

Billabong High School Annual Report



2017



8503

Introduction

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

Kurt Wawzkowicz

Principal

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Message from the Principal

In 2017 Billabong High School achieved above state average growth in all measurable aspects of Year 9 NAPLAN testing. This was a marked improvement on recent years, and reflects very well on the direction the school is taking.

In 2017 Billabong High School continued its journey of culture change, with multiple decisions being made to refocus efforts and resources towards improving teaching and learning outcomes for students. The School Planning and Evaluation Team was formed with the intention of improving the capacity of staff to use an evaluative mindset to analyse data, and to employ evidence-based practices to improve student outcomes. The team's data evaluation processes led to the confirmation of a critical problem with Year 7–9 value-add (growth) data. This data gave school leadership a clearer picture of the improvement required, affirming the focus on teaching and learning growth across the whole school, and informing the preparation of the 2018–2020 School Plan.

2017 saw a number of significant structural changes come into affect, particularly the 50% reduction in hours that the school had previously over-committed to Stage 5 electives. The reduction in these hours allowed more time to be put into literacy and numeracy development in core subjects for junior years.

Higher expectations led to the implementation of an 'iStudy' program of study skills and subject support for senior students. The program is held during Wednesday sport, a time when those senior students had previously gone home. Despite this, the program's success has meant that it is now supported as a mandatory activity.

Billabong High School expanded its ability to cater for a range of student circumstances by establishing an additional Multicategorical (MC) Support Class, and by establishing a state-of-the-art Aurora College facility. Both ventures have been a success, with high parent and student satisfaction with Aurora, and the second MC class filling quickly to capacity.

Parents and Citizens' confidence in the school is strong and is reflected in achieving our highest number of enrolments in over a decade. The need to cater for these students by maximising the effectiveness of student learning spaces has led to a range of innovative refurbishment projects that will continue into 2018, including the creation of a flexible learning and professional development space in the library. The school also saw the refurbishment of a Science Lab (remaining labs to be completed in 2018), the building of a new uniform shop space, and the completion of the school roof replacement.

The school's increasing focus on staff professional development and leadership development saw the implementation of a BHS Leadership Development Program and a BHS Executive Development Program. The programs have so far succeeded in expanding the number of staff members who are capable of relieving in executive positions, and we recently had two staff members promoted out of the school to a head teacher and a deputy principal position. However the most significant and exciting initiative for future outcomes of Billabong High School students is the employment of a full-time Instructional Leader for 2018–2020. The Instructional Leader will help to lead professional development for all staff, with a focus on improving instructional capacity in literacy and numeracy. As the school has enormous scope for literacy and numeracy growth from Years 7 to 9, improvement in this area will place students in a much stronger position to achieve better outcomes in their senior years.

2017 was another year of hard work and decision-making aimed at strengthening the school's position in providing outstanding learning outcomes for students now and in the future. This development journey for the school is set to continue into 2018, with a thorough review of the compressed curriculum structure currently underway. Regardless of the outcome, I am confident that the school's evaluative approach and clear vision will lead to improved outcomes for students in our community.

Kurt Wawzkowicz

Principal

School background

School vision statement

Billabong High School: Where traditional values still matter, where difference is embraced, where students are equipped to shape their futures.

School context

Billabong High School is a comprehensive high school located between Albury and Wagga. The school is part of the Morgan Country Learning Community and works collaboratively and effectively with its partner primary schools.

The school provides a broad and diverse curriculum that includes a compressed model of delivery in the senior school thereby ensuring students have a large range of appropriate subjects to choose from.

There is a long tradition of strong academic performance and an emphasis on catering for the academic needs of all students. A Multi-categorical class was established in 2014 to cater for students requiring specialised support for their learning.

The school's commitment to student wellbeing makes our learning environment both a safe and harmonious one and it provides students with the capacity to focus on their learning and take advantage of the opportunities the school provides.

Extra-curricular activities are a significant part of the Billabong High School experience. Students participate in overnight excursions to both Sydney and Melbourne, and have the opportunity to complete the Duke of Edinburgh program. The school is also involved in numerous sporting pursuits and students have competed at all levels of competition. BHS students have also excelled in debating and have achieved at the highest level in the State competition.

Facilities within the school are of the highest standard including a commercial quality kitchen and Industrial Technology room.

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.

