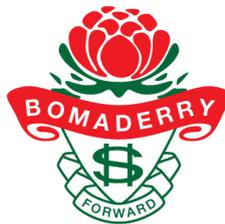


Bomaderry High School Annual Report



2016



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Introduction

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

Ian Morris

Principal

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School background

School vision statement

Our school aspires to develop students who are socially responsible and active citizens in society. We provide students with the skills to achieve their best possible outcomes, through promoting a positive learning environment. We aim to raise standards in literacy and numeracy, whilst instilling work ethic and developing in each student an appreciation of learning. We engage students in technology and encourage them to develop 21st Century employment skills.

Our students value cultural diversity and are understanding of differences. Our school is inclusive with opportunities for all students to achieve their potential. The curriculum offers a wide range of subjects, including opportunities for Gifted and Talented students, and support for students with additional needs.

The school is proactive in engaging the community and working together with parents to support students, whilst developing pride in our school. We endeavour to maintain strong communication links with parents using technology and face to face meetings. Our parents are actively involved in the school, in supporting students and promoting school programs.

We promote respect and positive behaviour, and support safe learning environments. Our students are taught civic responsibility, with an emphasis on developing strong character, resilience and thinking skills.

Our teachers know the students and how they learn. They are actively involved in professional development and engage professionally with colleagues, parents and carers, and the wider community. They provide individual student feedback and are aware of the progress of each individual student.

School context

Bomaderry High School is situated approximately one hour south of Wollongong, in a rural area on the South Coast. In 2016, the school boasts excellent facilities including an industrial kitchen, woodwork and metal work rooms, several computer labs and two halls, including a sports gym.

There are 797 students, 60.8 teaching staff and 15.082 SASS staff. Aboriginal students constitute 10% of the student population.

Known as a consistent top ranking HSC school in the region, students have achieved success academically in a number of fields. This includes selection into National and International Science competitions. The school has also traditionally excelled in the Tournament of the Minds "Maths and Engineering" section.

Performing arts, cultural and sporting fields are also promoted at the school, with students offered a wide range of activities. Many students have excelled in their chosen sport with some going on to represent NSW and/or Australia. The school is known throughout the region for success in the performing arts, with students able to join dance groups, bands, vocal ensembles and drama groups.

Cultural activities are offered for our Indigenous students, including Koori Dance and NAIDOC week celebrations. Currently, the school also runs an Asian Studies program and boasts a partnership with the University of Wollongong's International Students' unit, to promote Global Education at the school.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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. 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.

In the Domain of Learning, our efforts have primarily focused on learning culture and wellbeing. Positive,

respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as the classroom, playground, quads, canteen and assemblies. Bomaderry High School has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning.

In the teaching domain, our main focus has been on Effective Classroom Practice, Collaborative Practice and Professional Standards. At Bomaderry High School, teachers work together to improve teaching and learning across stages, faculties and year groups. Teachers routinely review previous content and preview the learning planned for students in class. The teaching staff at Bomaderry High School demonstrate and share expertise, have very high levels of contemporary content knowledge and teaching practices, and rely on evidence-based teaching strategies.

In the domain of leading, our priorities have focused on Management Practices and Processes as well as School Resources. Bomaderry High School's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning. Physical learning spaces are used flexibly and technology is accessible to staff and students. The administrative practices of Bomaderry High School effectively support school operations and the teaching and learning activity of the school.

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 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

Develop a high performing school with the Focus on Teaching and Learning

Purpose

- To produce highly engaged students, focussed on improving their learning outcomes.
- To enhance the capabilities of staff in promoting a vibrant learning culture which aims to inspire and motivate students in reaching educational goals.
- To improve the school's 'learning culture' so that in all classrooms, the focus is on teaching and learning, thereby improving the learning outcomes of all students.

