

Ballina High School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of **Ballina 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.

Daniel Henman

Principal

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Message from the Principal

Ballina High School has long held a place in the heart of the Ballina Community. As we end our final year of operation from the Ballina site, we are saddened by the history we leave behind as we head to the Southern Cross site. Ballina High School will be destroyed over the next 12 months, in its stead will rise a new school for Ballina. Ballina Coast High School. The amalgamation of the two schools offers promising prospects for the community of Ballina, as does the new build and the new style of learning that will come with this. Students who have attended Ballina High in the past can hold their head high and be proud of the achievements of the staff and students of Ballina High School. The next chapter is still to be written, however, with the commitment of the staff and the students, that chapter and the future of education in Ballina looks promising.

Daniel Henman – Principal Ballina High School

School background

School vision statement

Ballina High School will provide a high quality education to prepare students to be productive citizens and active community members. Students will be equipped to seize the opportunities that arise and take advantage of life's opportunities.

School context

Ballina High School is a co-educational, comprehensive School located in the heart of the Ballina Island community on the North Coast of NSW. The school has just over 400 students and this is comprised of 27% Aboriginal Students and a small number of international students.

The school attracts funding based on the Resource Allocation Model (RAM) in the areas of Aboriginal Education, Socio-Economic disadvantaged, Isolation and Equity (learning and support).

The school has a strong focus on teaching and learning, student support, marine technology and sporting opportunities.

The school is a Stronger Smarter school supporting the Aboriginal education initiative.

The curriculum is shared with the Southern Cross School to provide both schools with a broader Senior curriculum base.

The HOW2Learn strategy is a major focus of the school. At present the school is preparing for a merger with the Southern Cross School to form the Ballina Coast High School. Teachers are preparing for a move over to the Southern Cross Site for 2017 while the current site is demolished and a new school will be built in its place.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that the learning culture of Ballina High School can be determined through the School Management Plan and Milestones document. The school is actively working toward changes in the learning culture amongst staff and students as we move toward the amalgamation. The School has adopted the HOW2Learn strategy in which staff are being professionally developed. This strategy is also being employed by our community of schools, that being the feeder schools and Southern Cross with its feeder schools. Stronger Smarter strategies are also being used to adjust the learning culture of the school both with staff and students.

Wellbeing is one of our strong areas. Many of the documents cover this element and it is clear from the documentation that the staff are passionate about providing a safe and friendly place for the students where their needs are met, differentiation occurs and help is readily available. Staff go above and beyond the call of duty to ensure that the welfare of the students is catered to and that the students are able to access resources both within and beyond the school borders.

Curriculum and learning is an area of high importance to all schools and is the core business of what we do. Providing the full curriculum asset out by the BOSTES and ensuring that students are working toward obtaining the minimum standards and beyond is critical in ensuring the effective functioning of the school. The student's needs are catered to through ILP, PLP and differentiation where required, with much learning in the school being delivered through innovated and practical ways to ensure that every student has the opportunity to achieve success. Ballina High School staff invest a lot of time to ensuring that the content is delivered to students but fight a constant battle with many families in relation to attendance and engagement.

Assessment and reporting are a big area in data collection, providing accountability for the learning in the classroom, ensuring delivery of content in a format that students are able to digest and reproduce and determining the growth of students as they continue along their educational journey. Reporting to parents about how their child is performing and what growth is being achieved is not only mandatory, but also important in terms of ensuring that partnerships are strong and team work occurs with families to promote the learning of their children.

Student performance measures give an insight into the student's current trends in learning and come from many sources. Students can be gaged on their learning, growth, ranking and areas for improvement based on these measures. Staff use these measures to monitor students, develop learning plans, extend students and target areas of weakness based on these measures.

At Ballina High School, we are moving toward improving the way we operate in the classroom to maximise learning and improve students outcomes. Giving students the ability to problem solve and come up with solutions to any given situation by using the skills they gain in the classroom and school setting from their teachers and peers will be a prime objective. Staff will focus on enquiry based learning to build skills within the student for lifelong learning and continuous self-improvement and evaluation.

Part of Ballina High School's professional development through the HOW2Learn program is based on looking at assessment for learning, of learning and as learning. The recording, gathering, storing and evaluation of data guides the staff in preparing for the students learning outcomes within their programming and allows us to highlight areas of strength and areas for improvement with individual students and whole cohorts.

Collaborative practice is a huge area of our School Management plan. In all areas the executive, staff and students attempt to collaborate and continue to build our partnerships and our ties with the school community and community at large. Staff use the resources of outside agencies to assist in the wellbeing of our students, work collaboratively in providing curriculum and welfare needs and offer services and resources to other community groups to ensure that community needs are met. Most of our practices within the school involve some level of collaboration.

