finding was the need to expand the types of communications channels into the future to better promote the school's place in the community, the opportunities available to students and families, and the quality of student outcomes. 2017 will see further analysis of this information and feedback from staff and the community to ensure the school better informs all stakeholders, both current and future, using both digital and paper-based media formats.

Trends indicated in results of surveys of students, teachers and parents/carers and set out in TTFM reports are summarised here. In responses to the statement: *Parents feel welcome at Bega High School* the rating was 5.9 out of 10, in comparison to 4.3 in 2015. Efforts to improve communications and access to the school have included office refurbishment and organisation, online access to information, variations to the number and timing of parent information sessions during the school year and expanded options for contact between teachers, parents and students. Similar perceptions were expressed in responses to statements related to parents being informed (up from 3.4 to 5.1 in 2016). For the statements related to *Safety at Bega High School* the average score has increased

from 4.2 in 2015 to 6.2 out of 10 in 2016. Parents' perceptions of Inclusion at Bega High School have also improved to a score of 5.3 out of 10 and the school will continue strategies to ensure that school staff implement aspects of the Wellbeing Framework across the school, focus on behaviour that is positive, safe and respectful, and use a range of strategies for meeting students' learning needs and accounting for their skills, interests and aspirations.

Teacher responses in the 2016 TTFM Focus on Learning survey indicated a wider and more effective use of technologies for teaching, learning and administration. The average rating for statements about *Technology at Bega High School* was 6.7, compared to the 2015 rating of 6.1. Teachers indicated more opportunities for students to use interactive technology, use their own devices, and track their progress with the increase in the number of devices, higher expectations to engage with interactive technologies and access and analyse information from online sources. Teachers are demonstrating more confidence, professional knowledge and capacity to use information and communication technologies across all Key Learning Areas.

Another aspect of student learning explored with teachers was leadership in establishing learning goals, providing feedback to staff and students, monitoring student success and observing teaching practice. Respondents' average rating for *Leadership at Bega High School* was 5.6, up from 5.2 in 2015 and indicates the need for further professional development for all teachers, particularly in peer observation, effective and practical feedback between colleagues and setting clear and achievable professional goals and monitoring achievement both inside the classroom and of school directions.

Students had two opportunities to complete surveys during 2016. Years 7 to 10 completed both snapshots. One of the indicators was *Positive teacher–student relations* and responses showed the level to which students feel teachers are responsive to their needs, and encourage independence with a democratic approach. In this school, the average rating was 5.5 out of 10. The NSW Government norm for these years is 5.6. The result for students in 2015 was 5.2 and the school will continue to develop programs that develop teacher capacity to adjust teaching and learning to meet students' needs, goals and experiences.

Another indicator of student success was the average rating of students' feeling that they have a source of Advocacy outside of school, was reported as 5.2 out of 10. This is higher than the NSW government norm of 4.6 and much higher than the rating of 2.5 from the 2015 surveys. The school will continue to develop processes and structures for engaging with parents/carers, students and community organisations so that all students achieve quality outcomes with the collaborative support of family, teachers and school staff throughout their school years.

Policy requirements

Aboriginal education

There were many examples of students, staff and community working together and contributing to strengthening Aboriginal education and successful outcomes for Aboriginal students. A strong connection with the Bega AECG during 2016 meant that senior Aboriginal students and several staff represented the school meetings and AECG members worked with the Junior AECG in building purpose and a forward direction for the Junior AECG. The AECG Vice President assisted with Junior AECG elections.

Leadership capacity of student representatives was on display in their contributions and decision-making in the school's Student Leadership forums and in their participation in the *Your Future 2036 Youth Forum* run by the NSW Department of Planning and Environment. Subsequent feedback from the hosts was very positive. The NSW Police Force *Aboriginal Strategic Direction* discussion aimed to enable young people to be involved and provide solutions and strategies and was yet another example of students engaging with the wider community and voicing their goals and aspirations. Regular meetings of the Junior AECG enabled the development of stronger relationships between student leaders and school staff and led to successful events, such as NAIDOC Week celebrations, visits from guest speakers, dancers such as Sean Coolbarra, and artists who presented to both Aboriginal and non-Aboriginal students.

