

# Barrenjoey High School Annual Report



2017



8454

## Introduction

The Annual Report for **2017** is provided to the community of **Barrenjoey 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 Bowsher

Principal

### School contact details

Barrenjoey High School  
Coonanga Road  
Avalon, 2107  
www.barrenjoey-h.schools.nsw.edu.au  
barrenjoey-h.School@det.nsw.edu.au  
9918 8811

### Message from the Principal

As you will read within the pages of this Annual School Report, Barrenjoey continues to mature as a highly respected, functioning and supportive community secondary school. The results contained in this document highlight the successes of just one year – 2017. However, it would be incorrect to believe that what happened throughout 2017 was solely the result of just one year's work. Our success is due to the ever-increasing belief by our learning community of what is possible with hard work, commitment and dedication across the six years students are in our care.

My Graduation Address to Year 12 metaphorically reflects the educational journey we are all on. The subsequent results that occur, both along the way and at the journey's end, are reported within this Annual School Report.

My address asks students to view their six years at Barrenjoey as a book...

*Should you be encouraged to look back on what were the greatest six years of your lives – times filled with joy from the boisterous sounds of that first high-school day in January 2012, the aroma of chicken fingers from the canteen, the resounding ring of the school bells, the joy of ski camp or the calmness of the Senior Study?*

*Or instead should you focus on the next stage in this journey called life?*

*You've been impatiently waiting for this day for six years – and now, you may just want to hit pause. You may want to slow it down, and enjoy the last fleeting moments. Your lives will be forever altered after you walk out from this Graduation Assembly.*

*Many of you entered the loving confines of Barrenjoey six years ago as an unwritten book eager to fill the pages. It seems like just yesterday you were lugging your over-sized bags into your first Year Meeting. It seems like just yesterday you had Orientation day and the pleasure of doing Year 7 Mentoring together.*

*You walked onto our grounds as Barrenjoey students for the first time in the summer of 2012. A new landscape compared to the primary schools you were used to.*

*However, as the months passed, you grew and you learned to not allow external circumstances define you.*

*That's right; your book would be written on your own terms. The friends you sit with today became additions to your family and are undoubtedly some of the main characters in your book of life. You can now say you grew up together in Avalon, shared a school classroom at Barrenjoey and matured in a nurturing environment.*

*It hasn't always been an easy book to write; many of you have had to rewrite chapters or address character flaws....*

*Our school provided you not only with a place to learn, but a true place to connect. You were fortunate to experience what the phrase emblazoned on that enrolment letter you received truly means – you learned there is a place for 'Respect, Effort and Challenge' in all your lives.*

*It is true to say, not all of you had a great time, all the time... or that your rewritten chapters weren't caused by difficult episodes, however...*

*The certificate that you receive today represents success and achievement.*

*You must also remember more the journey that accompanied this achievement – both the heartache and the happiness. The certificate itself is gently tucked away in the appendix of your book, while the journey to attain it fills its pages.*

*You came onto this site six years ago from different backgrounds and different life experiences. You leave this campus 1,150 days later as a collective unit – you are the class of 2017. No matter the subjects you studied – whether Physics or PDHPE, Construction or Music, Design or Legal Studies – you are all members of this one school community.*

*However, you are now set to begin the next chapter. Your book will veer off numerous times from the outline you created, for therein lies the beauty of your journey. I hope Barrenjoey has instilled in you a tremendous fire, a passion for life, and a desire to make the world in which we live better.*

It is true, some students encounter many challenges over the years but I can still sincerely say that I am honoured to be the principal of Barrenjoey High School and oversee all the great achievements that are documented within this report, all due to our students, whether they are graduating or still enrolled.

This report celebrates students' individuality (and the books they write), while at the same time commenting on the success that results when a group of individuals come together.

Throughout 2017 we were part of the Premier's Bump It Up Strategy and developed innovative programs in numeracy and literacy, including after school Mathematics extension and remediation programs and an improved (targeted) approach to students with learning needs, as well as a Literacy and Numeracy tool on the school website to assist parents in guiding their children.

School-wide initiatives have grown to the extent that in 2017 students benefitted from; a fully staffed Senior Study with expert literacy tuition, individual report interviews and electronic progress tracking, reworked Wellbeing policy and matrix under the leadership of a newly created Wellbeing Coordinator position, strengthened 'after school tutoring' by qualified external providers, extension classes in Years 7 to 10 and accelerated HSC courses in Food Technology, PDHPE, Aboriginal Studies and Society and Culture, as well as the review of our Flexible Learning Day program and the subsequent decision to maintain it in 2018. In 2017 the transition program with our local primary schools was significantly strengthened with Years 4, 5 and 6 taking part in multiple High School Experience Days, a Numeracy Learning Continuum between Barrenjoey, Avalon and Bilgola Plateau Primary schools and electronic Individual Learning Plans were further advanced. Teachers entered into collegial learning approaches through mentoring programs, shared faculty plans and goals with Personal Development Plans and multiple lesson observations.

The physical facilities were also developed throughout 2017 with a number of projects taking place. These included the refurbishment of a number of learning spaces – including a Flexible Learning Space, Library Seminar Room and Dark Room. Many faculties experimented with flexible furniture as we continue our move to more adaptive classrooms. The WiFi network was completely upgraded which will see us stay ahead of technology for many years to come.

The foundation for three major building changes were also made this year, with continued planning for the new Performance Space as well as the installation of a 100 kilowatt solar panel bank and a complete roof, gutter and downpipe replacement. All three major projects should be close to completion by the end of 2018. Barrenjoey also expanded the fully operational café and outdoor decking space in the hall to complement the delivery of the new VET Stage 5 Hospitality training course by catering for numerous school events and delivering an operational profit for the first time.

In 2018, apart from the physical projects highlighted above, many learning projects are planned including: the completion of an innovative Wellbeing Website, school-wide implementation of an extended writing matrix, the construction of a School App, adoption of a gender-based learning experiment in Year 10 and the incorporation of a Problem Solving model that will be shared across our two local primary schools. Senior students will benefit from the highly successful 'At Risk' Program with a Year 11 process rolling out early in the year. The school will: celebrate its 50th year in style through a number of community-based events, modify the whole-school Assessment policy, expand the Artist In Residence Program, publish a school cookbook, provide further funding for Learning Support as well as investigate new Faculty Planning methods to optimise teacher expertise. All of this while commencing the 2018–20 School Plan which will once again focus on Community, Learning and Empowerment.

I am proud of Barrenjoey's achievements throughout 2017. Our purpose, in concert with parents and the wider community, was to consistently deliver quality education within a calm, welcoming and nurturing environment.

Specifically, our aim was to develop a 'personalised education experience' where Barrenjoey students were active, engaged learners and most importantly, **responsible for their own learning** and we believe that we are succeeding.

## School background

### School vision statement

Our vision, in concert with parents and the wider community, is to consistently deliver quality education within a safe and nurturing environment where we foster opportunities for students to contribute to the ethos of the school.

Our aim is to develop respectful future citizens and leaders with a self-awareness exuding pride and confidence, students who are active, lifelong learners who embrace responsibility.

Barrenjoey aims to provide an individually tailored school experience that is created from consistent processes, innovative strategies and enriched with relevant teaching practices.

Barrenjoey aims to support the wellbeing of all students while consistently rewarding student effort, setting high expectations and promoting academic rigour.

The community can expect Barrenjoey to be a comprehensive centre for academic and creative excellence.

### School context

Barrenjoey is a proud community, comprehensive high school with an exceptional geographic position, which influences the character of the school.

