

Northern Beaches Secondary College Balgowlah Boys Campus

Annual Report



2016



8851

Introduction

The Annual Report for 2016 is provided to the community of Northern Beaches Secondary College, Balgowlah Boys Campus 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.

Unfortunately there have been a reduction in the array of data able to be published in this new format of the department's Annual School Report; such as added value data and graphical displays. More detailed information can be obtained from the School Newsletters found on the school website.

Paul Sheather

Principal

School contact details

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Message from the Principal

It is with great pride that I present this 2015 report detailing the achievements of our comprehensive boys' school. Our best ever results in external tests, assessments and competitions confirmed the trend of continual academic improvement. This was best reflected in the HSC results in which this school was elevated to a ranking of 61st in the state for all NSW schools. The highest performing government comprehensive school on the Northern Beaches of Sydney.

In 2016, Balgowlah was ranked 3rd in the state for HSC English, for all schools, including selective schools. The school's motto "By Effort We Achieve" is imbued in the school culture, creating a unique environment where personal best is expected. A powerful alliance of talented staff and highly supportive parents, have ensured that the school continues to go from strength to strength. Our curriculum is challenging and differentiated with all courses expecting the highest possible outcomes. The school's successes in sport were once again outstanding being named the champion sporting school in the zone. Amongst many outstanding individual performances throughout the year a number really stood out. Nathan and Jesse Lilley were state champions in sailing. The open and junior water polo teams progressed through to state finals, with our Open Team presented as state champions. The 14's athletics relay team broke a 1990's record at CHS and Josh Smith broke the Zone 100m Freestyle record. The extensive co-curricular and leadership programs allow opportunities for students to fulfil their interests and develop citizenship. In the realm of performing arts the school performed at evenings such as the annual concert and ON Show; both outstanding productions. Students also participated in regional debating drama and dance festivals. This year the school had its first students selected to perform as part of the regional dance ensemble. The active recognition of student voice through the Student Representative Council (SRC) and other leadership pathways has enhanced student wellbeing and helped achieve a positive school ethos. In 2016 school and community funding has been acquired to refurbish the canteen quad area.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

.Paul Sheather

Message from the school community

What an amazing, record breaking year we have had! I would like to thank a fantastic group of parents that formed this year's P&C.. We were able to donate over \$100,000 to the school ... which I believe is unprecedented for Balgowlah.

This money has been used to provide equipment inside the new science labs, drama and music equipment with the majority of the money going towards the Inspire program to improve areas around the school grounds for the boys to use both during class time and out of class time. I would like to thank the Executive Team who have been consistently supportive and diligent throughout the year. The P&C Executive gave up an extraordinary amount of their personal time for the school, for which I would like to sincerely thank them. I would also like to acknowledge the Trivia Night committee, who put together a record breaking Trivia Night clearing \$15,000. The P&C runs the school canteen and last year we employed a new Canteen Manager. Rebecca came with a wealth of experience and the advantage of this has been reflected in the fact that the Canteen is stable and running smoothly. We are making sound profit, which is the core of the money given to the school last year. I also know that this year has already been producing some big numbers. It is also great to hear that the SRC are often in there serving and that the boys in general are providing positive feedback regarding the Canteen. I would like to thank Kim Robinson, our resident graphic designer. Kim has added professionalism and flare to our event flyers and is always available at short notice with great ideas.

2016 saw the P&C support the introduction of the Bushlink program. A small group comes into the school once or twice a term to look after the gardens and grounds. This is directed by one of our parents and it is a wonderful opportunity for the boys to be part of a community project for people with disabilities. I encourage our continual support of this program. Last year we held our inaugural Hunter Valley trip which was a huge success, ignoring the trip home and the bus breaking down and being stranded on the Expressway in the pouring rain for several hours.... it was a great opportunity to meet other parents who can't always make P & C meetings. It is hoped that next year we can do it again with two buses....preferably making it all the way home! We can also look forward to two election fund raisers this year ... so start preparing your cooking skills.

2017 should be another successful year and I thank you all for your support and energy working together to improve facilities for our boys.

Nerida Higgins

P&C President

Message from the students

I am proud to be able to write this message to our school community on behalf of the student body of Balgowlah Boys Campus. Pride being the operative word in this message.

As outgoing school vice captain I feel that I have witnessed a change or evolution in this school since I enrolled in Year 7 in 2011. There has always been a tremendous spirit within this school, it was obvious as soon as I arrived, whether walking through the grounds or playing in a sporting team. The unofficial school motto – one used only by the students was BP ("Bally Pride") it was like a glue that bonded the students. An expectation that you will look out for your fellow student and support them in times of need inside or outside the school. Perhaps this "code" was born out of adversity, it was not too long ago the school was under pressure of closure and understandably students and teachers needed to band together to face this adversity. Not so now. There has been a very noticeable and new found confidence and optimism across our school community – best reflected in our academic results and growth in the number of students. As I mentioned in my farewell address to the school I am amazed at the talent that there is now in the student body, both academic, sporting and performance. My advice to current and future students of Balgowlah Boys; It truly is "Effort We Achieve" and place your trust in your teachers!

