

# Bellingen High School Annual Report



2017



8258

## Introduction

The Annual Report for **2017** is provided to the community of **Bellingen 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.

Paul Holding

Principal

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### Message from the school community

Well what a year it has been for 2017, a little more of a bang than what was needed!! We started the year by welcoming new teachers into the areas of Agriculture, English, PE & SRE. Meanwhile, we said goodbye to Dot Panaretos, Deputy Principal and farewelled Mr Wilson & Ms Henry a few months later at their retirements.

2017 was the last year of transition of the new uniform and it appears to have been received well by both parents & students.

Unfortunately, March brought some bad news with the fire to F block & library which destroyed teaching resources that had been built up for many, many years. This and the need to place demountables to accommodate classes caused an amount of undue stress for our staff and students, particularly those in Year 12 as they prepared for their HSC exams. I can still hear my son saying, "No need to go to school today mum, the school burnt down!!" Luckily, the P&C – thanks to Tim Sutton – organised a working bee to help plant gardens around these new demountables & contributed to a sausage sizzle for students & teachers as a morale booster after the fire.

Around the same time as the fire, the Department of Education wanted to erect a fence around the WHOLE school. However, as the school plays a large role in the wider community with music programs, sports training & other community services, this posed as a great inconvenience. As a response, the P&C advocated against this measure and instead highlighted the need for a more comprehensive security system.

Throughout 2017, the P&C hosted a number of guest speakers during our meetings including Jenni Farrands, who spoke about the educational opportunities available through Aboriginal Education & Setha Herath, who discussed "Discovering Awesomeness".

Thanks again to Tim Sutton for being the P&C representative in interviewing for the Deputy Principal & Maths positions. We welcomed Tim Laverty as Deputy Principal at the end of last year & Simon Borgert who commenced this year. In the meantime, we thank Julie Taylor for her support as acting Deputy Principal.

We saw the renaming of the Multi-Purpose Centre (MPC) as "Stockton Hall", named after the previous principal, Robert Stockton. This came alongside a wonderful refurbishment of the canteen.

We celebrated the end of the year with great results & achievements at the final assembly. As the representative for the P&C, it was wonderful to see students achieving across both academic and extra-curricular activities.

I also have to congratulate the 2017 Year 12 students for their outstanding results! In particular, we must recognise Meagan Davis, for her outstanding academic results and Blaise Borrer for his outstanding results & achievements in Film and Video. As always, these results reflect the incredible effort from our staff, from the running of Saturday and Sunday

classes to the study support, career advice & making sure they had all entered the correct information for the HSC/ATAR by Mrs Gorman.

I would also like to thank Rose, Tim & Jason for their contributions to the P&C and extend those thanks to the parents who turned up to every meeting, even though at times there were only a few of us. I hope this year we can encourage old & new parents to come to the meetings to hear what is happening in the school & to have their input.

Thanks everyone.

Kerrie Cutler

President Bellingin High School P & C for 2017

## School background

### School vision statement

Student learning at Bellingen High School (BHS) will be supported by high quality teaching and educational leadership. The school will be recognised for its high levels of professionalism and commitment. This will result in lessons and learning opportunities being engaging and evidence based. Teachers will utilise 21st century teaching and learning strategies to plan and deliver quality educational experiences. They will evaluate the effectiveness of their teaching practice individually and with colleagues.

Student engagement and wellbeing will be a priority and the wider community will contribute to broaden the curriculum and extra-curricular learning experiences. A positive and respectful relationship will exist across the school community. Strong partnerships between home and school will support all students to have a strong identity and value learning in a productive learning environment.

The school facilities, resources and practice will be optimised to best meet the needs of students and the community. Staff will be purposeful leaders who base leadership on professional expertise. Our policies and operating principles will be responsive to school community feedback. Administrative practices will provide explicit information about the school's function and will promote ongoing improvement, flexibility and long term school planning.

### School context

Bellingen High School is located in the Bellinger Valley and draws students from a number of small, scattered and diverse rural communities. It is a coeducational 7–12 comprehensive high school with a current enrolment of 595 students, of which 46 are Aboriginal.

The school has a tradition of academic, sporting and cultural achievements. Results from a 2014 Year 12 survey indicated that 89% of students felt a sense of pride in being a Bellingen High student. The school enjoys strong support from the community. Work readiness activities for students and shared facilities are valued aspects of this partnership. Facilities include a multi-purpose centre, commercial kitchen, music rooms, fully equipped gymnasium, community garden and Mens' Shed.

In support of curriculum offerings, the school is recognised for a full range of extra curricular activities and transition points. Examples of these include, traineeships, work readiness, mentoring, sport representations, and off-line subject offerings. The Bellinger Valley and Bellingen High School are recognised as a creative community in areas such as; Music, Art, design, creative writing, performance and technology major works.

There is a commitment to encourage and support teachers to seek higher levels of the Australian Professional Standards and to undertake post graduate training. The experience and stability of the staff ensures there is a deeper commitment to this plan.

## 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

In the domain of Learning, our school has primarily focused on the elements of Learning Culture and Assessment and Reporting.

There is a demonstrated commitment within the school community to strengthen and deliver on school learning priorities. This is evident by the participation of teachers in the individual performance and development planning process. The curriculum team is working towards delivering on a curriculum that is flexible to students' needs and an extensive professional learning sabbatical program that enjoys pleasing levels of participation from teachers. There are also professional learning activities such as Teacher Talk and Lesson Observations that support teachers working together to build their capacity as identified as a priority in our current school plan.

Community consultation indicated assessment and reporting processes as an area where school-wide practices across the curriculum needed to be enhanced to improve student feedback and parent communication. A program of A to E reporting was extended into Years 9 & 10 which included the collection of work samples to guide the moderation process, the alignment of marks into grades and the development of year level descriptors based on the NSW Education Standards Authority Teaching and Educational Standards (NESA). As a result, Years 7 to 10 were assessed using A to E formative assessment and this was coupled with the commensurate implementation of new reporting formats. These students' reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents.

## **Teaching**

In the domain of Teaching, our school has primarily focused on the elements of Learning and Development and Professional Standards.

Teachers participating in professional learning has become targeted to school priorities and their professional needs. The priority areas of differentiation across the curriculum, faculty targeted planning and faculty validation support, were key initiatives that support this element. Lesson sharing became an integral aspect of classroom observation, with opportunities offered to teachers to observe lessons, provide feedback, visit specialist teachers and share their knowledge with their colleagues. Faculty planning addressed whole school priorities such as A to E reporting and a strategic professional learning plan that included all school based professional learning opportunities. Professional learning funds were allocated to faculties and managed by Head Teachers to support the delivery of these strategies.

All staff demonstrate personal responsibility for maintaining and developing their professional standards. Teacher's performance and development goals were aligned to school and faculty improvement plans, with the remaining goals having a personal professional focus. Each goal was then aligned with a teaching standard, with the aim of familiarizing teachers with the standards and the mapping of standards and professional learning activities as required by new scheme and teachers in their maintenance phase. This will be extended further during the following year in a school developed program led by a group of teachers involved in the 2016 Teacher Talk program and targeting professional learning opportunities to enhance participating teachers' knowledge of maintaining professional standards.

Again this year the delivery of the ongoing Literacy and Numeracy improvement strategies were implemented with whole school, faculty and individual teacher professional development support provided to further develop the teachers' experience in the interpretation of data, development of targeted teaching strategies and delivery of the Band 8 HSC reform.