Our self-assessment process was led by the School Planning and Evaluation team, and was supported by significant data and analysis related to their compressed curriculum review. 2017 saw on-balance improvement in the domains of Learning and Leading, with strong improvement in the Teaching domain.

In the domain of Learning, the element 'Wellbeing' improved from 'Delivering' to 'Sustaining and Growing'. The development of the School Planning and Evaluation Team increased the school's collection of valid and reliable data through increased surveying, including Tell Them From Me data. This allowed us to take a more planned approach to wellbeing. The Learning Support Team conducted a review and refined its already strong practice, while the Wellbeing Team also strengthened its structures, supporting members in better understanding their roles. This increased our confidence in students being able to seek assistance at school, and increased our ability to cater for individual learning needs. The school's development of a new Behaviour Management Flowchart supported improvement in the theme of 'Behaviour', promoting effective conditions for learning across the school.

In the domain of Teaching, significant improvement was achieved with all four elements moving from 'Working towards Delivering' to 'Delivering'. Our new Head Teacher Teaching & Learning boosted improvement in effective classroom practice through an increased focus on the Australian Professional Standards and monitoring of accreditation. A structured professional learning schedule helped teachers align professional learning with professional goals, and there is an increase in teachers using their identified expertise to deliver professional learning sessions. The establishment of the School Planning and Evaluation Team has driven improved data literacy and analysis, especially in planning. The evaluative exploration of school data and the consideration and development of a future instructional leader model for 2018–2020 improved understanding of professional standards and improved performance under the theme of 'Expertise and innovation'.

In the domain of Leading, the element 'School resources' moved from 'Delivering' to 'Sustaining and Growing'. Our creative approach to the development of more flexible learning spaces such as the library and Aurora classrooms improved our standing in the 'Facilities' theme. Improved implementation of Community Use Agreements, and greater collaboration with community groups has produced benefits for BHS students. Considered and strategic financial management has allowed the school to fund the refurbishment of learning spaces and facilities, and to project the employment of an Instructional Leader for the next three years, dramatically adding to future capacity to improve student outcomes. Numerous changes to administrative staff roles have produced significant efficiencies, allowing executive and teaching staff more time to focus on learning and teaching, boosting our 'Staff deployment' rating.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Student Learning and Engagement

Purpose

Our shared purpose is to foster a growth mindset that will be demonstrated by actively engaged students who value education and take ownership of their learning; by developing skills that are imperative to achieving personal excellence.

Overall summary of progress

A continued focus on 'teaching and learning' at BHS saw promising growth results for Year 9 NAPLAN, with above average student growth results in all measurable tests of Year 9 NAPLAN. Despite improved attendance coordination that resulted in improved attendance rates for five out of six year groups, retention took a downward turn.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Retention rates improve each year as a result of improved engagement in learning.	\$20,000 (Attendance Coordinator)	The retention rate decreased significantly to 58% in 2017, with just 32 students completing the HSC after 55 had completed Year 10 in 2015.
Improvement in NAPLAN/HSC results, including an upward trend in the top two NAPLAN bands for reading and numeracy.	\$0	While NAPLAN and HSC performance results remained stable, student growth in Year 9 NAPLAN was above state average in all measurable aspects.
Demonstrated movement of students along the Literacy Continuum. 100% of staff are able to plot students on the Literacy Continuum.	\$102,000 (LAST) \$34,700	Although work was being done in this area, with the dispensing of the Literacy Continuum, efforts are now being transferred to the literacy progressions.

Next Steps

Although some of our improvement measures were achieved in 2017, this Strategic Direction will strengthen in 2018 as we establish a 1.0 Instructional Leader position. Student Learning and Engagement will aim to:

- promote growth in learning and achievement for all students through school community commitment to high expectations and the pursuit of excellence.
- achieve effective learning through an integrated approach to curriculum, teaching programs and practices.
- develop the essential literacy and numeracy skills needed for learning and for life, with assessment and reporting providing equity and opportunity for students to demonstrate learning excellence.



Strategic Direction 2

Teacher Quality and Reflective Practice

Purpose

Our shared purpose is to foster a professional culture in a collaborative environment that embeds reflective self-learning, whereby our students are engaged in quality learning experiences.

