

Ballina High School

Annual Report



2017



8195

Introduction

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

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

The 2017 year has provided many challenges as Ballina High School and Southern Cross School amalgamate their High School component of staff and students into Ballina Coast High School. This has also comprised of the creation of the Southern Cross School of Distance Education and Southern Cross Public school as separate entities moving into 2018.

This has been a rigorous exercise for the staff and students throughout year. It is a credit to all involved to have the amalgamation run as smoothly as possible for staff and students to ensure that the Teaching and Learning process was not interrupted and student needs catered too.

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School background

School vision statement

Vision

Growing together, Creating futures

Mission

Throughworking collaboratively to create a new, flexible and dynamic educational environment, we will create a culture that nurtures, inspires and challenges students and staff to find the joy in learning with the skills to make informed contributions as citizens and leaders.

Principles

Innovationis the cornerstone of our practice through:

- Collaborativeand authentic learning communities
- Open,flexible, personalised and integrated learning through a team based approach
- Knowing, understanding and supporting students to develop capabilities to achieve their personal best
- Building a sustainable future.

School context

In 2019 a new 7–12 secondary school will open in Ballina. "No Halls No Walls" is about embracing the opportunity and challenge to redesign learning and the environment to be purposeful, personalised and relevant in a contemporary world.

Innovation, excellence and diversity are our key tenets. The school will be a learning hub; responsive, creative, critical and personalized ... a place to think outside the lines. We will work towards a collective agency with students, teachers and community, sharing responsibility for learning.

"No halls, no walls" will break down the barriers, metaphorically and literally, of history, learning and circumstance. It will lead NSW public education.

In the years 2017 and 2018, The two schools of Ballina High School and Southern Cross K – 12 will come together to amalgamate the secondary component into Ballina Coast High School.

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.

Ballina High School staff and student body moved to the Southern Cross School site to form the Ballina Coast High School. The achievement of our goals depended on the ability of the school community to come together and work within the new structure to create a happy and safe place for our students. Our staff are exploring new methods in which to instruct students and going through training in best practice and delivery of materials for students. This has entailed the strategies from Stronger Smarter and the Higher Order Ways to Learn HOW2Learn.

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:

Strategic Direction 1

Excellence in Learning

Purpose

Students reflect upon how they are growing as learners constantly and understand that learning should feel challenging enough to stretch them. Teachers help students to develop a growth mindset and provide them with opportunities to develop positive habits for learning.

To focus on developing innovative and collaborative learning environments resulting in improved student engagement and learning.

- All teachers understand that student engagement and learning are related, with the school communicating priorities for strengthening both.
- Positive and respectful relationships are evident promoting student wellbeing and ensuring good conditions for learning.

Through developing relevant, inclusive and purposeful teaching and learning practices we will increase student engagement and outcomes

Overall summary of progress

As a combined School, staff have researched, explored and examined new ways of delivering materials and knowledge to students. The implementation of this delivery will be staggered.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All Year 7 students have personalised learning map		
New Reporting Procedures		
Evidence the school will demonstrate that quality teaching and professional practice.		
Providing students with opportunities to connect, succeed and thrive.		

Next Steps

As the school moves into 2018, the various year groups will begin their journey in the new way to learning within the school. This entails a new structure to the curriculum set up and new options and opportunities for students. This will be done through the Ballina Coast High School staff.

The research into these styles and our progress toward these will be an ongoing process with constant changes and improvements until the process is working for students and the community.

Strategic Direction 2

Excellence in Teaching

Purpose

Schools are places where teachers are pushing their own boundaries to understand how learning best happens. They are morally driven and focused on developing their teaching practice to reflect their commitment to making a difference.

To focus on quality professional learning resulting in improved student engagement and achievement of outcomes.

- Teachers work together to improve teaching and learning.
- Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice.
- Teachers engage in professional learning opportunities to improve

Developing an explicit focus on excellence in teaching with strong purposeful professional development programs and collaborative relationships to increase student engagement and learning outcomes.

Overall summary of progress

Teachers have been actively engaged in their own professional learning in the Higher Order Ways to Learn HOW2Learn to ensure that best practice is being utilised to provide for the students and staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% Year 7/8 teachers using evidence to inform teaching by the end of 2018		
Cross curricula Units Year 7/ 8		
Teachers provide and receive planned feedback from peers, school leaders and students.		
Teachers engaging in structured reflection to ensure improved teaching practice		

Next Steps

This is an ongoing process of change and improvement for the staff and the students within the new environment. The next steps of this process are to engage more stage groups into the process ensuring that staff are adequately prepared and are able to cater to the needs of students as they arise

Strategic Direction 3

Excellence in Leading

Purpose

Leaders are committed to fostering a school-wide culture where teachers are encouraged to share and learn from colleagues. Leaders demand resourcefulness and resilience from staff and students.

To focus on aligning systems that result in improved student engagement and learning.

- The school is committed to the development of leadership roles in staff and students
- Staff are committed, and can articulate the purpose of each strategic direction in the school plan and the Teaching Standards.

