

Bomaderry High School

Annual Report



2017



8448

Introduction

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

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

Ian Morris

Principal

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School background

School vision statement

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

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

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

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

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

School context

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

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

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

In the Domain of Learning, our efforts once again focused on Learning Culture and Wellbeing. Bomaderry High School registered to become an eSmart school which is a framework designed to educate, track, monitor and prevent bullying and cyber bullying. This a three to four year process that will extend into our 2018 – 2020 school plan.

Bomaderry High School also developed a new set of student expectations to be introduced in 2018. This was a collaborative process between students and staff thus ensuring that student voice remained a focus in relation their own learning.

In the Teaching Domain, the focus remained on Effective Classroom Practice, Collaborative Practice and Professional Standards. Bomaderry High School teachers continued to work together to improve student learning outcomes which culminated in some excellent HSC results. An aspiring Highly Accomplished and Lead Teacher network (HALT) was established in the Shoalhaven area with Bomaderry High School hosting and leading the coordination of this with the assistance of staff from Warilla Office. This will continue into 2018.

In the Domain of Leading, Management Practices and Processes along with School Resources remained priorities for Bomaderry High School. Technology continued to be a strong focus with students utilising i-Pads in Years 7 – 9. Staff remain committed to providing innovative teaching practices utilising technology and this was a key focus for staff professional learning. With a high turnover of staff in 2017 school operations and administrative practices provided stability and structure under new and exciting leadership.

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

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

Purpose

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

Overall summary of progress

In 2017, the Bomaderry High School plan was in its final year of implementation. Strategic Direction 1 continued with three project teams progressing as planned.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Project 1:</p> <ul style="list-style-type: none">• All beginning teachers completing Accreditation. <p>Increase in experienced staff seeking higher levels of Accreditation.</p> <p>Project 2:</p> <ul style="list-style-type: none">• Increase in NAPLAN and HSC results of 10% in top bands. (This target to be reviewed by project team after data collection.)• 20% Decrease in classroom discipline issues.• Decrease of students in lowest NAPLAN/HSC band by 20%. <p>Project 3:</p> <ul style="list-style-type: none">• Increase in assessment completion – 50% less N Awards given in Years 10–12.• Improved value added results for students.• 100% of major assessments placed online.	\$18,000.00	<ul style="list-style-type: none">• During 2017 Bomaderry High School established a teaching and learning network specifically for teachers across the Shoalhaven. The aim of the network is to assist those teachers who are working towards being accredited at Highly Accomplished or Lead level in line with NESA standards.• Following the workshop on Improving Student Spelling conducted by speech pathologist Ms Alexandra Holliday in December, spelling was again made the whole school focus in 2017. With the increased awareness of rules and strategies in spelling, each Key Learning Area continued to work with students on improving spelling, not only in relation to subject specific words, but also in daily in-class writing tasks. Our Literacy and Numeracy Coordinator, also worked with a targeted group of students in Term 1 to improve their understanding of common spelling rules and strategies.

Next Steps

- Provide a structured program of support and induction for all new teachers to Bomaderry High School.
- Literacy and Numeracy strategies to be embedded in all curriculum areas.
- Review current assessment practices and procedures.