## **Leading**

In the domain of Leading, our school has primarily focused on the elements of Management Practices and School Resourcing.

The school leadership team works at creating an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations. The development of a NESA mandatory requirements focused faculty support program was undertaken, with a review of current practices and anticipated future requirements. Executive staff led a process in which faculty organisational structures and management systems were reviewed; teaching staff interviewed and facilities visited to develop a detailed report that highlights continuation with best practice and resourced recommended improvements.

The school executive are further developing administrative practices that effectively support school operations and the teaching and learning activities of the school. One example is a web based system of student record keeping, parent communication and wellbeing management system called SENTRAL that has continued to be implemented. This system allows for the collection of learning and development data that is used annually to review performance in identified areas, target support and centralise reporting and wellbeing records. A procedure has been developed around the resourcing of disability legislation requirements and includes student identification processes, collection of data systems and a recordkeeping process strategically implemented to achieve improved student outcomes.

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

### Outstanding Teaching Practice

#### Purpose

Quality professional learning opportunities

Access to quality learning opportunities

Current and relevant evidence based teaching practices to build their capacity as outstanding practitioners

Quality lessons to enable every student to maximise their potential.

#### Overall summary of progress

##### Performance and Development Plan (PDP) Framework

The Performance and Development framework was fully implemented across the school with 100% of teachers participating.

The "Tell Them From Me" teacher survey from the staff who responded, there was an averaged result of 7.2, a slight increase from 2016, which indicates agreement that a range of collaboration strategies were implemented.

##### A to E grades

All faculties implemented 7 to 10 assessment and reporting using A to E grading.

The "Tell Them From Me" teacher survey from the staff who responded to the following questions: "I give students written feedback on their work" there was a result of 8.5, a slight increase and "I give students feedback on how to improve their performance on formal assessment tasks" there was a result of 8.1, a slight increase from 2016 which indicates agreement that improved student feedback has occurred.

A result of 7.1 indicates that staff agree that: "I provide examples of work that would receive an "A", a "B", or a "C" (or the equivalent)", which indicates teachers are providing examples of moderated work samples.

##### Teacher Talk

A team of teachers were selected to participate in a Teacher Talk program that included four other schools. Teaching standards targeted were based on student management and learning environment.

The teachers who participated all indicated in a survey that they found the program valuable and had modified more than one strategy that they had used in their teaching in the past with improved outcomes.

The "Tell Them From Me" teacher survey from the staff who responded, there was an averaged result of 8.5, a slight increase from 2016, which indicates agreement that "I set clear expectations for classroom behaviour".

(A score of 0 indicates strong disagreement, 10 indicates strong agreement and 5 is a neutral position (neither agree nor disagree).

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Excellence in teaching practice combining 21st century learning skills and embedded best practice in the pace, sequence and resourcing of lessons as	<ul style="list-style-type: none"><li>Professional Learning \$9900</li><li>Beginning Teacher \$4200</li></ul>	<ul style="list-style-type: none"><li>All teachers and Non-Teachers completed PDPs with school, faculty and personal goals.</li><li>Teachers' Professional Learning plans were developed and implemented to targeted identified professional learning needs.</li></ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
evidence in the Performance and Development (PDP) Framework.		<ul style="list-style-type: none"> <li>Supervisors were trained to support teachers and provide effective feedback.</li> <li>Detailed implementation plans were developed by Executive staff and utilized to deliver on a timely and effective process.</li> </ul>
Teachers test, assess and report effectively using subject based A to E grades.	<ul style="list-style-type: none"> <li>Socio-economic \$7650</li> <li>Beginning Teacher \$900</li> </ul>	<ul style="list-style-type: none"> <li>Faculty based professional learning was delivered with a PDP school goal focus.</li> <li>Incoming Year 7 parents were familiarised with grade assessment and reporting strategy.</li> <li>Faculty training sessions targeted A to E reporting and NESA work samples analysis.</li> <li>Faculty professional learning time was utilised to develop performance descriptors aligned to NESA descriptors.</li> <li>Faculties aligned marks to grades.</li> <li>Year 9 &amp; 10 students were trained in A to E reporting.</li> </ul>
Excellence in teaching practice through focus on teaching standards and sharing of expertise through lesson observation.	<ul style="list-style-type: none"> <li>Socio-Economic \$4500</li> <li>Beginning Teacher \$1350</li> </ul>	<ul style="list-style-type: none"> <li>Team of teachers were developed to work beyond PDP requirements to further develop classroom expertise.</li> <li>Teachers attended targeted professional learning events to build their teaching and student management skills.</li> <li>Team leader was employed to undertake lesson observations and feedback sessions targeting specific teaching standards.</li> </ul>

## Next Steps

### Teaching Practice

Excellence in teaching practice through school developed and delivered Teacher Talk initiative that results in teachers reporting that they use an increased range of teaching strategies.

Learning Culture has staff working across faculties to deliver changes in teaching practice

## Strategic Direction 2

### Organisational Effectiveness

#### Purpose

Prepare school organisation and infrastructure for the future

Streamline learning opportunities for all stake holders

Excel in Department of Education (DOE), BOSTES and Work Health and Safety (WHS) Mandatory policies

Partner with community aspirations and beneficence

#### Overall summary of progress

##### DoE and NESA mandatory requirements – Faculty Review

A cycle of support appraisal and resourcing of faculty teams has been developed. Executive staff have been trained and have provided feedback into a process to be implemented.

TAS, CAPA, English, and Maths faculties have been reviewed. The faculty improvement plan is supported with recommendations from the Self Evaluation team and resourced with necessary funding.

##### Coordinated and case management approach to student support

The wellbeing team mapped the in-school and external to school range of individual student and cohort group available support and learning opportunities. Priorities were then determined with available funding and personnel allocated to ensure a strategic and targeted approach to individual student wellbeing was delivered.

The “Tell Them From Me” teacher survey from the staff who responded, there was a result of 7.9 which indicates agreement that: “I monitor the progress of individual students”.

A result of 8.6 indicates that staff agree that: “I make an effort to include students with special learning needs in class activities”.

(A score of 0 indicates strong disagreement, 10 indicates strong agreement and 5 is a neutral position (neither agree nor disagree).

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
DoE & BOSTES Mandatory requirements are demonstrated in faculty and school programs.	<ul style="list-style-type: none"><li>• Socio-economic \$5000</li><li>• Professional Learning \$2700</li></ul>	<ul style="list-style-type: none"><li>• Executive staff trained and have provided feedback into a process to be implemented that includes an evaluation tool, faculty report and improvement resource allocation.</li><li>• Faculty support to participate with preparation, participation and improvement planning time.</li><li>• Faculty development plans have included recommendations from the Validation report.</li><li>• Funding and personnel have been allocated to support delivery.</li></ul>
Coordinated and case managed approach to student wellbeing using school and external services personnel.	<ul style="list-style-type: none"><li>• Socio-economic \$14200</li></ul>	<ul style="list-style-type: none"><li>• Available internal and external support services and programs identified.</li><li>• Year planner implemented to ensure ongoing and strategic delivery of student support services.</li><li>• Resources made available to enable the delivery of targeted programs.</li><li>• Individual case management approach implemented by the Learning Support Team.</li></ul>

## Next Steps

### **Learning Support Faculty Development**

Current Learning Support Team processes and policy reviewed and evaluated to reflect identified best practice.

### **Individual student support processes**

A suite of resources is developed to support schools and providers in the Personalised Learning and Support process.