Overall summary of progress

In 2016, the Bomaderry High School plan continued to be implemented. Strategic Direction 1 progressed as planned with three project teams continuing to work in this area. The continued progress is outlined below.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Project 1:</p> <ul style="list-style-type: none">• All beginning teachers completing Accreditation. <p>Increase in experienced staff seeking higher levels of Accreditation.</p> <p>Project 2:</p> <ul style="list-style-type: none">• Increase in NAPLAN and HSC results of 10% in top bands. (This target to be reviewed by project team after data collection.)• 20% Decrease in classroom discipline issues.• Decrease of students in lowest NAPLAN/HSC band by 20%. <p>Project 3:</p> <ul style="list-style-type: none">• Increase in assessment completion – 50% less N Awards given in Years 10–12.• Improved value added results for students.• 100% of major assessments placed online.	<ul style="list-style-type: none">• All early career teachers at Bomaderry High School have been obtained accreditation at proficient level. Bomaderry High School assists temporary and casual teachers through this process as well. A teacher mentoring program was trialled throughout 2016 with staff engaging in workshops and collaborative meetings.• A whole school spelling focus was established with emphasis on working with students in Stage 4. This culminated with the first Bomaderry High School Spelling Olympics for Years 7 & 8. Literacy and Numeracy support was provided for teachers across all faculty areas whilst the school also engaged the services of a Speech Pathologist (LINK–S Program) to again support students in Years 7 & 8 in addressing language and literacy difficulties.	\$22,500.00

Next Steps

- Establish structures and procedures to support all staff as they move towards gaining accreditation.
- Continue to implement explicit teaching strategies of literacy and numeracy.
- Evaluate current assessment practices.

Strategic Direction 2

To develop students as socially responsible citizens equipped with 21st Century Global employment skills

Purpose

- To support and encourage students in developing 21st Century employment skills, so they can contribute to their communities.
- To develop student understanding of cultures and peoples they will encounter in the Global work environment.
- To ensure students develop digital literacy skills and understand digital citizenship, enhancing work capabilities necessary for the 21st Century.

Overall summary of progress

In 2016, the Bomaderry High School plan continued to be implemented. Strategic Direction 2 saw the successful implementation of the school's BYODD policy. The school's Asia focus was again a highly successful initiative and student leadership remained a school wide focus.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Project 1:</p> <ul style="list-style-type: none">• All faculties have developed digital units and effectively use them in teaching. Increase of students on top bands by 10%.• 20% decrease in discipline issues.• 50% increase in attendance. <p>Project 2:</p> <ul style="list-style-type: none">• Global Education embedded in all faculties.• Sister School relationship developed with a school in North East Asia.• Increase in students demonstrating: Critical thinking, Collaboration, Communicating, Technology Literacy, Initiative and Leadership. <p>Project 3:</p> <ul style="list-style-type: none">• Increase in leadership roles for students via establishment of additional leadership groups.• Decrease in discipline entries and suspensions by 20%.	<ul style="list-style-type: none">• 2016 saw the successful implementation of a BYODD policy for students in Year 7. The school chose to use the Apple iPad as the designated device. Parent information evenings were conducted and staff collaborated on developing digital units of work.• The school's Asia program continues to evolve providing strong links with out partner primary schools as well as the University of Wollongong (Shoalhaven Campus). A sister school relationship was established with a school in South Korea.• The SRC continues to provide an excellent avenue for students to develop their leadership skills and in 2016, the Sport Leadership Group again created opportunities for students to develop skills in the areas of coaching and organisation.	\$27,000.00

Next Steps

- By the end of 2018, the school will have all students in Stages 4 & 5 engaging with the BYODD policy and all staff being successful innovators in incorporating technology into lessons.
- Planning will begin for an overseas trip for interested students and staff in 2018.
- Student leadership to remain a focus with opportunities provided for interested students to participate in.

Strategic Direction 3

To establish a vibrant learning environment where students are supported and connected to community partners

Purpose

- To promote student success and encourage others to succeed.
- To encourage community partnerships that enhances student learning and citizenship.
- To enhance relationships between school and community to collaboratively promote best outcomes for students. This will include better digital communications.