Strategic Direction 2

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

Purpose

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

Overall summary of progress

2017 saw the continued implementation of highly successful programs at Bomaderry High School including *Bring Your Own Designated Device* (BYODD) and our long standing *Asia Program* which was successful in winning two major awards.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Project 1:</p> <ul style="list-style-type: none"> • All faculties have developed digital units and effectively use them in teaching. Increase of students on top bands by 10%. • 20% decrease in discipline issues. • 50% increase in attendance. <p>Project 2:</p> <ul style="list-style-type: none"> • Global Education embedded in all faculties. • Sister School relationship developed with a school in North East Asia. • Increase in students demonstrating: Critical thinking, Collaboration, Communicating, Technology Literacy, Initiative and Leadership. <p>Project 3:</p> <ul style="list-style-type: none"> • Increase in leadership roles for students via establishment of additional leadership groups. • Decrease in discipline entries and suspensions by 20%. 	<p>\$30,000.00</p>	<ul style="list-style-type: none"> • The Bring Your Own Designated Device program, initiated in 2016, saw all Year 7 and Year 8 students begin the 2017 academic year with the designated device. Twenty devices and covers were purchased by the school to be utilised for parents wishing to hire a device, or to provide a device for use during the day at no cost to students who had applied for financial hardship. Professional Development opportunities continued to be offered throughout the year, with a focus on designing and implementing digital units of work so that the device could be fully utilised in engaging students in their learning. The School Plan focus team then worked to include the device into the Year 9 cohort in Semester 2 with the majority of students accessing an iPad in their learning. All teaching staff have access to the device which has since also been utilised in electronic roll marking. The school network infrastructure has coped with the increased number of devices throughout the school with minimal problems. The successful implementation of the device can be attributed to ongoing communication and discussion with parents, partner primary schools and students, where feedback from these meetings provided invaluable information on which to determine professional learning needs of staff and development of digital units of work, areas that will be further developed in the new school plan. • Bomaderry high school continued its successful Asia program in 2017. Students and staff in partner primary schools joined with Bomaderry high school to investigate various cultures including China, Thailand, India, Korean and Japan. The students and staff were involved in partner activities and excursions which extended their study of chosen cultures. The University of Wollongong International Students Unit again brought a team of young International students to the school to share presentations about their culture and to assist BHS

Progress towards achieving improvement measures

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Next Steps

- In 2018 BYODD successfully implemented across Stages 4 and 5.
- Planning for an overseas trip to South Korea in 2019.
- Student leadership to encompass more students.

Strategic Direction 3

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

Purpose

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

Overall summary of progress

Some areas of Strategic Direction 3 were modified to include the coordination and implementation of the NSW Department of Education management software (LMBR). Communication with our community improved with the establishment of the Bomaderry High School Facebook page. Community Partnerships were strengthened with the Bomaderry High School 50th Birthday Celebrations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Project 1: <ul style="list-style-type: none">• Truancies decline by a target to be determined by the project team.• 80% of parents happy with school communication.• Increase in completion of assessments (target to be determined by project team.)• Fewer N Determinations – target to be determined by project team. Project 2: <ul style="list-style-type: none">• Increase in community involvement in the school.• Increase in community partnerships.	\$15,000.00	<ul style="list-style-type: none">• The Principal and some members of the office staff were provided with training for the new management software (LMBR). The school moved to marking rolls electronically using their i-Pads. Communication with our community increased and improved with the successful establishment of a Bomaderry High School Facebook page.• Community partnerships were strengthened greatly with an outstanding <i>Open Day</i> to celebrate Bomaderry High School turning 50. The P&C also organised an amazing celebration dinner with over 200 guests and members of the local community in attendance.