Barrenjoey is an integral part of a cosmopolitan, artistic and creative community. As a progressive high school we have developed a unique balance between creative excellence, academic achievement and social awareness.

Barrenjoey is a school that recognises and celebrates excellence on a regular basis. Success is experienced in many pursuits and we are proud of the variety of opportunities provided for all students. Programs are developed that genuinely strengthen the partnerships between students, parents, staff and the Barrenjoey learning community.

The Parents and Citizens of Barrenjoey are highly involved with the school, forming an important link between all members of the Barrenjoey community, underpinning the value 'relationships' hold in an area with such a strong sense of identity.

## 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, Barrenjoey 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. The Framework describes 14 elements across these three domains which define the core business of excellent schools in three stages.

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

#### Domain – Learning

**Element – Learning Culture.** The school's overall judgement for this element is **Sustaining and Growing**, based on the descriptors:

There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning.

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.

Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

**Element – Wellbeing.** The school's overall judgement for this element is **Sustaining and Growing**, based on the descriptors:

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.

Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.

**Element – Curriculum.** The school's overall judgement for this element is **Sustaining and Growing**, based on the descriptors:

The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements of the students.

Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them.

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.

**Element – Assessment.** The school's overall judgement for this element is **Excelling**, based on the descriptors:

Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students.

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.

Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning.

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments.

**Element – Reporting.** The school's overall judgement for this element is **Excelling**, based on the descriptors:

The school has explicit processes to collect, analyse and report specific internal and external student and school performance data, on a regular basis.

Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual and/or comparative data.

Parents are presented with clear information on what and how well their children are learning and receive regular information in accessible formats about how to support their children's progress. The school solicits feedback on its reporting from parents.

**Element – Student performance measures.** The school's overall judgement for this element is **Sustaining and Growing**, based on the descriptors:

The school's value-add trend is positive.

At least 35% of students achieve in the top two bands for NAPLAN reading, writing and numeracy.

Students are aware of – and most are showing – expected growth on internal school progress and achievement data.

School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments.

## **Domain – Teaching**

**Element – Effective classroom practice.** The school's overall judgement for this element is **Sustaining and Growing**, based on the descriptors:

Teachers collaborate across faculties/stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students.

Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge.

Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.

A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.

**Element – Data skills and use.** The school's overall judgement for this element is **Sustaining and Growing**, based on the descriptors:

The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools.

Teachers use data effectively to evaluate student understanding of lesson content.

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

Teachers clearly understand, develop and apply a full range of assessment strategies – assessment for learning, assessment as learning and assessment of learning – in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement.

Strategies implemented reflect research on best practice and include ongoing monitoring of success.

**Element – Professional standards.** The school's overall judgement for this element is **Sustaining and Growing**, based on the descriptors:

The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required.

The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation.

All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.

Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage.

**Element – Learning and development.** The school's overall judgement for this element is **Excelling**, based on the descriptors:

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results.

Formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support.

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.

Teachers collaborate with staff in other schools to share and embed good practice.

The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence based, future-focused practices.

## **Domain – Leading**

**Element – Educational leadership.** The school's overall judgement for this element is **Excelling**, based on the descriptors:

Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders.

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement.

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

**Element – School planning, implementation and reporting.** The school's overall judgement for this element is **Excelling**, based on the descriptors:

The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement, and its active support of (improvement in) other schools.

The school uses research, evidence-based strategies and innovative thinking in designing and implementing a school plan that successfully delivers ongoing, measured improvement in student progress and achievement.

The school systematically and regularly monitors a range of indicators to gauge the impact of its plan and to inform changes to the implementation that support its ultimate success.

The annual report contains data that measures the impact of the plan in terms of student learning progress.

**Element – School resources.** The school's overall judgement for this element is **Excelling**, based on the descriptors:

The leadership team allocates non-educational administrative tasks to appropriate non-teaching staff. All staff use technology available to streamline the administrative practices of the school.

The leadership team deploys teaching and non-teaching staff to make best use of available expertise to meet the needs of students. The leadership team uses data to evaluate the effectiveness of management processes, and creates a culture of shared accountability to achieve organisational best practice.

The leadership team takes a creative approach to use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting.

Technology is effectively used to enhance learning and service delivery.

The school collaborates with the local community where appropriate on decisions about and access to school assets and resources, delivering benefit to both the school and the community.

Longer-term financial planning is integrated with school planning and implementation processes to address school strategic priorities and meet identified improvement goals.

**Element – Management practices and processes.** The school's overall judgement for this element is **Excelling**, based on the descriptors:

The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required.

The leadership team collects information about the school's administrative practices in order to ensure their effectiveness.

Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience.

The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.

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

### COMMUNITY

#### Purpose

To cultivate a school and local community that operates in a coordinated and respectful manner. To develop citizens who are aware of their legacy and responsibilities towards the establishment and maintenance of a shared ethos.

To ensure that our shared vision supports and contributes towards the growth of the wider Barrenjoey community.

#### Overall summary of progress

Communication:

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes.

Reporting to parents has been enhanced in response to feedback received throughout our three year planning period.

There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities.

Students and parents understand the assessment approaches used in the school and their benefits for learning.

Feedback from students on their learning derived from assessments informs further teaching.

There is demonstrated commitment within the school community that all students make learning progress.

Partnerships with parents and students support clear improvement aims and planning for learning.

The school collects and analyses information to inform and support students' successful transitions.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>Communication:</b> All staff engaging in information delivery. Minimum of 50% response rate from Parents and Community. Minimum of 70% attendance at Parent/Student/Teacher Evenings. 100% student attendance at report analysis and distribution. Provision for all.	Tell Them From Me survey Staff Time \$6,000	Community Voice is being surveyed via 'Tell Them From Me' survey and Executive Conference. Mental Health forum successfully held New Emotional Health website commenced Planning for Google suite as the preferred student/staff platform commenced
<b>Promotion:</b> Currency of website at all times. Increase % enrollment from feeder schools by 5% per year.	Staff Time \$3,000 World Record Attempt \$1,000	New SASS Promotions Officer position created and procedures developed to ensure consistency of message and professional delivery. All Year 4 and 5 'experience' days successfully completed. Completion of World Record Attempt and promotion

## Next Steps

This concludes our three year plan. Throughout the planning for the next three year plan (2018 – 2020), we will seek community involvement in ways to improve and effectively use communication methods.



## Strategic Direction 2

### LEARNING

#### Purpose

To provide an enriching environment that promotes a love of learning where expectations are high for both students and staff. To provide extensive opportunities in order to be inspired, driven and engaged.

To develop self-directed and resourceful critical thinkers who are high performing, collaborative and dynamic while modelling continuous learning.

#### Overall summary of progress

Teachers have successfully collaborated with staff in other schools to share and embed best practice.

Teaching staff have demonstrated and shared expertise within their school and with other schools.

All teachers have expert contemporary content knowledge and deploy effective teaching strategies.

Over the three years of this school plan we have trialled innovative practices and have put processes in place to evaluate, refine and scale success.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>Professional Development:</b> All teaching staff apply their Individual Professional Learning Plan to improve practice. All staff attend at least 7 hours of observation per year. A 50% increase in participation in PCS offered professional development.	Staff Time \$6,000	POD groups formed that delivered cross-faculty representation professional development lead by an executive member. Four Twilight sessions successfully organised and implemented throughout the year. PDP process and EARS procedures developed to complement school planning. Executive conference to focus on developing the school plan
<b>Assessment:</b> Completed review of assessment procedures and changes embedded in practice.	Staff Time	The modified Assessment Policy implemented for Years 7–9 Formal feedback procedures created and delivered to all students for all formal assessments. Detailed analysis of grading processes within each faculty to guide future practice and improved consistency completed. Completed centrally developed faculty electronic grade storage exemplars for future comparison and NESAs requirements.

