

Northern Beaches Secondary College Balgowlah Boys Campus

Annual Report



2017



8851

Introduction

The Annual Report for **2017** is provided to the community of **Northern Beaches Secondary College, Balgowlah Boys Campus** 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 James

R/Principal

School contact details

Northern Beaches Secondary College Balgowlah Boys Campus

Maretimo St

Balgowlah, 2093

www.nbscbalgb-h.schools.nsw.edu.au

nbscbalgb-h.School@det.nsw.edu.au

9949 4200

School background

School vision statement

Our motto "By Effort We Achieve" is imbued in school culture creating a unique environment where personal best is expected. At Balgowlah Boys, we aim to for a balance of academic, cultural, sporting and extra-curricular achievement. Boys have the opportunity to participate in a wide variety of co-curricular activities including; dance, music, drama, public speaking, debating, chess, sport, Duke of Edinburgh program and numerous leadership opportunities. Our vision is to provide the type of opportunities to develop articulate, confident young men equipped with the skills to be accomplished citizens in our global society.

School context

Balgowlah Boys is centrally located on the southern end of Sydney's Northern Beaches. The school is in close proximity, with transport routes to Sydney's CBD. Balgowlah Boys Campus is at the forefront of successfully educating boys in the new millennium. Winner of the Director General's Awards for "Excellence in Boys Education" we are a school of 820 students, set in a spacious physical environment, we have the ideal mix of quality facilities, personalised tuition, small class sizes and cutting edge strategies for maximising boys' performance. The school has an active and involved P&C community. The school community has 30% language backgrounds other than English. International students join the school in Year 10 to study for the HSC. Balgowlah Boys has been consistently one of the top performing schools for NAPLAN growth data in both numeracy and literacy. The school has been the top performing comprehensive boys' school in the NSW for the last five years, based on HSC English.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

In the School Excellence Framework domain of **learning** the school has primarily focused on the elements of Learning Culture, Assessment and Reporting and Curriculum and Learning, simultaneously reflecting and driving a cultural shift in the school towards aspiration all earning and achievement.

In recent years, Balgowlah Boys has experienced significant growth and change, reflecting the changing needs of the local community and the positive influence of educational and socio political trends, which encourage school's too engage in an ongoing process of reflection and self-analysis to help student achieve diverse range of learning needs.

This cultural shift has been largely driven by increasing academic success in the school. Student reporting measures encouraged us to evaluate ourselves at excelling in this learning element. The school community is extremely proud of the school's academic performance over recent years; in 2017 the school was one of only two high schools in the state to gain expected growth in all aspects of literacy and numeracy in NAPLAN for 4 consecutive years. The HSC results for 2017 saw the school ranked at 81st I the state for Band 6 results. This was the sixth consecutive year that Balgowlah has been the top performing comprehensive boys school in HSC English, surpassing North Sydney Boys and the Manly selective and ranking 14th in the State across all government and on government schools in this this learning area. This state-wide recognition and success has been an important catalyst to change across the whole school community.

Largely as a response to the increasingly positive reputation in the local and wider community, the school has grown significantly, contributing to a notable increase in student numbers that has taken the school towards physical capacity. Confronted by change, the school leadership team and teaching body has recognised the need to manage more explicitly the processes in place to support student learning and achievement, developing a more consistent approach to curriculum, learning and assessment, while integrating more opportunities for extracurricular enrichment.

Assessment and reporting has also been a specific area of professional growth. The school leadership team have been proactive in using data to reflect upon student achievement and whole school and faculty based self-assessment of internal and external data is now an explicit process in the school. This enables teachers to identify areas of strength and weakness in their curriculum to meet the diverse learning needs.

This cyclical process of teaching, reporting, reflection, analysis and review has contributed strongly to the positive learning culture within the school. This learning culture has been facilitated by regular communication with the parent community. The school leadership team actively solicits parental feedback in school directions, through electronic surveys and newsletters and forums, which are a regular part of the school calendar. Simultaneously, the school leadership team recognised the necessity of managing and guiding the behavioural expectations of the growing school community and have introduced the PBL framework to help facilitate positive change through explicit processes. Evidenced in the PBL matrix and merit awards systems, the school is developing a more consistent foundation for behaviour and learning that is explicitly tethered to '**Respect, Responsibility and Excellence**'.