Next Steps

- Evaluate LMBR software.
- Build upon already established community partnerships.
- Work more closely with our partner primary schools on the transition to high school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$25,813	<p>Bomaderry High School introduced the AIME program in 2017 to assist Aboriginal students with tutoring and mentoring opportunities throughout the year. Surveys conducted demonstrated that students were enjoying the opportunities provided by the program and that the majority of Aboriginal students attending school were taking part in the program.</p> <p>The school had been approached by 'Ellavation' – an organisation created by the Ella siblings and funded by the Prime Minister and Cabinet Department, to assist senior students in providing pathways for career and further study. Students in Year 11 and Year 12 were given opportunities to visit University of New South Wales and University of Technology Sydney during the year. The staff from Ellavation visited the students on the school site throughout the year, providing real opportunities for students to strive and excel.</p> <p>The Koori Dance Group was reformed and invited to perform at pre-schools, primary schools and special events throughout the region. The group provided an opportunity to interact with partner primary schools and form relations that enabled smoother transitions for Year 6 students, as well as providing educational opportunities to understand Aboriginal culture and traditions.</p> <p>NAIDOC Assembly shortly after NAIDOC week was a highlight of the year, with a number of special guests attending and students from other schools collaborating with our students to provide fantastic entertainment that was rich in culture. Another assembly, celebrating the 50th Anniversary of the school, featured a smoking ceremony which students passed by when entering the hall and performances by our Koori Dance Group.</p> <p>Apart from NAIDOC, the school celebrated National Sorry Day, with students participating in meaningful and reflective discussion about the importance of this day, and contributing to and constructing a National Sorry Day Wall where students posted comments and support for the traditional custodians of the land.</p>
English language proficiency	\$12,142	<p>One on one support was provided for students, as well as providing support for teachers in developing their teaching strategies in the classroom.</p>
Low level adjustment for disability	\$68,934	<p>Students identified with learning difficulties in mainstream Year 7 to 12 classes were given individualised support through modified programs, adjusted teaching strategies and access to Student Learning Support Officer assistance in the classroom. The school's</p>

Low level adjustment for disability	\$68,934	Learning and Support Team partnered with support staff, classroom teachers and the parents to create program adjustments and modification for students. Where required additional release time enabled staff to differentiate tasks and learning programs. The funds also enabled staff to attend professional development into quality teaching strategies for all students.
Socio-economic background	\$233,738	Additional teaching staff were employed to enable the school to continue to provide a broad curriculum in Stages 5 and 6. Funds for individual students to purchase books, stationery, uniform, emergency lunches, emergency hygiene items, calculators. Assistance to families requiring funds for excursion costs. Additional ICT was purchased for including i-pads for student and staff use. Additional Student Learning Support Officer time was purchased to assist students identified as requiring additional support in literacy in the classroom. These funds ensured that every student was able to access the full range of activities at the school and had all essential equipment for learning.
Support for beginning teachers	\$0.00	The school did not receive funding for support for beginning teachers in 2017.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	426	415	380	345
Girls	402	358	338	345

Enrolment numbers have steadily declined over the last few years. The school is working closely with our partner primary schools to establish improved transition programs.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	91.8	90.9	91.4	90.9
8	88.8	87.6	89.8	87.4
9	88.3	85.5	86.3	85.9
10	89.6	87.9	85.9	84.6
11	91.9	90.4	87.3	82.1
12	89.3	87	85.9	83.8
All Years	90	88.3	87.8	86
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

At Bomaderry High School non-attendance by students is managed through attendance procedures that apply to all students. The school has a phone intervention program along with designated executive teachers assigned to each year group that provide ongoing support to students and parents.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	20
Employment	0	5	25
TAFE entry		5	20
University Entry	0		20
Other	0	0	15
Unknown	0	0	0

Bomaderry High School aims to provide positive exit outcomes for all students. We will continue to explore all possible avenues to ensure successful student pathways into the broader workforce and tertiary education.

Year 12 students undertaking vocational or trade training

In 2017 Bomaderry High School had 13 students undertaking school delivered VET, 4 students were enrolled in TVET whilst 3 students utilised a private provider.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2017 Bomaderry High School had 82 students who attained HSC or equivalent vocation educational qualifications.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	11
Classroom Teacher(s)	39.2
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.8
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	14.68
Other Positions	1.8

*Full Time Equivalent

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

All staff at Bomaderry High School participated in regular targeted professional learning. Many staff worked towards gaining their accreditation along with others who worked towards maintaining their accreditation. The school initiated a highly accomplished and lead network to support teachers in the Shoalhaven who were seeking accreditation at higher levels.

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.