Teachers undergo a constant process of up skilling both in the mandatory training and areas that are highlighted in the school management plan. Many teachers will also seek out areas of interest on ongoing learning occurs in these areas also. Teachers take the time to work with collegial groups and with faculties in planning and implementing into their programs the areas of importance in line with the school management plan. Ballina High School has a major focus on teaching and learning, in particular, developing growth mindsets and promoting the ability of students in the classroom using the HOW2Learn strategies. We are trying to instil in the students the fact that it is okay to make mistakes and that these should be used as learning opportunities. This holds true for the staff also.

Professional standards is an area that the staff and executive are going to need to focus on with a view to improving. Although we do cover a lot around the professional standards, we are not at a level that would be considered appropriate to ensure that all staff remain familiar, current and can hold professional conversations. This area is going to have to be embedded into all that we do to ensure that the language becomes familiar with the staff in everyday conversations to ensure that the professional standards are used and maintained at all times.

Leadership within Ballina High School revolves around providing the wellbeing of staff and students alike. The school caters to a low socio-economic clientele and this takes its toll on staff. The executive staff attempts to provide a safe and friendly environment for all members of the school community under difficult circumstances. Processes are put in place but circumstances around student background, welfare and lifestyle often prohibit the effective use of processes which can cause disagreement between staff and executive staff leaving the pathway open for stress and disgruntlement to build. The executive staff works tirelessly to resolve these situations in an attempt to provide an effective learning and teaching environment.

The school meets the minimum requirements. We recognise that this is an area for improvement and are working to this end, however, priorities lie with remedying other areas within the school in the first instance. Ensuring that the school management plan is in place, the milestone documents are being completed and fulfilling the requirements with the Annual report are a priority. Working with teams to achieve these will be the next step in ensuring that the work load is distributed and that the full detail of what is occurring in the school get reported and listed.

School resources are used to provide for the students in the current year that they are received. The exception to this rule is tied funds that the school often finds difficult to use. This is being looked into to ensure that the current cohort of students are receiving the benefit of funds provided to the school for the use on these students. The school has systems

in place to ensure that resources are utilised effectively, that purchasing is done appropriately and that accountability is in place for all areas.

Our management practices and processes are evolutionary and are constantly being updated. Many of these need to be placed into flow charts for easy access and to follow, however, many are well known to staff and followed. These practices ensure that students are receiving the best opportunities within the school, ensuring differentiation, allowing for the effective functioning of the school, meeting the requirements of the DoE and BOSTES and providing a safe and positive learning environment for all.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our 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

Dynamic Teaching and Learning

Purpose

At Ballina High School we believe that everybody can learn. Providing quality risk taking learning environments that cater to the broad range of students at Ballina High School will ensure that all students are able to experience success and achieve. The focus is on engaging students through the use of quality feedback and assessment tasks that enable them to demonstrate their capabilities in an increasing digital world.

Overall summary of progress

Through the use of the HOW2Learn strategy and the training in this area with staff, coupled with the implementation of stronger smarter strategies, the school is making good progress toward the goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff training and development in the HOW2Learn strategy and engage in the teaching and learning.		
Implementation of Stronger Smarter Strategies into staff meetings		
All staff up to date and active with the learning continuums		
All staff engaged with their supervisors in the PDP process.		

Next Steps

As an amalgamated school between Ballina High and Southern Cross, a new school plan and process will be put in place to run in line with the schools excellence framework. Both schools are committed to the HOW2Learn strategy and this will be a big focus along with ensuring that the needs of the students are catered to. Our current strategic directions along with those from Southern Cross will be incorporated into the new school plan.

Strategic Direction 2

Communication and Community Partnerships

Purpose

Building productive partnerships with the school community is the key to ensuring student engagement. Ballina High School will continue to strengthen our collaborative partnerships with parents, families, local businesses and community organisation to improve opportunities and outcomes for students.

Overall summary of progress

Ballina High School has many partnerships and ways of communication. These are varied and require a lot of hard work and dedication by all staff. We are progressing very well in this area.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Families readily accessing the school to communicate with staff and prepare for students learning		
Collaboration between Ballina High and Southern Cross Schools		
Successful completion of the External Validation		
Regular communication with the community via newsletter and electronic media		
Partnerships and memorandums of understanding signed with local Aboriginal Organisations		
Active Marine Discovery Centre and Marine programs within the school		

Next Steps

This strategic direction will also be considered when putting together the new school plan for the amalgamated school.