Learning culture has profited from the ongoing integration of extracurricular and diverse opportunities in the school. The school has developed explicit processes to manage vocational education in the Northern Beaches community and has integrated learning with TAFE to assist transition into the workforce. The school has also developed a substantial and strong music program that connects regularly with the local schools, providing the students with opportunities to perform engage with learning beyond the classroom, while developing closer ties with the local community.

This strong commitment has been a key reason why the judgement was made in the second SEF SAS that the school has moved from Delivering to Sustaining and Growing in the Learning Elements of Classroom Practice, Learning Culture and Assessment and Reporting. The current school culture demonstrates the building of educational aspiration across its community and the school is working toward ensuring all students take responsibility for their learning to enable to move into excelling.

Across the school Wellbeing is an area that is developing. While the school has recognised the need to meet the wellbeing needs of students in the community, this process has been largely inexplicit, governed largely by good will and the strong sense of familiarity among the student body and strong relationships with staff. Recognition of the increasing importance of wellbeing has led to the formalisation in 2015 – 2016 of the Wellbeing Team. Consisting of year advisors, learning support staff and managed by the Wellbeing HT, the school has been developing the explicit processes to manage and support wellbeing in the school. This has been supported by increasing interaction with external agencies and the integration of the Sentral datasystem and college community development days which explore wellbeing among teachers and students. Through the validation process, the school community identified the need to focus on developing a strategic and planned whole school approach to wellbeing and to embed some of the current wellbeing programs into the curriculum through years 7–12 and hence Wellbeing has been self-assessed as **Delivering**.

The results of this process indicated that in the School Excellence Framework domain of **Teaching** the major focus has been on developing explicit systems for collaboration and feedback to sustain quality teaching practice and the use of data to identify student achievements and progress in order to inform future school directions. Faculty teams and learning teams have created the structure for teachers to collaborate across and within faculties towards achieving school targets as identified in the School Plan and drive school wide improvement in teaching practice and student outcomes.

Effective classroom practice has been a significant element in meeting and shaping the needs of the community. Evidence based data suggests boys profit from heightened levels of engagement and structured and explicit learning protocols in the classroom. The school has endeavoured to meet these needs by developing teaching strategies that prioritise engagement and draw upon the fundamental principles of the quality teaching, intellectual quality, substantive content and explicit reporting and assessment procedures. The school has drawn upon in school expertise to help lead change internally through ongoing teacher and professional learning sessions that have focused on classroom practice, scaffolding, as well as assessment and reporting. Teachers now share writing and assessment scaffolds for assessment tasks to ensure continuity and consistency.

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

Successful Learning . Community

Purpose

To build a culture of high expectations and a commitment to learning from both staff and students

Overall summary of progress

Balgowlah Boys Campus was one of only two schools in NSW to achieve high NAPLAN growth in all aspects of literacy and numeracy for 4 years in a row. It was one of only 8 schools in NSW to receive the Secretary of Education Award for Excellence in Education 2017.

Cross KLA collaboration significantly improved teacher knowledge of numeracy metalanguage and explicit learning experiences.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Increased NAPLAN growth for writing aspect of literacy.	\$11,000 for observational rounds Professional development funds for numeracy co-ordinators and resource materials \$4000	83.1% of students in Year 9 had greater than expected growth in reading. 64.3% of students with greater than expected growth in writing. 94.5 % had greater than expected growth in spelling. 85% had greater than expected growth in grammar and punctuation
• Increased percentage of students reaching expected growth in NAPLAN writing and numeracy	\$11,000 for observational rounds Professional development funds for numeracy co-ordinators \$5000	83.1% of students in Year 9 had greater than expected growth in reading. 64.3% of students with greater than expected growth in writing. 94.5 % had greater than expected growth in spelling. 85% had greater than expected growth in grammar and punctuation
• Increased number of staff involved with collaborative learning	\$11,000 for observational rounds	All staff involved in peer observation of lessons.