## Strategic Direction 3

High level student engagement

### Purpose

Achieve individual excellence

Experience a relevant curriculum

Engage in quality learning

Have the opportunity to engage in extra curricular activities

Have the opportunity to engage in community activities

Be well supported to reach their potential

### Overall summary of progress

- Literacy/Band 8 and Numeracy
- Literacy Strategies across the school that will promote growth in student and school performance in extended writing.
- SMART data for Year 9 indicating percentage of students below national minimum standard indicated:
  - Reading – School 1% State 7% – school improvement from 2015 of 11%
  - Writing – School 13% State 18% – school improvement from 2015 of 27%
  - Spelling – 2% State 8% – school improvement from 2015 of 6%
  - Grammar & Punctuation – School 8% State 10% – school improvement from 2015 of 3%
  - Numeracy School – 0% State 3% – school improvement from 2015 of 4%
- The increase in the number of students who achieved a Band 8, 9 or 10 from 2015 to 2017 NAPLAN test included:
  - Reading – 11.6%
  - Writing – 19.2%
  - Spelling – 9.7%
  - Grammar & Punctuation – 22.9%
  - Numeracy – 18.4%
- Trend data for NAPLAN 2017 Year 9 included:
  - Reading – above State all students and NSW DoE all students
  - Writing – above NSW DoE all students
  - Spelling – above NSW DoE all students
  - Grammar & Punctuation – above State all students and NSW DoE all students
  - Numeracy – above NSW DoE all students
- Aboriginal Education
- Engagement of Aboriginal students and further develop effective teacher use of indigenous learning strategies & cultural knowledge.
- Aboriginal Education Worker supported by the Aboriginal Education learning team delivered school strategies in regard to teacher professional learning, Aboriginal student engagement, community involvement and

communication.

- Aboriginal Education Worker and coordinators of student wellbeing opportunities delivered a coordinated approach to provide students with an individual targeted and cohort approach to supporting students wellbeing. Staff were given time to develop and deliver initiatives to target group maximising outcomes.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Literacy Strategies across the school that will promote growth in student and school performance in extended writing.	<ul style="list-style-type: none"> <li>• Socio-economic \$9000</li> <li>• Integration \$47892</li> </ul>	<ul style="list-style-type: none"> <li>• NAPLAN and HSC data analysed by executive and at faculty.</li> <li>• Literacy team formed to develop and lead improvement plan.</li> <li>• Year 7 &amp; 8 literacy groups formed and implemented.</li> <li>• NAPLAN data reviewed and results presented to staff.</li> </ul>
Band 8 – Literacy project in English.	<ul style="list-style-type: none"> <li>• Socio-economic \$53000</li> </ul>	<ul style="list-style-type: none"> <li>• Employment of an English Teacher.</li> <li>• Staff professional development.</li> <li>• Integration of explicit literacy teaching with programs.</li> <li>• NAPLAN test preparation.</li> <li>• NAPLAN information and "culture building".</li> </ul>
Engagement of Aboriginal students and further develop effective teacher use of indigenous learning strategies and cultural knowledge.	<ul style="list-style-type: none"> <li>• Aboriginal Background \$44471</li> <li>• Socio-economic \$24800</li> </ul>	<ul style="list-style-type: none"> <li>• Employment of an Aboriginal Education Worker. Staff training events.</li> <li>• NADIOC week activities. Student Leadership opportunities.</li> <li>• Staff cultural learning opportunities.</li> <li>• Formation of an Aboriginal Education Advisory Group.</li> <li>• Expansion of Aboriginal perspectives across the curriculum.</li> <li>• Gumbaynggirr language learning course continued in Year 8.</li> <li>• Yr 11 Aboriginal Studies class excursion to New Zealand.</li> <li>• Lemon Myrtle cordial business launch.</li> <li>• Student Leadership is for Koori Kids (SLIKK) continued.</li> </ul>

## Next Steps

### Student Voice

Review and development of a range of strategies that will increase student voice, develop leadership skills and provide an increased range of opportunities.

### Indigenous Education Project

Engagement of Aboriginal Education Officer and implementation of a range of strategies to raise cultural awareness in the classroom.

### Literacy and numeracy

Literacy and Numeracy strategies across the school to promote engagement and improve performance and tutoring programming targeting Year 8 and 9 students.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	TOTAL \$41424	<ul style="list-style-type: none"> <li>• Aboriginal Education Worker employment to support students, families, staff and community.</li> <li>• Cultural awareness and Aboriginal perspectives training for staff.</li> <li>• Aboriginal students participated in the Student Leadership is for Koori Kids (SLIKK).</li> <li>• Yr 8 language lessons Gumbaynggirr Ways of Learning as part of the HSIE curriculum time.</li> <li>• Aboriginal Studies courses and cultural camp supported in Years 8, 9 and 12.</li> <li>• Girls and Boys dance groups were formed and performed in the community.</li> <li>• National Aboriginal and Islander Day Observance Committee (NAIDOC) celebrations included Gumbaynggirr dance performances, students and teachers dance moves, yummy bush tucker morning tea and all Year 7 students participated in cultural workshops.</li> </ul>
<b>Low level adjustment for disability</b>	TOTAL \$164,666  Full Time Employment (EFT) 1.1 Staffing \$111,731  Flexible funding \$52,934	<p><b>Learning and Support Teacher (LAST)</b></p> <p>The full time employment (FTE) funds are allocated to a teacher who is the permanent LAST. In this role the teacher works one on one with students, provides specialised professional learning to teachers and works in partnership with parents to see that individual students' needs are identified and accounted for.</p> <p>A teacher is allocated 0.1 teaching time to manage the Learning Support team, resources, implement DoE procedures and support staff in the delivery of differentiation to their students.</p> <p><b>Student Learning Support Officers (SLSO)</b></p> <p>SLSOs were employed with the flexible funding to support students in the classroom, complete assessment tasks, deliver targeted learning opportunities and participate in opportunities on offer during the year to enhance the quality of school life for students with an identified need.</p> <p><b>Numeracy Program</b></p> <p>Targeted students participated in small group sessions three times per week lead by a trained SLSO. The program focused on intensive revision, developing mathematical strategies, reading and interpreting maths word problems.</p> <p><b>Literacy Program</b></p> <p>Targeted students participated in small groups of four lessons per week lead by a trained SLSO. The program involved reading a variety of texts and answering comprehension questions. Parts of speech,</p>

<p><b>Low level adjustment for disability</b></p>	<p>TOTAL \$164,666</p> <p>Full Time Employment (EFT) 1.1 Staffing \$111,731</p> <p>Flexible funding \$52,934</p>	<p>punctuation, spelling and literacy games were the focus.</p>
<p><b>Socio-economic background</b></p>	<p>TOTAL \$105,251</p>	<ul style="list-style-type: none"> <li>• A range of student support and wellbeing programs such as mentoring, excursions, specialist participation.</li> <li>• The school orchestra was supported to enable students access to instruments, excursions, tutoring and resources.</li> <li>• Faculty professional learning time was utilised to target improvements in Literacy and Numeracy.</li> <li>• The ongoing delivery of A to E assessment resourcing, professional learning and procedure development.</li> <li>• Teacher Talk program that provided targeted professional learning to identified teachers and support classroom observation opportunities.</li> <li>• The delivery of a Literacy &amp; Numeracy program that was delivered by a trained Student Learning Support Officer to students targeted from lower than expected growth in NAPLAN testing.</li> <li>• Employment of an Aboriginal Education Worker to supports students, families, staff and community.</li> <li>• Student assistance provided to ensure high participation rates.</li> <li>• Gifted and talented partner schools staff training and student activities.</li> </ul>
<p><b>Support for beginning teachers</b></p>	<p>\$25639</p>	<p>There were five teachers in the first two years of permanent employment as a teacher in a NSW school. A professional learning and support plan was implemented with an individual need focus that included regular support provided by the Head Teacher, teacher period allocation, targeted professional learning activities and mentoring by experienced colleagues.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	306	300	281	270
Girls	295	275	285	272