Receipts	\$
Balance brought forward	663,577
Global funds	356,503
Tied funds	352,508
School & community sources	135,825
Interest	7,367
Trust receipts	17,939
Canteen	0
Total Receipts	870,142
Payments	
Teaching & learning	
Key Learning Areas	83,728
Excursions	50,787
Extracurricular dissections	65,915
Library	16,109
Training & Development	7,371
Tied Funds Payments	385,114
Short Term Relief	93,931
Administration & Office	116,504
Canteen Payments	0
Utilities	79,967
Maintenance	28,507
Trust Payments	14,795
Capital Programs	0
Total Payments	942,728
Balance carried forward	590,990

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	1,287,488
Appropriation	1,169,359
Sale of Goods and Services	10,260
Grants and Contributions	107,241
Gain and Loss	0
Other Revenue	0
Investment Income	628
Expenses	-569,824
Recurrent Expenses	-569,824
Employee Related	-264,196
Operating Expenses	-305,629
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	717,664
Balance Carried Forward	717,664

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.

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	6,860,304
Base Per Capita	112,752
Base Location	5,489
Other Base	6,742,063
Equity Total	588,968
Equity Aboriginal	91,322
Equity Socio economic	233,738
Equity Language	12,142
Equity Disability	251,767
Targeted Total	910,634
Other Total	202,780
Grand Total	8,562,687

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

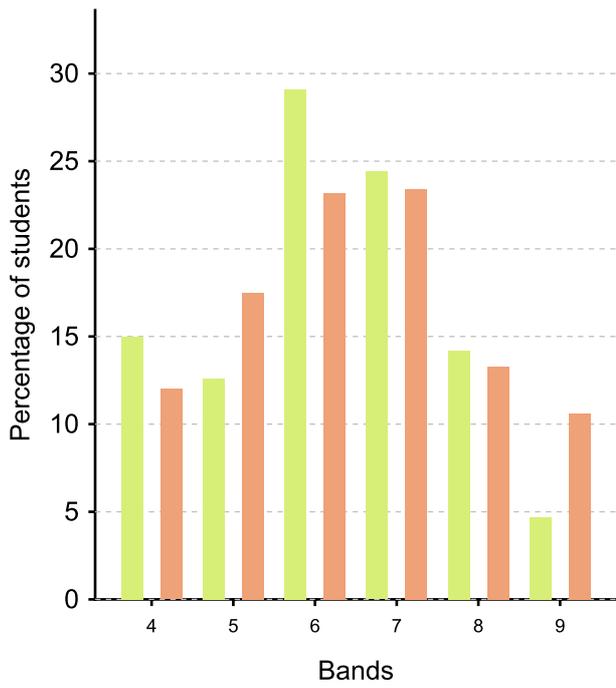
NAPLAN

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.

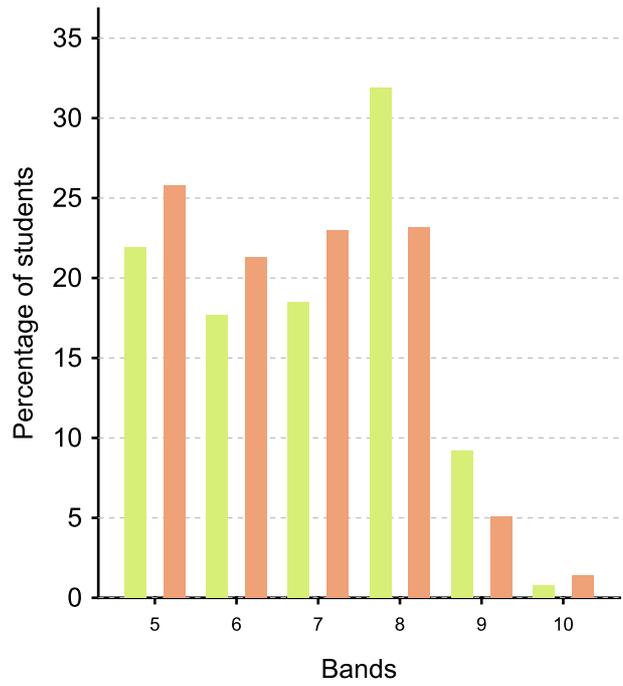
Year 9 NAPLAN results display an increase in average scores in each of the NAPLAN literacy areas of spelling, grammar and punctuation, reading and writing from 2016 to 2017. Within the area of writing students showed significant growth with Bomaderry High School students achieving an average growth score of 58.3 compared to Statistically Similar Schools (SSG) average growth score of 40.8 and the State average growth score of 46.5.

