

Bega High School Annual Report



2017



8165

Introduction

The Annual Report for **2017** is provided to the community of **Bega High School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Linda Thurston

Principal

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School background

School vision statement

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

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

Responsibility for learning, behaviour and our environment

Respect for oneself, others and property

Effort through being positive, resourceful and persistent.

School context

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning – The school continued to develop a culture that builds, supports and promotes educational aspiration, and student reflection, evaluation and improvement of ongoing performance. There is evidence of a school wide responsibility for student learning, with high levels of student engagement and success. During the year the school committed to successful policies and practices to build positive and respectful relationships with all stakeholders. This included the funding, support and establishment of targeted additional literacy and numeracy classes, Homework Club and continued refinement of Multiliteracy improvement program delivering one on one student support. This provides a strategic and planned approach to support the cognitive, emotional, social, physical well-being of students that is embedded in the inclusive framework of the Learning and Support Team to recommend, oversee and advise teaching and learning within the school. The school's continued collaboration with distance educational providers allowing students alternate educational pathways to support and foster students with individualised learning programs and vocational learning needs.

Teaching – School assessment data is analysed and interpreted by teachers, shared and collaborated within and between faculties to improve assessment rigour, student engagement and student performance. Staff provide analysis of Results Analysis Package (RAP) data to facilitate subject and faculty wide improvement. Staff have engaged in and contributed professional learning within Sapphire Coast Learning Community (SCLC) across the Far South Coast Network. Demonstrating professional dialogue, and professional currency working beyond the classroom to increase student performance in all areas of curriculum, with a focus on literacy and numeracy. To aid a seamless, smooth transition from year 6 to 7, English, STEM and Mathematics faculties provided lessons to partner school teachers and students fostering rapport and learning partnerships within the SCLC community developing student well-being and transition into Stage 4 learning. All teachers are encouraged to pursue higher levels of accreditation with 40% of teachers attained post graduate qualifications from tertiary institutions.

Leading – The school leadership team fosters a culture of high expectations and community engagement which has resulted in a sustained and measurable whole school improvement. Students of 2017 HSC cohort demonstrated measurable growth with "Top Achievers" and "Distinguished Achievers" noted within student performance data. Strategic use of partnerships with partner primary schools such as STEM and music days have enriched the school's standing within the local community which has bolstered enrolments and school culture. Student leaders are recognised for high level involvement and influence in school and community experiences that include ANZAC Day marches, community forums, Breakfast Club and Junior AECG.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

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

Purpose

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

Overall summary of progress

There were many successes and educational impacts, during 2017, in Strategic Direction 1: Student and community well-being achieved through connected, engaging learning that cultivates confidence, creativity and resilience.

Students have been identified, supported and assisted through the Learning and Support team Aboriginal Education and Liaison Officer and staff enabling a connected student body with community expectations cultivating confidence and creativity. Students identified have Individual Education Plans, based on consultation with parents and carers and focusing on areas for improvement and processes developed to encourage and reassure student confidence.

Bega High School Students demonstrated confidence, creativity and resilience within the school and community through the wide variety of programs on offer and substantiated by the data collected from the "Tell Them from Me" survey reporting that "teachers have high expectations".

Bega High School Students prove and establish connected and engaging learning through vast learning opportunities where they have performed at exemplary levels. This has included STEM Bridge Building days at a partner primary schools fostering a relationship of positive role modelling and confidence from all students involved. High school students taught lessons to stage 3, exhibiting a caring and nurturing learning environment that has built a respectful relationship impacting effective transition of Stage 3 students into high school environment.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 20% increase in the numbers of students at/above national minimum standard in Year 9 NAPLAN Literacy	3P Learning software subscription; professional learning funds; teaching and learning resources; TTFM surveys	2017 saw 73.6% of year 9 students at or above expected growth in Reading, 56.8% at or above for Spelling, 57.7% at or above for Grammar.
<ul style="list-style-type: none">• 15% increase in the numbers of students at or above national minimum standard in Year 9 NAPLAN Numeracy	Focussed Numeracy class, professional learning funds, teaching and learning resources;	15% of Year 9 students are performing in the top two bands, 75.7% of students at or above expected growth and no students below national minimum standards.
<ul style="list-style-type: none">• 10% increase in the number of students with two or more Band 5–6 results at HSC	HSC results, ALARM training	Students during 2017 HSC year increased results with 12 band 5 results, and 4 band 6 results.
<ul style="list-style-type: none">• Student retention rate increased to 65%	Sentral data, HSLO support, SAO time	Retention of students completing HSC has increased by 2%, with some students leaving prior for employment and apprenticeships

Next Steps

An increased focus on teacher professional learning to deliver a coordinated literacy and numeracy protocols and strategies meant that a committee (LANCOM) was established to provide evidence-based recommendations and professional learning to all faculties, with implementation planned for 2018.

A focus on communication with all stakeholders within the school community enhancing an understanding of well-being and academic support available for students, staff and families.

The continuation of extra literacy and numeracy classes in stage 4 and 5 to promote growth, confidence, strengthen results, outcomes and engagement by providing a supporting infrastructure and resources around teachers, students and parents.

Implementation of Positive Behaviour for Learning (PBL) strategies, with teacher training and development to employ and focus on classroom, playground and community for student well-being.