Owen Sheather

School Vice–Captain 2016

School background

School vision statement

Our motto “By Effort We Achieve” is imbued in school culture creating a unique environment where personal best is expected. At Balgowlah Boys, we aim to for a balance of academic, cultural, sporting and extra-curricular achievement. Boys have the opportunity to participate in a wide variety of co-curricular activities including; dance, music, drama, public speaking, debating, chess, sport, Duke of Edinburgh program and numerous leadership opportunities. Our vision is to provide the type of opportunities to develop articulate, confident young men equipped with the skills to be accomplished citizens in our global society.

School context

Balgowlah Boys is centrally located on the southern end of Sydney’s Northern Beaches. The school is in close proximity, with transport routes to Sydney’s CBD. Balgowlah Boys Campus is at the forefront of successfully educating boys in the new millennium. Winner of the Director General's Awards for "Excellence in Boys Education" we are a school of 820 students, set in a spacious physical environment, we have the ideal mix of quality facilities, personalised tuition, small class sizes and cutting edge strategies for maximising boys' performance. The school has an active and involved P&C community. The school community has 30% language backgrounds other than English. International students join the school in Year 10 to study for the HSC. Balgowlah Boys has been consistently one of the top performing schools for NAPLAN growth data in both numeracy and literacy. The school has been the top performing comprehensive boys’ school in the NSW for the last five years, based on HSC English.

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.

In the **School Excellence Framework domain of learning** the school has primarily focused on the elements of Learning Culture, Assessment and Reporting and Curriculum and Learning, simultaneously reflecting and driving a cultural shift in the school towards aspirational learning and achievement. In recent years, Balgowlah Boys has experienced significant growth and change, reflecting the changing needs of the local community and the positive influence of educational and socio political trends, which encourage school’s too engage in an ongoing process of reflection and self-analysis to help student achieve diverse range of learning needs. With the development of the Northern Beaches Seconds College system and the opening of the Freshwater Senior Campus, the school and parent community has recognised the need to develop a positive learning culture that both shapes and responds to the needs of the parents and a diverse student body. This cultural shift has been largely driven by increasing academic success in the school. Student reporting measures encouraged us to evaluate ourselves at excelling in this learning element. The school community is extremely proud of the school’s academic performance over recent years; in 2015 the school was one of only two high schools in the state to gain expected growth in all aspects of literacy and numeracy in NAPLAN. The HSC results for 2015 saw the school ranked at 81st I the state for Band 6 results. This was the fourth consecutive year that Balgowlah has been the top performing comprehensive boys school in HSC English, surpassing North Sydney Boys and the Manly selective and ranking 14th in the State across all government and on government schools in this this learning area. This state-wide recognition and success has been an important catalyst to change across the whole school community. Largely as a response to the increasingly positive reputation in the local and wider community, the school has grown significantly, contributing to a notable increase in student numbers that has taken the school towards physical capacity. Confronted by change, the school leadership team and teaching body has recognised the need to manage more explicitly the processes in place to support student learning and achievement, developing a more consistent approach to curriculum, learning and assessment, while integrating more opportunities for extracurricular enrichment. Assessment and reporting has also been a specific area of professional growth. The school leadership team have been proactive in using data to reflect upon student achievement and whole school and faculty based self-assessment of internal and external data is now an explicit process in the school. This enables teachers to identify areas of strength and weakness in their curriculum to meet the diverse learning needs. This cyclical process of teaching,

reporting, reflection, analysis and review has contributed strongly to the positive learning culture within the school. This learning culture has been facilitated by regular communication with the parent community. The school leadership team actively solicits parental feedback in school directions, through electronic surveys and newsletters and forums, which are a regular part of the school calendar. Simultaneously, the school leadership team recognised the necessity of managing and guiding the behavioural expectations of the growing school community and have introduced the PBL framework to help facilitate positive change through explicit processes. Evidenced in the PBL matrix and merit awards systems, the school is developing a more consistent foundation for behaviour and learning that is explicitly tethered to 'Respect, Responsibility and Excellence'. Learning culture has profited from the ongoing integration of extracurricular and diverse opportunities in the school. The school has developed explicit processes to manage vocational education in the Northern Beaches community and has integrated learning with TAFE to assist transition into the workforce. The school has also developed a substantial and strong music program that connects regularly with the local schools, providing the students with opportunities to perform engage with learning beyond the classroom, while developing closer ties with the local community. This strong commitment has been a key reason why the judgement was made in the second SEF SAS that the school has moved from Delivering to Sustaining and Growing in the Learning Elements of Classroom Practice, Learning Culture and Assessment and Reporting. The current school culture demonstrates the building of educational aspiration across its community and the school is working toward ensuring all students take responsibility for their learning to enable to move into excelling. Across the school Wellbeing is an area that is developing. While the school has recognised the need to meet the wellbeing needs of students in the community, this process has been largely implicit, governed largely by good will and the strong sense of familiarity among the student body and strong relationships with staff. Recognition of the increasing importance of wellbeing has led to the formalisation in 2015 – 2016 of the Wellbeing Team. Consisting of year advisors, learning support staff and managed by the Wellbeing HT, the school has been developing the explicit processes to manage and support wellbeing in the school. This has been supported by increasing interaction with external agencies and the integration of the Sentral data system and college community development days which explore wellbeing among teachers and students. Through the validation process, the school community identified the need to focus on developing a strategic and planned whole school approach to wellbeing and to embed some of the current wellbeing programs into the curriculum through years 7–12 and hence Wellbeing has been self-assessed as Delivering.