#### Next Steps

This concludes our three year plan. 2019 faculty plans are to incorporate explicit systems that drive ongoing, school wide improvement in teaching practice and student results.

The capacity of staff to deliver high quality literacy and numeracy activities will be enhanced through continued school wide targeted literacy and numeracy projects.

## Strategic Direction 3

### EMPOWERMENT

#### Purpose

To create a safe and encouraging learning environment that fosters opportunities to cater for the specific needs of all students. To embed a multiplicity of practices with the wellbeing of the individual at the core of inclusive decision-making.

To promote the active involvement of all students in their physical, intellectual, social and emotional development.

#### Overall summary of progress

Positive and respectful relationships across the school community continue to underpin a productive learning environment and support students' development of strong identities as learners.

The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing.

There is a broad understanding of and support for, school expectations and aspirations for improving student learning across the school community.

The school demonstrates a high performance culture, with a clear focus on student progress and achievement.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>Wellbeing:</b>  100% of staff & students aware of anti-bullying policy.  50% reduction in reports of peer conflict.  100% of staff have received professional learning in strategies to reduce anxiety & build resilience.	\$154,000  Staff Time  \$5,000  \$500	Extra Learning Support staff employed to cater for students' learning and wellbeing  New Wellbeing Matrix developed and promoted  Wellbeing Coordinator role created and given executive period allocation  Completed research into effective emotional health strategies for schools around the country.  Emotional Health website successfully developed and prepared for 2018 launch  Successful Peer mediation, mentoring and anti-bullying programs delivered
<b>Recognition of Achievement:</b>  80% of students receive recognition of success in a school year.  100% of staff recognize and reward student achievement.	\$3,000  Staff Time  \$5,000	Implementation of an electronic measure of student recognition that was then reported to students, parents and staff.  Adjusted the Merit System to incorporate \$ rewards and weekly recognition through Peninsula Press and letters sent home.  Modified the Semester 2 reports to incorporate the extracurricular participation of students.  Celebrated the best ever HSC results Barrenjoey had ever received through Assemblies, correspondence and newsletters.

#### Next Steps

This concludes our three year plan. The leadership team has successfully established a professional learning community which is focused on continuous improvement of student empowerment.

Continue to use research, evidence based strategies and innovative thinking in designing and implementing the next three year school plan that successfully delivers ongoing, measured improvement in student empowerment.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$6,682	<p>Student Mentoring – Improved student confidence.</p> <p>Successful celebration of Harmony Day.</p> <p>ILP's for all Aboriginal background students – provide students with Individualised Learning Plans.</p> <p>PCS ART Exhibition participation and fund raising in support of indigenous youth.</p> <p>Successful celebration of NAIDOC Week.</p> <p>NAIDOC PCS travelling art show – showcased student work.</p> <p>Peer mentoring – allow students to share successful strategies for successful learning.</p>
<b>English language proficiency</b>	\$18,728	<p>Student mentoring – small group workshops focus on improved grammar, reading of texts and assessment preparation.</p> <p>Student Interviews – students are interviewed, encouraged to discuss issues, reflect on learning and set goals.</p>
<b>Low level adjustment for disability</b>	\$91,569 (includes \$60,944 for staffing)	<p>Employment of: 1 x full time Learning Support staff member, 2.2 x Learning Support SLISO staff, 0.8 x Senior Study staff member.</p> <p>Provide support in order for students to improve learning outcomes.</p>
<b>Socio-economic background</b>	\$21,263	<p>Staffing for Senior Study, work towards examination disability provisions and staffing towards Learning Support.</p> <p>Assist identified students to improve learning outcomes.</p>
<b>Support for beginning teachers</b>	\$32,364	<p>Timetabled relief from face to face teaching for first and second year beginning staff, as well as mentoring staff for first year staff. Access to TPL opportunities.</p> <p>Beginning teachers indicated a feeling of support and preparedness. They valued the collegiality and the opportunity to have input into their professional development.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	330	320	360	368
Girls	327	319	340	333

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	94.9	93.7	93.2	95.9
8	91.3	93.3	93.2	92.9
9	92.9	90.8	92.4	93.1
10	90.7	92.4	88.7	91.9
11	92.4	90.2	93.6	92.2
12	92.6	92.9	92.9	95.5
All Years	92.5	92.2	92.3	93.5
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

Initially, non attendance at Barrenjoey High School is managed through the Sentral system, with parents receiving an SMS and email notifying them of their child's absence from school. Parents are required to respond in writing to explain the reason for the absence and this is noted on the Sentral system by administration staff. Each fortnight, the Head Teacher of Wellbeing runs a report to identify students with less than 85% attendance for the term and this is then discussed at welfare meetings and noted in the minutes. As a first step, the Year Advisor would make contact with the student and the parent to identify the reason for low attendance, and to discuss ways in which the school can support the student to increase attendance. If this does not lead to a satisfactory outcome, the Head Teacher Wellbeing will place the student on level 1 attendance monitoring, which allows for personalised daily attendance monitoring by the

school and parent. If this does not improve attendance, the Deputy Principal and Head Teacher Wellbeing will meet with the student and parent to make a plan to improve attendance. It may be necessary at this point to consider referral to external agencies and Home School Liaison Officer. Throughout this process, the student's attendance and needs are discussed at Learning Support meetings, Welfare meetings and programs, support and interventions are continually evaluated and updated.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	5	0
Employment	10	8	23
TAFE entry	10	9	8
University Entry	0	0	55
Other	0	5	14
Unknown	0	0	6

### Year 12 students undertaking vocational or trade training

25% of Year 12 students undertook a vocational subject, either through TAFE or VET delivery at school.

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

97% of students attained their HSC or equivalent vocational education qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	0
Head Teacher(s)	8
Classroom Teacher(s)	38.4
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.6
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	9.68
Other Positions	1

\*Full Time Equivalent

We have one Indigenous staff member.

### 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	10

### Professional learning and teacher accreditation

Teacher Professional Learning at Barrenjoey High School in 2017 included a range of mandatory, whole school and teacher focused initiatives.

The whole school focus for professional development was aligned with the teaching standard, *Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals (5.5.2)*. The school leadership team created a professional development framework for teaching staff scheduled across a series of *Twilight* sessions. The program covered:

- The role of feedback in the classroom
- What students said about the use and delivery of feedback

- How feedback should guide future learning
- How teachers can use feedback to work more efficiently
- The Difference between feedback and praise

The model for professional development also incorporated a timeline of lesson observations. Teaching staff were allocated 'pod groups' led by an Executive member of staff. These groups were the centre for the development of professional dialogue around feedback across Key Learning Areas through the careful planning of two lesson observations with a buddy. In second semester, teaching staff were paired with an observation buddy from their own KLA to further demonstrate and develop skills in the whole school area of feedback and individual goals identified in their Professional Development Plan.

The 2017 Executive conference focussed on planning for the 2018–2020 School Plan cycle. Using data collected from a range of sources, the school Executive worked collaboratively to define strategic directions and develop purpose statements for individual faculty plans.

In Term 3 Barrenjoey High School combined with the Peninsula Community of Schools at the staff development day to learn from the University of Newcastle Head of Education Professor John Fischetti. The focus was teaching and Leading in the Innovation Age. This professional development has inspired future directions for 2018 including a school wide focus on problem solving.