Strategic Direction 3

Student and Staff Wellbeing

Purpose

Our school places a high priority on student and staff wellbeing. Our school appreciates and values students' varying cultural backgrounds and we work to build the cultural competence of school staff. Providing processes to support both academic and non-academic individual needs will promote and maintain a learning environment that is safe, respectful, inclusive and promotes intellectual rigour of all members of our learning community.

Overall summary of progress

This is one of our primary focus areas and the students have always come first at Ballina High School. Although we have not achieved to the level hoped for, we have made good progress in this area.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Regular checks on our progress toward achievement of milestones		
School noticeably tidy without graffiti and vandalism		
External Validation effectively completed and signed off by external parties.		
Regular checks of the Millennium data and how this affects staff and students		

Next Steps

One of the guiding principles of the new school is that the needs of the students come first. This puts this strategic direction as a front runner for the amalgamated school. Over the next year the school will work tirelessly to ensure that students settle into the new environment, that their needs are catered to and that students have the required support.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	With the pending amalgamation, we will not be continuing with the Bronco's program. We will endeavour to keep on other supports, but there has been no mention of the Norta Norta funding at this stage.	
Socio-economic background	The Learning centre has been a major success in terms of providing support for the students, value adding, provision of safe and comfortable learning environment and providing accademic support for students. The SLSO's have made a positive rapport with the students and developed relationships that have improved student attendance and student comfort in class to face challenges and tasks.	
Support for beginning teachers	Funds have been provided for begingging teachers who utilise this for a mentor within the school, learning the procedures of the school and time and money for training and development. This has all been utilised at the request of beginning teachers for these areas.	
HOW2Learn	There is much excitement about this strategy within the two schools. Training continues and will continue as we move forward.	
Stronger Smarter	Stronger smarter strategies have been implemented into staff meetings, combined school meetings, the classroom and we know have three facilitators in the school. One that was existing and the two trained this year.	



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	260	243	217	205
Girls	216	190	180	178

Student enrolment continues to decline in our current climate. We tend to have a very transient population with students often leaving then returning. Numbers are down again this year and it is expected that, with the move to the Southern Cross site and the amalgamation, numbers will fall again as we move into 2017.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	89.9	88.7	86.8	90
8	86.3	88.5	84.7	83.8
9	81	82	83.6	76.5
10	80.9	79.3	81	77.1
11	81.8	83.7	84.7	81.3
12	88.9	86.4	83.7	88
All Years	84.3	84.5	84	82.7
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

Our figures have remained reasonably steady in this area throughout the years despite the efforts and strategies put in place to encourage students to attend and remain in attendance. Notification to parents via text message, phone calls and mail for students absences has not seen a reduction in the attendance profile and many students miss out on opportunities through absenteeism and truancy on a daily basis.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	14
Employment	0	0	40
TAFE entry	0	0	4
University Entry			38
Other	0	0	4
Unknown	0	0	0

Details obtained for year 12 leavers at this stage. Unknown for other students, however, the students who have left us have gone on to other educational institutions. Some of this is due to transient families.

Year 12 students undertaking vocational or trade training

Trade School: Students enrolled in the TRADE class attend school Monday, Thursday and Friday and study General Maths, English Studies, Work Studies (Year 11 only), Sport & Recreation, Industry Based Learning and either Construction or Hospitality. On Tuesday and Wednesday, these students are on-the-job and/or TAFE training. Several students opted to remain in Mainstream to give themselves more options at the end of Year 12.

In 2016, we had apprentices and trainees in Construction, Hospitality, Business Services, Children's Services, Property Services and Retail Services. 5 Trainees and 1 apprentice in Year 12, 4 trainees in Year 11. 8 out of 10 of these students are ATSI students. The local employers have been so supportive of our Indigenous students and I think it has made a real difference to the career options and completion of schooling.

2017 is looking bright with plenty of opportunities for students to enter into SbAT's.