Overall summary of progress

In 2016, the School Plan continued to be implemented. Some areas of Strategic Direction 3 were put on hold due to the NSW DoE indicating that LMBR would be implemented in 2017, negating the need for Third Party Providers. Community partnerships remained a key initiative for school staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Project 1: <ul style="list-style-type: none">• Truancies decline by a target to be determined by the project team.• 80% of parents happy with school communication.• Increase in completion of assessments (target to be determined by project team.)• Fewer N Determinations – target to be determined by project team. Project 2: <ul style="list-style-type: none">• Increase in community involvement in the school.• Increase in community partnerships.	<ul style="list-style-type: none">• Bomaderry High School has now a new and improved web page which enhances the school's communication with parents and the wider community. The school did not progress with the Third Party software due to the NSW DoE introducing LMBR implementation in 2017. The use of Skoolbag application has increased the level of communication to parents also.• Community partnerships continue to be enhanced and developed across the Shoalhaven area with students and staff participating in local initiatives with Shoalhaven City Council and the wider business community.	\$10,000.00

Next Steps

- The Principal and Office staff to begin LMBR training in 2017.
- Continue to engage in local community partnerships.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>A teacher was employed for 2 days per week in Terms 1 and 2 to update the Personal Learning Plans for all Indigenous students. The teacher worked closely with the Aboriginal Education Officer to ensure the plans were completed.</p> <p>Sista Speak was fully funded to provide additional support to female Indigenous students. This included release time for an Indigenous teacher to work with the group.</p> <p>Funds were provided to supply uniforms, exercise books, stationery and payment for subject fees. This ensured all Indigenous students had access to essential equipment and equity of access to all courses at the school. The provision of uniform was an important equality issue.</p> <p>Additional funding for the employment of Student Learning Support Officers to assist Indigenous students in the classroom.</p> <p>The salary to employ a full time Aboriginal Education Officer.</p>	\$17600.00
English language proficiency	<ul style="list-style-type: none"> Existing resources were expanded in the field of ESL. 	\$1024.48
Low level adjustment for disability	<ul style="list-style-type: none"> Students identified with behaviour disorders or learning difficulties in main stream classes were given support via modified lessons, and additional Student Learning Support Officer time. The teachers of students identified as requiring modified lessons were given release from time from class to create differentiated learning programs. The Student Learning Support Officers were assigned to students requiring additional assistance on a roster basis. The funds also enabled some students to study modified course content for mandatory courses in Year 10, 11 and 12. 	\$74434.00
Socio-economic background	<p>Funds for individual students to purchase books, stationery, uniform, emergency lunches, emergency hygiene items, calculators.</p> <p>Assistance to families requiring funds for excursion costs.</p> <p>Additional ICT was purchased for whole school access including 3 Comm Boxes for classroom use.</p> <p>Additional Student Learning Support Officer time was purchased to assist students identified as requiring additional support in literacy in the classroom. These funds ensured that every student was able to access the full range of activities at the school and has all essential equipment for learning.</p>	\$71868.64
Support for beginning teachers	<p>Teachers in the first 3 years of their career were given assistance with achieving</p>	\$8161.46

Support for beginning teachers	accreditation with the NSW Education Standards Authority. The head teacher of their faculty worked with a Deputy Principal and head teacher in charge of accreditation to support the beginning teachers. The teachers were given access to mentoring, professional development, and in their first year, a slightly reduced teaching load to ensure they were afforded a good foundation for future career development.	\$8161.46
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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	430	426	415	380
Girls	397	402	358	338

Student attendance profile

School				
Year	2013	2014	2015	2016
7	91.4	91.8	90.9	91.4
8	87.8	88.8	87.6	89.8
9	88	88.3	85.5	86.3
10	88.8	89.6	87.9	85.9
11	90.1	91.9	90.4	87.3
12	89.3	89.3	87	85.9
All Years	89.2	90	88.3	87.8
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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	38.3
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	14.68
Other Positions	3.5

*Full Time Equivalent

Teacher qualifications

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

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

Financial information

This summary financial information covers funds for operating costs to 30.11.2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	784 514.22
Global funds	622 870.38
Tied funds	530 366.57
School & community sources	237 475.31
Interest	16 658.82
Trust receipts	41 031.34
Canteen	0.00
Total income	2 232 916.64
Expenditure	
Teaching & learning	
Key learning areas	152 121.53
Excursions	66 164.57
Extracurricular dissections	74 496.11
Library	19 297.66
Training & development	6 041.24
Tied funds	654 555.29
Short term relief	125 420.93
Administration & office	212 084.59
School-operated canteen	0.00
Utilities	129 920.07
Maintenance	64 228.08
Trust accounts	38 973.57
Capital programs	26 036.37
Total expenditure	1 569 340.01
Balance carried forward	663 576.63

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.