Next Steps

2018 Literacy and Numeracy programs in place for all faculties, modelling extended response writing tasks. Significant teacher professional learning to support expertise in marking and feedback. A decrease in negative student referrals and an increase in student rewards allocated.

Strategic Direction 2

Skills for Our Local & Global World

Purpose

To equip students with skills for the 21st Century: Ways of thinking, ways of working to live in our global world.

Overall summary of progress

Project Based Learning engaged students in years 7–10 in programs including; Gifted and Talented program Year 7, Design, Make Innovate Year 9, Project Penguin, Year 8 & 10 and STEM, Year 8. All teachers were developed on use of school Learning Management System, Canvas. Increased provision of career and VET course in stage 4.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Increased retention of senior students to complete HSC accreditation.	NBEN Funding for alternate curriculum choice to engage non ATAR pathway students.	5% increase in retention of students completing HSC. A 10% increase in students successfully finishing TAFE courses in Year 12.
<ul style="list-style-type: none">Increased number of sustainable community based interactions.	Externally funded projects, including \$3200 NBEN, \$10,000 Balgowlah RSL, Assistance form Bushlink, \$4000 from Links to Learning	A 14% increase in community based activities (based on funding)
<ul style="list-style-type: none">Measured increase in relevance in 'Relevance' for stage 6 in TTFM survey.	Teacher professional learning funds for project based learning \$3200.	8% increase in survey data fro relevance fro Year 11 and 12 students in their curriculum.

Next Steps

Introduction of stage 6 Work Studies program and a stage 5 careers program. Extension of stage 5 VET courses.

Strategic Direction 3

A Flourishing School Community

Purpose

Provide the skills and understanding for teachers and students to flourish and maintain a positive state of well-being

Overall summary of progress

There was a 20% increase in staff feeling supported in difficult times. Staff have accessed the Staff Resilience Doughnut program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Decrease in referrals on RISC data base for negative levels	Teacher professional learning of \$3000 on resilience doughnut. Staff training in data analysis \$3000	23% decrease in negative referrals on Sentral data base.
<ul style="list-style-type: none">• Increase in Reward notifications	Teacher Professional Learning funds \$2500	34% increase in class-based reward notifications,
<ul style="list-style-type: none">• Increased percentage of students participating in leadership programs across the community	\$3000 budget for student leadership programs.	A 25% increase in the number of student participating in leadership programs. Increase in leadership opportunities.
<ul style="list-style-type: none">• Measured increase in teachers feedback as positive for school feedback in TTFM surveys.	\$2000 Professional Learning; mindfulness, yoga , diet and nutrition.	Formation of a staff wellbeing committee to support teacher wellbeing.

Next Steps

Development of staff in delivering workshops on cyber-safety and drug and alcohol education. Introduction of wellbeing continuum across year 7–10 using learning conversations.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$3000 on teacher professional learning for integrating Aboriginal context into all curriculum.</p> <p>\$1600 to develop indigenous Individual Learning Programs</p>	<p>Aboriginal context developed in all curriculum.</p> <p>LIP's developed for all identified indigenous students.</p> <p>Cultural immersion activities with local Guringai elders.</p> <p>Prefect Leader to drive indigenous awareness amongst student body.</p>
Quality Teaching, Successful Students (QTSS)		
Support for beginning teachers	<p>\$8,000 funded Head teacher Mentor to support beginning teachers.</p> <p>Designated Beginning Teacher funding.</p>	<p>All beginning teachers supported with HT Mentor.</p> <p>Relief from face–face to work on program development and meet with mentor</p> <p>Observational rounds to provide supportive feedback.</p>
Targeted student support for refugees and new arrivals	<p>\$3000 teacher professionals learning for learning support team with regional consultant to support refugees and the development of Individual Learning Plans.</p>	<p>ILP's developed for refugee students.</p> <p>Teacher awareness raising at teacher professional learning session.</p> <p>multicultural day held</p> <p>Student leaders volunteered to support refugee students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	566	637	695	773
Girls	0	0	0	0