School VET: At the end of 2016 we had 26 students enrolled in Hospitality and 13 in Construction for the HSC. At the end of Year 11 there were 26 students in Hospitality, 19 in Construction and 17 in Metals.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2016 we had 54 students in year 12. Of these, 91% or 49 students successfully gained their HSC. Others have chosen to take the pathways option and will continue of the course toward their HSC, while the rest

need to ensure that they complete the requirements to gain their HSC.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Head Teacher(s)	6
Classroom Teacher(s)	21.8
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	11.38
Other Positions	9

*Full Time Equivalent

Ballina High School has a staff of 53 Support and Teaching staff. Of this we have 3 Aboriginal teachers, and 3 Aboriginal Aides. The school currently runs with a Head of English, Science, Math, HSIE, TAS and Support. The School has one Deputy, however, currently has a second Deputy supporting students from RAM funding. There is one Principal for Ballina High.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	
Postgraduate degree	100

Professional learning and teacher accreditation

All staff have undergone professional learning. Our big area's of focus have been the HOW2Learn strategy and Stronger Smarter, however, there have been training undertaken in other areas of mandatory training and areas of interest based on Staff professional growth plans. Where possible training has occurred out of school hours to ensure that students are not disrupted. A lot of the training for the school this year has been conducted by our staff for our staff on the

school grounds or those of Southern Cross as we move toward the amalgamation.

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

Financial information

This summary financial information covers funds for operating costs to 31st December 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	637 987.47
Global funds	528 292.77
Tied funds	905 942.69
School & community sources	168 133.09
Interest	14 930.83
Trust receipts	34 262.11
Canteen	0.00
Total income	2 289 548.96
Expenditure	
Teaching & learning	
Key learning areas	53 526.28
Excursions	67 634.31
Extracurricular dissections	62 911.22
Library	6 389.47
Training & development	63 900.23
Tied funds	1 041 751.42
Short term relief	110 779.36
Administration & office	148 972.17
School-operated canteen	0.00
Utilities	122 954.61
Maintenance	30 500.64
Trust accounts	36 525.75
Capital programs	0.00
Total expenditure	1 745 845.46
Balance carried forward	543 703.50

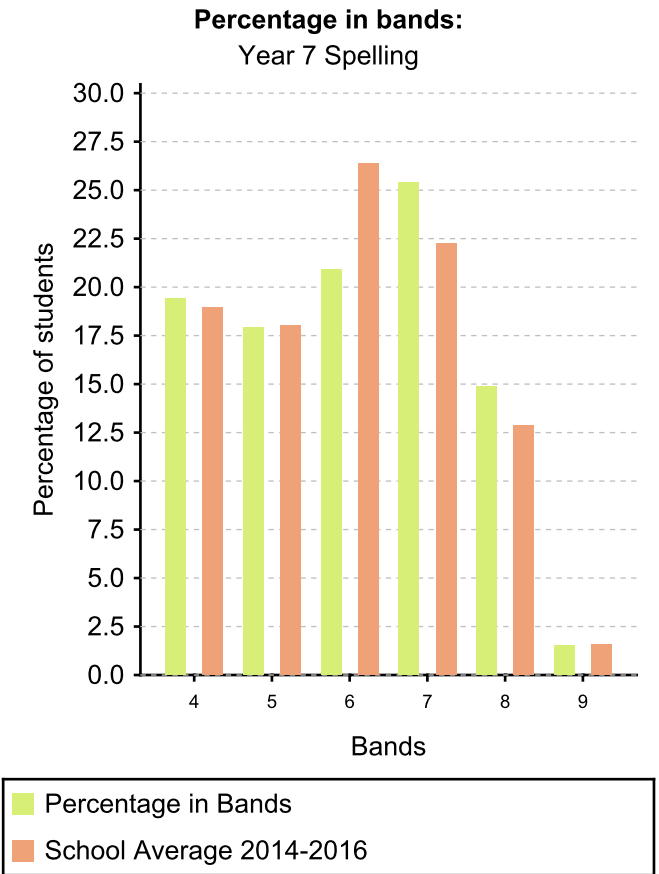
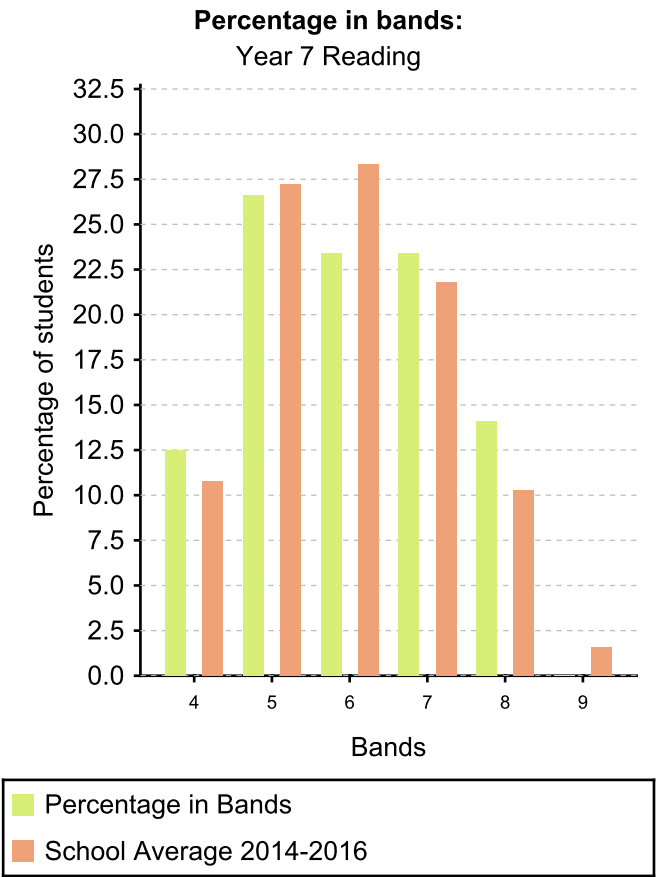
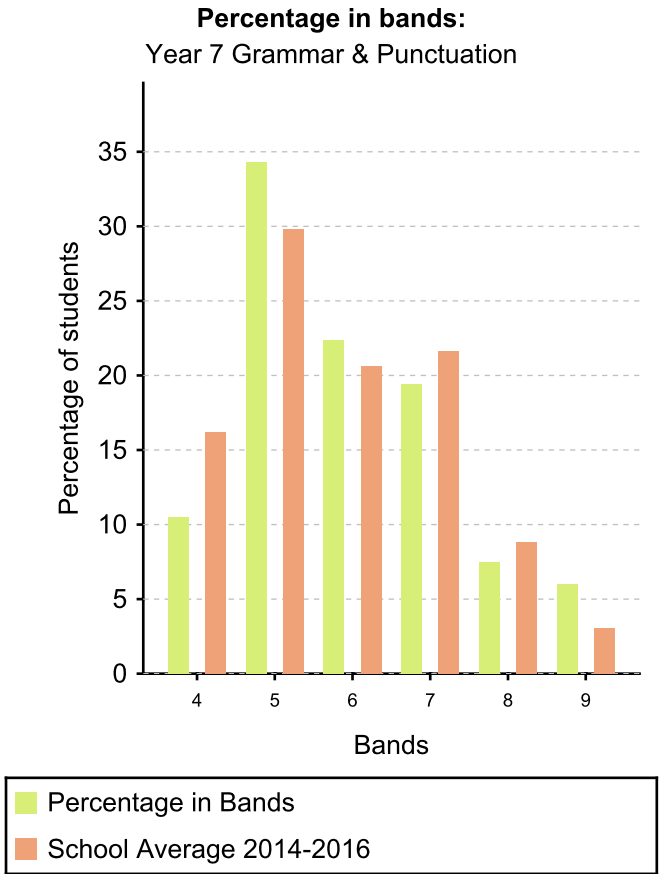
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