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	93.8	90.1	93.5	93
8	92.4	90.9	90.1	91.8
9	89.8	88.9	89.5	92.1
10	90	87.8	86.6	89.1
11	86.8	90.2	91.4	91.5
12	87.5	89.7	93.3	93.8
All Years	90.3	89.6	90.5	91.7
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

Roll marking procedures comply with DoE requirements with Sentral, a student management system used to manage data and assist with communication with parents. Letters are sent to parents informing them of their child's absence from school along with a text message on a daily basis. The wellbeing team monitor students with attendance under 85% along with fractional truancy. Students and parents are provided with support on a needs basis, which may include curriculum adjustments, attendance plans, counselling, external agency referrals and mentoring. The Deputy Principal meets regularly with the Home School Liaison Officer to discuss students whose attendance is causing concern and take action as advised.

As a result of these strategies all year group attendance rates are on or above the previous year's resulting in the student all year's attendance profile

again above the State average.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	2
Employment	0	0	12
TAFE entry	0	0	2
University Entry	0	0	32
Other	0	0	8
Unknown	0	0	0

### Year 12 students undertaking vocational or trade training

There were 39.6% of Year 12 students who studied at least one Vocational or Trade Training course.

### Year 12 students attaining HSC or equivalent vocational education qualification

Of the 63 students who commenced Year 12 at Bellingen High school 94% completed the year. Two students left during Year 12 to take up apprenticeships, two students moved onto Pathways and the remainder qualified for the Higher School Certificate.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	0
Head Teacher(s)	7
Classroom Teacher(s)	31.7
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.1
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	9.08
Other Positions	1

\*Full Time Equivalent

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

### Aboriginal Composition of Workforce

Four indigenous workers are employed under the Community Development Employment Projects (CDEP). They work in outside, office and student support positions and are highly valued personnel in the school. Aboriginal background equity funds supported the employment of an Aboriginal Education Worker. We have had two teachers employed under the Department of Education employment priority program over the past three years.

### 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

Significant amounts of professional learning were undertaken by Bellingen High School staff in 2017. Professional learning resources were directed into the following areas:

- Whole school priorities were supported by making time available for staff to attend training that targeted key strategies in the school plan.
- Faculty identified priority areas were managed by the Head Teacher and directed at faculty improvement.
- Whole school sabbatical program that was led by the deputy principal targeted areas of professional development identified by staff were delivered by in-school and local expertise. The events were held two Thursday afternoons per term.
- Performance and Development Plan (PDP) implementation. Time was allocated for the supervising teacher to meet with teachers and for teachers to observe lessons and provide feedback.
- A substantial percentage of professional learning funds was allocated to individual teachers to participate in professional learning that related to their goals in the PDP and subject specific teaching requirements.

One teacher undertook the Bellingen High School Newly Appointed Teachers Program. This program contained training in school and Department policies and procedures. The Department of Education supported the teacher with significant funding to assist with time and mentoring to achieve personal professional goals and develop teaching practice.

### 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.

Receipts	\$
<b>Balance brought forward</b>	<b>434,563</b>
Global funds	762,773
Tied funds	375,447
School & community sources	166,329
Interest	5,319
Trust receipts	10,022
Canteen	119,053
<b>Total Receipts</b>	<b>1,438,942</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	120,459
Excursions	91,076
Extracurricular dissections	13,409
Library	3,551
Training & Development	41,545
Tied Funds Payments	290,356
Short Term Relief	139,287
Administration & Office	108,188
Canteen Payments	105,785
Utilities	71,783
Maintenance	188,392
Trust Payments	18,207
Capital Programs	11,570
<b>Total Payments</b>	<b>1,203,607</b>
<b>Balance carried forward</b>	<b>669,898</b>

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

	2017 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	865,303
Appropriation	680,890
Sale of Goods and Services	55,710
Grants and Contributions	79,609
Gain and Loss	0
Other Revenue	48,742
Investment Income	352
<b>Expenses</b>	-544,259
Recurrent Expenses	-544,259
Employee Related	-270,716
Operating Expenses	-273,543
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	321,044
<b>Balance Carried Forward</b>	321,044

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.

The school finance team consists of the Principal, Deputy Principal, School Administrative Manager, staff representative and parent representative and meet as required to manage the school finances. A fire in the school during Term 1 which damaged the Library and Mathematics block was a significant challenge that resulted in planned projects being put on hold. There was also a planned staffing increase for 2018 to accommodate a larger Year 7 and Year 8 intake of students. This plan includes the addition of an extra core class in both years and the development of a Learning Support Head Teacher position and facilities.

## Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	5,803,007
Base Per Capita	86,515
Base Location	84,398
Other Base	5,632,094
<b>Equity Total</b>	311,341
Equity Aboriginal	41,424
Equity Socio economic	105,251
Equity Language	0
Equity Disability	164,666
<b>Targeted Total</b>	72,950
<b>Other Total</b>	247,099
<b>Grand Total</b>	6,434,398

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.

The results this year indicate significant improvement in the students' results from Year 7 in 2015 to Year 9 in 2017, which included the **reduction in the percentage of students below national minimum standard.**

Reading in Year 7 was 12% and Year 9 is 6% lower than State – an improvement of 6%.

Writing in Year 7 was 11% and Year 9 is 5% lower than State – an improvement of 6%.

Spelling in Year 7 was 14% and Year 9 is 6% lower than State – an improvement of 8%.

Grammar & Punctuation in Year 7 was 13% and Year 9 is 2% lower than State – an improvement of 11%.

The percentage of Year 7 students that achieved **growth greater than or equal to expected growth:**

Reading – 54.3%

Writing – 46.3%

Spelling – 46.3%

Grammar – 48.8%

The percentage of Year 9 students achieving **greater than or equal to expected growth** showed significant improvement in their results from 2015 to 2017.