Student attendance profile

School				
Year	2014	2015	2016	2017
7	91.6	92.2	89.7	88
8	90.5	88.8	91.5	90.9
9	87.9	84.2	85.1	89.9
10	83.7	88.7	87.5	81.9
11	81.3	82.8	90.9	93
12	89.6	86.5	92.9	93.3
All Years	87.6	87.6	89.5	89.2
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

<Use this text box to:

- describe how non-attendance is handled by your school
- report on the outcomes of programs designed to improve student attendance

Delete text not required. >

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	3.5	3	8.5
TAFE entry	0	0	10.75
University Entry	0	2	63.5
Other	4	0	3.5
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

17% of Year 12 students studied a Vocational Education and Training Program delivered at school of either Construction or Hospitality.

4% of Year 12 students completed a School Based Apprenticeship I Carpentry and also completed their HSC.

Year 12 students attaining HSC or equivalent vocational education qualification

98% of Year 12 students in 2017 attained a HSC. The remaining 2% were studying HSC by pathway to complete the HSC at a later date.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	8
Classroom Teacher(s)	43.3
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.7
Teacher Librarian	1
Teacher of ESL	1
School Counsellor	1
School Administration & Support Staff	10.48
Other Positions	1

*Full Time Equivalent

<Use this text box to report on the Aboriginal composition of your school's workforce>

Delete text not required.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

\$66,000 total school expenditure on teacher professional learning in 2017.

Balgowlah had 6 beginning teachers seeking Teacher Proficiency. 4 teacher gained Maintenance.

Two teachers received Highly Accomplished Accreditation.

In 2017 Balgowlah held 4 Twilight Teacher Professional Learning Sessions in lieu of school development days at the end of the year. An average of 95% of teaching staff attended these twilight sessions (remainder fulfilling commitment on last two days of the school year). The feedback was extremely positive with the main positive being that material introduced throughout the year was more productive than before the Xmas holidays.

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.

<You may use this text box to comment on:

- voluntary school contributions
- any significant variation between income and expenditure
- high levels of retained income and retained income held in trust
- significant expenditure on student curriculum

materials, resources and technology.>

Delete text not required.

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	2,412,524
Appropriation	1,878,002
Sale of Goods and Services	148,975
Grants and Contributions	379,835
Gain and Loss	0
Other Revenue	0
Investment Income	5,712
Expenses	-1,187,174
Recurrent Expenses	-1,187,174
Employee Related	-367,115
Operating Expenses	-820,058
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,225,351
Balance Carried Forward	1,225,351

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

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

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

- your school's financial management processes and governance structures to meet financial

policy requirements

- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

Delete text not required.

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	7,022,574
Base Per Capita	106,214
Base Location	0
Other Base	6,916,359
Equity Total	264,367
Equity Aboriginal	3,231
Equity Socio economic	27,305
Equity Language	127,141
Equity Disability	106,691
Targeted Total	70,274
Other Total	506,675
Grand Total	7,863,890

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

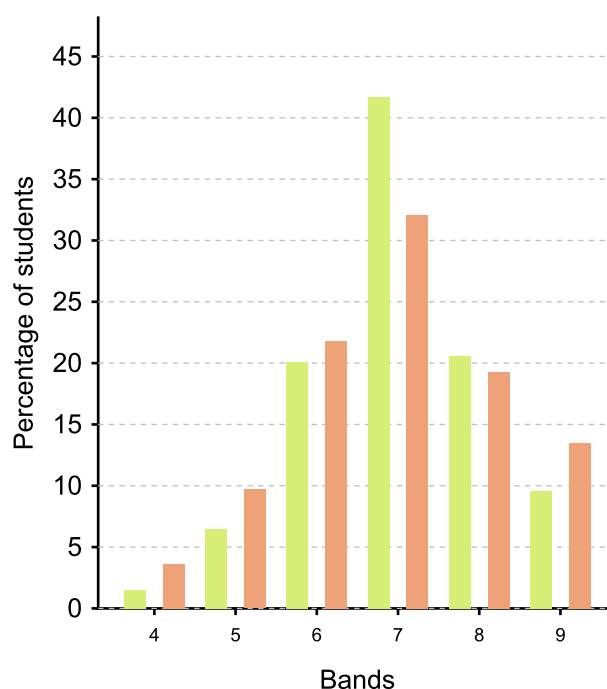
School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

