

Bega High School Annual Report



2018



8165

Introduction

The Annual Report for 2018 is provided to the community of Bega 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. The report outlines self-assessment findings that reflect the impact of key school strategies for improved learning. It also examines the benefit to all students from the expenditure of resources, including equity funding.

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Principal

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Message from the Principal

This report is another forum in which the school community can celebrate developments and achievements in the busy year that was 2018. There have been many and varied challenges faced and met in the classroom, in the community, on sporting fields and within the students themselves.

In this report there is a focus on the ongoing importance of quality teaching and learning for securing students' future achievements and the many experiences that contribute to individuals' growth as learners and community participants. The year has featured changes in assessment and curriculum processes, school administration procedures and policies, and staffing arrangements. A school-based evaluation focused on the quality of teaching and learning programs and activities for securing students' future achievements and personal growth informed much of the report content.

The report illustrates examples of students and staff valuing responsibility for learning, behaviour and our environment, respect for others and efforts that are positive, resourceful and persistent.

School background

School vision statement

Bega High School is committed to providing excellence in education that prepares all students to contribute positively to society.

The school, as part of its community, values achievement through:

- Responsibility for learning, behaviour and our environment
- Respect for oneself, others and property
- Effort through being positive, resourceful and persistent.

School context

Established in 1952, in the heart of Bega's commercial and residential precinct, Bega High School is a comprehensive rural high school that draws students from all parts of the Bega Valley Shire. Situated fifty kilometres from the nearest government secondary school, the school's geographical drawing area ranges from Tathra (15 kilometres to the east), Cobargo (40 kilometres to the north), through to Wolumla (20 kilometres to the south) and Bemboka (40 kilometres to the west).

Enrolments have ranged from 815 in 2015 to a maximum of 770 in 2018, including 12% Aboriginal students.

A Special Education faculty comprises multi-categorical, emotional disturbance, moderate intellectual disability, mild intellectual disability and severe intellectual disability classes.

Vocational education and training includes the delivery of construction, primary industries and metals and engineering and hospitality frameworks. Infrastructure and equipment support the delivery of vocational education competencies by accredited teachers and trainers.

The school has strong relationships with its local community to maximise learning opportunities for its students, as seen in its partnerships with University of Wollongong, local commercial enterprises, Illawarra TAFE and non-government organisations. Bega High School is part of the Sapphire Coast Learning Community comprising two high schools and thirteen primary schools between Cobargo and Eden and west to Bemboka.

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 (SEF), school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework (SEF) and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated the school has a wide ranging curriculum that allows students to achieve outcomes and develop skills.. Processes and policies that allow high quality teachers efficiently giving accurate and practical feedback and information to students and the community, particularly in assessment of learning and assessment for learning, were identified as areas for further development. The External Validation process included the presentation of evidence to illustrate progress achieved.

School self–assessment and analysis of SEF themes in the domain of **Learning** indicate the following:

Learning Culture – Sustaining and Growing – Bega High School is increasing staff and student capacity to identify quality teaching and learning practices that demonstrate commitment to all students making progress through clear planning and goal setting. Our capacity for collecting, analysing and sharing information to support students' transition throughout their secondary school experience is recognised and acknowledged by parents, students and the community.

Wellbeing – Sustaining and Growing – Strategic and planned approaches to develop and apply whole school wellbeing processes include collecting data to inform wellbeing and engagement strategies, a collective responsibility for monitoring and reviewing individual student learning needs, and the consistent and supportive application of behaviour expectations that promote ideal conditions for learning.

Curriculum – Sustaining and Growing – The school constantly monitors and reviews its curriculum provision to meet the needs of students and the community. Teaching and learning programs are developed using collaborative and collegial processes so that they effectively describe the skills and assessment that measure student progression. Differentiated curriculum delivery meets the needs of students at different levels of achievement.

Assessment – Sustaining and Growing – teachers use a range of formative and summative assessment strategies that create opportunities for students to demonstrate their learning and act on feedback. Summative assessment data is more accessible for all teachers, increasing their capacity to identify learning progress of individuals and student groups.