## 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.

<b>Receipts</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>390,858</b>
Global funds	309,033
Tied funds	161,139
School & community sources	416,258
Interest	20,999
Trust receipts	29,968
Canteen	0
<b>Total Receipts</b>	<b>937,399</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	113,078
Excursions	56,440
Extracurricular dissections	89,744
Library	3,902
Training & Development	0
Tied Funds Payments	104,676
Short Term Relief	18,744
Administration & Office	157,343
Canteen Payments	0
Utilities	55,420
Maintenance	22,899
Trust Payments	39,934
Capital Programs	125,040
<b>Total Payments</b>	<b>787,221</b>
<b>Balance carried forward</b>	<b>541,036</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 December 2017.

	<b>2017 Actual (\$)</b>
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>1,772,805</b>
Appropriation	987,412
Sale of Goods and Services	27,716
Grants and Contributions	756,397
Gain and Loss	0
Other Revenue	0
Investment Income	1,280
<b>Expenses</b>	<b>-1,396,484</b>
Recurrent Expenses	-1,396,484
Employee Related	-523,319
Operating Expenses	-873,165
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>376,321</b>
<b>Balance Carried Forward</b>	<b>376,321</b>

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.

Barrenjoey High School's financial management processes and governance structures are in line with the Department of Education financial policy requirements.

There are been no unusual spending or overspending.

Intended use of available funds is for general operating expenses across all KLA's.

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	6,679,863
Base Per Capita	106,902
Base Location	0
Other Base	6,572,961
<b>Equity Total</b>	138,242
Equity Aboriginal	6,682
Equity Socio economic	21,263
Equity Language	18,728
Equity Disability	91,569
<b>Targeted Total</b>	75,050
<b>Other Total</b>	103,916
<b>Grand Total</b>	6,997,071

When compared to the State, Year 7 students received very pleasing Band results in all aspects of the test. In the Upper three Bands our Year 7 students did particularly well in the elements of 'overall Numeracy' (77.3%), 'Reading' (79.5%) and 'Spelling' (77.6%). These compared to 63.9%, 60.2% and 68.2% respectively for the state.

When compared to the State, **Year 9 students** also received pleasing Band results in all aspects of the test but particularly in 'Reading' and 'Numeracy' with 72.2% and 71.1% of all Year 9 students scoring in the top 3 Bands overall (compared to 58.4% and 58.5% respectively of the state).

For **Year 9** the statistics show 65% of students scored in the 'Upper' Bands (Band 8 and above) overall, compared to 56% of the state.

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

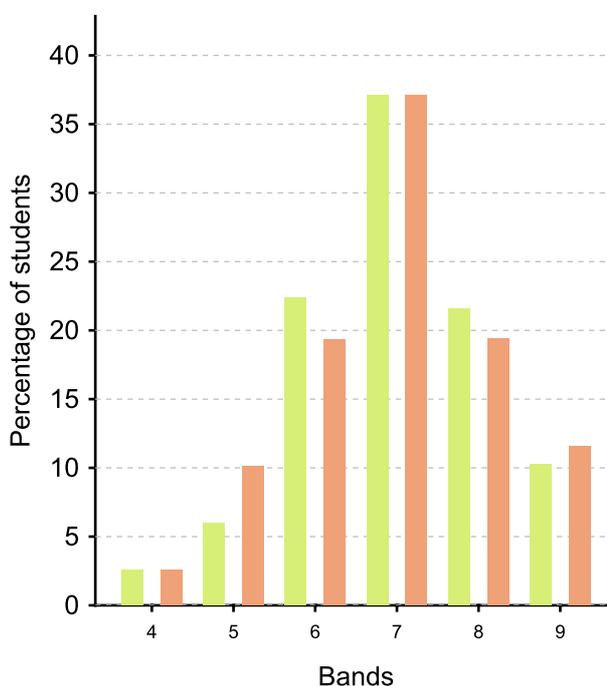
In the National Assessment Program, the results across the Years 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

It's fantastic to see that both our Year 7 and Year 9 students are now achieving substantially above state averages, and individually, most students have made significant improvements on their previous tests ('Value Added' results), which is more evidence that success is within the grasp of all students!

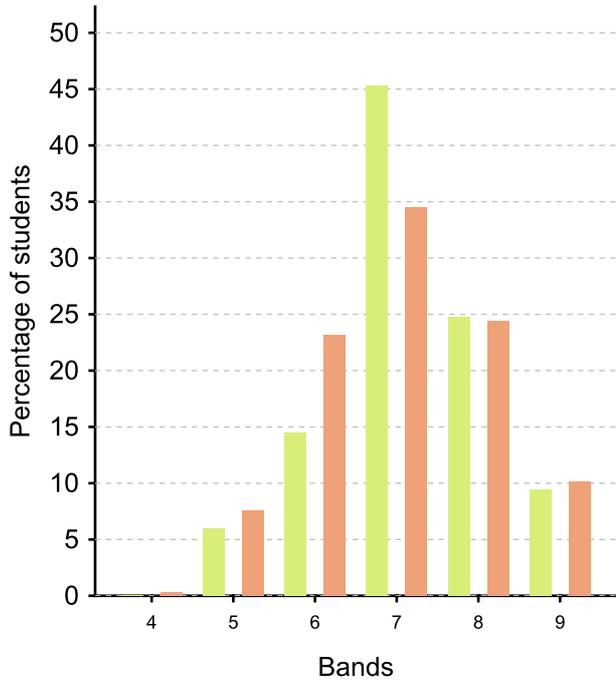
The **Year 7 results** are almost identical to last year's record-breaking levels. They reflect substantial improvements in the Literacy measure of 'Reading' in particular, as well as in all areas of Numeracy. Overall the results display scores of 13 points above the state average for Literacy and 6 points for Numeracy. There will be a focus on writing heading into next year.

The **Year 9 results** are also pleasing. They reflect substantial improvements in all Literacy elements as well as in overall Numeracy. Overall the results display pleasing scores of 12 points above the state average for Literacy and 8 points for Numeracy. There will be a focus on writing within next year's literacy planning.

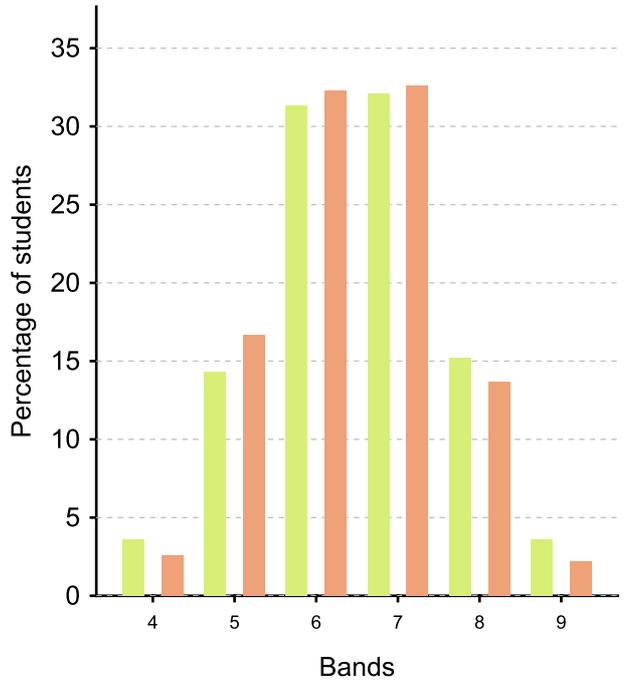
**Percentage in bands:**  
Year 7 Grammar & Punctuation