The results of this process indicated that in the **School Excellence Framework domain of Teaching** the major focus has been on developing explicit systems for collaboration and feedback to sustain quality teaching practice and the use of data to identify student achievements and progress in order to inform future school directions. Faculty teams and learning teams have created the structure for teachers to collaborate across and within faculties towards achieving school targets as identified in the School Plan and drive school wide improvement in teaching practice and student outcomes. Effective classroom practice has been a significant element in meeting and shaping the needs of the community. Evidence based data suggests boys profit from heightened levels of engagement and structured and explicit learning protocols in the classroom. The school has endeavoured to meet these needs by developing teaching strategies that prioritise engagement and draw upon the fundamental principles of the quality teaching, intellectual quality, substantive content and explicit reporting and assessment procedures. The school has drawn upon in school expertise to help lead change internally through ongoing teacher and professional learning sessions that have focused on classroom practice, scaffolding, as well as assessment and reporting. Teachers now share writing and assessment scaffolds for assessment tasks to ensure continuity and consistency. Professional development is explicitly tied to the school strategic plan and is supported by a consistent commitment to teacher accreditation and ongoing development through professional learning. With support from the local college network, the school has been able to draw upon local expertise to Support new and experience teachers. The utilisation of targeted funding supports this process and allows the school to provide mentoring for new scheme teachers as well and those looking to achieve higher levels of accreditation. Mentoring in the teaching community reflects the strong culture of collaboration within the school. Teachers actively engage in cross faculty projects (e.g. GAT team) and share expertise. This has allowed the school to begin to develop a process of peer observation in the school. While undeveloped at this stage, the teachers' support of the peer lesson observation reflects a positive open culture and will provide opportunities for greater collaboration in the future. The elements of Teaching have therefore all been self-assessed as Sustaining and Growing. The school executive have driven teacher learning and development and classroom practice and have produced significant and immediate improvements in performance data, from both inside and outside school sources. While collaborative practice has been building evidence informs that further development needs to occur in this domain to enable growth in all areas of the Teaching element.

The results of this process indicated that in the **School Excellence Framework domain of Leading** in the element of Leadership was excelling. The executive leadership team has been in place for 4 years and during this period the school community has shared a culture of high expectations on the back of excellent academic performance data, indicating sustained and measurable whole school improvement. Strong and consistent leadership, in collaboration with a committed staff and the community, has led the positive cultural and academic shift in the school. School management processes and leadership in the school are collaborative and often democratic, encouraging input from teachers, staff and students in order to create strategic direction and develop school goals and action plans. In developing the school strategic plan, the senior executive survey teachers and the parent community for input regarding school directions and goals. This is facilitated by ongoing transparent communication of student achievement, proving the community with evidence based feedback through the ASR, newsletter and the P and C. Informed by this process of consolation, the senior executive team identifies strategic goals and drafts the school plan, guiding the whole school commitment to literacy and numeracy and improve the quality of teaching and learning across the school. The collaborative approach to

the School Excellence Framework evidences the equitable and representative nature of the school leadership community. Further collaboration with the community is required to excel in the area of School Planning and Implementation. Developing transparent opportunities for leadership has also been an important area in succession planning across the school. The school provides equitable opportunities for leadership in the school's support committees, including GaTs, the ICT, environmental and the TPL committee, allowing teachers to actively engage in and help direct the strategic direction of the school. This is supported across all learning areas by the formalisation in 2015 of Year Coordinators in each faculty area. These oversee curriculum, assessment and reporting in each year group, providing all staff with opportunities for leadership within their faculty. Inclusive leadership has enabled the senior leadership team to draw upon the skills of school leaders to manage change in the classroom and beyond. Faculty leaders and teaching staff regularly present to the whole school in TPL to facilitate professional growth. Simultaneously, through consultation and shared leadership, the school has (managed) minor and major construction across the school, funding new [physical resources and infrastructure, including new 21st C learning spaces , science laboratories, playground landscaping and general improvement that improve teachers and student wellbeing and more suitably reflect the aspirational culture of the school community. Long term financial planning will be required, however, to excel in the management of Resources.