Continued focus and funding of volunteer-supported MultiLit program for delivering Premier's Priorities by enhancing literacy skills of identified Stage 4 students.



Strategic Direction 2

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

Purpose

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

Overall summary of progress

During 2017 the school established the position of Head Teacher Teaching and Learning to oversee the responsibility of teacher professional learning, Performance and Development Plans, accreditation and the application of tools to collect, analyse data to enhance student outcomes.

The school community embraced the use of Sentral database allowing for informed, engaged parents and carers. 2017 saw all parents with access to some student records allowing for information to be easily communicated to informed and aware parents during combined parent teacher night interviews allowing for a much effective method of celebrating and acknowledging student success.

Quality teaching and learning happens not only in the school and classroom environment but also on quality educational excursions and field trips such as the Senior HSIE excursion to Sydney. In June, 2017 teachers from the HSIE Faculty took a group of Year 11 and 12 students, studying HSIE subjects, such as: Legal Studies, Society and Culture, Business Studies, Ancient History, Modern History, Geography and Aboriginal Studies to Sydney. The purpose of the trip was to give these students an opportunity to visit places of cultural and educational significance. The teachers in the HSIE Faculty collaborated to plan activities that focused on improving performance and student learning outcomes. Teachers organised guided tours with representatives from the Sydney Jewish Museum, the Supreme Court, Barangaroo and Taronga Zoo. Students were also guests at a live filming of ABC Television's Q & A. The students were engrossed by every new learning experience, they were openly thoughtful and respectful about what they were shown, taught and learnt. The access to relevant and real-world edification, based on the syllabus of senior HSIE subjects, offered students a chance to safely and positively develop their academic understanding and appreciation for life-long learning. This was evident in the resulting achievements of many of these students in Semester 2 of 2017.

Staff collected and archived student work samples as a fundamental step in the HSC monitoring process, another tool for effective, rigorous assessment procedures and development of professional learning and quality teaching.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">All BHS stakeholders report understanding of the range of options available for meeting BOSTES / NESA requirements and achieving a HSC or equivalent.	Year meetings, Tafe and UOW meetings	Students briefed in fortnightly year meetings, parents and carers attended meetings in the hall with explanations of HSC requirements
<ul style="list-style-type: none">All teachers understand and apply professional standards and curriculum requirements in planning and delivering quality teaching and learning programs.	\$8000 for teacher release time to plan and implement programming.	Teachers have produced some programs but need to have a consolidated effort.

Next Steps

Head teachers from each KLA area adequately satisfy staff learning by providing learning sessions for Far South Coast Network of Schools during professional learning days, contributing to professional dialogue, teacher expertise and teacher professional learning.

The school implements a strategy of informed, focused and a systematic approach to HSC monitoring to improve teacher judgement, teamwork and development. This includes the documentation of assessment results, work samples, teaching and learning programmes, scope and sequences and marking guidelines to be stored in a centrally located,

accessible area. The stored information is used by Head Teachers in forming and construction of classes for Stage 6 patterns of study and reviewed with students, parents and stakeholders.

Staff use data to inform decisions by regularly analysing and interpreting unique forms of data to inform and improve teaching and learning practice to enhance outcomes of all students throughout the school.

Strategic Direction 3

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

Purpose

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

Overall summary of progress

Executive team expanded the knowledge and application of the Schools Excellence Framework and evaluation of the Strategic Directions to communicate improvements through a range of data and evidence.

The school displays a strong commitment to improving the literacy and numeracy outcomes for all students by using the wealth of knowledge of local community volunteers to deliver Multilit and allow all staff to share and demonstrate their expertise and deploy effective accommodations and adjustments.

The school's ongoing partnership with Karabar Distance Education Outreach Program has been gaining momentum for students and community members involved. 2017 saw into fruition the graduation of a number of students with relevant, real life community partnerships involving work experience and credentials in RoSA, Higher School Certificate and Vocational Education. Proactive community partnerships also enabled the continuation of our highly successful Homework Club with teacher and community and business volunteers. Empowering students to strive for self directed educational success.

Teachers qualified in Japanese Language and Drama collaborated to implement a Performance and Development Plan that engaged students in cultural learning and performance. In September 2017 a group of Year 7, 8, 9 and 10 students, were given an opportunity to travel across the Bega Valley to perform in a piece of Japanese Musical Theatre, which involved Taiko Drumming, Kabuki and singing. In every performance, during this tour, students connected with their community and participated in learning that cultivated their confidence, creativity and resilience.

Student success was evident during and after this tour as this experience enhanced students understanding of cultural diversity and the significance of community interaction. This was particularly evident during the performance at a local Nursing Home, Bega. The elderly residents thoroughly enjoyed the show, some residents regaling students, after the performance, with stories of their visits to Japan. Further evidence of student success is the improved engagement of many of these students in the classroom and in their developing understanding of lifelong learning.

We understand that not all learning takes place within the classroom, thus we place importance on educationally sound excursions and extra-curricula activities that are meaningful, support student development, and clearly aligned with the school's vision, values and priorities – respect, effort, responsibility and achievement. We have also developed learning alliances with other schools and collaboration with organisations to enhance curriculum provision and delivery is strategically scheduled.