The NAPLAN results show a decrease in average scores in reading, spelling and grammar and punctuation for Year 7 over the past 2 years. The average scores in the areas of writing have fluctuated over the past 4 years however most recent NAPLAN results showed that writing is an area requiring significant improvement and this will be a focus for the Bomaderry High School Literacy and Numeracy team in the 2018–2020 School Plan.

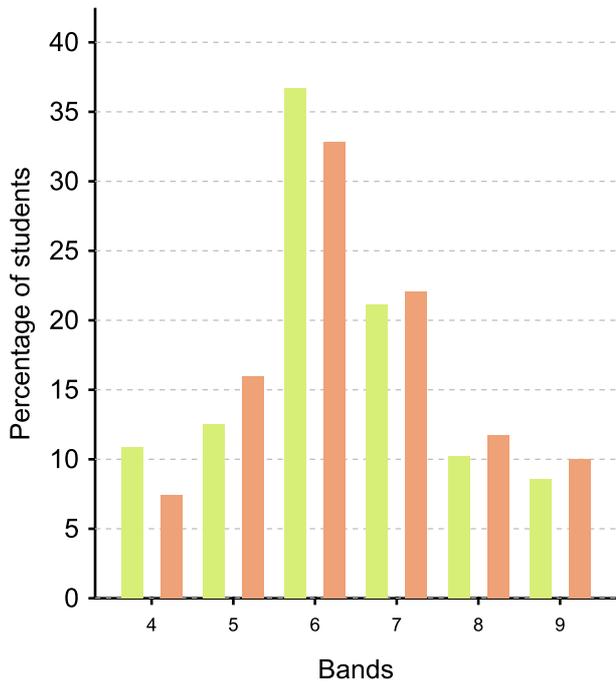
Percentage in bands:
Year 7 Grammar & Punctuation



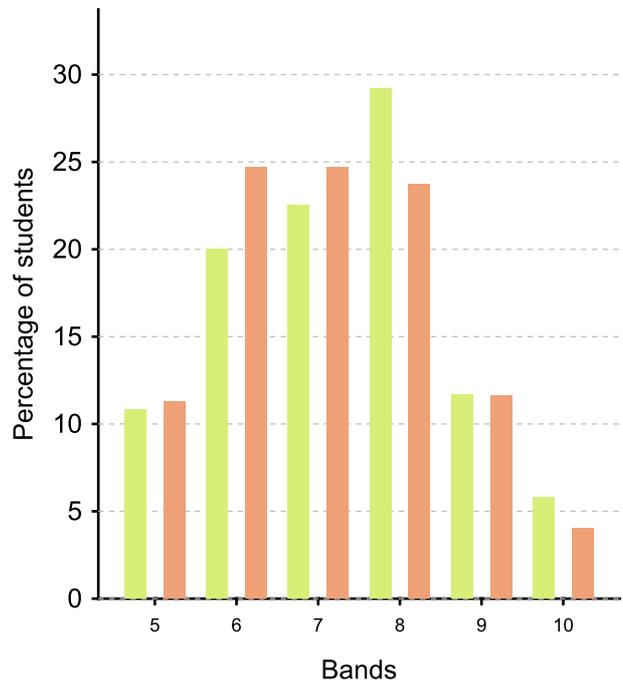
Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 7 Reading