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

Successful Learning . Community

Purpose

To build a culture of high expectations and a commitment to learning from both staff and students

Overall summary of progress

The progress of this strategic direction in 2016 has been overwhelming. High leverage strategies were used to make the most of funds and resources to share teacher expertise – particularly in modelling writing techniques across all KLA. The results speak for themselves; the school produced the best NAPLAN growth data and HSC results (61st in state) ever.

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">Increased NAPLAN growth for writing aspect of literacy.	<ul style="list-style-type: none">All Faculty learning teams collaborated on modelling extended response writingNAPLAN results improved for writing in 2016	<ul style="list-style-type: none">Professional Learning funds were used to supplement time for collaboration \$6,000.00
<ul style="list-style-type: none">Increased percentage of students reaching expected growth in NAPLAN writing and numeracy	<ul style="list-style-type: none">Numeracy co-ordinators engaged KLA specific learning objects across KLA'sContinued growth in Year 7 to year 9 value added	<ul style="list-style-type: none">Professional Learning funds were used to supplement time for numeracy co-ordinators and resource material Total: \$4,000.00
<ul style="list-style-type: none">Increased number of staff involved with collaborative learning	<ul style="list-style-type: none">All Faculty learning teams collaborated on modelling extended response writingAll staff involved in reciprocal classroom observations	<ul style="list-style-type: none">Professional Learning funds were used to supplement time for classroom observations \$11,000.00

Next Steps

- Cross faculty Learning teams to co-ordinate instructional rounds program across school
- TPL Team to align school professional learning matrix with teachers professional development plans.
- Beginning teacher funds used to create a Head Teacher Mentor position across the school



Strategic Direction 2

Skills for Our Local & Global World

Purpose

To equip students with skills for the 21st Century: Ways of thinking, ways of working to live in our global world.

Overall summary of progress

Aided by college funds and resources, this strategic direction made sound progress. a Contemporary learning skills MODEL for boys was identified. Teachers were able to raise their skills and knowledge level in the teaching of creativity, problem solving and collaboration. Assessment and report items were developed in each KLA to track progress.

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">Increased retention of senior students to complete HSC accreditation.	<p>Team leaders review of PBL scope and sequence for relevance and engagement.</p> <p>Survey of parents on school reporting</p> <p>5 C's introduced in To stage 4 or 5 programs across all KLA.</p> <p>(At this stage, 1 year into this strategy it is too early to measure retention to year 12)</p>	<p>College Professional Learning Day</p> <p>\$5000.00</p>
<ul style="list-style-type: none">Increased number of sustainable community based interactions.	<p>At least 1 PBL activity with community interaction delivered in years 7–10.</p> <p>PBL programs identify 5C's strategies.</p>	<p>College Development Day</p> <p>Faculty planning and review days</p> <p>\$5,000.00</p>
<ul style="list-style-type: none">Measured increase in relevance in 'Relevance' for stage 6 in TTFM survey.	<p>Team leaders review of PBL scope and sequence</p> <p>TTFM Survey indicating increase in student engagement</p>	<p>Well-being conference / TTFM analysis</p> <p>\$2,000.00</p>

Next Steps



Strategic Direction 3

A Flourishing School Community

Purpose

Provide the skills and understanding for teachers and students to flourish and maintain a positive state of well-being

Overall summary of progress

This strategic direction has significantly changed the traditional high school approach to student welfare. Processes in place have an emphasis on a pro-active, solutions focus perspective on student wellbeing. This has been underpinned by positive psychology – teachers across the Northern Beaches Secondary College have been professionally developed in elements of positive psychology and its relevance throughout the school curriculum.

The school has identified processes that enable greater; engagement, meaning, positive emotions and positive relations. Using the PERMAH model of flourishing.

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"> Decrease in referrals on RISC data base for negative levels 	<p>Student survey data Analysis of Sentral data to set base lines</p> <p>Welfare team trained to analyse survey data at annual conference</p> <p>Commence roll out of Phase 3 of PBEL – Within classroom environment</p>	<ul style="list-style-type: none"> Community Funded School Funded <p>Community/P&C Funding College Project Officers</p> <p>total \$2000.00</p>
<ul style="list-style-type: none"> Increase in Reward notifications 	<p>PBEL Team to review Reward structure</p> <p>Student "passport" designed to accept rewards.</p>	<ul style="list-style-type: none"> School Funded <p>Community/P&C Funding College Project Officers</p> <p>\$6000.00</p>
<ul style="list-style-type: none"> Increased percentage of students participating in leadership programs across the community 	<p>Wellbeing team re-designed leadership programs 7–12</p> <p>New yr 8 project penguin program initiated</p> <p>Sports Leadership program initiated</p>	<ul style="list-style-type: none"> Community Funded – Premier's Sporting Challenge (\$5000.00) School Funded <p>Community/P&C Funding College Project Officers (\$3000.00)_</p>
<ul style="list-style-type: none"> Measured increase in teachers feedback as positive for school feedback in TTFM surveys. 	<p>Analysis of parent/studet data on school satisfaction</p>	<ul style="list-style-type: none"> Community Funded (\$0.00) Quality Teaching, Successful Students (QTSS) (\$5000.00)