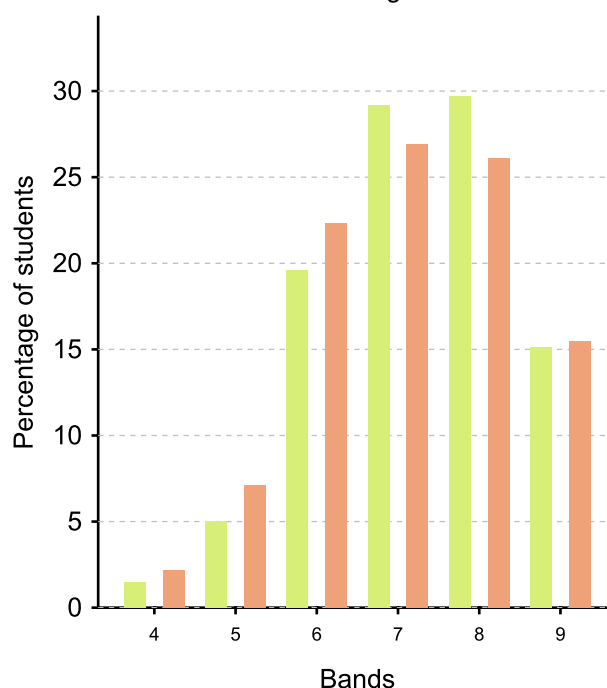
The Balgowlah Boys growth data for all aspects of literacy was the highest in NSW for the 4th consecutive year.

Percentage in bands:
Year 7 Grammar & Punctuation



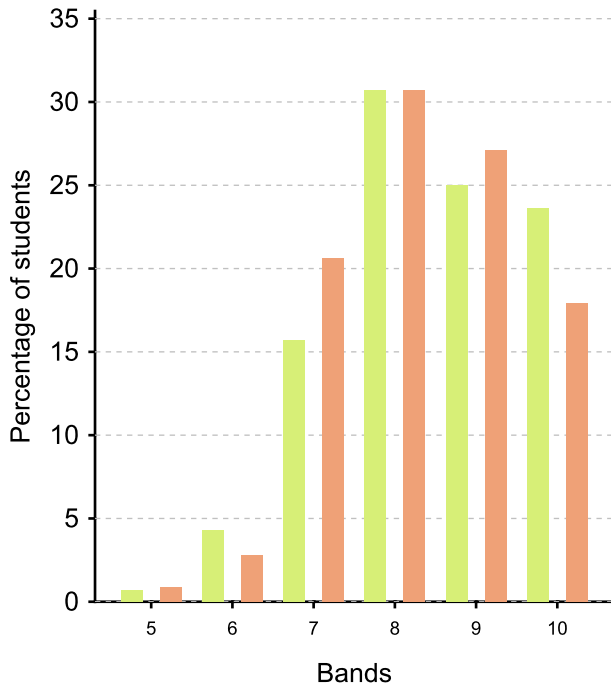
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Reading



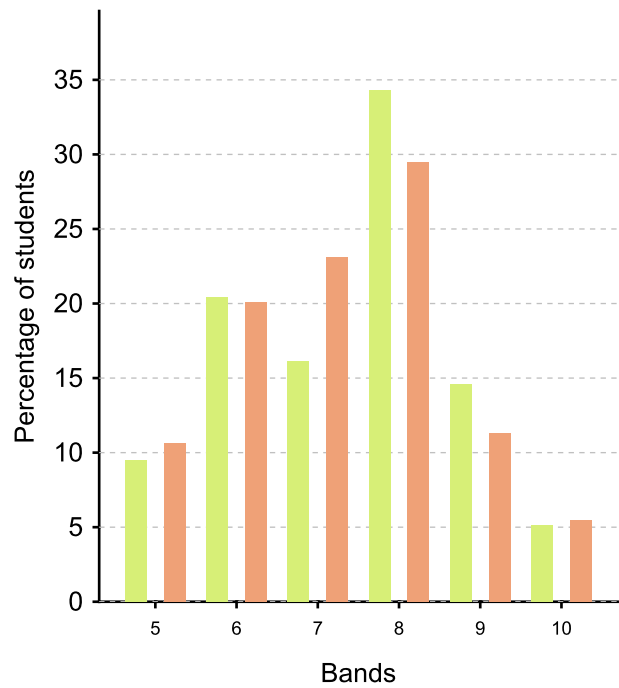
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Reading