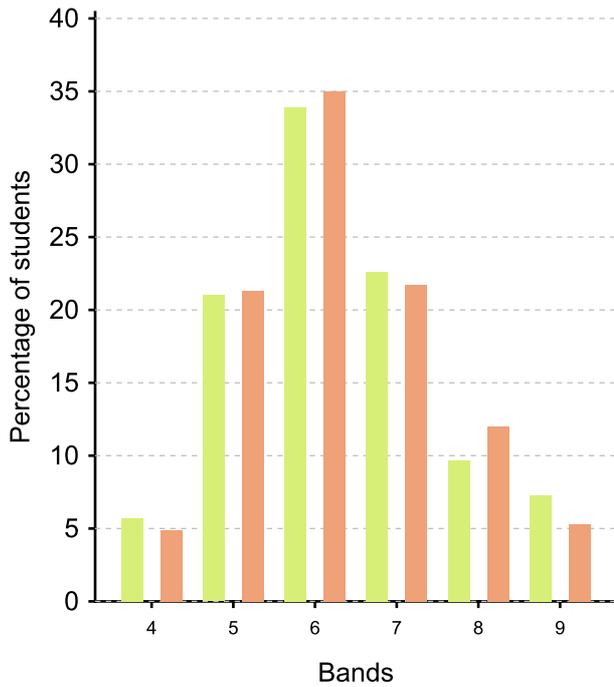


Percentage in bands:
Year 9 Reading

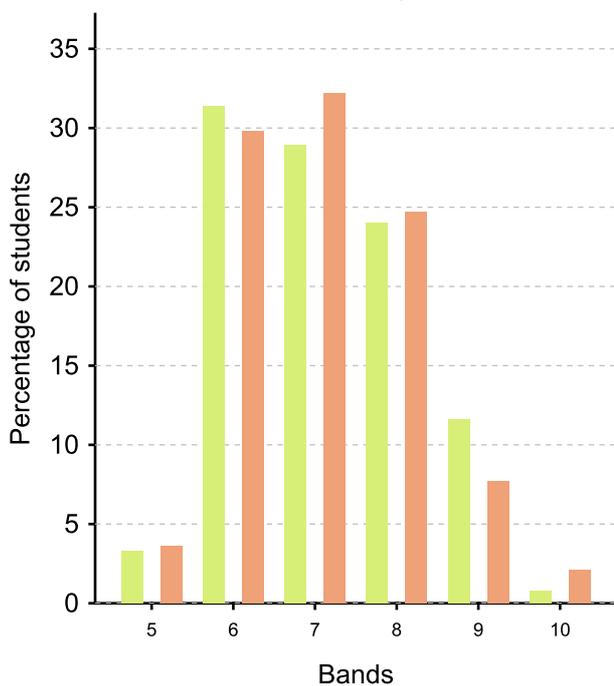


Year 7 Numeracy average scores continue to be a strength with improvement in average scores seen within this area over the past 5 years. Year 9 numeracy average scores have also shown improvement with these scores improving in the last 2 years. Growth figures for both Year 7 and Year 9 Numeracy are areas for focus within the school Literacy and Numeracy planning team.

Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Numeracy



report their student performance for the top two bands in reading and numeracy. The percentage of Year 9 students at Bomaderry High School in the top two bands has shown improvement for Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. The percentage of Year 7 students in the top two bands has decreased for Writing and Grammar and Punctuation and has remained fairly consistent over the past 3 years for Numeracy and Spelling.

Another reporting requirement from the **State priorities: Better services – improving Aboriginal education outcomes** is for schools with significant numbers of Aboriginal students to report the percentage of Aboriginal students in the top two NAPLAN bands.

16.7 percent of Year 7 Aboriginal students at Bomaderry High School were in the top two bands for Reading, with 11.1% in the top two bands for Spelling and 5.7% in the top two bands for writing.