Next Steps

The PBEL team will complete roll-out of phase 3; Classwork environment in 2017. Techniques to monitor rewards to students will be investigated to ensure all teachers are aware of the process and the positive outcomes this induces in student behaviour and wellbeing. The school will be increasing the scope of the volunteering program in years 7–10. The resilience donut data base will be expanded and students 7–9 will be included, with the wellbeing team having access to data.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<ul style="list-style-type: none"> • Selection of an Aboriginal Education Officer /Indigenous Learning Co-ordinator • Personalised learning pathways (PLP's) initiated and monitored collaboratively with the wellbeing team and Aboriginal students • Academic, social and cultural goals set through a consultative process between teacher/student/parent • Initiating whole school awareness/celebration of Aboriginal culture through student and local community Elders involvement in whole school assemblies 	<p>Learning Support Team</p> <p>Aboriginal Education Officer /Indigenous Learning Co-ordinator</p> <p>RAM Equity Loading Aboriginal Background</p> <p>\$1800.00</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$1 000.00)
Quality Teaching, Successful Students (QTSS)		
Support for beginning teachers	<p>Teacher PDP Review meetings with Head Teacher Mentor</p> <p>Relief from face-to face teaching to meet with mentor and prepare accreditation.</p> <p>Release time for collaborative Learning – reciprocal classroom observations.</p>	<p>Centrally Funded Head Teacher Mentor</p> <p>Beginning Teacher funding</p> <p>\$61,700.00</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$40 000.00)
Targeted student support for refugees and new arrivals	<ul style="list-style-type: none"> • Learning Support Review of plans • Selection of a Refugee Support Officer / Learning Co-ordinator • Personalised learning pathways (PLP's) initiated and monitored collaboratively with the wellbeing team and refugee students 	<p>RAM Equity Loading for English Language Proficiency</p> <p>RAM Equity Loading for Socio-economic Background</p> <p>Total \$2,200.00</p> <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$1 300.00)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	545	566	637	695
Girls	0	0	0	0

Student attendance profile

School				
Year	2013	2014	2015	2016
7	93.3	91.6	92.2	89.7
8	91.3	90.5	88.8	91.5
9	90.5	87.9	84.2	85.1
10	90.3	83.7	88.7	87.5
11	79	81.3	82.8	90.9
12	89	89.6	86.5	92.9
All Years	89.5	87.6	87.6	89.5
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

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	3.5	3	8.5
TAFE entry	0	0	10.75
University Entry	0	2.25	65.5
Other	4	0	2.5
Unknown	0	0	0

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2.6
Head Teacher(s)	8
Classroom Teacher(s)	35.6
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
Teacher of ESL	1
School Counsellor	1
School Administration & Support Staff	9.68
Other Positions	4.2

*Full Time Equivalent

<Use this text box to report on the Aboriginal composition of your school's workforce>

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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

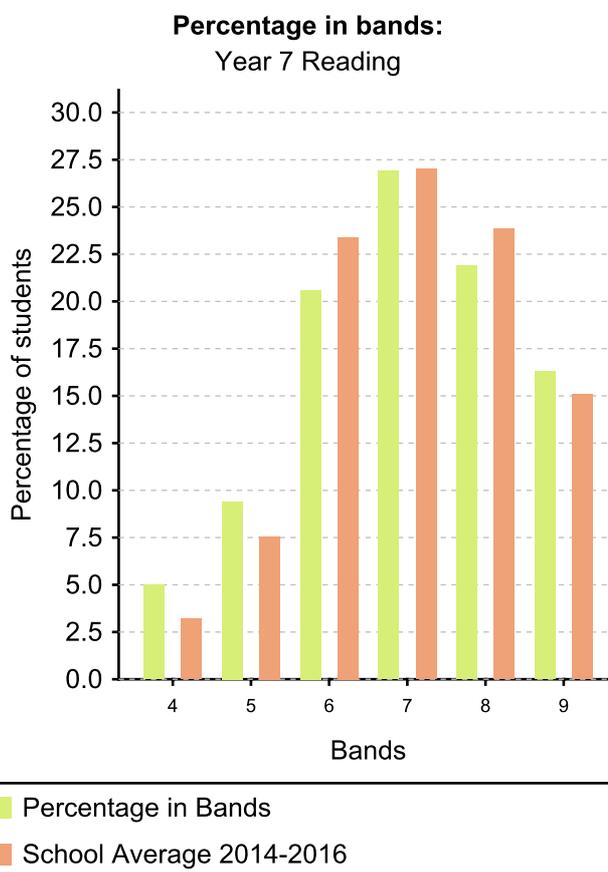
This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	897 891.74
Global funds	594 847.48
Tied funds	312 589.09
School & community sources	918 289.00
Interest	20 850.00
Trust receipts	62 557.00
Canteen	0.00
Total income	2 807 024.31
Expenditure	
Teaching & learning	
Key learning areas	222 421.57
Excursions	217 543.00
Extracurricular dissections	279 174.31
Library	6 999.83
Training & development	580.00
Tied funds	200 407.19
Short term relief	169 818.00
Administration & office	264 215.00
School-operated canteen	0.00
Utilities	0.00
Maintenance	71 573.34
Trust accounts	65 781.03
Capital programs	137 482.53
Total expenditure	1 635 995.80
Balance carried forward	1 171 028.51

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.