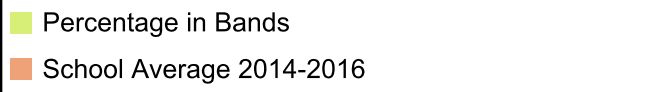
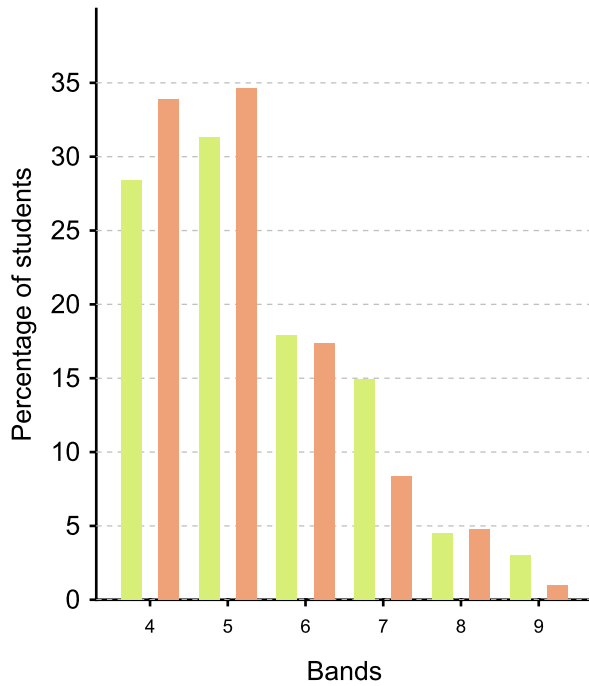
NAPLAN

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.