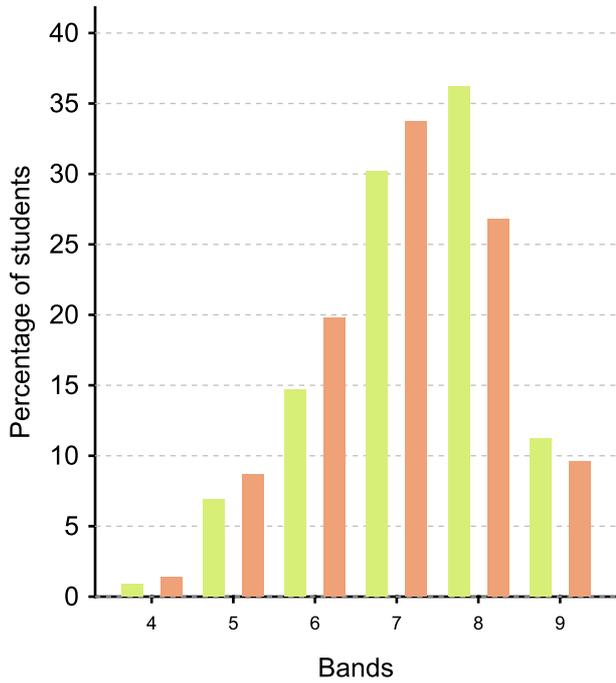
**Percentage in bands:**  
Year 7 Reading



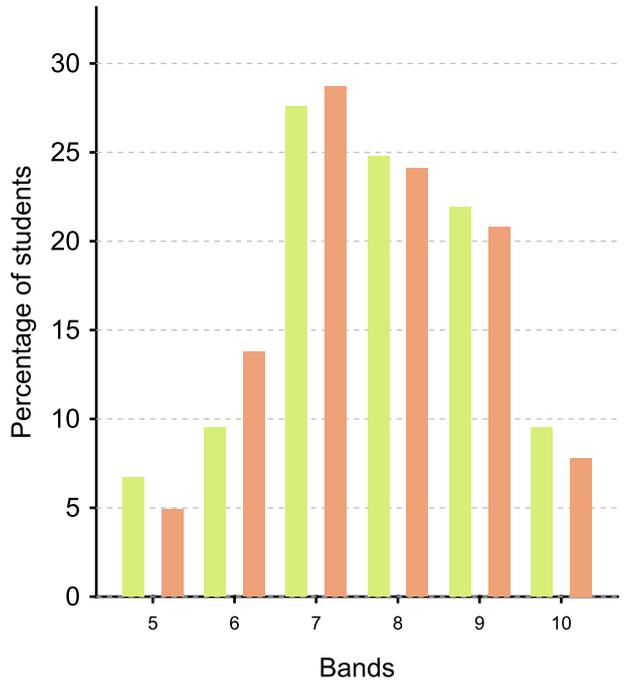
**Percentage in bands:**  
Year 7 Writing



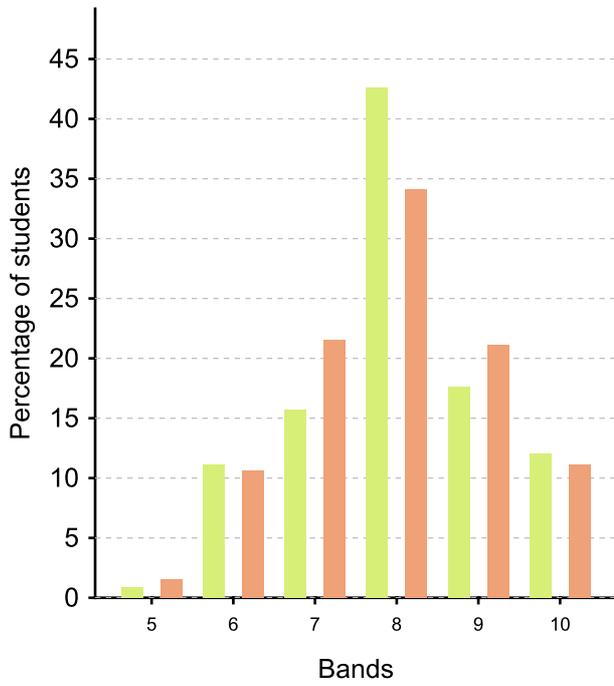
**Percentage in bands:**  
Year 7 Spelling



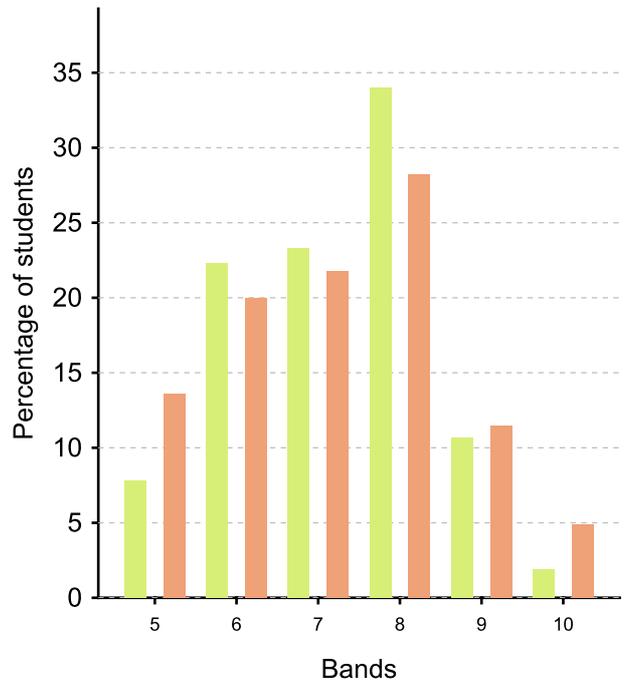
**Percentage in bands:**  
Year 9 Grammar & Punctuation



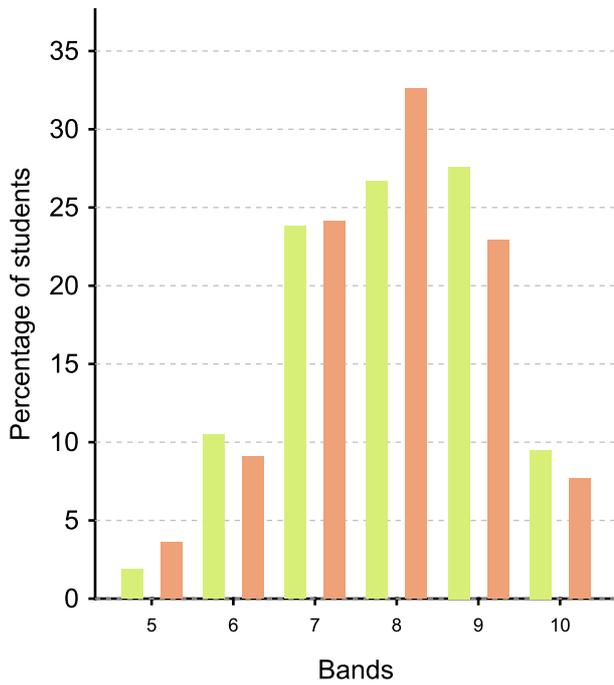
**Percentage in bands:**  
Year 9 Reading