Overall summary of progress

The Head Teacher Teaching and Learning clarified the concept of lesson observations and there is a plan to refocus and evaluate the implementation of Peer Coaching. The Head Teacher Teaching and Learning managed Teacher Accreditation delivering professional learning on the Australian Professional Standards for Teachers for staff seeking to attain or maintain accreditation. Additionally, the Head Teacher Teaching and Learning supported staff in reflective practice through embedding the Australian Professional Standards for Teachers' descriptors in the delivery of content and construction of Professional Development Goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff will be engaged in the process of explicit professional learning.	\$60,000 (Release for TPL)	All staff explicitly linked professional learning to their Performance Development Plans. A detailed professional learning calendar was used to facilitate this.
80% of teachers will be involved in the Peer Coaching Program	\$0	This improvement measure was moved away from Peer Coaching and towards a focus on lesson observation.
Teachers working towards accreditation at appropriate levels	\$2,000	Head Teacher Teaching & Learning led professional development and monitored progress of staff pursuing accreditation.

Next Steps

Strong foundations are in place for success in this area for 2018. The appointment of an Instructional Leader will work with all staff and the Executive staff to lead initiatives in a number of processes:

- The Professional Learning Calendar will be shaped to meet identified professional learning needs and assist staff in achieving professional development goals. The delivery and development of high quality professional learning will continue to improve as staff are provided opportunities to build their leadership capacity through presenting professional learning sessions. Collaborative practices such as staff surveys will assist in determining Professional Learning needs and evaluating impact.
- Teaching observations will strengthen reciprocal practice as they will be an integral part of our professional learning programming.
- Head Teacher Teaching and Learning will continue to coordinate and support beginning teachers and continue to drive informed use of the Australian Professional Standards for Teachers.
- Staff will be identified and supported in their pursuit of higher levels of accreditation.

Strategic Direction 3

Leadership

Purpose

Our shared purpose is to build a positive, dynamic and supportive leadership environment with our school community, where students and staff are engaged in leadership development and where positive mental health is actively promoted.

Overall summary of progress

The increased focus of Strategic Direction 3 in targeting leadership development has seen measureable achievement through providing structural support for succession planning and building leadership capacity such as mentoring aspiring staff through the Leadership Development Program, opportunities for Relieving Head Teacher and staff leading Strategic Direction Teams. Whole school mental health continued to be strongly led by our experienced Deputy Principal and the Wellbeing Team.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
50% of staff will have completed Leadership Pathways frameworks.	\$2,500	Leadership Pathways resources were used to facilitate the BHS Leadership Development Program for aspiring leaders, and the BHS Executive Development Program, while three staff members successfully participated in the High Impact Leadership course.
The Mind Matters Team will set targets for quantifiable improvement in whole school positive mental health, as measured by surveys and wellbeing data.	\$2,000 (Programs) \$50,000 (DP Release)	In 2017 the school moved away from Mind Matters. The Wellbeing Team ran a variety of successful pursuits, such as the RAGE program, whole school mental health forum, Social Skills for Girls, and R U OK Day.
20% increase in students involved in leadership activities, as measured by mapping and participation data.	\$1,000	While the leadership map was not achieved, efforts were made to increase leadership opportunity for students with some success.

Next Steps

The 2018 plan will retain this strategic direction with a strengthened focus on the following:

- The BHS Leadership Development Program will continue to be refined through the Principal being trained in coaching and as a mentor in the Lead Initiative run through the Leadership and High Performance team of the DoE.
- The Instructional Leader will have completed the Lead Initiative and lead executive in the development of her leadership processes and reflective practice.
- Two staff will undertake Professional Leadership and Mentoring through the Highly Accomplished Initiative and lead staff in articulating their practise using the APSFT.
- The Wellbeing Team will lead school delivery of RAGE, whole school mental health forum, Tell Them From Me surveys, Social Skills Program for girls, R U OK Day, and conduct a review of the Peer Support program, and manage the to 'Wellbeing Team' approach for the staff and school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$21,555	In 2017 our Aboriginal Education equity funding was again spent to employ a Coordinator of Aboriginal Education who supports the learning needs of Aboriginal students by attending classes, providing support with assessments, and communicating with parents/carers. The Coordinator ensures quality Personalised Learning Plans are in place for all students, organises mentoring for senior students, and runs "yarn-ups" for parents and community members.
English language proficiency	\$0	Despite not receiving English Language Proficiency funding this year, the school still funded a Coordinator to run the MultiLit program. MultiLit ("Making Up Lost Time in Literacy") is a phonics-based intensive withdrawal program aimed at improving literacy skills. 16 students from Years 7–10 were identified by the Learning Support Team as requiring this level of intervention. All students in the program achieved significant growth as indicated by internal and external testing.
Low level adjustment for disability	1.0 Learning and Support Teacher: \$102,201 Flexible Funding: \$39,501 Integration Funding: \$95,264	<p>In 2017 our Learning and Support Teacher(LAST) played a pivotal role in working with the Learning and Support Team to assist students with increased learning needs across the school. The LAST:–</p> <ul style="list-style-type: none"> – collected and collated data from primary schools to assist our Year 7 transition program by developing student profiles. – developed learning, behaviour and support plans for students, and collaborated with teachers to adjust lessons and assessment tasks. – met regularly with parents and carers.– liaised with outside agencies, the School Counsellor, Out-of-Home Care Teacher and other professionals. – supported Special Education teachers in developing IEP's and other resources.– managed the Peer Tutoring Program. – compiled Disability Provision Applications for HSC students. – coordinated the completion of the NCCD.– assessed students' abilities and learning needs. – worked collaboratively with teachers to differentiate learning for all students. Learning and Support Flexible Funding is allocated by the Learning and Support Team. Decisions are made based on the identified need of individuals, classes or groups in consultation with the teaching staff, parents, SLSO's and students. Support takes various forms: assisting teachers with appropriate

<p>Low level adjustment for disability</p>	<p>1.0 Learning and Support Teacher: \$102,201</p> <p>Flexible Funding: \$39,501</p> <p>Integration Funding: \$95,264</p>	<p>adjustments; the allocation of SLSO's to whole classes or groups or the intensive support of individual students with significant, identified needs. Integration Funding Support is used to support the needs of students that have been granted specific funds to enable them to access the curriculum effectively. This may be the development and delivery of social skills programs; SLSO support in class and/or the playground; individual withdrawal supporting access to the curriculum and optimal development, enabling the student to achieve their personal best; transition to work and the development of work related skills; Skills for Living programs designed to develop independence.</p> <p>English language proficiency funding was spent on employing a Coordinator to run the MultiLit program. MultiLit ("Making Up Lost Time in Literacy") is a phonics-based intensive withdrawal program aimed at improving literacy skills. Six students from Years 7–10 were identified by the Learning Support Team as requiring this level of intervention. All students in the program achieved significant growth as indicated by internal and external testing.</p>
<p>Socio-economic background</p>	<p>\$144,841</p>	<p>2017 funding allowed our experienced Deputy Principal to be released from teaching in order to lead the Welfare Team, increase support for students due to the lack of counsellor funding, lead and manage welfare programs, coordinate whole-school behaviour support including developing improved behaviour support plans, and to coordinate our annual Mental Health Forum. Additional release time was provided for year advisers in order to better support student welfare, including implementing a quality peer support program, and Year 7 Induction Camp. An Attendance Coordinator position was continued at 0.2 load in order to strengthen the school's attendance monitoring processes. The Attendance Coordinator has reviewed and refined all policies, run professional learning for staff, established computerised roll-marking, and has case-managed individual students with significant attendance concerns. Socioeconomic funding allowed for a continuation of Student Assistance for those in need. Most of this money was spent on assisting with uniforms, curriculum-based excursions and some minor learning resources. Significant isolation funding helped support transport supplementation for a number of excursions to allow our students access to curricula and extra-curricula opportunities. Supplementation was provided for events such as university visits, cultural events and HSC Days. Socioeconomic funding was also used to reconfigure and refurbish several learning spaces to maximise effectiveness for learning and teaching. This included relocating and improving the PDHPE staffroom, uniform</p>

Socio-economic background	\$144,841	shop and counsellor's office in order to establish a purpose-built Instructional Leader/Professional Development space. It also included a reconfiguration and refurbishment of the library that has resulted in an outstanding flexible student and staff learning space.
Support for beginning teachers	\$21,576	In 2017 the school supported three beginning teachers at different stages of their careers. The majority of the funding was used to pay for mandated release time, while a portion was used to cover teachers and pay fees to allow beginning teachers to attend professional development events.
Flexible Wellbeing Services Funding	\$34,720	Due to the shortage of qualified counsellors, this funding was used to purchase part of the time of a Deputy Principal on reduced load to improve the delivery of our Welfare programs and support. The reduced-load Deputy Principal took on a Head Teacher Welfare role, leading the school's Welfare Team and Year Advisers. The Deputy Principal provided additional welfare support to a range of students in order to address the counselling shortfall.
Professional Learning	\$22,979	Professional Learning funds this year supported staff in engaging in a range of activities in line with School Plan priorities and Performance and Development Plans. The continuation of a professional learning calendar and after school meetings contributed to a better focus on the importance of professional learning. Funding supported several professional learning events including attendance of four staff at the Rural and Remote Education Conference in Sydney, and the attendance of four other staff at a Literacy and Numeracy Conference.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	167	201	221	208
Girls	172	170	174	178