- **Year 9 Reading:** 111 students sat for the test. The percentage of students performing below the National minimum standard was 11.6% (11.4% in

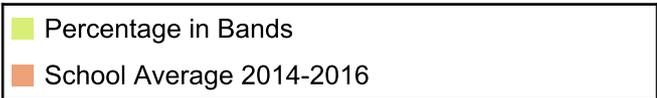
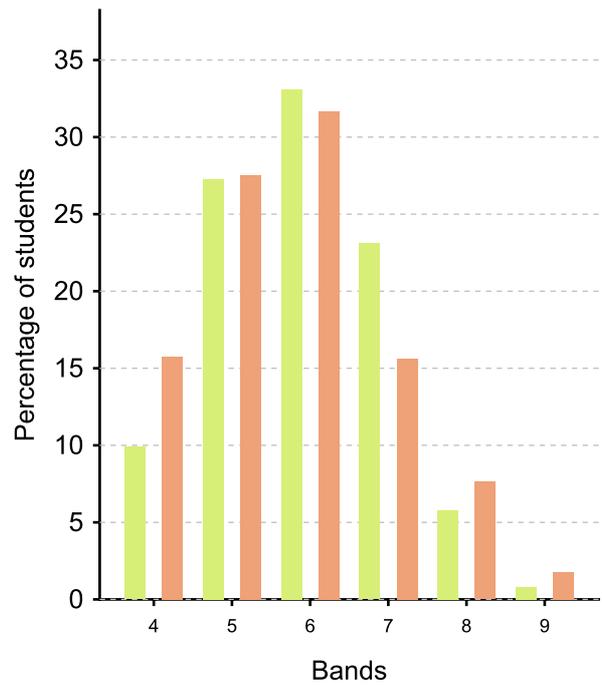
2016). In Year 9, the National minimum standard is Band 6. There was a decrease in the number of students achieving in the lower bands with a slight decrease in the number of students achieving in Bands 8 and 10. There was significant growth demonstrated by our students in 2016 in Reading, with 56.1% of our students achieving greater than or equal to their expected growth based in their Year 7 NAPLAN result.

- **Year 9 Grammar & Punctuation:** 109 students sat for the test. The percentage of students performing below the national minimum standard was 15.6% (19.5% in 2015). In Year 9, the national minimum standard is Band 6. There was significant growth demonstrated by our students in 2016 in Grammar & Punctuation, with 55.4% of our students achieving greater than or equal to their expected growth based on their Year 7 NAPLAN result.
- **Year 9 Writing:** 109 students sat for the test. The percentage of students performing below the National minimum standard was 25.7% (29.9% in 2015). In Year 9, the National minimum standard is Band 6. There was a significant increase of students achieving Bands 6 and 7, compared to previous years. At the other end of the spectrum, we can see a decrease in the number of students achieving in the higher bands.
- **Year 9 Spelling:** 109 students sat for the test. The percentage of students performing below the National minimum standard is 16.5% (12.7% in 2015). In Year 7, the National minimum standard is Band 6. Student numbers in Band 7 and 8 have increased compared to previous years, however, there seems to be a decrease in the number of students performing in the two highest bands.
- **Value Added Analysis:** Out of the three NAPLAN Literacy tests – Reading, Spelling and Grammar & Punctuation, our student average scaled score growth is lower than that of NSW DoE students. Both Reading and Grammar & Punctuation have shown growth much higher than that of DoE students in NSW. For this reason we have made spelling our whole school focus for 2016 and 2017, with the aim of improving students outcome in spelling.
- **Year 7 Reading:** 118 students sat for the test. The percentage of students below the national minimum standards is 7.6% (3.8% in 2015). In Year 7, the national minimum standard is Band 4. There was an improvement in more students scoring in bands 7 and 8 compared to previous years, however, there was a decrease in the number of students performing in the highest band.
- **Year 7 Writing:** 121 students sat for the test. The percentage of students below the national minimum standards was 9.9% (17.0% in 2015). In Year 7, the national minimum standard is Band 4. Our writing results have been improving since 2013. More students were achieving in Band 7 in 2016 compared to previous years.
- **Year 7 Spelling:** 121 students sat for the test. The percentage of students below the national minimum standard is 5.8% (13.4% in 2015). In Year 7, the national minimum standard is Band 4.