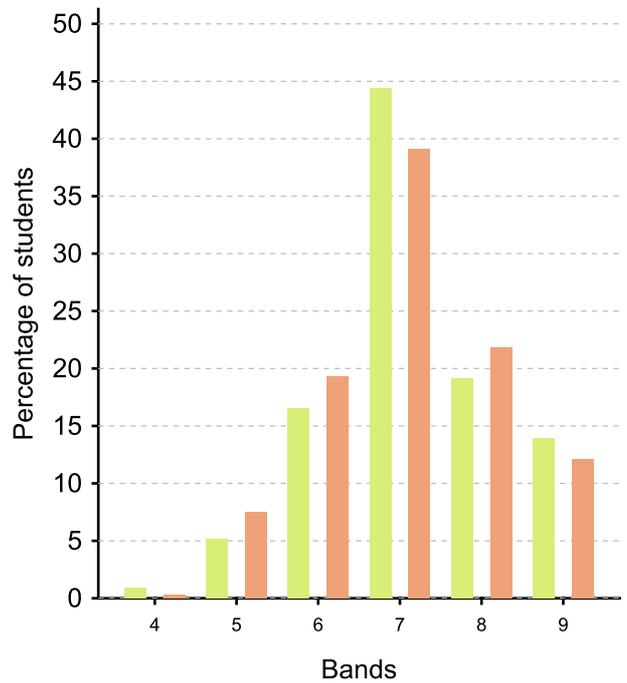
**Percentage in bands:**  
Year 9 Writing



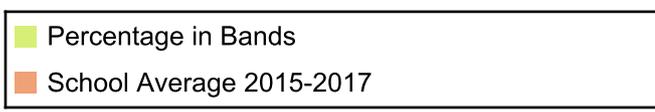
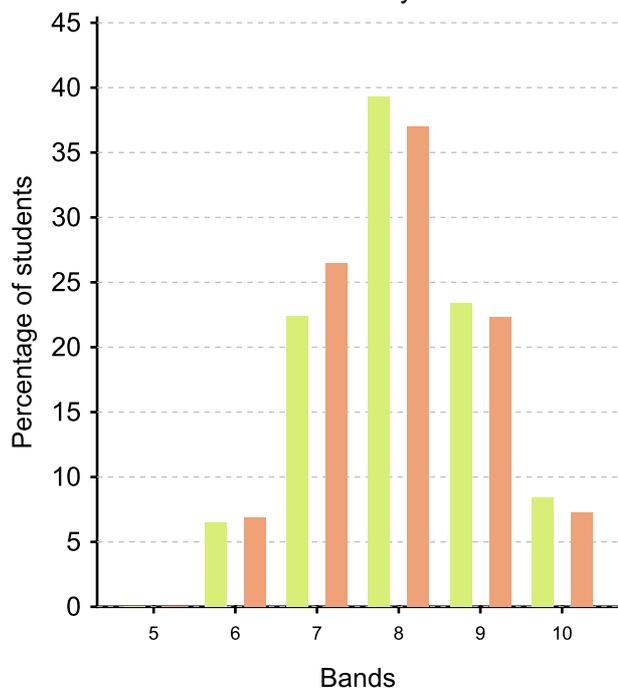
**Percentage in bands:**  
Year 9 Spelling



**Percentage in bands:**  
Year 7 Numeracy



**Percentage in bands:  
Year 9 Numeracy**



Biology	77.0	76.4	70.9	74.3
Business Studies	74.8	74.6	68.2	71.7
Drama	76.0	79.1	75.5	78.1
Earth and Environmental Science	79.8	75.6	73.6	78.2
Economics	73.1	75.7	73.6	76.1
English (Advanced)	83.8	82.9	77.6	80.7
English (Standard)	73.9	72.5	65.6	71.2
Geography	75.0	76.0	70.7	69.0
Hospitality Examination (Kitchen Operations and Cookery)	76.2	75.6	71.5	76.2
Industrial Technology	71.9	72.7	64.8	76.0
Legal Studies	76.4	79.4	72.1	74.7
Mathematics	83.2	78.2	73.2	79.3
Mathematics General 2	74.9	72.4	63.6	73.8
Modern History	74.5	76.6	69.6	73.5
Music 1	86.6	84.1	79.7	84.7
Personal Development Health and Physical Education	71.3	74.1	67.7	72.2
Senior Science	73.1	75.5	68.3	74.7
Society and Culture	82.4	80.0	76.4	79.8
Visual Arts	83.0	82.3	77.7	81.3

### BUMP IT UP STRATEGY

The aim of the 'Bump It Up' strategy is to increase the proportion of students in the top two bands of NAPLAN reading and numeracy by 8% by 2019.

The 'Bump it Up' strategy focuses on identifying students who are doing well and who, the data suggests, have the greatest capacity to achieve in the top two NAPLAN bands.

It is done using Barrenjoey's data to inform the planning of the school developed targeted reading and numeracy initiatives

What we have done so far:

- analysed the cohort specific data
- identified patterns and trends
- identified target groups (for monitoring and measurement)
- exposed teachers to NAPLAN style questions

### Higher School Certificate (HSC)

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

Subject	School 2017	SSSG	State	School Average 2013-2017

In the 2017 Higher School Certificate (HSC) Examinations, Barrenjoey High School has received its greatest results since opening 49 years ago. This is an effort that should make all students, staff, parents and community members justifiably proud.

- 106 Year 12 students sat for the HSC across 548 examinations.
- **61 results (11.1%)** were placed in the top band, **Band 6**. This is the best Band 6 total Barrenjoey has ever seen.
- **195 results (35.6%)** were in the second band, **Band 5**. This is the second highest for at least the last 15 years and only the fourth time ever to exceed the number of Band 4 results.
- In total **79% of all HSC results** were placed in the **top three bands**. This is the highest top 3 band result ever seen at Barrenjoey and means

Barrenjoey students have been substantially above the state average for 9 years in the past decade, displaying terrific cultural improvements for all students.

- Of the 106 candidates, **29 students received results in the top band**. That's approximately one in three students, and **76 received results in Band 5**. This is an incredible display of student depth. 74% of students received scores in the top two bands.
- On an individual level, **16 students** (Jackson Baker, Rachel Birrell, Nicholas Broadhurst, Zara Coburn, Julia Cole, Ricki Colville, Tasman Couston, Ben Cramer, Elisa Flanet, Mali Hole, Robert Jia, Lila Obradovic, Emma Papin, Oskar Smith, Caroline Wang, Ella Woolcott) were placed in the top band for a multiple of courses.
- Seven students scored almost the perfect marks for individual subjects: Nicholas Bradhurst (97) Extension 1 Mathematics, Zara Coburn (95) French Beginners, Julia Cole (96) Textiles and (98) French Beginner, Robert Jia (96) Extension 1 Mathematics, Max Oughtred (95) Biology, Ethan Whereat (96) Mathematics General 2 and Caroline Wang (95) Mathematics and (96) Mathematics Extension 1.
- Special recognition for Amy Bendixsen who placed 4th in the state for Vietnamese Continuers.
- In total, an incredible **25 students (24%)** received all their results in the **top two bands**. This amounts to great recognition for their hard determined work.
- Furthermore and amazingly, 104 results were only one or two marks away from achieving at least one higher grade. A target that we will continue to set for next year's Year 12; to gain 2 extra marks in all that they are assessed on!
- Twenty Five subjects (81%) achieved results above the state average. This is the greatest result for Barrenjoey. Special mention must go to **Construction, French Continuers, Mathematics General, Mathematics Extension 1 & 2, Physics and Textiles** where subject results impressively scored more than 5% above the state mean.
- Congratulations to the students who have worked so hard this year and 'took up the challenge' of getting involved with the Tutoring Program, Study Skills and other initiatives, as well as working effectively in the Senior Study and taking the Reporting and Interview processes so seriously.
- Congratulations to the sensationally talented HSC teaching staff who have worked so diligently with the students throughout 2017 to make these results possible.