Authentically engaging with our community we will develop a learning environment that supports a culture of high expectations resulting in sustained and measurable whole school improvement.

Overall summary of progress

Leadership opportunities are provided for staff at all levels within the school. Members of the executive staff are constantly looking at ways to improve their own knowledge and that of other staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers draw on and implement evidence based research to improve their performance and development		
Minutes of 30 day conversations and PDP		
staff are committed to, and can articulate the purpose of, each strategic direction in the school plan		

Next Steps

Staff have been given the opportunity to apply for various leadership roles as they become available. Students have also been offered leadership roles in various capacities across the school. Leadership opportunities were limited by the amalgamation and increase in both staff and students, however, these opportunities did arise and students were involved in many different levels as were the staff.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		
Low level adjustment for disability		
Socio-economic background		
Support for beginning teachers		
HOW2Learn		
Stronger Smarter		

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	241	216	204	428
Girls	189	179	178	400

Ballina High School had an enrolment of roughly 400 students at the beginning of the year. New students to Ballina Coast High School for both Southern Cross and Ballina High were enrolled into Ballina High. All other students in the High School section were also enrolled into Ballina High for the purpose of the school's amalgamation. Prior to this point our enrolment details were 30% Aboriginal students and 2% NESB. Many of our students come from a socio-economically disadvantaged background. Adjustments for students with alternate needs was high. Students were catered for through individual learning plans and support access through the school.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	88.7	86.8	90	90
8	88.5	84.7	83.8	88.1
9	82	83.6	76.5	87
10	79.3	81	77.1	85.8
11	83.7	84.7	81.3	85
12	86.4	83.7	88	91.3
All Years	84.5	84	82.7	87.8
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

During the time of amalgamation, there have been some students with significant issues in relation to attendance at school. The majority of these have been

sorted, however, there are a few students who still need extra support in maintaining their attendance at the acceptable rate.

- Regular non – attendance is followed up by the Deputy Principal's within the school. The school actively supports students to attend school and find solutions to deal with issues that they may face.
- The school uses the Aboriginal Support team, Home School Liaison officers, FACS and other support agencies to assist students who are struggling to attend school. Letters go home on a weekly basis as well as text messages when students are not in attendance.

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	0	0	0
TAFE entry	0	0	0
University Entry	0	0	0
Other	0	0	0
Unknown	0	0	0

I am unable to obtain this information due to the amalgamation of the schools. Students were placed together for all purposes so any information here would be misleading.

Year 12 students undertaking vocational or trade training

Students continued to study in our VOCED and training programs for Hospitality and for Construction. These are popular courses and our students strive to achieve to a high level.

Year 12 students attaining HSC or equivalent vocational education qualification

This year was the last year for of a graduating class for Ballina High School. It saw 49 students graduate in the final year group. As Ballina High School ceases to exist, this was a particularly emotional time for staff and students. In this groups of students there were a significant number of Aboriginal students graduating. Students have indicated that they are proud to be Ballina High School students and graduates and they will hold this dear to their hearts.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	0
Head Teacher(s)	6
Classroom Teacher(s)	22.4
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.7
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	2
School Administration & Support Staff	10.58
Other Positions	4

*Full Time Equivalent

Ballina High School's workforce was made up of staff from multiple ethnic backgrounds. This included but was not limited to:

Aboriginal Teachers 5% (3 teachers – Principal, English/drama teacher and PDHPE teacher)

Aboriginal workers/aides 3% (AEO and Teachers Aide)

There were 60 staff members in total.

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	0

Professional learning and teacher accreditation

Teachers have operated under the Professional Development Proforma (PDP) with their supervisors and had regular 30 day conversations around their professional learning and how it fits with the school plan and the teachers career pathways. All staff will be required to be accredited with NESA through the

Australian Professional Teaching standards as of 2018 to continue working with the Department of Education. Along with this all staff have been required to have and hand in their working with children checks. This has been done and all staff are currently up to date with this.

There has been ongoing training in the Higher Order ways to Learn strategies (HOW2Learn). This will continue for the next few years until this training has been covered by all staff.

There has also been a focus on Stronger Smarter training with more staff members trained in this in 2017.

Staff have identified their areas of interest and have applied to train in various areas to improve the outcomes for students and promote their individual learning and career prospects.

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.

The schools finance was amalgamated with the Southern Cross School to cater for all the students that were on the one site. This was managed by the two SAM's within the school and the funds were distributed by a finance committee. For the 2017 year we maintained Aboriginal programs, SLSO's within the school and support structures along with the student support and support unit.

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	2,064,517
Appropriation	1,410,227
Sale of Goods and Services	77,320
Grants and Contributions	575,740
Gain and Loss	0
Other Revenue	0
Investment Income	1,230
Expenses	-652,470
Recurrent Expenses	-652,470
Employee Related	-265,785
Operating Expenses	-386,685
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,412,047
Balance Carried Forward	1,412,047

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.