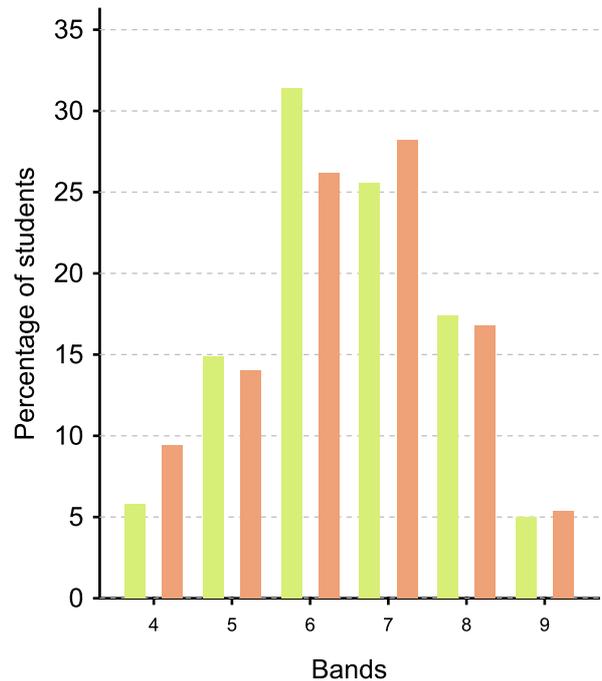
Student numbers in Band 5 and Band 6 have increased compared to the previous year, however, there seems to be a decrease in the number of students performing in the three highest bands. In spelling, there was a spike in 2015 followed by a drop in 2016. This indicates the need for a more consistent approach to spelling and for this reason, we have made spelling our whole school focus for 2016 and 2017, with the aim of improving students outcomes in spelling.

- Year 7 Grammar & Punctuation:** 121 students sat for the test. The percentage of students below the national minimum standards is 8.3% (12.7% in 2015). In Year 7, the national minimum standard is Band 4. There were more students achieving in Band 7 in 2016 compared to previous years, and is now on par with the state. There has, however, been a decrease in the number of students performing in the two highest bands.

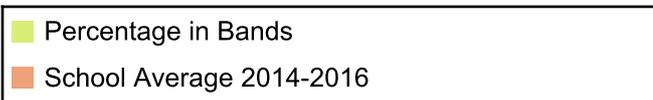
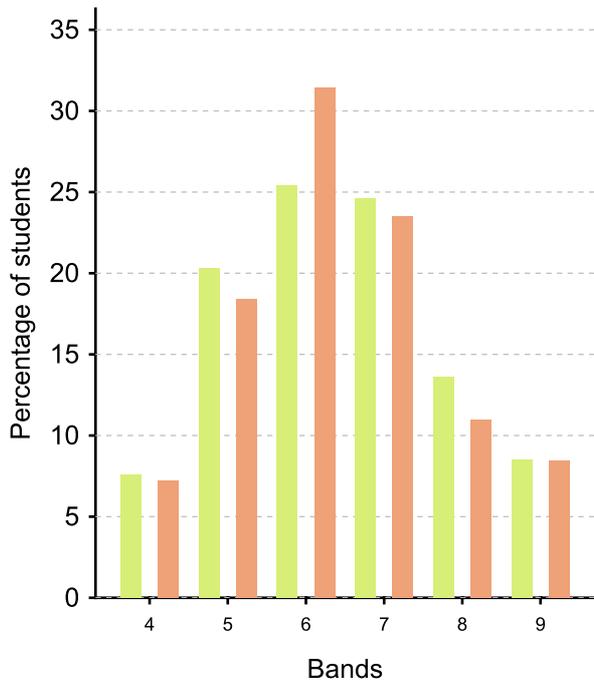
Percentage in bands:
Year 7 Writing