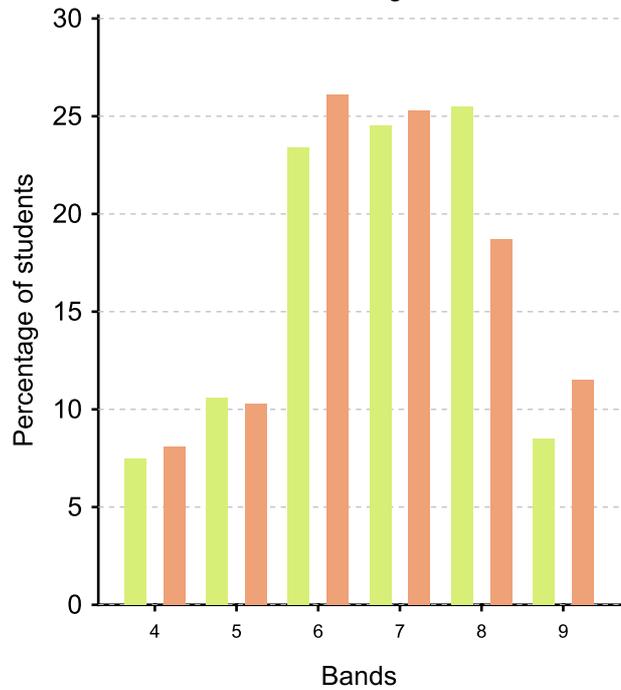
Reading improvement – 11.2%

Writing improvement – 10%

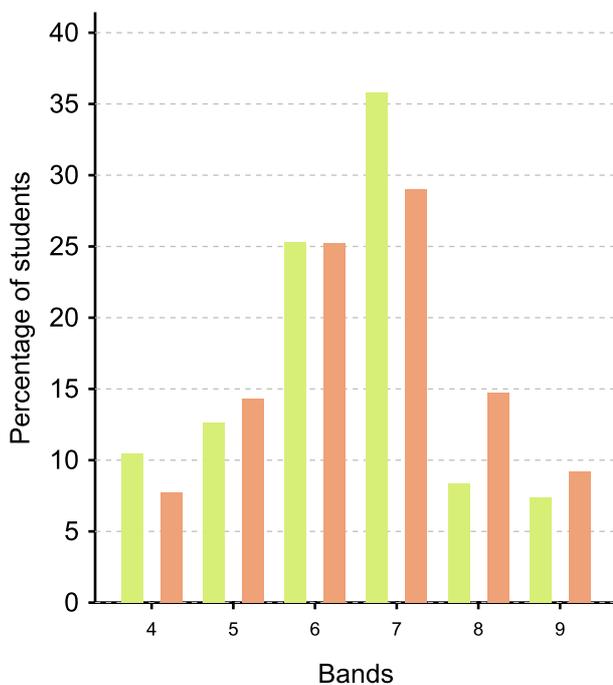
Spelling improvement – 10.4%

Grammar & Punctuation improvement – 6%

**Percentage in bands:  
Year 7 Reading**



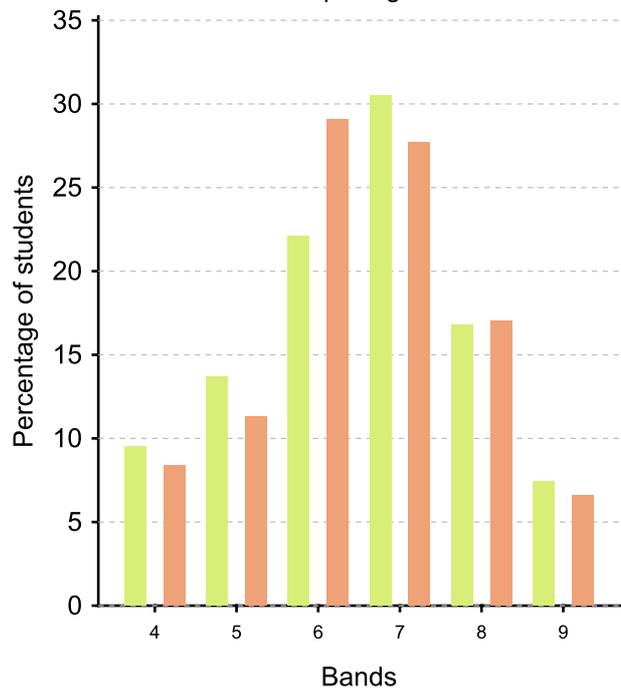
**Percentage in bands:  
Year 7 Grammar & Punctuation**



Percentage in Bands (Green)

School Average 2015-2017 (Orange)

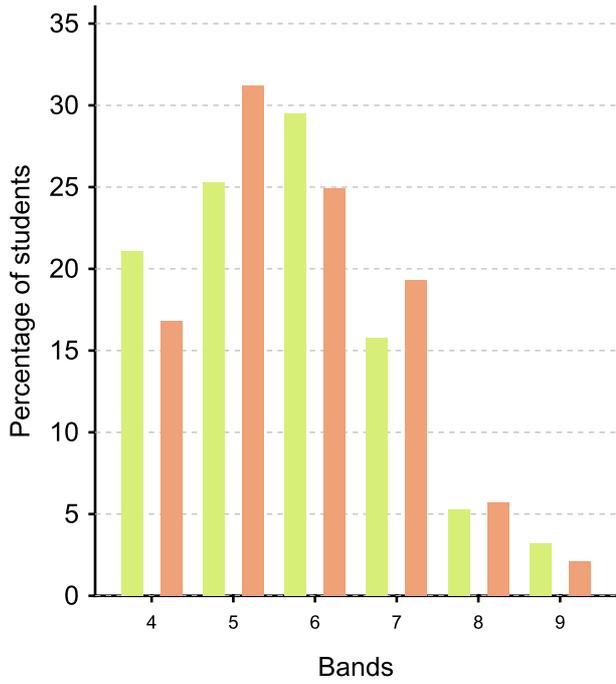
**Percentage in bands:  
Year 7 Spelling**



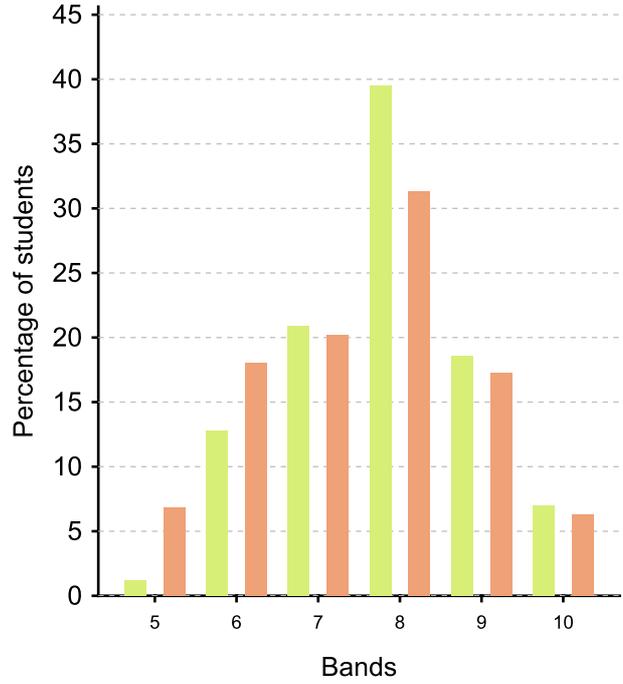
Percentage in Bands (Green)

School Average 2015-2017 (Orange)

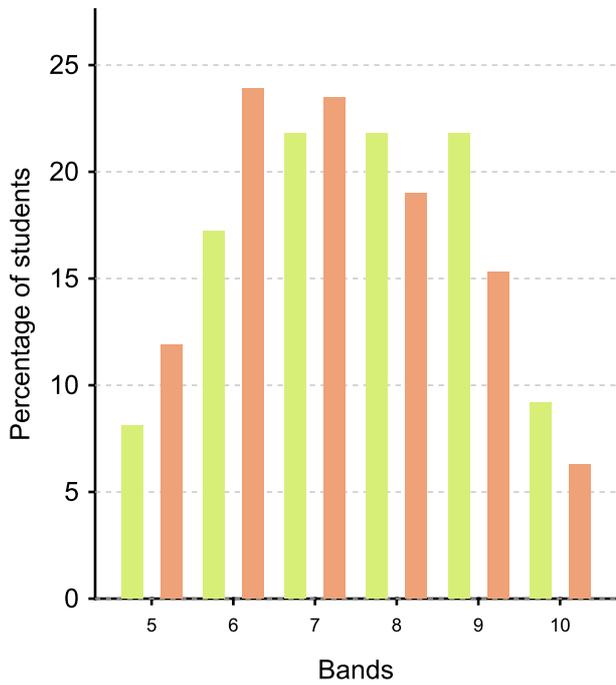
**Percentage in bands:**  
Year 7 Writing