The school continued to build strong connections with partner primary schools and other high schools by cooperating in the planning and running of Indigenous games with students from across the Valley, by training younger students in traditional games, and by running a Gala day. Bega High School students also participated in Narooma's League Tag NAIDOC Gala Day and a representative group visited NAIDOC assembly at Eden Marine High School. Both Aboriginal and non-Aboriginal students represented the school at Batemans Bay in a touch football competition as part of a reconciliation program.

Stronger links with University of Wollongong staff and student mentors were created during 2016, resulting in regular visits to the Bega campus to observe university programs and the learning environment, and this was complemented by the school's ongoing productive relationship with the Australian Indigenous Mentoring Experience (AIME) tutors.

Stage 6 Aboriginal Studies students enjoyed many experiences with local community members, as part of their learning and development of their understanding of the cultural aspects of the local area. One highlight of the year was the opportunity to hear real stories from local Elders and families to give all students in the course, and staff, a clearer perspective of concepts covered in the HSC course. This was of particular importance in assisting students with their own research.

Multicultural and anti-racism education

The school continues to promote respectful and safe relationships between all students, staff and community members through its processes, structures and special programs. Throughout the year, themed presentations at Year Assemblies covered such topics as being inclusive, equity and understanding of difference.

Examples of events where students and staff celebrated difference and worked together to raise awareness of particular issues were Harmony Day, NAIDOC and charity fundraisers such as the 40 Hour Famine. 2016 also saw the introduction of Book Week celebrations where book characters took over the school, special excursions for students with high levels of engagement and attendance, and interest activities at the end of the school year to account for student and staff skills and favourite pastimes beyond the classroom.

The school's Anti-Racism Officer continued to follow Departmental processes and inform the community to increase awareness and understanding of policies, moral responsibility and effects of racism. The school's Positive Behaviour for Learning team continued planning of activities and strategies for acknowledging positive and proactive engagement in learning and in school life through special event days, attendance awards and representation on leadership teams.

Other school programs

In keeping with the school community's focus on and promotion of a balance between cognitive, physical, social, spiritual and emotional wellbeing, students from across all stages and years participated in a range of curriculum-based and extra-curricular activities and events throughout 2016. This focus also reflects the three underlying values of the Department of Education's Wellbeing Framework – Connect, Succeed and Thrive.

The list of such opportunities is extensive and represented by the following happenings:

- competitions in geography, mathematics, computing and coding
- social skills training, including Lovebites, Mental Health Theatre Production, transition disco for Year 6 and Year 7 students, Calf Day Parade
- working bees to produce craft for Cambodia/Vietnam Overseas excursion
- leadership opportunities – assemblies, public speaking, student membership on school committees and council groups
- Universities Roadshows, AIME tutoring, TAFE Taster and careers expos overnight camps and excursions to Bournda Environmental Education Centre
- excursions to local facilities and areas such Bega commercial district, Bega River and Mogareeka, Merimbula Wharf, Lighthouse to Lighthouse walk south of Eden, Magic Mountain and Mandeni
- excursions to University of Wollongong, Canberra

universities, and Sydney

- school sports that include basketball, badminton, beach sports, cricket, fishing, futsal, swimming, tennis, theatre sports, touch football, volleyball and yogateams and individuals represented in such sports as swimming, cross country, athletics, snow sports, AFL, rugby union, rugby league, cricket, squash, hockey, touch football, mountain bike championships and basketball
- performances as part of the Sapphire Coast Learning Community music and band groups and as part of the school's elective courses – MADD, Year 12 Showcase Performance Evenings in Drama and Music, and group and solo performances on assemblies and school events
- visiting performances featuring dance, drama, music, STEM roadshow in addition to opportunities to record and make music with local musicians and perform with Australia orchestras
- end of year activities as part of the PBL program – Christmas craft, Dungeons and Dragons, stop motion animation, jam sessions, mosaics, gaming, craft workshops