<Use this text box to comment on literacy NAPLAN data>

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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

<You may choose to use this text box to comment on other assessment data including:

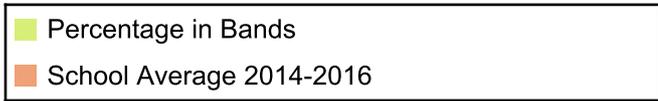
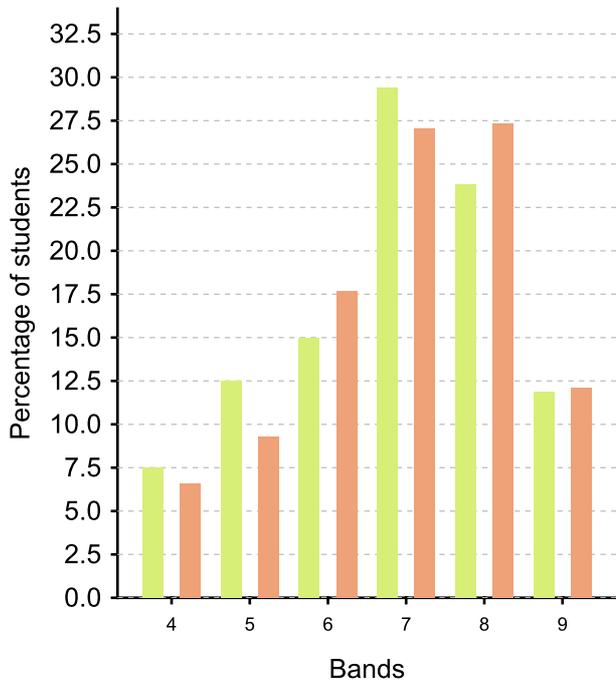
- Best Start
- Literacy and numeracy achievement against the literacy and numeracy continuums>

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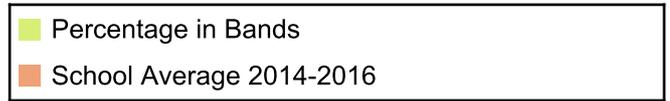
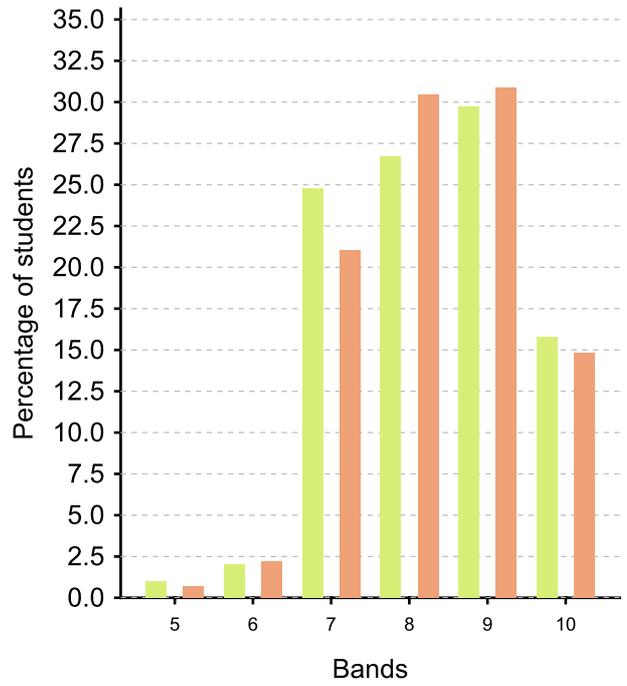
NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and