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

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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	3,968,095
Base Per Capita	63,313
Base Location	4,492
Other Base	3,900,290
Equity Total	914,823
Equity Aboriginal	107,869
Equity Socio economic	576,045
Equity Language	1,260
Equity Disability	229,650
Targeted Total	689,978
Other Total	588,161
Grand Total	6,161,057

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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

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.

Due to the amalgamation of schools, it is impossible to separate the results of the Ballina High Students from those of the school with whom we have amalgamated. Indications from the information we have is significant growth in students from year to year with the school still achieving below the National standards. There are individual performances by students that are particularly outstanding and well above national standards, but as a whole, despite the growth of students, our achievement levels are below where we would like to be.

Percentage in Bands:

Year 7 - Grammar & Punctuation

Band	4	5	6	7	8	9
Percentage of students	14.3	22.7	23.5	22.7	14.3	2.5
School avg 2015-2017	14.6	24.8	25.9	20.4	10.4	3.9

Percentage in Bands:**Year 7 - Reading**

Band	4	5	6	7	8	9
Percentage of students	14.4	16.1	31.4	23.7	8.5	5.9
School avg 2015-2017	10.6	23.8	29.4	21.5	11.2	3.6

Percentage in Bands:**Year 7 - Spelling**

Band	4	5	6	7	8	9
Percentage of students	10.9	10.9	21.9	28.6	19.3	8.4
School avg 2015-2017	13.8	16.0	24.9	24.9	16.2	4.4

Percentage in Bands:**Year 7 - Writing**

Band	4	5	6	7	8	9
Percentage of students	22.0	29.7	28.8	12.7	5.1	1.7
School avg 2015-2017	27.4	32.0	21.9	11.3	5.8	1.6

Percentage in Bands:**Year 9 - Grammar & Punctuation**

Band	5	6	7	8	9	10
Percentage of students	20.7	24.0	32.2	16.5	3.3	3.3
School avg 2015-2017	18.6	32.2	27.9	13.4	5.3	2.6

Percentage in Bands:**Year 9 - Reading**

Band	5	6	7	8	9	10
Percentage of students	18.4	19.3	19.3	33.3	6.1	3.5
School avg 2015-2017	17.9	23.2	25.9	21.8	8.5	2.7

Percentage in Bands:**Year 9 - Spelling**

Band	5	6	7	8	9	10
Percentage of students	14.1	23.1	28.9	15.7	14.1	4.1
School avg 2015-2017	22.1	19.8	26.6	19.9	12.4	2.4

Percentage in Bands:**Year 9 - Writing**

Band	5	6	7	8	9	10
Percentage of students	44.6	31.4	14.1	5.8	3.3	0.8
School avg 2015-2017	46.0	28.0	15.9	7.7	2.2	0.3

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Percentage in Bands:**Year 7 - Numeracy**

Band	4	5	6	7	8	9
Percentage of students	10.3	18.1	26.7	28.5	12.9	3.5
School avg 2015-2017	7.8	28.7	31.1	23.7	7.0	1.7

Percentage in Bands:**Year 9 - Numeracy**

Band	5	6	7	8	9	10
Percentage of students	5.5	30.3	43.1	12.8	7.3	0.9
School avg 2015-2017	8.2	36.1	33.1	16.7	5.1	0.8

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.>

Information about Ballina High School will likely not be available on this site as the school no longer exists. Please refer to Ballina Coast High School.

Although we have achieved significant growth in students, there is still a long way to go. As Ballina High School no longer exists, all efforts in achieving this will for these students will now lay in the hands of the staff overseeing Ballina Coast High School.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). This was the final year 12 HSC class for Ballina High School. The results for these students are shown in the following graphs. This was the final HSC year of students as Ballina High School. Our students have performed to the best of their ability in the HSC with some great results. The following table is the only one provided due to the small number of students in each class. This Table shows that our school was well below averages for this final year in the new environment. .

Subject	School 2017	SSSG	State	School Average 2013- 2017
English (Standard)	51.3	60.7	65.6	62.3

Parent/caregiver, student, teacher satisfaction

This area has been conducted as a whole school for Ballina Coast rather than just for Ballina High due to the amalgamation of schools. This information would not be relevant to Ballina High Parents and community alone and therefore, no comment can be made in relation to this.

Policy requirements

Aboriginal education

Ballina High School had three Aboriginal teachers, an Aboriginal Education Officer, an Aboriginal Education worker (teachers Aide) and another worker working with the Aboriginal students. Students have been achieving expected growth in most areas and some students have been excelling, with one student in year 7 topping out all students in the NAPLAN numeracy results. Teachers comply with the regulations of the department and policies. The school is inclusive of all students and goes above and beyond to cater to the needs and learning styles of Aboriginal students. With the closure of Ballina High School, This work will now need to be taken up by the staff of Ballina Coast High School.

Multicultural and anti-racism education

Any issues that have occurred that staff have been aware of or made aware of have been dealt with following department policy and guidelines. Ballina High School does not tolerate any racism, sexism or bullying of students or staff and acts swiftly in the event that this arises. Issues are dealt with and all parties informed of the results. Police and FACS involvement is accessed when required.