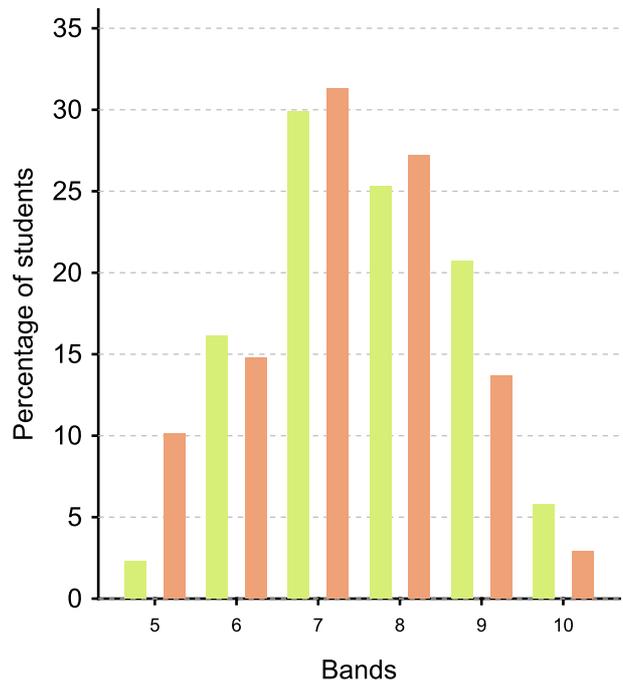
**Percentage in bands:**  
Year 9 Reading



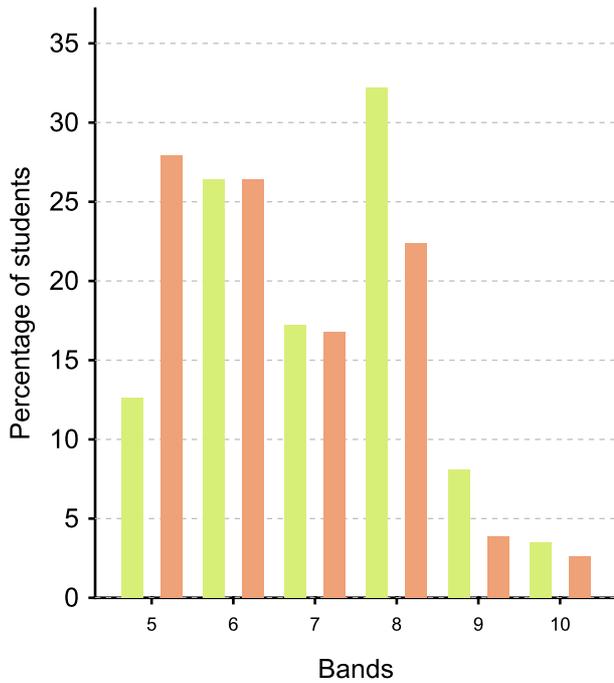
**Percentage in bands:**  
Year 9 Grammar & Punctuation



**Percentage in bands:**  
Year 9 Spelling



**Percentage in bands:**  
Year 9 Writing

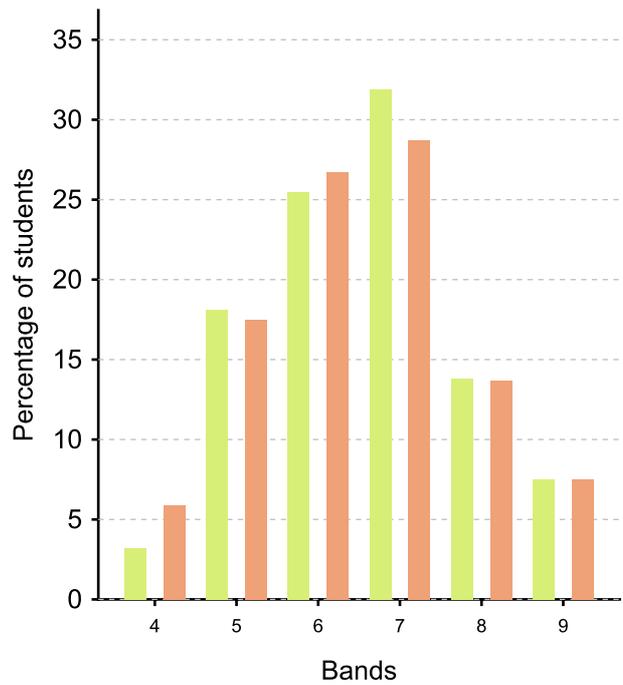


The results this year indicate **improvement in the percentage of students below national minimum standard** from Year 7 at 4% to Year 9 at 3% that is lower than State – an improvement of 1%.

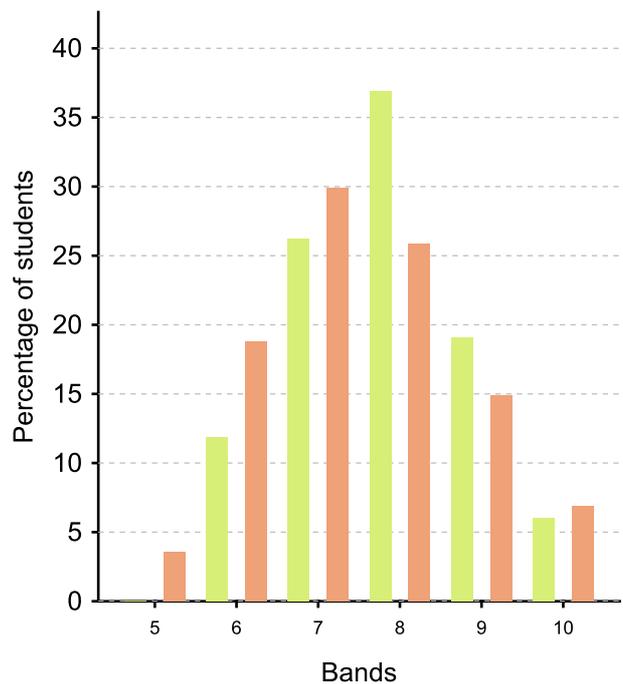
The percentage of Year 7 students that achieved **greater than or equal to expected growth** was 56.1%.

The percentage of Year 9 students achieving **greater than or equal to expected growth** showed significant improvement of 14.1% in their results from 2015 to 2017.

**Percentage in bands:**  
Year 7 Numeracy



**Percentage in bands:**  
Year 9 Numeracy



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.

**Premier's Priorities**

**– improving education results and State priorities**

The percentage of students in Year 9 NAPLAN Bands 8, 9 and 10 increased significantly in 2017.