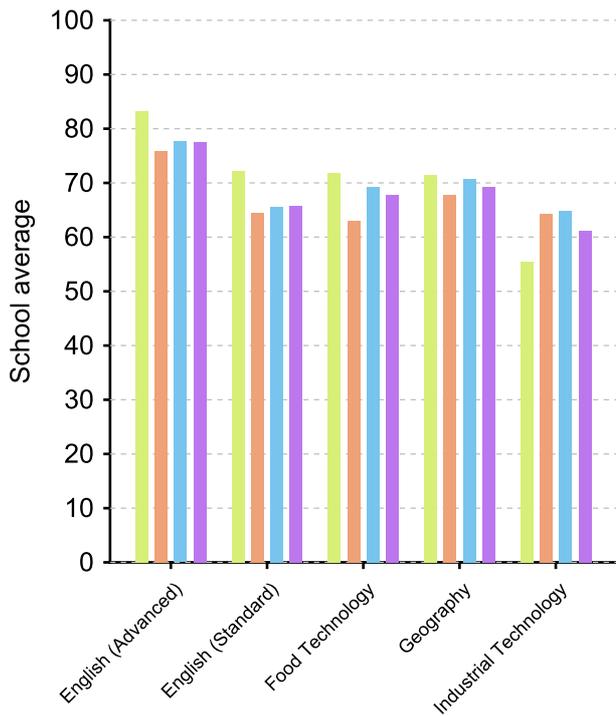
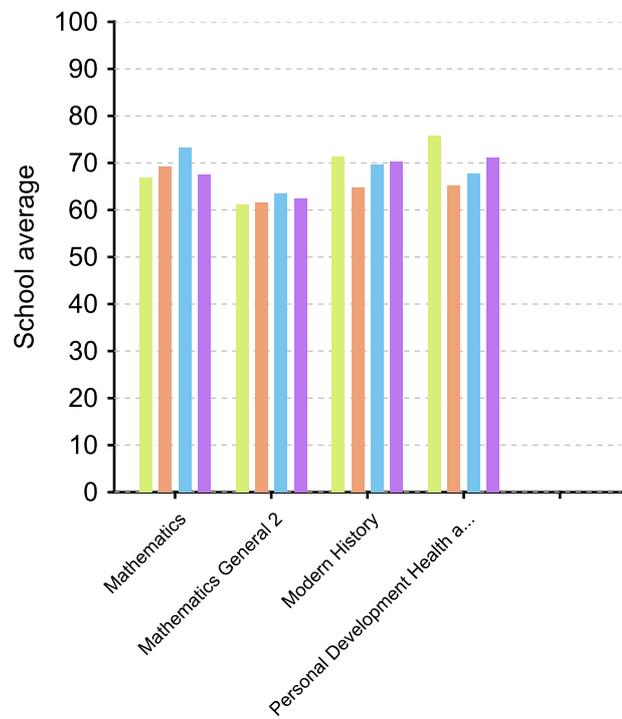
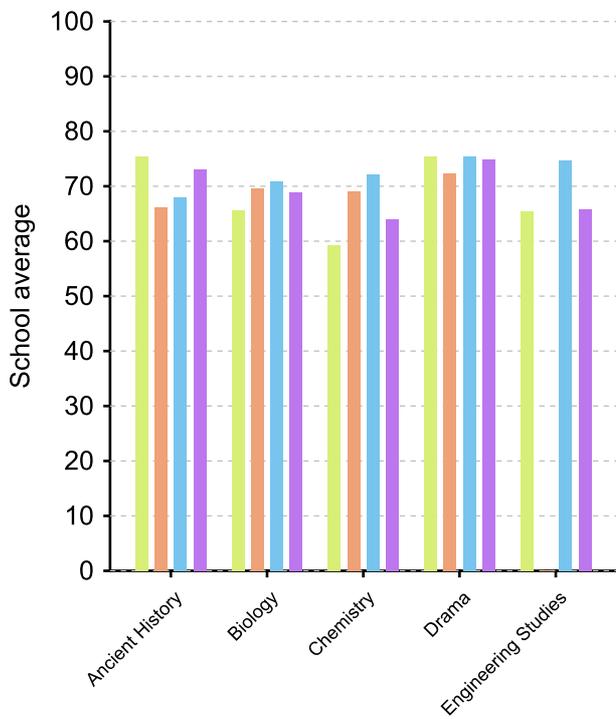
In 2017 the percentage of Year 9 Aboriginal students at Bomaderry High School in the top two bands for Writing was 6.3% and there were no Aboriginal students in the top two bands for reading, writing, Spelling and Numeracy.