School enrolments are stable and are in line with very low and consistent demographic growth data.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	94.3	93.8	93.3	94
8	88.4	91.9	89.3	89.6
9	88.6	87.9	86.5	86.7
10	89.3	89.2	86.4	87.5
11	88.5	90.8	90.6	85.7
12	86.5	86.5	88.9	90.3
All Years	89.6	90.4	89.3	89.1
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

Regular attendance at school is essential if students are to maximise their learning outcomes. Schools in partnership with parents are responsible for promoting the regular attendance of students. Parents have a duty to comply with the compulsory education requirements of the Education Act 1990. Under their duty of care, staff will monitor part or whole day absences.

In 2016 a need to improve attendance procedures was identified, and in Term 4 an Attendance Coordinator was appointed. In 2017 we have maintained this position to assist with the management of attendance procedures. The co-ordinator meets on a weekly basis with the Home School Liaison Officer to support

students and their families in meeting attendance requirements. Year Advisors also play a key role in monitoring the attendance of students in their Year groups. This co-ordinated approach has reaped positive results. For all year groups with the exception of year 11 we saw an overall improvement of attendance across the board.

At Billabong High School attendance is managed in several ways to ensure integrity and accuracy of data. All morning and period-by-period rolls are recorded electronically. All staff including casuals have access to our recording system and access to a device. To manage system disruptions, the rolls can also be marked using personal devices such as a smart phone. This enables a two-stage system allowing accurate and timely marking of rolls and daily accountability of students. A built-in fail-safe is to also mark rolls manually and centralise them to be uploaded as soon as the system is restored.

Our state-wide initiative in requesting an alert to all staff regarding students who have 3 or more absences in a 5 day period has allowed staff to identify students at risk and contact home in line with the DoE Attendance Policy in a timely manner. Daily, during roll call, staff request an explanation for absences to be provided to the school. They also remind students how their parents or carers can contact the school regarding planned and unplanned absences.

In line with the DoE Attendance Policy, students with regular absences are requested to provide medical certificates for prolonged absences explained with "sick". Students who have had 3 unexplained absences in a week are identified and are contacted by the Year Advisor and/or meet with the Attendance Coordinator and Home School Liaison officer on a weekly basis to make a plan for improving attendance.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	3
Employment	9	0	50
TAFE entry	0	1	12
University Entry	0	0	32
Other	13	0	0
Unknown	0	7	3

Year 12 students undertaking vocational or trade training

Five Year 12 students (15%) completed a Certificate 2 in an area of vocational training – including Hospitality.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2017, 32 students attained a 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)	6
Classroom Teacher(s)	26.6
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	9.38
Other Positions	1

*Full Time Equivalent

Two teachers on staff identify as being Aboriginal

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	13

Professional learning and teacher accreditation

The implementation and publication of a PL calendar

has been firmly embedded to make professional learning visible and relevant for all staff. Billabong High School Executive staff had additional Executive Leadership program sessions delivered by the Deputy Principal. This structure built on professional learning opportunities that were presented to staff and built leadership capabilities within the executive team. The impact of the previous year's professional learning in Growth Mindset., Teacher Accreditation, and the Literacy and Numeracy Continuum is being evidenced in the improving practise of staff.

Professional Learning funds were also used for individual teachers to achieve the goals they established within their Professional Development Plan. This included providing additional time to early career teachers to complete accreditation as well as providing opportunities for staff at varying stages of their careers to attend relevant and appropriate professional learning activities with expert presenters.