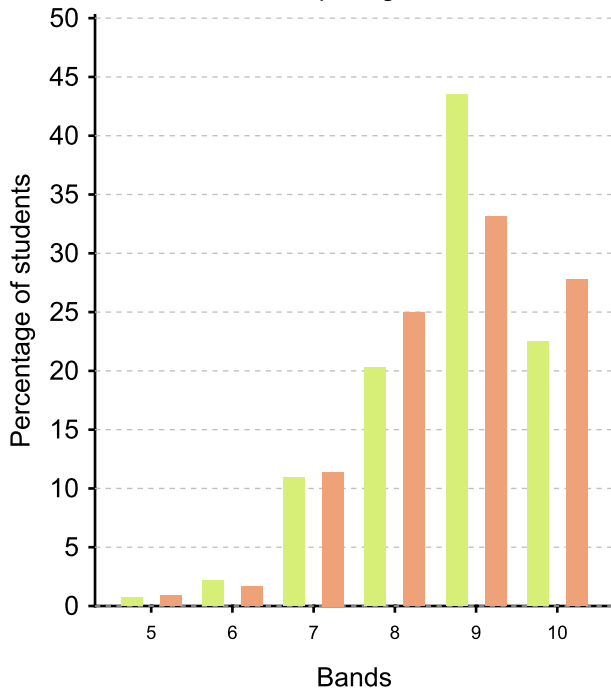
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Writing



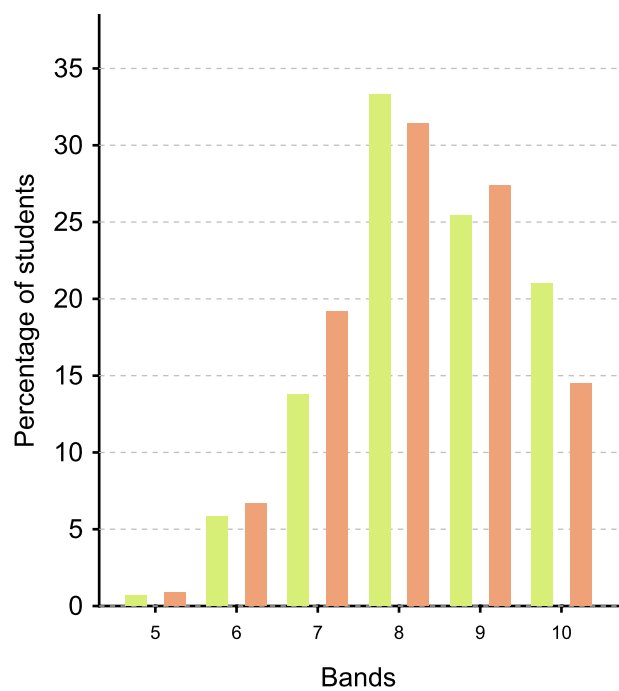
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

The Balgowlah Boys growth data for numeracy was the highest in NSW for the 4th consecutive year.