The Japanese Showcase Tour unveiled a raised awareness within the Bega Valley Community of the Language, Cultural and Performance programs that Bega High School offers its students. In addition, Bega High School is recognised in the community as a school that promotes cultural diversity, inclusivity and learning excellence.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Greater engagement of students as measured by attendance rates at or above state average, retention rates at or above state levels, decreased long suspension rates.	Tell Them from Me survey, Sentral Data	Long suspensions decreased by 3%. Attendance rates are 2% lower for state average schools. TTFM survey indicates students value education and find relevance and engagement with teaching and learning.
<ul style="list-style-type: none">The number of teachers planning and pursuing accreditation at higher levels	HT Teaching and Learning, Professional learning funds \$4000	1 teacher demonstrated interest in higher levels of accreditation but as yet not undertaken.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
increasing each year from the beginning of 2016.		1 teacher demonstrated interest in higher levels of accreditation but as yet not undertaken.

Next Steps

The establishment of a community and school based family support service that collaborates and coordinates government and not for profit agencies, the local community and school Learning and Support Team to deliver care, advice and resources to families in need. A formal method is developed for recommendations from the support service to the Learning and Support Team to share information to best help students and families from the community.

New and varied partnerships, both local and abroad, allowed teachers to incorporate innovative, high level, informed educational practices through their leadership and collaboration with key community stakeholders.

A coordinated approach of succession planning was designed and developed through collaboration and consultation of the school community in addressing areas for further development within the school leadership team. Ongoing training and support was identified and implemented, establishing positive rapport and partnerships with external community based agencies to further develop and future proof our staff and school leaders.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Aboriginal background loading (\$61181.00)</p> <p>Socio-economic loading (\$23,000.00)</p>	<p>An Aboriginal Education Officer was employed to support students and families in meeting students' educational needs and increased levels of engagement. The Australian Indigenous Mentoring Experience program was subscribed to for all Aboriginal students, in addition to sponsorship of students to attend State SRC Camp and other leadership activities in the Bega community and the far south coast.</p> <p>Attendance and engagement rates of Aboriginal students averaged 72% over the last three years, compared to 85% for all students over the same period. By the end of 2017, seven Aboriginal students achieved a HSC or equivalent credential.</p>
English language proficiency	English language proficiency (\$4,076.00)	Teaching and learning strategies were designed and adjusted to account for identified students' learning needs and their progress towards developing effective literacy skills in all their subjects. Teachers participated in professional learning focused on identifying and implementing effective evidence-based strategies for the explicit teaching of literacy.
Low level adjustment for disability	Low level adjustment for disability (\$60059.00)	<p>The MultiLit Program continued in 2017 and 42 Stage 4 students accessed the program with volunteer tutors. NAPLAN data for Stage 5 students who had previously participated indicated improved outcomes for 98% of identified students, in terms of achieving in a higher band for Reading.</p> <p>Learning and Support teachers and School Learning Support Officers engaged with more than 50 students across all stages and KLAS to enhance their engagement in learning activities and in achieving a Rosa or HSC.</p>
Socio-economic background	Socio-economic background (\$137,981.00)	<p>Teaching and learning programs were resourced through the purchase of digital subscriptions that allowed the school to collect data for school planning. Digital communication software that ensure accurate and timely contact with parents and the wider community were also purchased. Professional journals and data analysis software enhanced teacher capacity to meet individual student learning needs.</p> <p>Student wellbeing was supported and targeted through the funding of awards ceremonies, supplies for student learning, Breakfast Club equipment, and access to excursions and other representative activities across the state. The Homework Club is integral to the school's academic and wellbeing support for students. Funding allowed 5% of student to access the teacher tutors and research technologies in achieving improved outcomes.</p>

Socio-economic background	Socio-economic background (\$137,981.00)	Student attendance and engagement rates averaged 85% for the year, and were acknowledged in the forms of certificates, monetary awards and contact with parents.
Support for beginning teachers	Support for beginning teachers (\$26,499.00)	A total of six teachers received funding as part of the Strong Start, Great teachers program and the various activities and professional support included time for lesson observations and reflection, specific professional development sessions and release from classes. Teachers also prepared evidence and annotations as part of finalising accreditation at proficient teacher level documentation and in demonstrating professional teaching standards.
Location	Location (\$105,301.00)	<p>The rural and remote aspects of the school's context were recognised through the use of funding for whole school professional learning, both school-based and as part of the Sapphire Coast Learning Community and the Far South Coast Principal Network. The whole school staff also completed mandatory training sessions to protect the wellbeing and safety of both students and staff – funding covered course costs and teacher relief for anaphylaxis response procedures and CPR training.</p> <p>Transition programs for supporting students moving from primary to high school, and from Stage 5 to Stage 6 were also funded. In addition, extra student support personnel and teachers were engaged in Stage 4 classes and the in the school's Outreach distance education program.</p>
Technology for Teaching and Learning	Technology (\$89,878.00)	<p>Expanded capacity to deliver teaching and learning using a range of digital technologies was achieved through the purchase of new smart panels, digital projectors and software to support teaching and learning.</p> <p>Technology Support Officers were employed to support teachers, students and the community in accessing appropriately maintained and accessible technologies.</p> <p>Creative Arts subjects and students benefited from the purchase of a creative commercial oven , the installation of a metal lathe and refurbishment of the metal work learning space, and the purchase of digital video equipment.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	438	415	377	345
Girls	433	401	412	402

2017 continued the trend of declining enrolments, compared to previous years, in line with partner primary student numbers. The acknowledgement of this trend has been a focus during transition visits and an overhauled transition program has been developed, consulted and implemented with partner primary schools. The school has implemented a renewed communications and engagement strategy, resulting in increased enrolment interest for 2018.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	90.6	92.2	90.6	91.1
8	87.5	87.1	89.1	86.8
9	87.1	84.5	85.8	89
10	84.7	83.4	80.9	84
11	88	87.2	82.9	86.2
12	87.8	86.1	88.2	85
All Years	87.5	86.6	86	87
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

Student attendance and engagement is directly related to positive learning outcomes. The school communicates and acknowledges high levels of student attendance with parents and carers on a consistent and regular basis. Students are acknowledged by invitation to attend incentive excursions and attendance awards during the school year.