Reporting – Sustaining and Growing – The school has explicit processes for collecting and analysing student and school performance data that is regularly reported to parents. Student reports are accessible in hard copy and digitally, and contain clear information for both students and parents about learning progress and strategies for meeting learning goals.

Student Performance Measures – Sustaining and Growing – The school's value–add trend is positive in Stage 5 and at least 90% of students achieve at or above national minimum standards on NAPLAN meaning that they have the foundation skills that can be developed as they transition through secondary school. School data indicates that student progress and achievement on external measures is consistent with that of students' progress and achievement in internal measures.

School self–assessment and analysis of SEF themes in the domain of **Teaching** indicate the following:

Effective Classroom Practice – Delivering – Teachers regularly collaborate in developing teaching and learning programs which meet the needs of students. They also participate in and use professional learning to expand their capacity to use a range of explicit strategies to create an effective and positive learning culture.

Data Skills and Use – Delivering – The school is strategically resourcing professional learning that builds capacity for teachers to analysis and interpret student progress and achievement data. The school has effective processes and data records that support teacher comparison of internal and external learning progress.

Professional Standards – Sustaining and Growing – The accreditation status of all staff is monitored and the professional learning needs of staff are identified through engagement with relevant Performance and Development Frameworks. A coordinated whole school approach to meeting systemic, legislative and professional goals is demonstrated in the range of whole school learning activities and the range of individual learning plans.

Learning and Development – Delivering – Teachers collaborate in various forums, both within the school and across the

learning community and educational networks to improve teaching and learning in their classes, year groups and faculties. Whole school improvement is a focus of teachers being supported in evidenced–based future focused practices and professional developments is aligned with school priorities and professional standards.

School self–assessment and analysis of SEF themes in the domain of **Leading** indicate the following:

Educational Leadership – Sustaining and Growing – By regularly seeking and addressing feedback from across the school community, through both formal and informal processes, the school leadership team supports a culture of high expectations for every staff member. Professional learning emphasises collaborative performance development and a focus on effectively meeting the needs of all students.

School Planning, Implementation and Reporting – Delivering – School planning and evaluation processes increasingly feature evaluative thinking processes that are reflected in the school plan, the annual report and in the evidence–informed improvement in school and student performance measures.

School Resources – Sustaining and Growing – Bega High School has extensive physical, financial and human resources that are strategically used to achieve improved student outcomes, both inside the classroom and beyond. Technology resources are used effectively to enhance learning and service delivery with expanded use and acknowledgement of teacher and student capacity to support learning through strategic integration of technology in lessons.

Management Practices and Processes – Delivering – The school's administrative practices are supported by streamlined, flexible processes that have been developed and implemented in response to school community feedback, system requirements and the need to be responsive and to effectively communicate with parents and the wider community.

Our self–assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students. Planning and resourcing will focus on timely and practical consultation processes with staff, students and parents in making adjustments to the improvements that are identified in the School Plan and in establishing quality practices to support student achievement. Planning and delivery of curriculum and teaching and learning programs will be supported by whole school and individual professional learning, with a focus on sharing of expertise and learning between and within Key Learning Areas. A major focus in 2019 will be the review of current teaching and learning programs and how the school can best meet the learning needs of all students while better communicating learning intentions and feedback to students and parents. The school's planning will continue to focus on supporting, maintaining and promoting programs and strategies to enhance the wellbeing of students and staff. A stronger focus on knowing students, valuing their skills and capabilities and promoting their engagement in learning and community life through the effective collection and analysis of information and evidence will be part of the school's planning and actions.

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

Excellence in Learning

Purpose

To provide a quality and productive learning environment that facilitates high levels of student, staff and community engagement for student learning excellence and success.

Overall summary of progress

During 2018 all members of the school's executive team participated in training in the collection of data and evidence about teaching and learning. A new data collection platform was made accessible to classroom teachers in the second half of the year and all teachers have completed training in its modules. Teachers are now using both formal and informal sources of information to inform curriculum planning and delivery, as well as reporting a better capacity to adjust assessment of learning and accurately report student progress. Science teachers completed training in marking Year 10 VALID assessment and this has further informed their own professional learning and capacity to develop and deliver relevant and reliable.