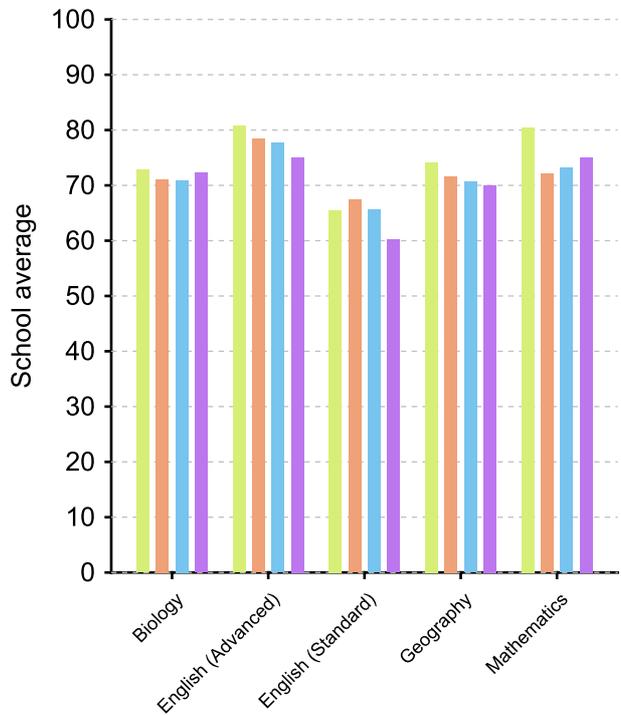
In Reading, the average result for years 2015 and 2016 was 30.5%. The result for 2017 was 65.1% – **an increase of 34.6%**.

In Writing, the average result for years 2015 and 2016 was 39.8%. The result for 2017 was 43.6% – **an increase of 3.8%**.

In Spelling, the average result for years 2015 and 2016 was 39.8%. The result for 2017 was 51.7% – **an increase of 11.9%**.

In Grammar & Punctuation, the average result for years 2015 and 2016 was 34.55%. The result for 2017 was 52.8% – **an increase of 18.25%**.

In Numeracy, the average result for years 2015 and 2016 was 40.6%. The result for 2017 was 61.9% – **an increase of 21.3%**.



**– improving Aboriginal education outcomes for students in the top two NAPLAN bands**

The trend data for the three Aboriginal students in 2017 indicated:

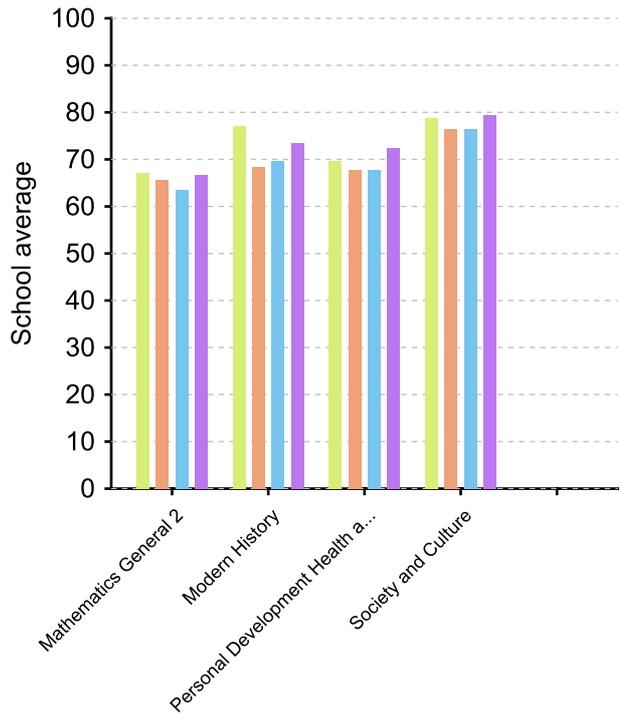
Reading is above State all students, State Aboriginal students, NSW DoE Aboriginal students.

Writing is above State Aboriginal students and NSW DoE Aboriginal students.

Spelling is above State Aboriginal students and NSW DoE Aboriginal students.

Grammar & Punctuation is above State Aboriginal students and NSW DoE Aboriginal students.

Numeracy is above State Aboriginal students and NSW DoE Aboriginal students.



**Higher School Certificate (HSC)**

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

The 2017 Higher School Certificate results were outstanding with following band results:

Band 6 – 19 E4 –9

Band 5 – 51 E3 –8

Band 4 – 85

Meagan Davis was the schools DUX with an ATAR of 99.95

**Policy requirements**

**Aboriginal education**

2017 was again a big year for Aboriginal education at Bellingen High. Our Aboriginal student enrolment averaged 50 throughout the year with 12 new students

in Year 7.

The year began with an afternoon of cultural learning for the staff at the school facilitated by Shane Nelson, Michael Jarrett and Jenni Farrands with dance lessons provided by Gloria Mercy. From this learning, an Aboriginal Education Advisory Group was formed where interested teachers and community members met once a month for dinner to discuss Gumbaynggirr ways of learning and how to embrace that thinking within the whole school. As a result of those meetings the 2018 Year 7 Welcome Week was planned.

As well as including Aboriginal perspectives across the curriculum the Gumbaynggirr Learning Course continued for the 3rd year for all Year 8 students. During the year, Year 8 students travelled to Yarrowarra, the fishing traps at Yarrowarra and to Red Rock on cultural learning trips.

Prospective students for Year 11 Aboriginal Studies in 2018 accompanied by four teachers and the Aboriginal Education Worker went to New Zealand in September to study Maori culture and the landscapes of Maori stories. We all learnt a lot and the students and teachers formed great bonds. The trip has been partially responsible for the large enrolment in the Aboriginal Studies course in 2018 – 19 students.

Those Year 10 students and some in Year 9, began our Lemon Myrtle cordial business in October and by Christmas had made over \$2,500 towards an excursion to Central Australia in 2018.

Our programs, particularly for Aboriginal students included Student Leadership is for Koori Kids (SLIKK), Nyangan Jinda, (specifically Girls Dance Group), dance group for boys and girls Buddabang Barri and SistaSpeak. The SLIKK program targets students at camps for specific age groups. They go to cultural leadership camps with other students from four local high schools.

We had a very successful National Aboriginal and Islander Day Observance Committee (NAIDOC) day with performances at an assembly and all Year 7 students participating in cultural workshops.

### **Multicultural and anti-racism education**

Bellingen has limited opportunities to utilise multicultural opportunities in the local area. However, there is growing diversity and students are encouraged to experience new ideas in activities such as the Bellingen Music Festival, Camp Creative, and school-based awareness activities as promoted through the Language Other Than English (LOTE) curriculum in Year 7 as well as elective areas. There is a significant Distance Education program where ten students studied a language through this medium.

The school is fortunate to have a strong relationship with Bellingen Rotary Club and continues to host students who are predominantly from European countries.

## **Other school programs**

### **CAREERS REPORT**

2017 was a highly successful year for Careers Education at Bellingen High School. A new highlight included the Year 10 Sydney Careers Excursion (along with Nambucca Heads High School) where visits included a wide variety of options such as Sydney University, HMAS Waterhen, Defence Force Recruiting, Police Recruiting, Advantage Plus Motor Trades, Institute of Personal Trainers, University of NSW, TAFE, Noakes Shipyards and several private organisations. Social activities included attending the State of Origin football match as well as jet boat rides on Sydney Harbour.

Another new event in Careers was an excursion to the Australian Defence Force Academy's Open Day in Canberra. This involved a very lengthy bus journey and overnight stay in Newcastle but was highly beneficial to our students.