The school employs a School Administration Officer to collate attendance data and to communicate concerns and referrals to parents, the Learning and Support Team and the Home School Liaison Officer. In addition, this information is used to acknowledge students' high levels of learning engagement.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0.06	24	3
Employment	26	38	63
TAFE entry	30	24	6
University Entry	0	0	15
Other	44	0	7
Unknown	0	14	5

2017 saw 98 students complete HSC. Fifteen students were offered university placement and 63 students entered the work force.

Year 12 students undertaking vocational or trade training

During 2017 Bega High School offered quality vocational education in many frameworks. Course are delivered industry trained, experienced teachers in Construction, Hospitality and Primary Industries. Vocational Education again proved popular with dual accreditation achieved. This included an Australian Skills Quality Authority Certificate and HSC. We continued our partnership with TAFE NSW, offering 32 Bega High School students subjects including Retail Services, Tourism, Animal Studies, Automotive and Metals and Engineering.

Year 12 students attaining HSC or equivalent vocational education qualification

A total of 105 students studied and completed examinations in 28 courses including Board Developed Courses and VET framework courses. One student completed a HSC through an alternative, negotiated pattern of study.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	10
Classroom Teacher(s)	47.3
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.6
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	18.68
Other Positions	1

*Full Time Equivalent

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

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

During 2017 teachers worked towards Proficient level of accreditation using the Australian Professional Standards for Teachers and Performance Development Plans, no teachers are working towards higher levels of accreditation. Professional learning occurred at every School Development Day. Teachers identified areas of professional learning aligned with Bega High school's strategic directions within their Professional Development Plans. School staff completed professional learning in "Twilight Sessions" in the areas of ICT, APOLO, ALARM and Microsoft

365. Teachers participated in professional learning activities such as Positive Behaviour for Learning and ALARM in venues throughout NSW, and in Canberra, Darwin and Melbourne.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

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.

Receipts	\$
Balance brought forward	616,438
Global funds	466,272
Tied funds	404,195
School & community sources	95,153
Interest	5,146
Trust receipts	12,145
Canteen	63,956
Total Receipts	1,046,866
Payments	
Teaching & learning	
Key Learning Areas	58,571
Excursions	17,896
Extracurricular dissections	83,907
Library	5,400
Training & Development	1,453
Tied Funds Payments	246,430
Short Term Relief	87,437
Administration & Office	59,522
Canteen Payments	72,118
Utilities	78,707
Maintenance	34,949
Trust Payments	12,851
Capital Programs	0
Total Payments	759,241
Balance carried forward	904,063

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	2,067,481
Appropriation	1,803,930
Sale of Goods and Services	85,860
Grants and Contributions	175,336
Gain and Loss	0
Other Revenue	0
Investment Income	2,355
Expenses	-1,252,773
Recurrent Expenses	-1,252,773
Employee Related	-564,151
Operating Expenses	-688,622
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	814,708
Balance Carried Forward	814,708

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Bega High School implements financial management processes and governance structures that mirror Department of Education requirements and policies. The school regularly reviews expenditure and, in 2017, professional learning funds were doubled to facilitate the development of teacher capacity in implementing the DoE performance and development framework. Future projects, for which funds have been committed, include upgrades of hall lighting, more student lockers and flexible learning space design.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	7,157,230
Base Per Capita	127,799
Base Location	118,414
Other Base	6,911,017
Equity Total	612,541
Equity Aboriginal	81,506
Equity Socio economic	301,071
Equity Language	4,076
Equity Disability	225,888
Targeted Total	1,702,137
Other Total	182,906
Grand Total	9,654,813