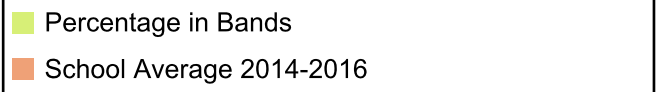
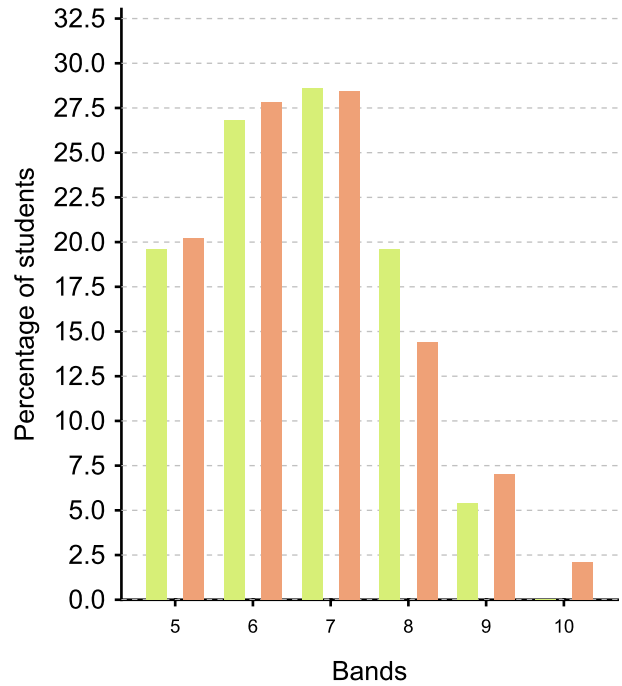
Ballina High School had some students who performed well in the NAPLAN nation wide examinations, however, as a whole did not perform overly well. Students have demonstrated growth overall, but as an average have not acheived to the same level as others schools across the country. Improvement in attendance data directly correlates with this, and it is clear that students who truant from class or are absent from school fail to perform to standards in the NAPLAN testing. Writting is a major area of concern for Ballina High School where as students performed quiet well in spelling. Currently the majority of students are performing below proficiency levels.



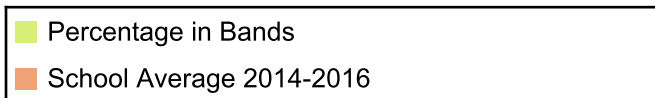
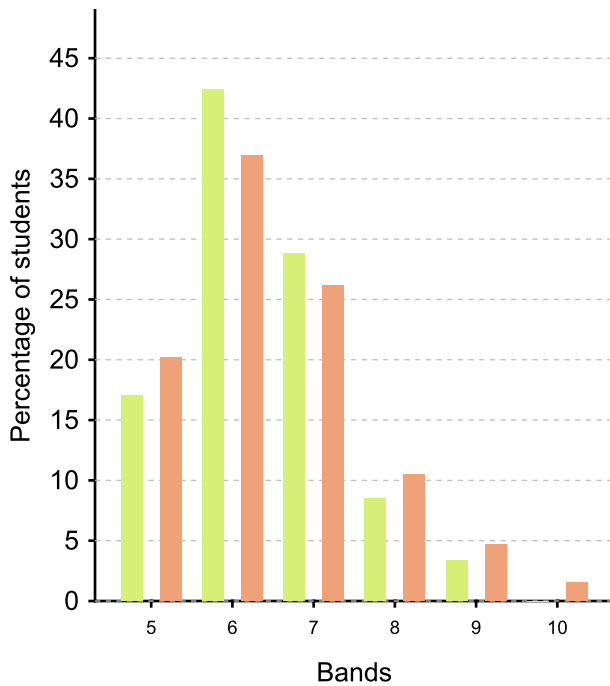
Percentage in bands:
Year 7 Writing



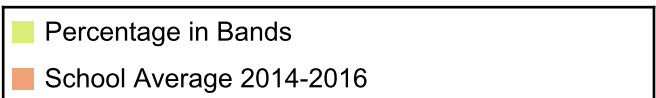
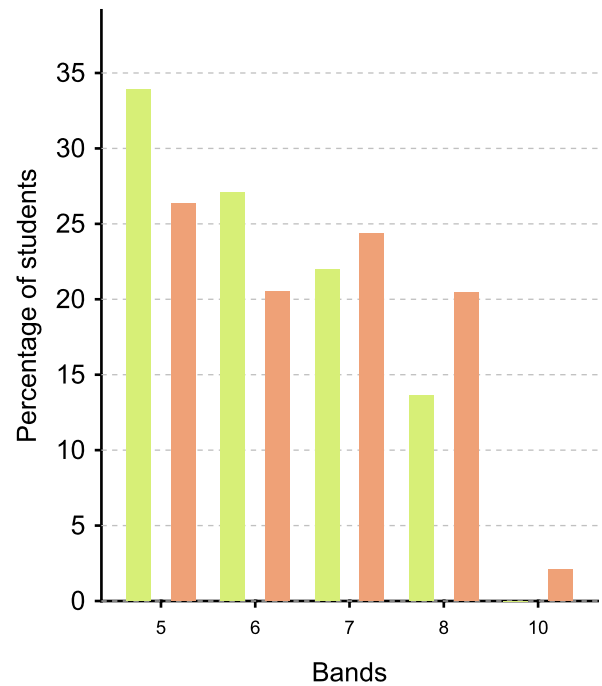
Percentage in bands:
Year 9 Reading