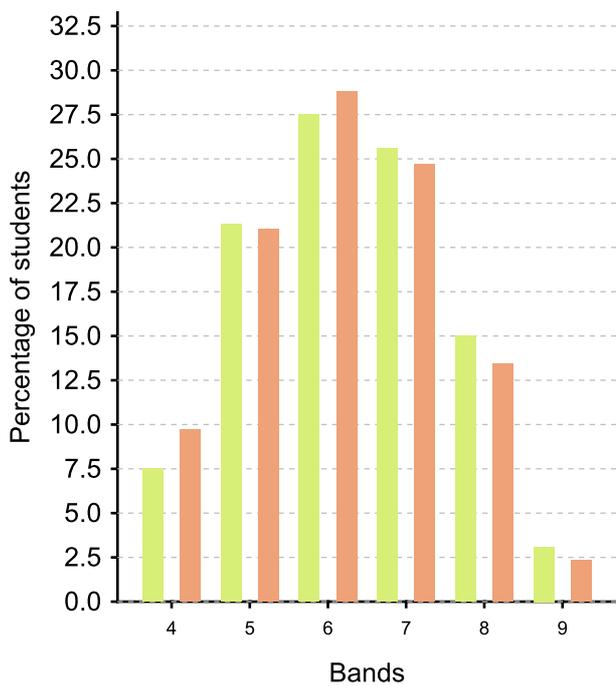
Percentage in bands:
Year 7 Spelling



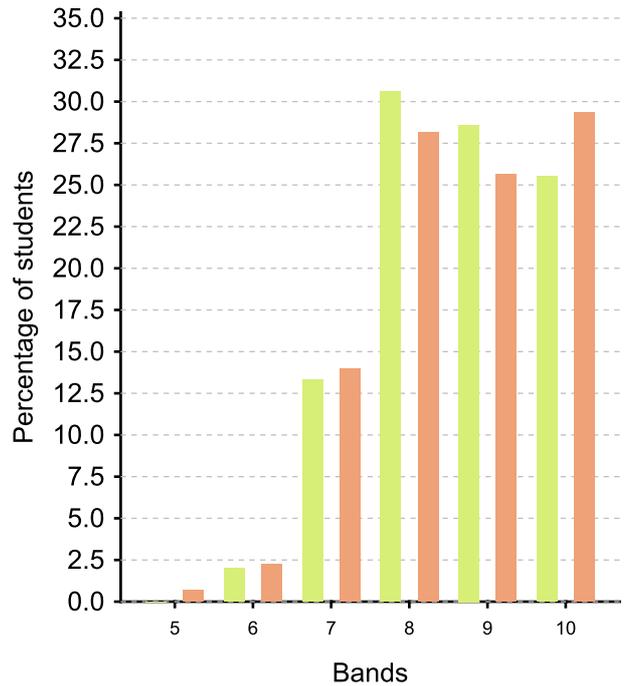
Percentage in bands:
Year 9 Reading



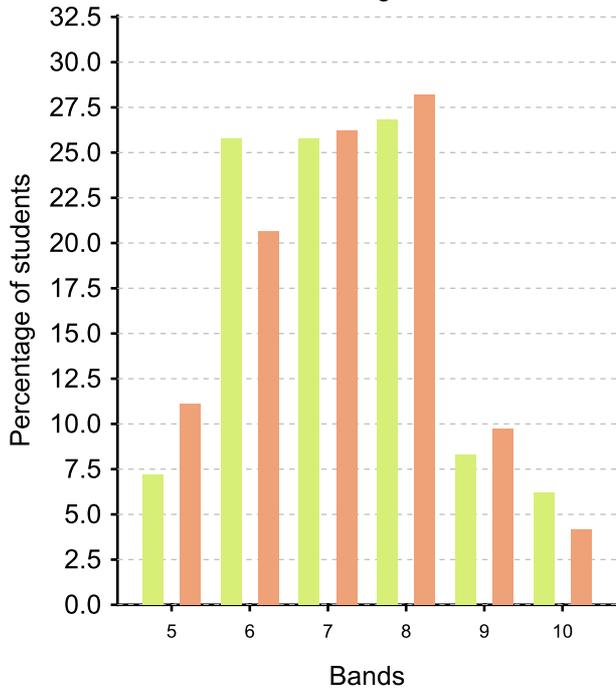
Percentage in bands:
Year 7 Writing



Percentage in bands:
Year 9 Spelling

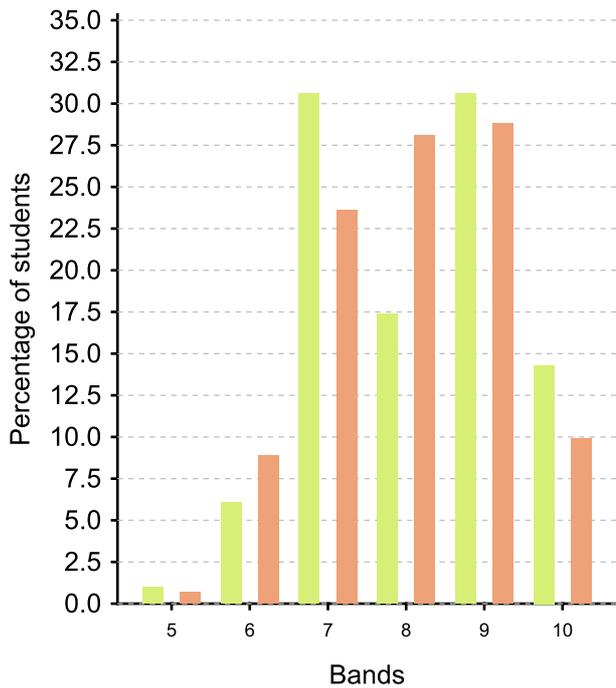


Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in Bands
School Average 2014-2016

<Use this text box to comment on numeracy NAPLAN data>

Delete text not required.