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

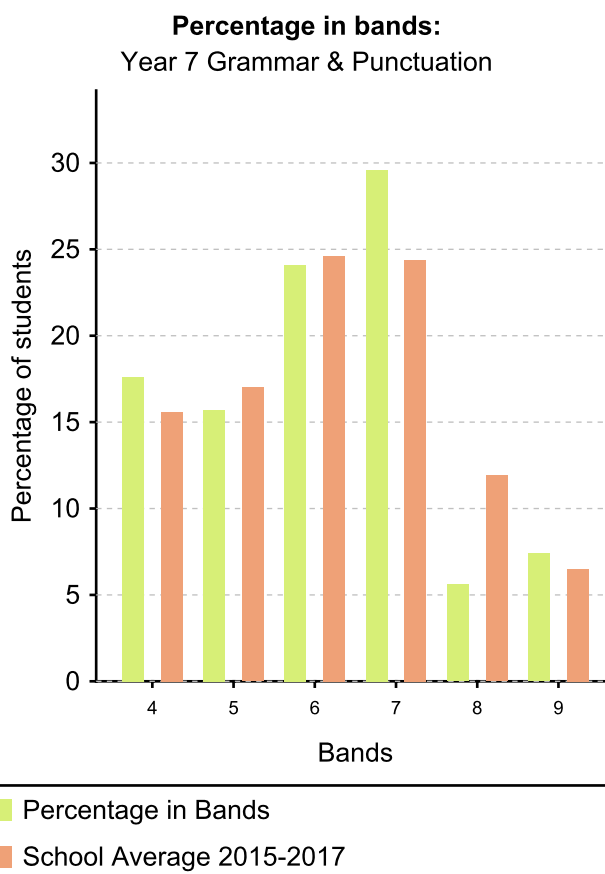
School performance

NAPLAN

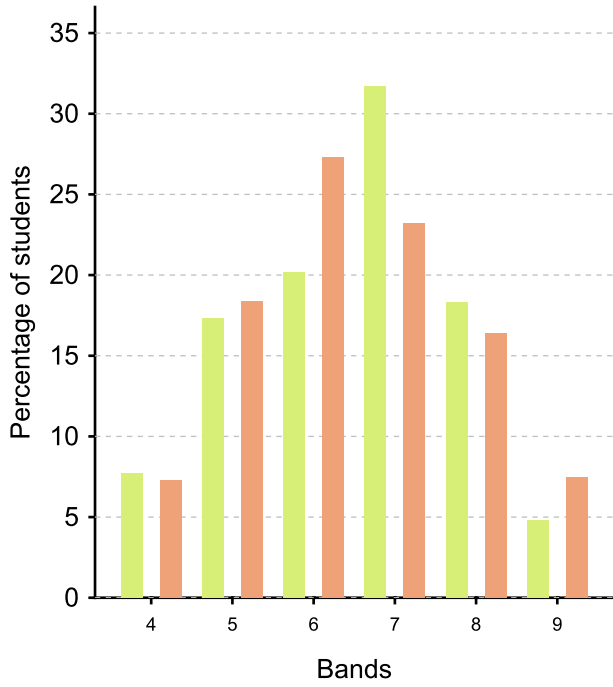
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In accordance with the Premier's Priorities: Improving education results, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy. The percentage of Year 7 students at proficiency for Reading is 23%, Spelling 17%, and Numeracy 24%.

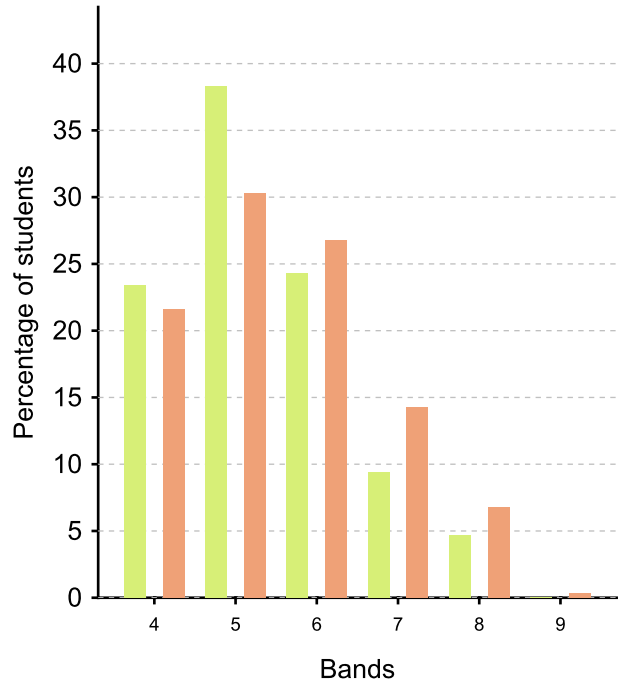
The percentage of Year 9 students at proficiency for Reading is 23%, Spelling 16%, Numeracy 15%