Career Education classes throughout Year 10 focussed on individualised career planning as well as information sharing sessions regarding subject selection, work experience planning, creating Unique Student Identifiers (USIs), resumes and investigating possible future pathways. All Year 10 students successfully participated in our 2 week Work Experience program thanks to the support of local employers.

Communication with students and parents regarding career opportunities continues to run smoothly with the use of social media groups. Our school newsletter contains a fortnightly Careers Update including an "Ex Student Career Profile" page.

Students benefitted from a variety of excursions such as University of New England (UNE), Charles Sturt, Newcastle and Southern Cross University (SCU) Open Days, Careers Expos and Queensland University Tour. Guest speakers to the school included Defence Force Recruitment, The University Road Show, Griffith University and TAFE.

TVET continues to be advantageous to our students with Automotive, Nursing and Electrotechnology being popular choices. In addition, Stage 5 students were able to benefit from attending free TAFE taster courses throughout Terms 2 and 3.

Year 11 into 12 students benefitted from Career workshops held during our Cross Roads camp. This ensured students maximised their potential in Year 12 with an in-depth understanding of applying for university, early entry, study skills, scholarship opportunities, ATAR and scaling. This was followed up with a similar Year 12 parent information evening.

### **Gifted and Talented (GATs) Report 2017**

1. Lunchtime group for Years 7 – 10
2. Da Vinci Decathlon Years 7 – 8

### 3. Da Vinci Decathlon Years 9 – 10

### 4. Community of Schools (COS) GATs Enrichment Days Years 7 – 8

- Term 2 – Bellingen Public School
- Term 3 – Urunga Public School
- Term 4 – Bellingen High School

### 5. Philothon Year 8 – Bishop Druitt College

### 6. Debating – Hume Barbour

- Internal Day – 4/5
- Nambucca – 4/8 9 students
- Toormina Video 22/6 10 students
- Toormina 14/6

Teachers involved – Amber Hill, Sam Cross and Brigitte Williams.

Drama – 2 students selected for State Drama Camp – Thomas Pocilujko and Janardan Cowell–Currey.

Music – students selected for State Music Camp – Jordan Neville, Erin Neville, Nadjia Birch, Paloma Birch, Finn Lawson–John, Corey Cutler, Charlotte Wilkins.

## Sports Report 2017

The end of another year and again we see the passing of the guard from Year 12 to the younger years. Year 12 has had a big impact on sport at BHS over the years with the likes of Katie Thorn, Talissa Alford, Byron Auld and Jack Meenahan carrying the baton, handing over to the younger athletes. The future looks bright, particularly in the 14 and 15 Years Girls and the 12 Years Boys. Year 12 were awarded for their achievements at the Year 12 Formal.

About 50% of the student body has represented BHS in some sport this year in a variety of competitions in a large range of sports. This high level of participation along with the opportunities available to students within the school, demonstrates the value of sport to the lives of students at BHS.

There have been some absolutely outstanding results during 2017

### **MNC LEVEL – covering the 9 schools in our immediate area spanning Grafton, Woolgoolga, Coffs Harbour and Dorrigo**

Over 100 students were selected to represent the MNC Zone in a variety of sports. Seven students were Age Champions at MNC Carnivals – the best of all 9 schools in our zone.

Athletics – Willow Neal, Katie Thorn, Liam Nisbett;  
Cross Country – Talissa Alford, Kyan Upsall;  
Swimming– Talissa Alford, Aleisha Alford

11 teams were MNC Champions in Combined High Schools (CHS) competitions:– 17 Years Girls – 4 x 50m swim team, 15 Years Girls – 4 x 100m track team, 17 Years+ Girls – 4 x 100m track team, 12 Years Boys – 4 x 100m track team, 12 Years Boys Cross Country team, 15 Years Girls Cross Country team, 17 Years Girls Cross Country team, 14 Years Girls Futsal team, 16 Years Girls Futsal team, Open Girls Football team and Open Girls Beach Volleyball.

At the MNC Championships BHS came 2nd in Athletics, Cross Country, 15 Years Girls Basketball, 15 Years Boys Basketball, Open Girls Basketball, Open Girls Cricket, Open Boys Cricket, Open Boys Beach Volleyball and 14 Years Girls Cricket.

### **NCLEVEL – 39 schools**

BHS had over 40 students that were selected to represent NC at State Carnivals in many different sports.

At NC Athletics Katie Thorn was age champion and Willow Neal was 15 Years Girls champion. At Cross Country Kyan Upsall was 12 Years Boys champion.

The following were amazing results by teams at the NC level. First out of 39 schools – 16 Girls Futsal, 12 Years Boys 4 x 100m track, 15 Years Girls 4 x 100m track, 17 Years+ Girls 4 x 100m track and 15 Years Girls team in Cross Country.

Second out of 39 schools – Open Girls Football and 14 Years Girls Futsal.

### **NSW LEVEL**

At the NSWCHS Athletics Championships – a lot of top ten in the State; 12 Years Boys 4 x 100m Relay – 7th, 15 Years Girls 4 x 100m Relay – 9th, 17 Years Girls 4x100 Relay – 7th. Katie Thorn – 5th 400m, 6th Long Jump, 2nd Pentathlon; Sophie Boyd – 9th 400m, Willow Neal – 6th 400m, 8th 800m; Kyan Upsall – 3rd 800m and Hunter Cruikshank – 6th 200m.

At NSWCHS Cross Country Championships – 15 Years Girls team received the Silver Medal and Kyan Upsall – Silver Medal in the 12 Years Boys.

### **Australian LEVEL**

Five Futsal teams reached the Australian Futsal titles all performing well with the 16 Years and 19 Years Girls making the semis. The 19 Years Girls team made the final against arch rivals ASSIS College and went down becoming the runners up for the second year in a row.

### **Quirindi**

This visit continues to be an important cultural and social experience for our students, the relationships that are formed on these visits have a long term impact throughout their lives. On this occasion it was our turn

to host and Quirindi had to make the long journey down the mountain. The competition was hard but we were victorious for the 5th consecutive year. This victory was a testament to the hard work and commitment of our students and of the staff who gave up time to coach.

## **English Faculty Report**

English at BHS experienced a vibrant and successful 2017 with numerous creative events, highly effective professional learning and substantial achievements in public exams.

Under the umbrella of English, students attended debating and Philothon events (see separate report) and participated in creative and essay-writing competitions. We welcomed live theatre to the school and published student work in a school magazine.

The development of literacy and conceptual learning in English was facilitated by 'Project K' in 2017. This saw the funding of an extra staff member to allow for release time for each faculty member. This time was used to develop teaching material to support the literacy focus of each unit of work in Years 7 – 9. Our aim was to resource a fully developed literacy progression from the first unit of Year 7 to the needs of students at Stage 6 level. While mapping is complete and literacy focus embedded in every unit, the resourcing of lesson-ready materials and activities is currently being finalised for Stage 5. To support this implementation, faculty staff attended the English Teachers Association State Conference, completed online grammar training and participated in NAPLAN marking training that was then used to support student learning and the collection of data to feed back into teaching.

Both NAPLAN and HSC results in 2017 suggest that improvements to programming and literacy focuses are having a positive effect on student achievement. Improvements in students' reading and writing placed Bellingen High School in a list of schools punching above their weight. Meanwhile Advanced English results included numerous Band 5s and 2 Band 6s, showcasing a cohort who have been well-supported in their literacy development over 6 years at BHS. Standard results improved from 2016 but there is room for improvement. The facilitation of students reaching Band 5 more regularly is the goal of programming for 2018 and beyond.