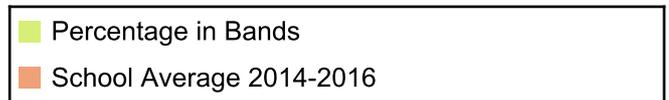
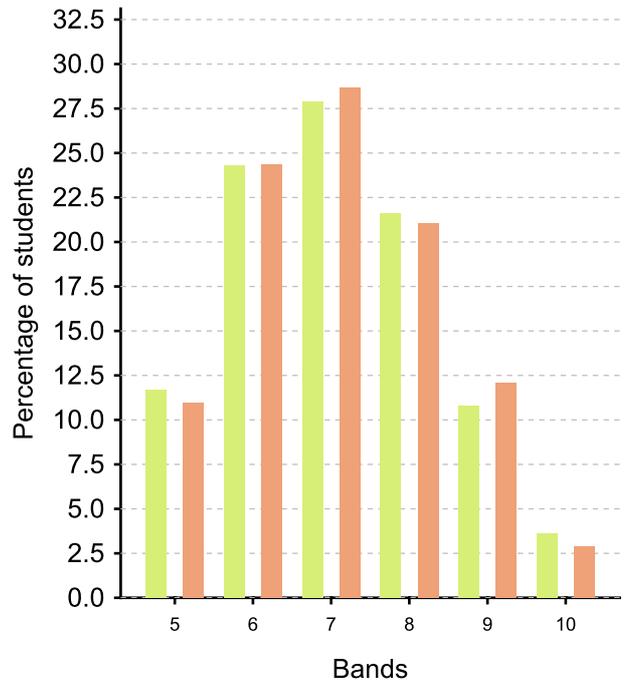
Percentage in bands:
Year 7 Spelling



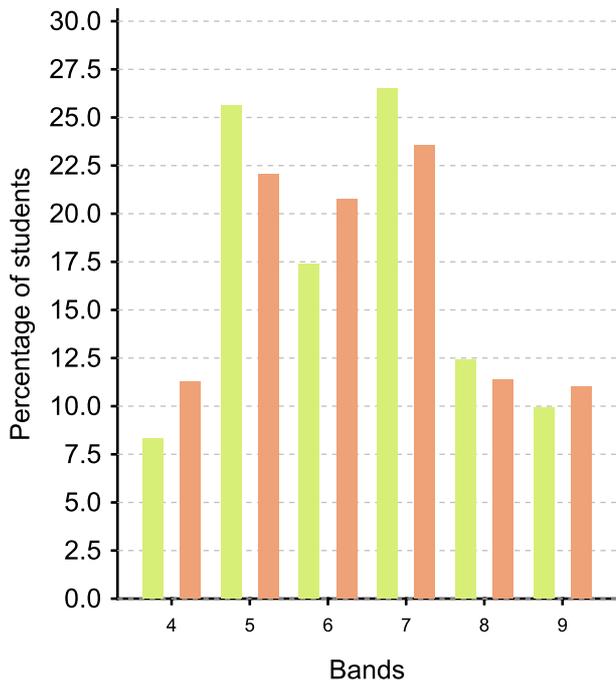
Percentage in bands:
Year 7 Reading



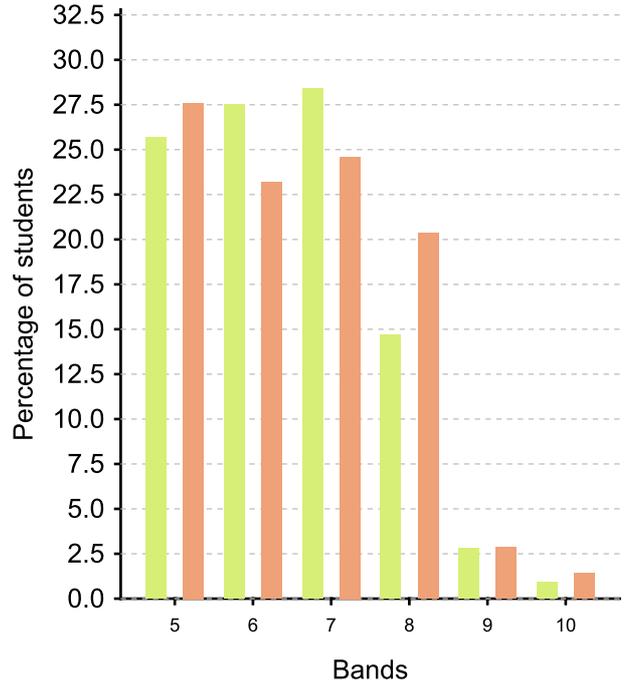
Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 7 Grammar & Punctuation