<You may choose to use this text box and statement to

refer readers to the My School website:

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.>

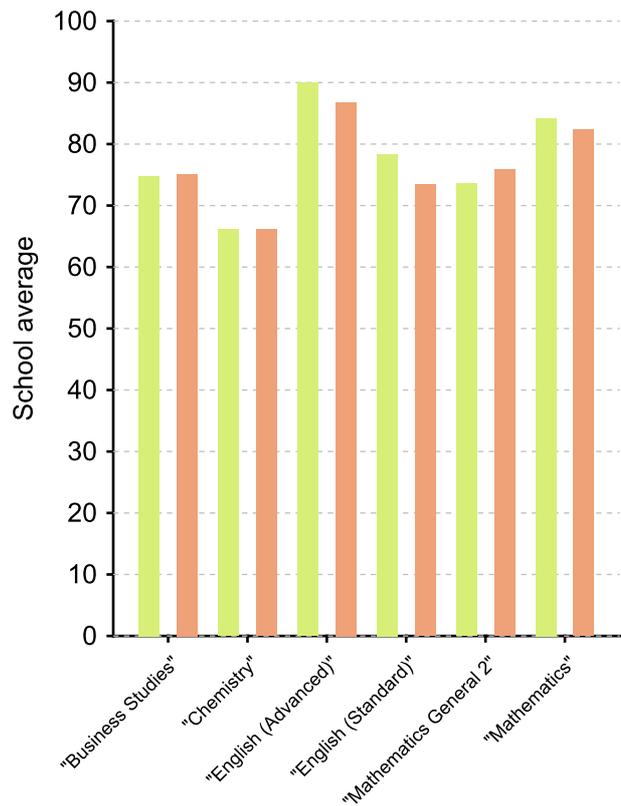
Delete text not required.

<Use this text box to comment on mandatory reporting requirements in accordance with the Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands>

Delete text not required.

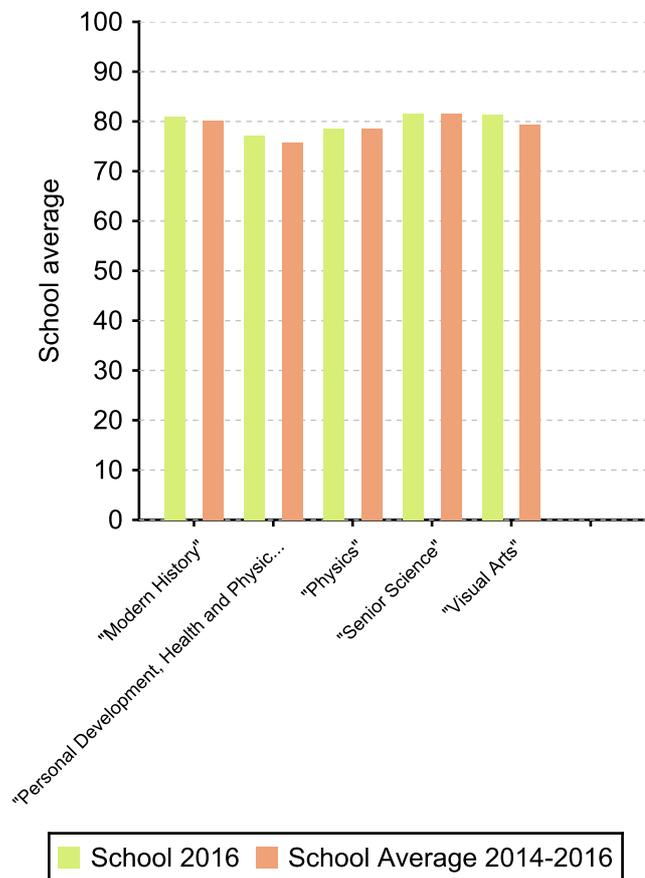
Higher School Certificate (HSC)

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

- 80% of parents strongly agreed or agreed that



Parent/caregiver, student, teacher satisfaction

Student response (n=324)

- 72% of students strongly agreed or agreed that they get along well with others at school
- 88% of students strongly agreed or agreed that they are keen to do their personal best at school
- 71% of students strongly agreed or agreed that teachers give them work that is challenging and interesting
- 75% of students strongly agreed or agreed that they felt supported by their teachers in their learning
- 81% of students strongly agreed or agreed that they feel comfortable to take on extra curricula activities
- 68% of students strongly agreed or agreed that being able to bring a laptop to every class would be a good way to help them learn

Parent

respondents (number =201)

- 91% of parents strongly agreed or agreed that the school sets clear expectations of behaviour for their child
- 75% of parents strongly agreed or agreed that the learning needs of their child were being met.
- 78% of parents strongly agreed or agreed that the school supports the cognitive, emotional, social and physical well-being of their child
- 77% of parents strongly agreed or agreed that they are very positive about the education their child is receiving
- 76% of parents strongly agreed or agreed that the efforts and achievements of their child are recognized and rewarded