## Parent/caregiver, student, teacher satisfaction

Throughout 2017 Barrenjoey used the 'Tell Them From Me' surveys to seek the opinions of parents, students and teachers. The surveys provided us with insight into student engagement, wellbeing and the impact of teaching practices at Barrenjoey.

Participation in the surveys included 784 students, 58 parents and 26 teachers. Each survey was made up of DEC specific questions and customised, school specific questions.

**Student survey** DEC specific questions targeted areas such as:

- Participation in extracurricular activities
- Students valuing schooling outcomes
- Truancing data
- Positive homework behaviours
- Levels of happiness and academic self-concept

School specific questions asked **students** to:

- Comment on how proud they felt about their school
- Rank perceived importance of a variety of skills in relation to career/study prospects later in life
- Indicate a preference for learning activities
- Detail how technology was used in different subject areas at school.

**Parent survey** DEC specific questions targeted areas such as:

- Communication
- Participation
- Support with student learning and behaviour

School specific questions asked **parents** to:

- Comment on the school's reputation in the local community and they were also asked if they would recommend Barrenjoey High School to other parents
- Indicate any volunteer work they had been involved in within the school
- Rank the usefulness of different communication methods used within the school

**Staff survey** DEC specific questions targeted areas such as:

- Leadership
- Parent involvement
- Inclusivity
- Technology use
- Teaching strategies• Collaboration• Learning Culture

School specific questions asked **staff** to comment on:

- Staff morale within the school
- The effectiveness of communication of school leaders
- Technology use
- Improvement and change within the school

## Policy requirements

### Aboriginal education

Barrenjoey High School is committed to improving the education outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education.

KLA's across the school have programmed units of work to include cross curriculum content throughout.

On Saturday 4th November, Barrenjoey students were awarded certificates at the Met-North Regional AECG Achievement Awards 2017, held at Gawura Aboriginal Learning Centre, TAFE NSW – Northern Sydney Institute, Northern Beaches.

Barrenjoey Aboriginal students attended Narrabeen Public School on Thursday 21st September and participated in a variety of activities including Indigenous Art, Dance with Darug man Gerard McMinn (Ged), Storytelling, Yarning Circle with local elders and camping out under the stars.

On 15th June the Peninsula of Community Schools held their debut Art Exhibition “Connection – Community and Beyond” Art Exhibition at Warriewood Square Jacksons Road Warriewood in celebration of the Guringai Festival – “Connection”, Harmony Day – “Everyone Belongs – Strength in Harmony...” Reconciliation Week – “Let’s Take the Next Steps” and NAIDOC Week – “Our Languages Matter”. Large Canvas Artwork by Barrenjoey students raised funds in support of Indigenous youth.

The works reflect the students’ stories depicting the strength of our community and beyond. showcasing student artwork by Barrenjoey Yr 8 – Yr 10 Visual Arts Students.

In Term 1 and Term 3 all Yr 7 students enjoyed performance and workshop with Adam Hill, a multi-skilled Aboriginal artist descendant from the Dhungatti peoples of Kempsey. He engaged the students with history, Art and indigenous culture. His didgeridoo playing was showcased with students engaged in an exciting and challenging auditory drawing experience, interpreting the different sounds that make up the songs for the crocodile and dolphin stories.

Exciting news is Yr 10 student Skye Holloway won the annual NAIDOC artwork competition.

The annual NAIDOC Peninsula Community of Schools travelling art show took place in the school library in the first week of November and showcased student work from across the peninsula.

A student meeting group coordinated by a member of staff, meet on a regular basis throughout the year with a view to:

- create individual Learning Plans for all Aboriginal students attending Barrenjoey High School
- provide individual mentoring programs for Aboriginal students at risk

### Multicultural and anti-racism education

There is a school wide emphasis on ensuring that all faculties include appropriate multicultural perspectives in teaching and learning programs, including activities such as guest speaker Valanga Khoza, refugee from South Africa, HSIE unit on Human Rights and PDHPE study of diversity. Stage 6 courses such as Society & Culture and Studies of Religion allow students to learn about cultural diversity and the nature of multiculturalism in Australia and overseas. As a school we celebrated our cultural diversity through Harmony Day. Our ANZAC memorial this year commemorated Indigenous soldiers who had fought in wars for Australia. Students at Barrenjoey High School may choose to study Japanese or French throughout Stages 4 or 5. We also have many students throughout Stage 6 studying various languages through Open High School. Barrenjoey High School has one trained Anti-racism Contact Officer whose role includes developing student awareness of the processes for dealing with any instances of racism and promoting the value of an inclusive school community. Barrenjoey High School has a zero tolerance for racism.

### Other school programs

#### CAPA

**The Concert Band**, which involves every player, has performed this year at Meet the Music, ANZAC Day, the Northern Beaches Instrumental Festival, our local primary schools, Avalon Market Day and at School functions. They toured Canberra and the South Coast of NSW for 8 days playing at the Canberra Farmers’ Market and various high schools. **The Big Band and Jazz Combo** ensembles performed at the Port Macquarie Big Band Bash in June, Pittwater Community of Schools Festival, and the Big Band Boom at Dee Why RSL. Jazz Combo has also played gigs at Avalon and Bilgola Surf Clubs and Avalon Retirement Village. Barrenjoey has punched well above its weight in providing musicians to Regional and State Instrumental Programs with 2 Arts Unit State level players and 8 Regional players including Euan Welch and Lachlan Bates at State level. Our 2 State level musicians have also been ‘head-hunted’ for other high level bands, such as Brass Baton, Manly Brass and Village Big Band. Congratulations to junior player Will Cassell (Year 7) who has become a Youth Ambassador for the Sydney Symphony Orchestra. Combo members

supported our HSC Music students in their HSC Trials and HSC performances. Year 12 Drummer, Ben Cramer, received the Principal's Award for Outstanding All-round Performance this year. And three Barrenjoey students jetted off to the USA for the Arts Alive Combined Schools Band Program: Fergus Cole (Year 10), Mia Stephenson (Year 10), and Hannah Pepper (Year 7). They participated in a variety of instructive workshops and master classes with American experts, performed in a variety of venues and attended concerts and performances in a range of musical genres.

The annual **Express Yourself Art Exhibition 2017** at the Manly Art Gallery and Museum, sponsored by the Northern Beaches Council, showcased talented HSC Body of Works from the 2016 HSC. Two students from Barrenjoey HS were selected *Rachel McGrath* and *Matt Gelerbert* from Yr12 VA. Rachel's work was titled *Everyone's a Critic*, a sculptural piece where creativity behind is represented by the artist's hands which is then shrouded by negative words in front. Matt's art work titled *Head in the Clouds*, is a series of portraits of family and friends. His unique expressive style and use of ink media made them a stand out.

**Year 7 Visual Arts Incursion with Adam Hill**, a multiskilled Aboriginal artist descendant from the Dhungatti peoples of Kempsey who engaged the students with history, art and Indigenous culture. His didgeridoo playing was showcased with students engaged in an exciting and challenging auditory drawing experience, interpreting the different sounds that make up the songs for the crocodile and dolphin stories. Year 7 Visual Arts extension students designed and painted a mural in semester 1 which was inspired by the workshop. The mural also paid homage to the whales from the previous mural. The end result was a dynamic, colourful interpretation of our local environment

**Artist of the Week** was started in 2017 to highlight the creative and talented art students at BHS. Each week artworks are featured in the Peninsular Press.