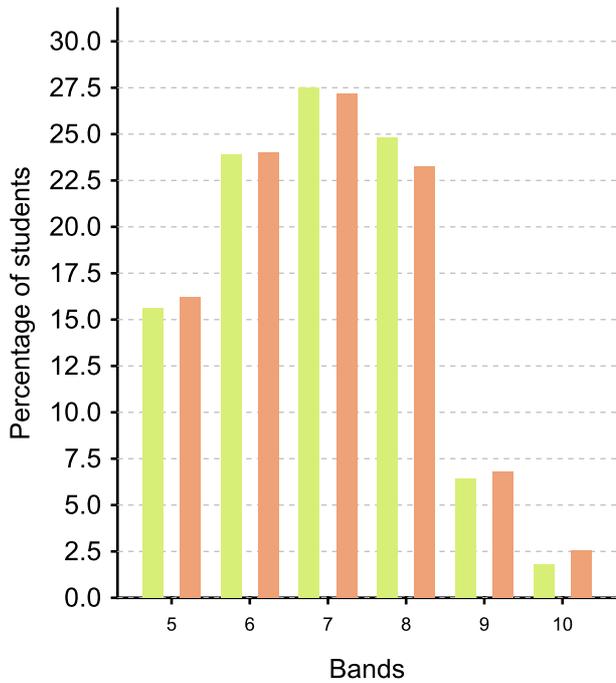


Percentage in bands:
Year 9 Writing



Percentage in bands:

Year 9 Grammar & Punctuation

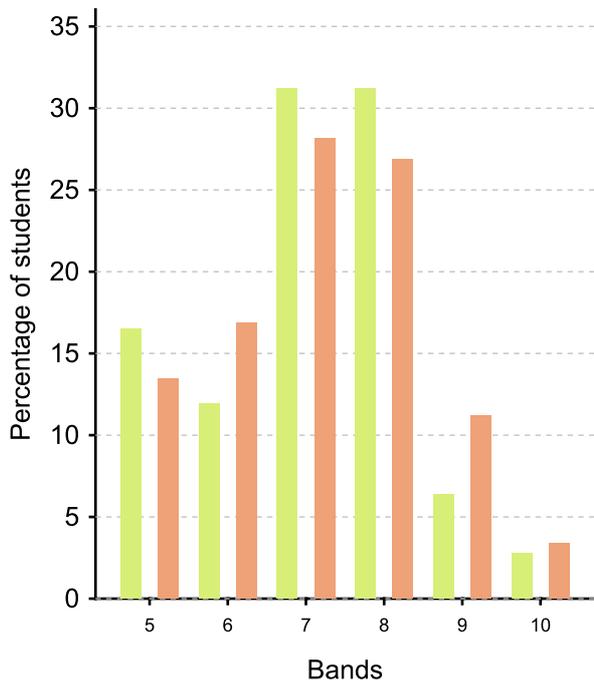


- **Year 7 Numeracy:** 118 students sat for the test. The percentage of students performing below the national minimum standards is 5.9% (3% in 2015). In Year 7, the national minimum standard is Band 4. There were improvements, including fewer students achieving in the lower bands 5 and 6 compared to previous years, and more students achieving in Band 7 in 2016 compared to previous years.
- **Year 9 Numeracy:** 99 students sat for the test. The percentage of students below the national minimum standards is 3% (4.3% in 2015). In Year 9, the national minimum standard is Band 6. 69.5% of our students achieved greater than or equal to the expected growth in 2014 (Year 7 achievement). 96% of our students improved their performance in Year 9 with 33.7% scoring in the 75th and above percentile. Only 4 of our students performed worse in Year 9.



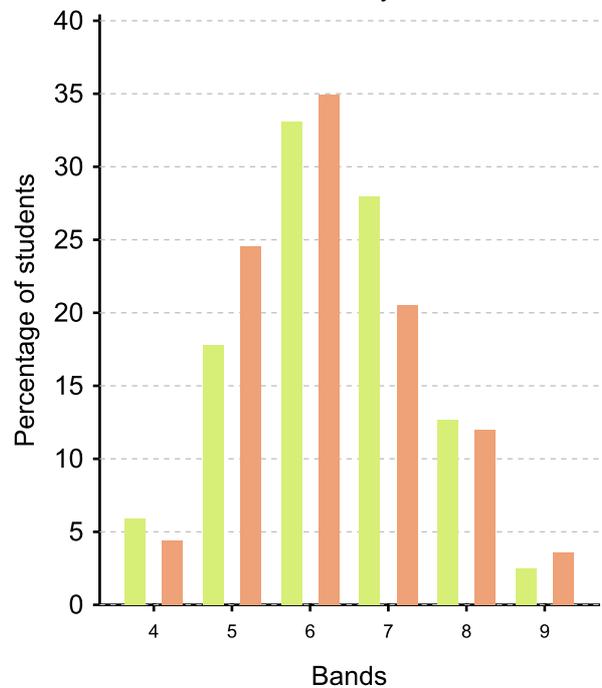
Percentage in bands:

Year 9 Spelling

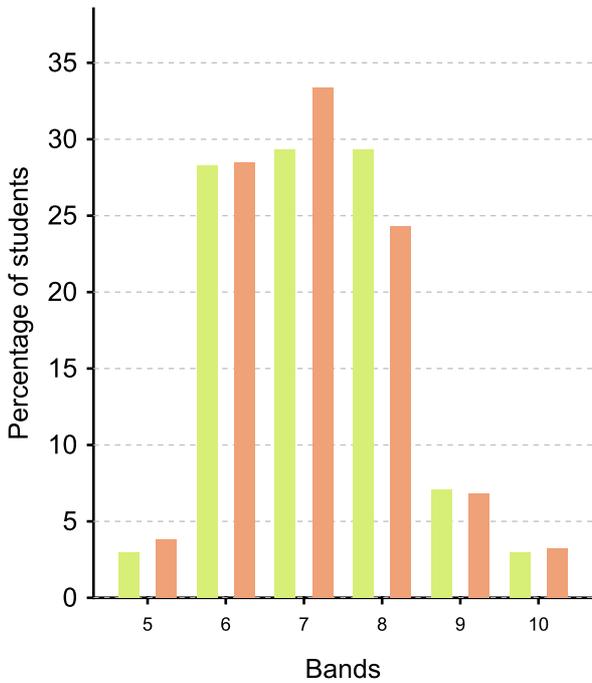


Percentage in bands:

Year 7 Numeracy



Percentage in bands:
Year 9 Numeracy



■ Percentage in Bands
■ School Average 2014-2016

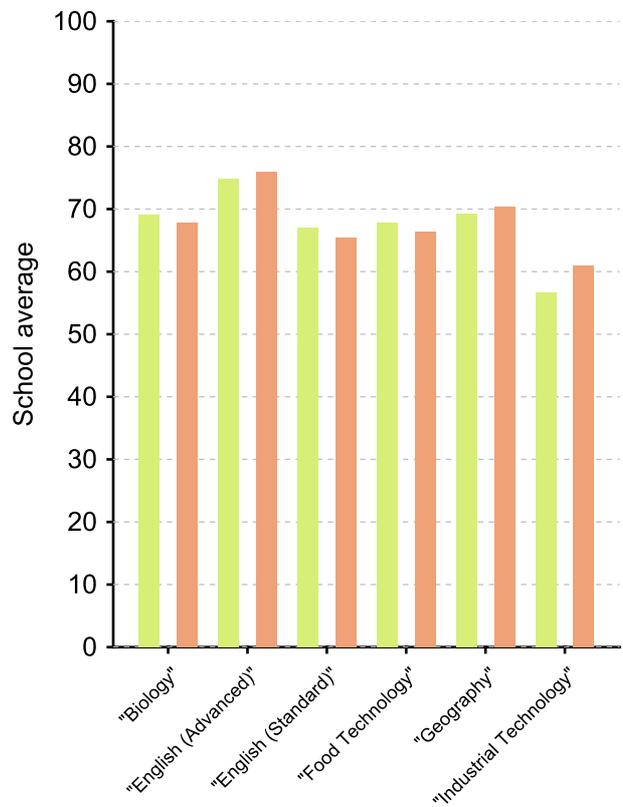
Higher School Certificate (HSC)

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

A broad curriculum choice is offered to senior students to ensure that post-secondary vocation and personal student interest are accommodated.

All Key Learning Areas (KLA's) spend considerable time analysing course data to ensure best student outcomes.

A number of subjects with small class sizes (below 10 students) such as Dance, Drama and Music also achieved excellent overall results.



■ School 2016 ■ School Average 2014-2016