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 achieved a Band 6 in a number of subjects and as a result were acknowledged as Distinguished Achievers by the NSW Education Standards Authority. The subjects where students achieved these results were English Extension 1, English (Standard), Food Technology, Geography, Modern History, and Personal Development, Health and Physical Education.

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.>

In accordance with the **Premier’s Priorities: Improving education results**, schools are required to



Parent/caregiver, student, teacher satisfaction

The school sought the opinions of parents, students and teachers through the *Tell Them from Me* survey.

The Partners in Learning Parent Survey measures the following aspects of parents' perceptions of their children's experiences at Bomaderry High School: Parents feel welcome, parents are well informed, the school supports learning and the school supports positive behaviour, safety at school and inclusivity.

The Student Outcomes and School Climate Student Survey measures social, institutional and intellectual engagement. Data showed that 62.3% of our students who are socially engaged are actively involved in the life of our school. 69.3% of our students value schooling outcomes and feel that what they are learning at school is directly related to their long-term success. Only 39.7% (compared to 45.3% of students in the NSW Government Schools Norm group) of our students felt that they are meeting the institutional demands of schooling.

Teachers at Bomaderry High School also took part in the the Focus on Learning Teacher Survey. It is a self-evaluation tool for teachers based on the eight drivers of student learning which include aspects like leadership, collaboration and learning culture.

Policy requirements

Aboriginal education

Bomaderry High School introduced the AIME program in 2017 to assist Aboriginal students with tutoring and mentoring opportunities throughout the year. Surveys conducted demonstrated that students were enjoying the opportunities provided by the program and that the majority of Aboriginal students attending school were taking part in the program.

The school had been approached by 'Ellavation' – an organisation created by the Ella siblings and funded by the Prime Minister and Cabinet Department, to assist senior students in providing pathways for career and further study. Students in Year 11 and Year 12 were given opportunities to visit University of New South Wales and University of Technology Sydney during the year. The staff from Ellavation visited the students on the school site throughout the year, providing real opportunities for students to strive and excel.

The Koori Dance Group was reformed and invited to perform at pre-schools, primary schools and special events throughout the region. The group provided an opportunity to interact with partner primary schools and form relations that enabled smoother transitions for Year 6 students, as well as providing educational opportunities to understand Aboriginal culture and traditions.

NAIDOC Assembly shortly after NAIDOC week was a highlight of the year, with a number of special guests attending and students from other schools collaborating with our students to provide fantastic entertainment that was rich in culture. Another assembly, celebrating the 50th Anniversary of the school, featured a smoking ceremony which students passed by when entering the hall and performances by our Koori Dance Group.

Apart from NAIDOC, the school celebrated National Sorry Day, with students participating in meaningful and reflective discussion about the importance of this day, and contributing to and constructing a National Sorry Day Wall where students posted comments and support for the traditional custodians of the land.

Multicultural and anti-racism education

Bomaderry High School takes great pride in the work we do in relation to multicultural and anti-racism education. We have a teacher trained as an Anti Racism Contact Officer whilst we also celebrate harmony day across the school with the aim of increasing social inclusion and community harmony. We have utilised the services of the local Chinese Cultural Centre to assist with international students. Our annual Asia expo continued to be a great success with Bomaderry High School collaborating with our partner primary schools as well as the Shoalhaven Campus of the University of Wollongong. This attracted *The Secretary's Award* from the NSW Department of Education for an *Outstanding School Initiative*. Yangpyeong High School, our sister school from South Korea visited Bomaderry High School in 2017 and they will return in 2018, with Bomaderry High School looking to visit Yangpyeong High School in 2019.