**Artist in Residence:** This program was with local photographer/artist Sally Mayman. Students from Yr's 10 and 11 Photography have been introduced to current photographic App technology through the 360 degree FLY virtual reality video camera and a drone video/photography App was used. The program also included mentoring several Yr12 Visual Arts students with the photo media component of their HSC Body of Work and students made a short film for the Creative Creatures Film Festival. Thanks to the P&C for their funding and support of the Artist in Residence program.

The **Senior MADDTas Evening** for 2017 was a sensation! It was an opportunity to display the talents of Barrenjoey's students in the fields of Music, Art, Drama and Design & Technology. More than 75% of our students choose HSC courses that contain a Major Work, with approx. 35% doing two or more courses. This is testament to the creativity of our students and the physicality they bring to their HSC studies. Quality was displayed, not just in Visual Arts and Photography but also in Music, IT –Timber and Multimedia, Design & Technology, Drama, Hospitality and Textiles work that

was the result of effort, application, vision practice, determination and imagination over a sustained period of time. The **People's Choice Award** for the senior MADDTas night for Visual Arts was awarded to Mali Hole for her exceptional sea life sculpture made from recycled plastic materials. In TAS the Award went to a timber project by Kurtis Green for his wonderful Pittwater inspired dining room table.

Congratulations to the five students who were nominated by Manly Art Gallery for the **Express Yourself Exhibition** in early 2018. Sophie Downs, Michaela Curnow, Mali Hole, Georgia Klemes and Georgia Westwood (Year 12).

The Annual **PCS Travelling Art Show** for 2017 was displayed in the library over a two week period. The theme running through the artwork was 'Connecting to Community'. Included in the exhibition were Aboriginal artworks associated with the Guringai Festival and NAIDOC Week festivities. These artworks also reflected the themes students had interwoven around Aboriginal connectedness to language, land and family. The students worked together in teams sharing their ideas and passion to create their exuberant, imaginative and interesting artworks.

**The Junior MADD Evening** was a sensation! It was an opportunity to display the talents of Barrenjoey's students in CAPA (Creative and Performing Arts). Quality was displayed in visual arts, photography, ceramics, music, drama and Band; work that was the result of effort, practice and imagination. Mostly the displays, products and performances were by junior students (Years 7–10).

**Dance:** Isabel Hardy (Year 8) was selected once again to be part of the Sydney North Public School Senior Dance Ensemble. She was one of only 16 dancers chosen to be part of the dance group. They rehearse monthly and perform at the Sydney North Dance Festival, The Sydney Eisteddfod.

### **Duke of Edinburgh Award Scheme**

Last year's efforts by our students was admirable to say the least, we had over 100 students participating separately in the Award, partaking in 5 separate expeditions, sleeping under canvas for a total of 10 nights throughout the year and covering over 200km of challenging terrain in 5 National Parks throughout Australia.

The Gold Awardees undertook a new trail through the Kosciusko National Park, travelling South from Mt Jagungal to the Guthega Power Station. I can confidently say that we had the heaviest rain that I have ever experienced on any walk in the last 5 years. Thankfully I had Miss Attard along to keep morale up amongst all of us.

The Bronze Program saw a bumper crop of over 50 students come through, first completing their practice walk at Dharug National Park, then their test journey in Belanglo State Forest.

The Silver Program saw an infectious group of 23 completing a very challenging practice walk through Brisbane Water National Park and Ku-Ring Gai National Parks – covering about 50km over three very warm days. Their test walk was well off the beaten track in the Bucketty region of the Lower Hunter Valley.

Congratulations to those students who completed their award this year. 32 Bronze and 16 Silver awards were completed throughout the year.

Special mention goes to Jerome Cordaiy, Madi Hyde and Taylor Klemes from our 2016 Alumni who were awarded their Gold Duke of Edinburgh Award at Government House late last year. Currently we have 5 students whose Gold Awards are being assessed by the state office and are awaiting sign off.

Well done to all, and thank you to those community members, family and staff that support the program!

## Sport

Barrenjoey High School enjoyed another great year of sport in 2017. Teams were formed to contest the NSW CHS Knockout competitions in Netball, Rugby League, Soccer, Tennis and Touch Football with varied success and much experience gained for future competitions. Students also relished the opportunity to trial and represent Barrenjoey individually at Regional, State and National Level in Athletics, Cricket, Cross Country, Rugby League, Sailing, Snowboarding, Surfing, Swimming, Touch Football and Triathlon.

In the Warringah Zone Grade Sport competition, held every Wednesday in Terms 2 & 3, the Senior Boys Touch Football and Senior Girls Soccer Team were runners up in their Warringah Zone Grand Final qualifier.

The Sports person of the year awards are awarded to the student with the most combined points across all the 3 major school sports carnivals (Athletics, Cross Country, Swimming) also their results at Warringah Zone, Sydney North Region, CHS, All schools and National plus any additional representative teams they may have qualified for.

**The 2017 Sports person of the Year Award** recipients are:

Senior Sportsman of the Year: TOM COLLEY

Senior Sportswoman of the Year: ANNABEL RITCHIE

Junior Sportsman of the Year: KALEB GEORGESON-SMITH

Junior Sportswoman of the Year: ELLIE KERR

Premier's Sporting Challenge Award: MATT CUTRIE

**Other Outstanding Sporting Achievements for 2017 were:**

Representing Sydney North at CHS: Josh Baker

(Tennis), Thomas Skinner (Sailing), Bodhi Leigh-Jones (Surfing), Darcy Crump (Surfing), Tom Colley (Cross Country and Triathlon), Jazmin Cowley (Snow Sports), Daniel Rogers (Snow Sports), Indy Rose (Snow Sports), Jack Roberts (Snow Sports), Gina Hawson (Touch Football), Ellie Kerr (Touch Football), Annabel Ritchie (Football), Ruby Lemon (Netball).

Representing NSW: Bodhi Leigh-Jones (Surfing), Darcy Crump (Surfing), Ellie Kerr (Touch Football)

## Vocational Education & Training (VET)

Vocational Education and Training continues to be a success at Barrenjoey High School with courses being delivered in both Stage 5 and Stage 6.

Year 10, Stage 5 students were offered the invaluable real life experience of running the school's purpose built Sandbar Café which enabled them to showcase their abilities in Hospitality. The 100 hour course enabled many students to develop customer service and Barista practice which supported many of them to find part time work in our local community. Students worked weekly in the café and this also helped them with the development of skills for their Certificate 1 in Hospitality.

Hospitality- Kitchen Operations and Construction were offered in Years 11 and 12. In each framework a number of activities took place for students to obtain a holistic approach to their area of study.

Year 12 Hospitality students participated in work placement which occurred in a variety of restaurants, cafes and clubs. This experience is invaluable for our students and compliments their in-school lessons. This class also experienced an invaluable insight into the running of a large hotel with an excursion to The Novotel in Manly where students saw areas from Marketing to reservations and food and beverage.

This year Construction was offered at Barrenjoey High School and students had work placement in a number of jobs in this field. Students obtained their white card prior to working in this industry and work health and safety was paramount during their time in class.

The expertise and enthusiasm shown by teachers of Vocational Education and Training is always inspiring for our many students who choose to participate in a variety of fields of study. Barrenjoey High School will continue to expand in Vocational Education and Training in 2018 with the introduction of Business Services.