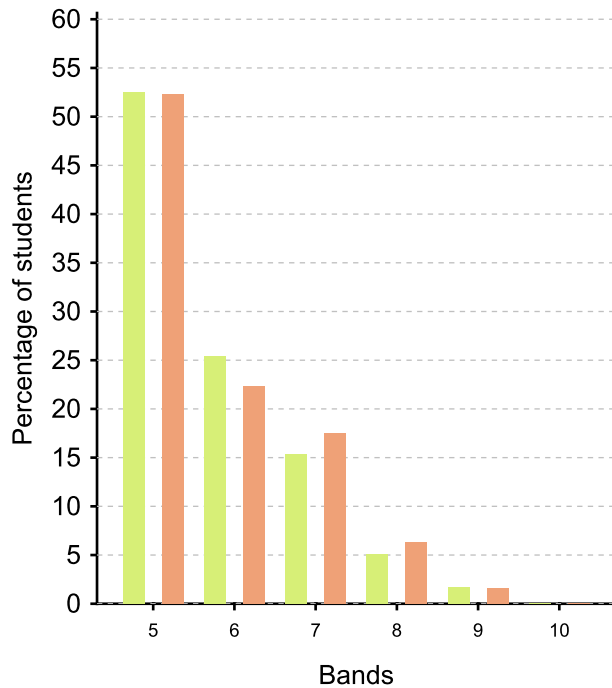
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in bands:
Year 9 Spelling