<You may choose to use this text box and statement to refer readers to the My School website:

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.>

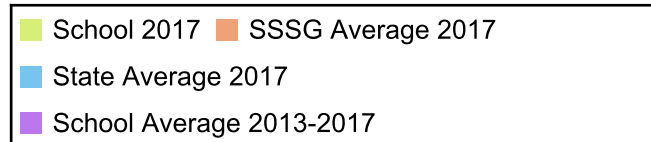
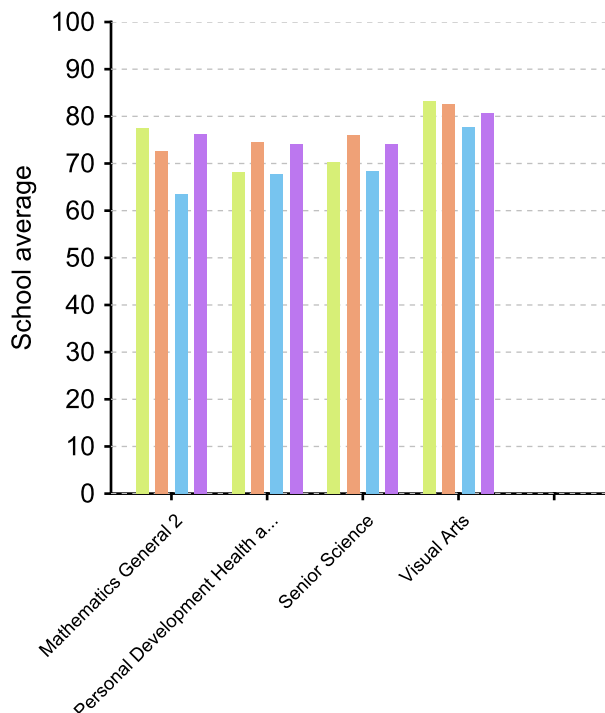
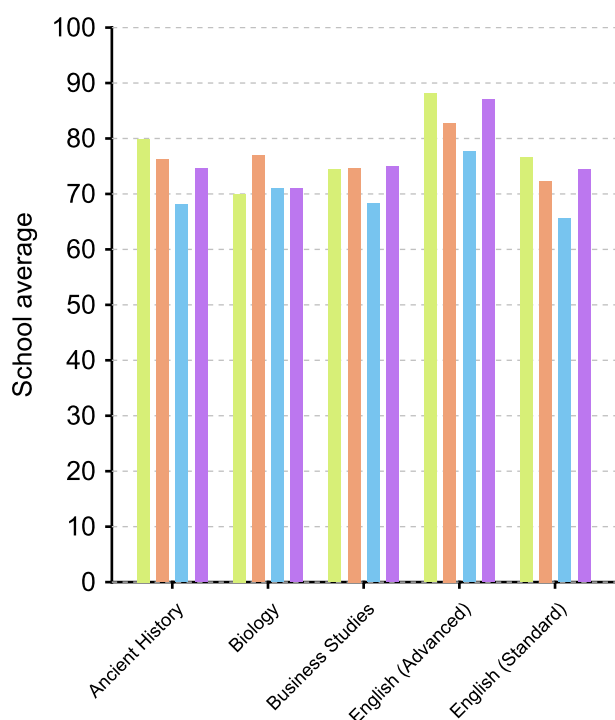
Delete text not required.

<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

Delete text not required.

Higher School Certificate (HSC)

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



<You may choose to use this text box to comment on relative performance comparison (average difference) and statistical information from Business Intelligence>

Delete text not required.

Parent/caregiver, student, teacher satisfaction

The Tell Them from Me Survey for 2017 revealed staff, parents and students felt they belonged and connected to a school community which cared for all members of that community. 90% of parents and students felt that the school cared for students. Over 90% of parents felt that the school engaged students in learning.

An area identified for the school to focus on in 2018 was developing a comprehensive drug & alcohol awareness program and a program to counter cyberbullying.

Policy requirements

Aboriginal education

Balgowlah Boys has successfully implemented the Aboriginal Education Policy of the Education Department

The school has ensured sufficient resources and professional learning to promote quality teaching and the inclusion of Aboriginal perspectives and content across subjects and KLAS

The outcomes of these programs has enabled all students have an increased awareness and understanding of Aboriginal history, its culture and perspectives.

Multicultural and anti-racism education

Balgowlah has immersed its students in multicultural education and enabled them to develop an inclusive cultural perspectives.

The school has implemented anti-racism education strategies into its code of conduct, its curriculum and its school culture.