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	357,454
Global funds	195,024
Tied funds	382,783
School & community sources	81,829
Interest	3,672
Trust receipts	2,793
Canteen	0
Total Receipts	666,101
Payments	
Teaching & learning	
Key Learning Areas	40,012
Excursions	57,825
Extracurricular dissections	13,159
Library	2,320
Training & Development	2,167
Tied Funds Payments	187,912
Short Term Relief	14,541
Administration & Office	62,845
Canteen Payments	0
Utilities	31,168
Maintenance	46,538
Trust Payments	2,287
Capital Programs	98,841
Total Payments	559,616
Balance carried forward	463,939

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	1,076,486
Appropriation	962,071
Sale of Goods and Services	12,494
Grants and Contributions	101,506
Gain and Loss	0
Other Revenue	0
Investment Income	414
Expenses	-710,901
Recurrent Expenses	-710,901
Employee Related	-261,930
Operating Expenses	-448,971
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	365,584
Balance Carried Forward	365,584

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

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

The responsibility for school financial management rests with the principal, in consultation with the Finance Team and school community. The School Administration Manager is a key member of the Finance Team, and also undertakes day to day accounting responsibility.

Due to the rollout of Learning Management Business Reforms in 2017, it is difficult to show direct comparisons in a readable format. However, there is no evidence of unusual patterns or substantial underspending/overspending.

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	4,637,982
Base Per Capita	61,225
Base Location	33,368
Other Base	4,543,389
Equity Total	452,313
Equity Aboriginal	21,555
Equity Socio economic	289,683
Equity Language	0
Equity Disability	141,075
Targeted Total	485,760
Other Total	180,385
Grand Total	5,756,440

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

<You may choose to use this text box to comment on other assessment data including:

- Best Start
- Literacy and numeracy achievement against the literacy and numeracy continuums>

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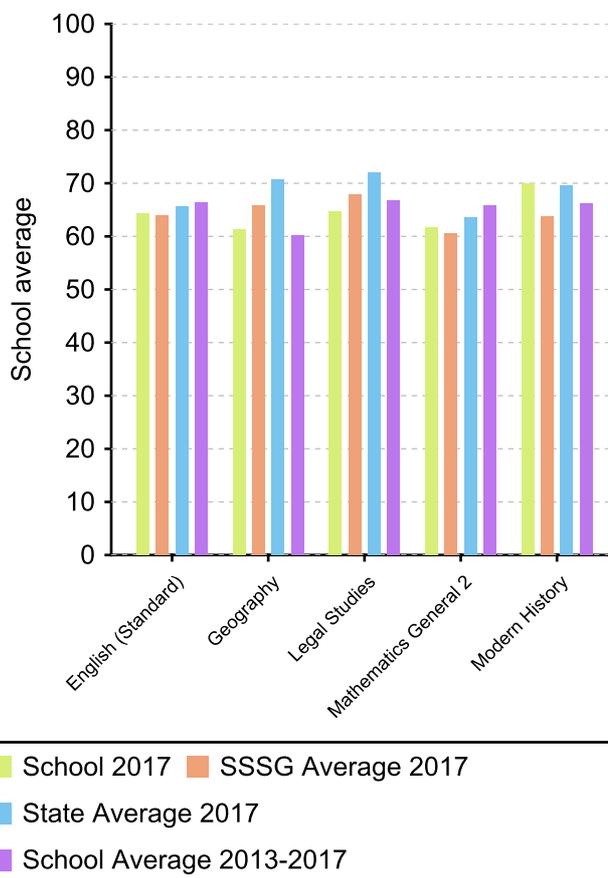
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

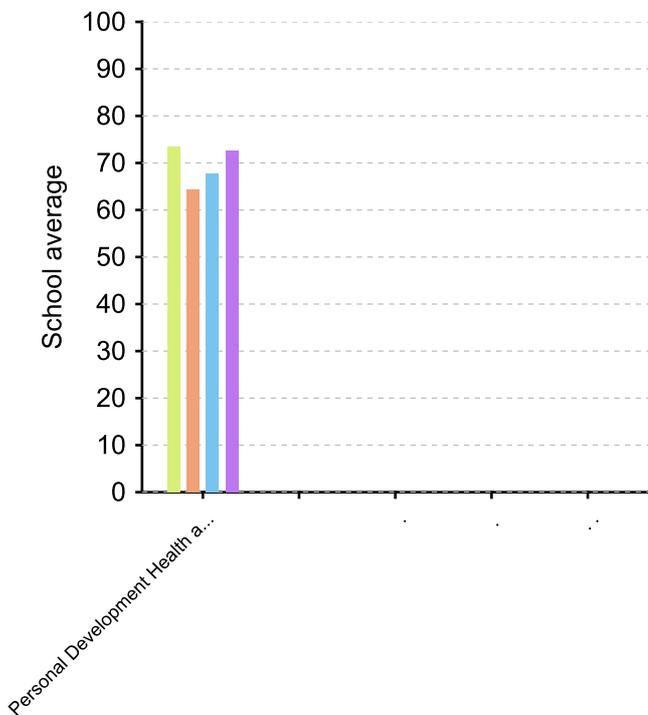
In accordance with the *Premier's Priorities: Improving education results*, 15% of Year 12 students achieved in the top two NAPLAN bands for Reading and Numeracy in 2017. This figure was very slightly down on the 2016 figure of 16%, but up on the 2015 figure of 13%.