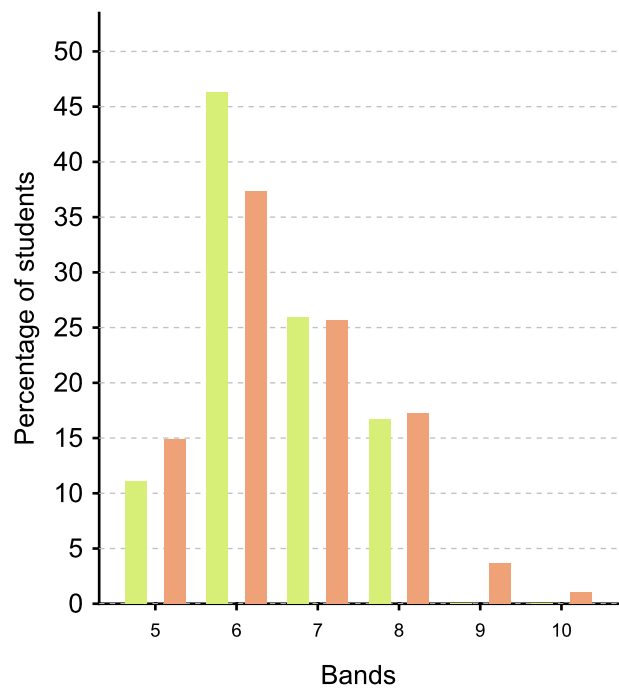


Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2014-2016

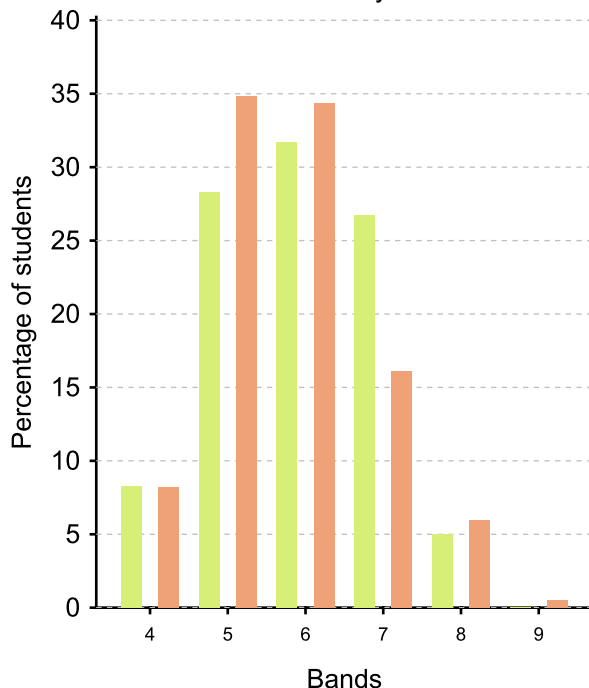
Percentage in bands:
Year 9 Numeracy



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.>

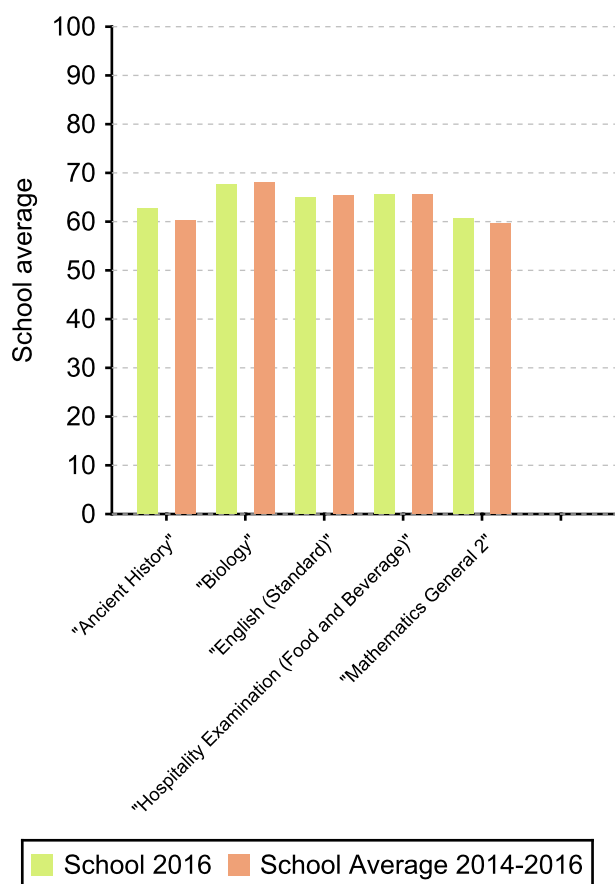
Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2014-2016

Higher School Certificate (HSC)

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



HSC results were disappointing this year with many students not applying themselves with the required effort to achieve in the higher bands, although we had students in several subjects in a band 5.

Parent/caregiver, student, teacher satisfaction

There has been considerable time and effort spent on gathering information from students, parents and staff about the satisfaction with the climate, culture and nature of education in Ballina. It is clear that the community and students are happy with their school, staff and education, however, many concerns exist over the uncertainty of the amalgamation, the move to the Southern Cross site as Ballina High becomes a work site, is demolished and rebuilt, and then the move back with the combination of the two schools.

Time and effort has gone into ensuring that as much information has been relayed as is possible through information booths, newsletters, social media sites, website and F and Q sheets all being distributed with the information we have as we receive it. This being done, there is still a level of apprehension and fear around the future for the students in Ballina. Both staff's will continue to work tirelessly to ensure that this situation works for the students and that they are provided with the best quality education in a happy and friendly environment.

Policy requirements

Aboriginal education

Aboriginal Education at Ballina High School takes a high priority. Staff are being trained in the HOW2Learn strategy that caters to the needs of all students and provides strategies to assist students learn about learning and understand in depth the requirements to ensure they can succeed. Staff have also been introducing the stronger smarter strategies which are designed to connect students to each other, learn about each other and feel more comfortable in their learning environment.

Strategies for Aboriginal education are embedded within the teachers programs to ensure equity across all subjects and in all classes.

Positive Behaviour for Learning strategies have been used within the school to reward positive behaviours and promote the learning that students are doing within the school.

Cultural activities have taken place including NAIDOC activities, Aboriginal Dance groups, Bronco's attendance program, Bronco's careers program and we have a new AEO in the school along with other Aboriginal workers.

Students are strongly supported in the school with a learning centre and support staff are readily available to the students to access.



Multicultural and anti-racism education

Multiculturalism and acceptance is practised and taught throughout the school. Teachers practise this within the classroom and role model this to students.

Procedures are in place to deal with racism issues at school with a racism officer and executive staff available to take on issues that arise.

There are very little racism issues at Ballina High School, however, if and when they do arise, they are dealt with swiftly and promptly to ensure that the school can continue to operate in harmony to make Ballina High School a harmonious working and learning environment for all.