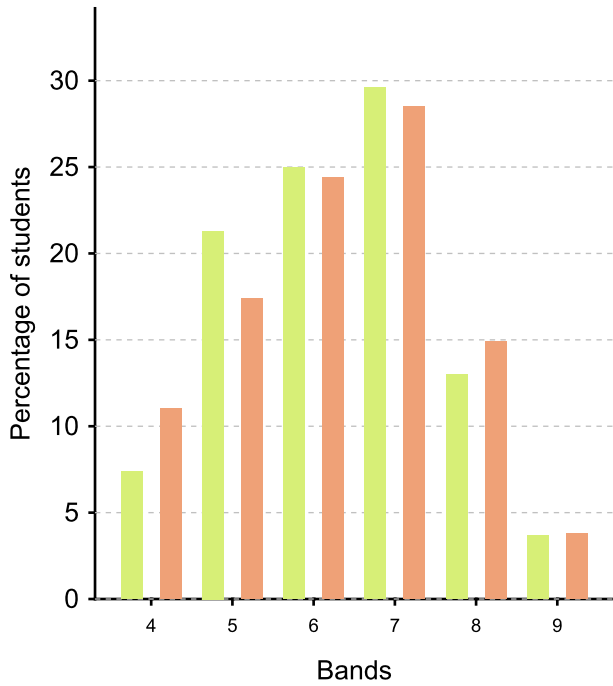
Percentage in bands:
Year 7 Reading



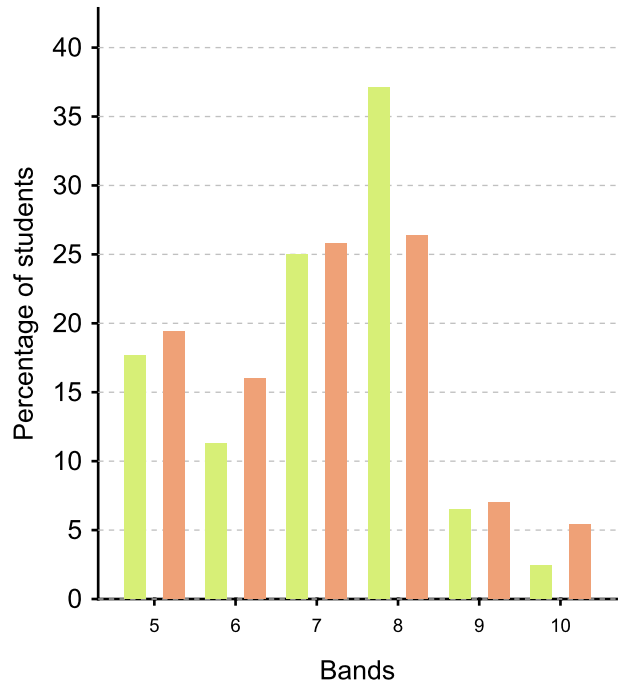
Percentage in bands:
Year 7 Writing



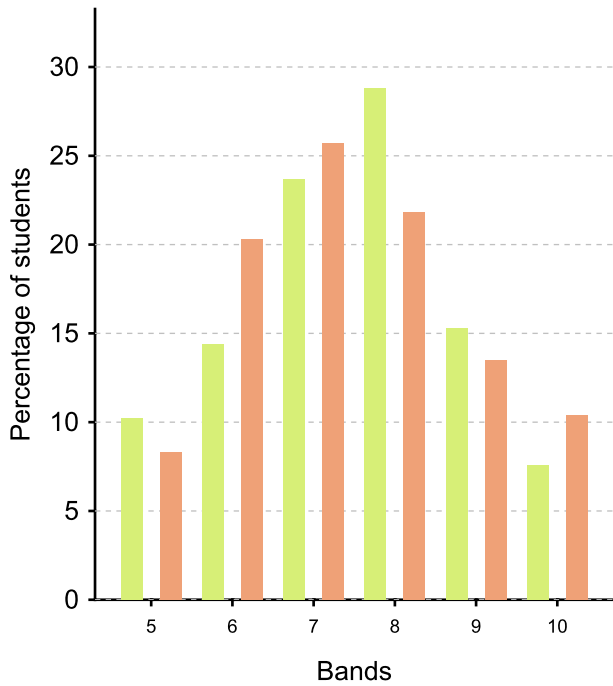
Percentage in bands:
Year 7 Spelling



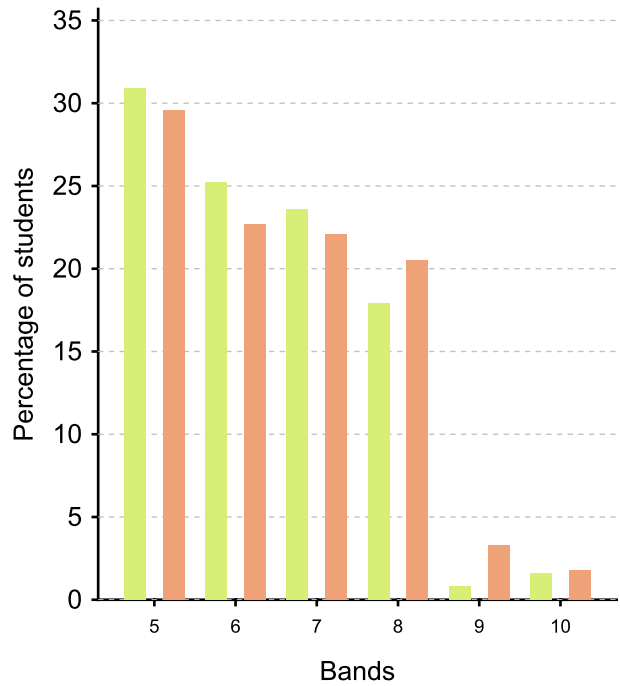
Percentage in bands:
Year 9 Grammar & Punctuation



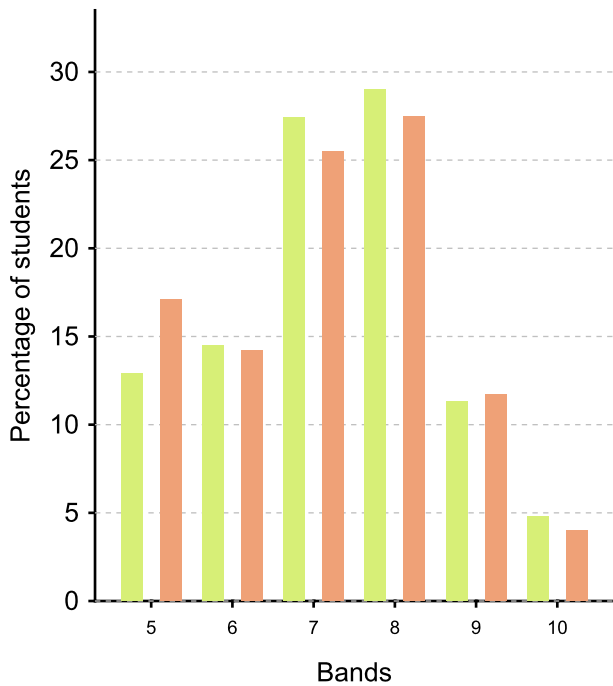
Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 9 Spelling