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
English (Standard)	64.4	64.0	65.6	66.4
Geography	61.3	65.9	70.7	60.1
Legal Studies	64.7	67.9	72.1	66.8
Mathematics General 2	61.7	60.6	63.6	65.8
Modern History	69.9	63.8	69.6	66.3
Personal Development Health and Physical Education	73.4	64.4	67.7	72.5

Parent/caregiver, student, teacher satisfaction

During 2017 Tell Them From Me surveys were conducted with staff, students and parents. Most of the parent respondents reported feeling welcome at our school. The majority of parents who completed the survey also stated that they believed the school had high expectations for their child to succeed. Student data indicated a belief that students feel they have friends at school who have a positive influence and encourage them to make positive choices. This was further evidenced in truancy rates that were lower than

the State average. Students aspiring to complete Year 12 were similar to State patterns. The Tell Them From Me surveys were conducted during 2017 indicate a higher participation rate in extra-curricular activities than the NSW average.



Policy requirements

Aboriginal education

Aboriginal Education at Billabong High school is a well-established part of the school culture. It is the responsibility of all staff, with a focus on policy implementation and social and cultural competence. The Aboriginal Education and Training Policy of NSW Education is at its core. Our objectives are to improve the educational outcomes and well-being of our aboriginal students, to “acknowledge the traditional custodians of our land” and to have an inclusive approach to members of the Aboriginal community –family, carers, elders and Aboriginal community groups. The Aboriginal students are not treated as a unique group, but part of a valued group within the whole school. The approach to supporting these students is non-invasive, but supportive and inclusive.

The allocation of funding, supports our Aboriginal students in various ways. We have a Co-ordinator of Aboriginal Education (two days per week) who works closely with the Head Teacher of HSIE with input from two Aboriginal staff members. These members of staff form the committee for Aboriginal Education for the School Plan. The learning needs of the Aboriginal students are catered for by the Co-ordinator who attends classes with students, provides support with assessments and exams, communicates with parents/carers, creates Personalised Learning Plans and provides opportunities for out-of-school activities such as the Bangarra Dance workshops. Proud and Deadly Awards are made at the end of each school year along with in-school awards.

As part of the whole school operation we have an Aboriginal student do the “Acknowledgment of Country” on assemblies. We celebrate NAIDOC Week, concentrating on the theme of each year with a guest speaker and various activities. We are involved in the Ngara Wumera Research program that aims at identifying factors and strategies that optimise the wellbeing and academic functioning of high-ability

Aboriginal and non-Aboriginal students over a five-year period. There is regular communication with the Support Unit as several of the students cross over. A staff member attends the local AECG meetings. Lunches are held on occasions to get together along with parents and staff and have a “yarn-up”



Multicultural and anti-racism education

A strong Japanese language program continues to be delivered at Billabong High School. In April 2016, Principal Mr Wawszakowicz attended a cultural leadership fellowship tour to Tokyo and Kyoto, fully funded by the Japan–Australia foundation. Soon after the trip, Billabong High School hosted around 30 Japanese students from the Wakasa–Cho Prefecture of Japan. This cultural cooperation initiative is in its 28th year, and many Billabong students and families host Japanese students in their homes during their visit. Mr Wawszakowicz spoke to a whole-school assembly about the strong cultural relationship between Japan and Australia, and emphasised the importance of inclusivity respect and cultural awareness.

These themes are also strongly evident in the Japanese, English, HSIE and Aboriginal Studies curricula. Billabong High School has several trained Anti–Racism Coordination Officers, and anti–racism procedures are included in the school's recently revised Anti–Bullying Policy.