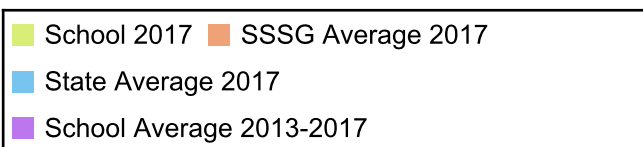
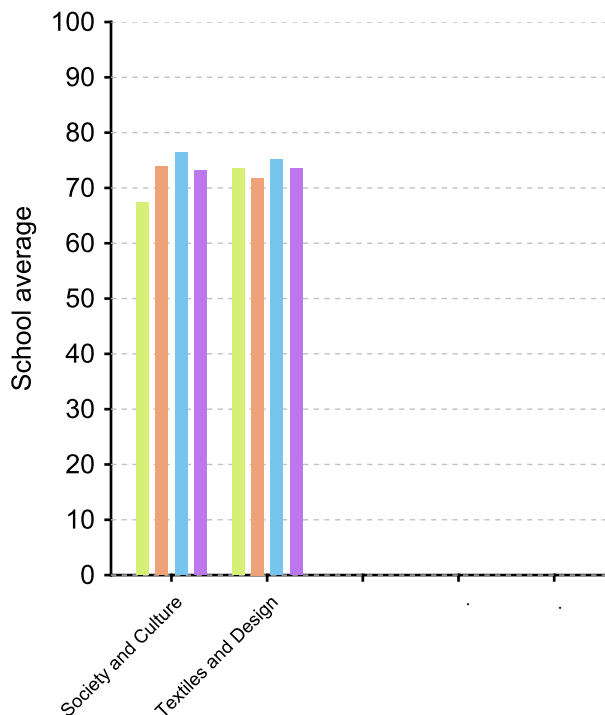
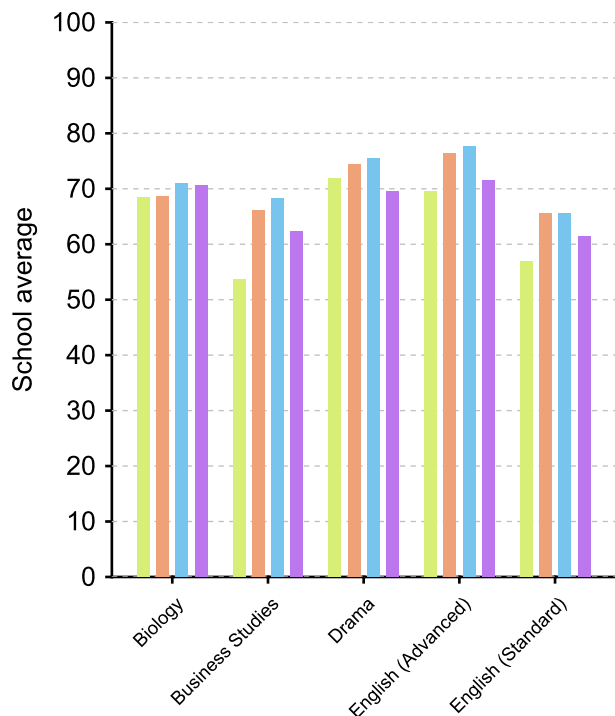


During 2017 students from year 9 performed well above state average and 75.7% students performed "at or above expected growth". 55.1% of year 7 students performed "at or above expected growth with 2.9% above state average.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Higher School Certificate (HSC)

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



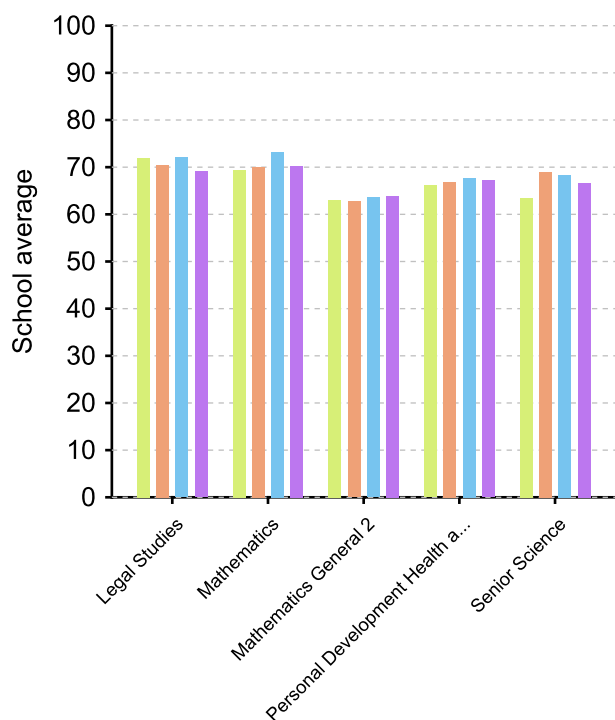
Students studied a range of courses across the spectrum of curriculum including ATAR eligible and non-ATAR eligible subjects. The achievement at Bands 5 and 6 in 2017 was comparable to previous years. The following graphs show the average HSC scores for subjects this year, compared with the school average for the last three years. 60% of the subjects included in the graphs produced results at or above the school average for 2015–2017.

Parent/caregiver, student, teacher satisfaction

In 2017 the analysis of the Tell Them From Me (TTFM) surveys contribute to school planning, communication and resourcing. Staff, students and parents continued to inform the school of their opinions through forums, meetings, exit information and surveys.

The TTFM survey results indicate an improvement in many measures from the previous years. In "I feel welcome when I visit the school" an improvement at 6.5, "Written information from the school is in clear and plain language" up to 6.3, and again "The school's administrative staff are helpful when I have a question or problem" up to 7.6 indicating professional capacity and skills, and the dedicated approach from all staff members.

The school continued the 2016 to communicate with stakeholders through a wide variety of media such as SMS, social media, School Newsletters and Sentral School Portal. This allowed for a more engaged school community and constructive P&C Association proven by results in the TTFM survey. Parents have informed the school that, "I can easily speak with my



child's teachers" up to 5.2, "I am well informed about school activities" 5.0 and "Teachers listen to concerns I have" 5.2 suggesting an improvement communicating with the school community.

Student self assessment was evident in educated responses from a wide range of mature, aspirational and thoughtful students. Positive improvement was indicated in responses about levels of "Interest, Motivation and Effort" – comparable to state averages of 26% and 65%. "Student positive behaviour at school" is equal to state average of 87%. "Students are intellectually engaged and find learning interesting, enjoyable and relevant", with students challenged and developing real world skills demonstrated by a growth to 49% compared to NSW state school average of 46%. "Students feel teachers are responsive to their needs, and encourage independence with a democratic approach", indicating a positive teacher–student relationship again 6.0 out of 10 compared to state average of 5.7. An improvement in school culture has seen a majority of students "strongly agreeing" that the school is a positive learning environment with strong role models and many extra curricula activities to engage students.

Teachers survey responses confirmed research from the document "What Works Best" that high expectations, and an expectation that homework is completed and relevant teacher feedback is given in a timely manner to students is contributing to positive school culture and high levels of student engagement and positive well-being. Teachers are incorporating professional dialogue and collaboration with teachers noting that "teachers discuss strategies to increase student engagement" measures 8.4, and "I discuss assessment strategies with other teachers" ranks at 8.0 out of 10.

Policy requirements

Aboriginal education

During the 2017 year Bega High School students, staff and community demonstrated many ways of working together to strengthen the outcomes for Aboriginal students. In December of 2017 Marcus Mundy took on the role of Aboriginal Engagement and Liaison Officer in strengthening ties with the local community, our partner primary schools and AECG.

The school maintained strong links with the University of Wollongong, resulting in visits to the Bega campus and the tertiary learning environment. The school continued a partnership with Australian Indigenous Mentoring Experience tutors who developed strong rapport and healthy relationships with our students.

An empowered Student Leadership Team proved to be a driving force with representation in the Junior AECG. Regular meetings of the Junior AECG enabled these strong relationships to develop and strengthen resulting in successful events such as NAIDOC Assembly and a week of cultural celebrations.

Multicultural and anti-racism education

The school continues to support respectful and dutiful relationships between staff, students and community through structures and programs. During the year students and staff attend fortnightly year assemblies with themed presentations on inclusivity, understanding and appreciation of cultures. The school promoted events with staff and students celebrating difference such as Harmony Day, NAIDOC Week and charity fundraisers. Again, students celebrated Book Week, dressing up as favourite characters and promoting their favourite books. The school again supported the Anti–Racism Officer who followed Departmental processes to inform students and community of expected behaviours and strategies to celebrate culture and difference.

Other school programs

2017 Cambodia and Vietnam Study Tour

For the ninth time, during the September school vacation, an overseas excursion was organised by the HSIE faculty for Years 10 and 11 students. This year saw students, staff and community members visit Cambodia and Vietnam. In the lead up to this, the school community raised approximately \$20000 to support ongoing projects that BHS has initiated with partner groups in these countries. Such projects involve house building in rural Cambodia through Global Village Housing and the provision of educational resources to a variety of non–government organisations.

The students who participated, learnt and experienced firsthand, what it is to be an active and global citizen. All activities, and places visited, reflected learning objectives and outcomes from Year 10 and 11 HSIE subjects: History, Geography, International Studies, Modern History, Ancient History, Geography, Legal Studies, Society and Culture, Business Studies and Aboriginal Studies. What an opportunity: to see syllabi come to life!

Team work during the organisational phase, amongst participants, was amazing. The trip saw students step outside their comfort zone. Such experiences involved the ability to change from being a tourist (observer) to an empathetic global citizen interacting with people from totally different cultures and backgrounds. Students reflected the values of their rural community and Bega High School – *Effort, Respect, Responsibility and Achievement*. – throughout the tour.

As always, the school could not have asked for more exemplary ambassadors, backed by the incredible support from the broader Bega community. Participation is undoubtedly life changing for students who are members of this tour, but the positive impact of the relationship that Bega High School is developing with Cambodia and Vietnam impacts the entire school community. Bega High School is well on the way to ensuring their students are active, global citizens!