The school continues to provide a variety of educational opportunities through which students can achieve a Record of School Achievement (RoSA) or a Higher School Certificate (HSC). In 2018 there were 26 Stages 5 and 6 students enrolled in school-based traineeships and apprenticeships as part of their curriculum pathways. Seven other students were completing study pathways through a joint Outreach program and four students were completing part-time HSC studies. The negotiation and development of Personalised Learning Pathways for students of Aboriginal background and other students increased during 2018 with the additional support of teacher relief to coordinate students, staff and parents and carers.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students achieving in top two Bands in NAPLAN, in both literacy and numeracy, in comparison to the average of 21.5% for the 2015–2017 planning cycle	<p>\$106,000 Additional Stage 4 and Stage 5 staffing</p> <p>\$20,000 Professional learning with focus on literacy and numeracy</p> <p>\$10,000 Personalised Learning Pathways</p> <p>Learning and Support teacher coordination of MultiLit</p>	<p>Year 7 Top 2 Bands average % in Reading – 23.3%</p> <p>Year 7 Top 2 Bands in Numeracy – 34.5%, an increase from 24.3% in 2017 and 12.4% in 2016</p> <p>Year 9 Top 2 Bands average % in Reading – 13.5%</p> <p>Year 9 Top 2 bands in Numeracy – 19.1%</p> <p>The average % of students in the Top 2 Bands for Reading and Numeracy was 22.65 in 2018, compared to 21.2 in 2017 and 20.3 in 2016.</p>
Increased proportion of students leaving Bega High School with a Higher School Certificate, a Year 12 certificate or Australian Qualification Framework certificate II and above	<p>\$30,000 School Learning Support Officer wages for Outreach Program</p> <p>\$2,000 Venue rental for Outreach Program</p> <p>\$7,000 VET training upgrades and Career Education resources</p>	<p>In 2018, 10 students achieved a Life Skills HSC after completing course pathways that included engagement in mainstream HSC courses.</p> <p>All 78 students who presented for HSC examinations qualified for a HSC credential.</p> <p>42 Certificate II or Certificate III credentials were achieved by year 12 students</p> <p>In 2017, a similar number of Year 12 students achieved HSC and/or equivalent credentials and 32 students included vocational education courses in their patterns of study.</p>
The school's performance measure of value-add trend for Years 9 to 12 is above the	\$20,000 Teacher release for curriculum sharing and program development	The average value added for 2018 HSC students was 22.44, meaning that the school is working towards delivery of excellence in this area.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
expected growth achieved in the 2015–2017 planning period	\$6,000 Teacher release for online practice tests and administration of NAPLAN Online, VALID and HSC Minimum Standard testing	2018 saw teachers evaluating HSC results and school assessment practices to enhance the delivery of effective, evidence-based teaching and learning strategies.

Next Steps

More training and practice related to the collection, analysis and use of both statistical data and observations will be resourced for all teachers and support staff to better inform planning and identify interventions, adjustments and strategies for improved student learning outcomes. Financial and human resources will be increased to strengthen the existing processes for developing Personalised Learning Pathways in 2019 and beyond.

Increased promotion and resourcing of professional learning opportunities that build staff capacity to analyse evidence and adjust curriculum delivery and assessment will feature in school financial planning. Teaching and learning programs in all Key Learning Areas will be reviewed and revised to include a greater focus on student feedback and self-monitoring, variations of internal assessments and literacy and numeracy skills.



Strategic Direction 2

Quality Teaching

Purpose

To advance and strengthen quality teaching practice that is aligned to professional standards, features collaboration and authentic feedback and embeds evidence-based strategies for high quality student outcomes.

Overall summary of progress

During 2018 there was increased and regular staff participation in collaborative sharing of assessment data, teaching and learning strategies, and resourcing in the planning and delivery of programs across the school. All School Development Day programs included activity time and reflection time to promote staff collaboration in creating teaching and learning tasks that embedded processes for giving feedback to students and collecting feedback about student learning. There was also increased communication with parents/carers and students in the development of personalised learning pathways, negotiated patterns of study and opportunities for students to participate in alternative educational settings.

Teachers and support staff participated in specific training programs that accounted for students' varied learning needs and aspirations, in addition to enhancing their understanding of the complexity of students' experiences outside the school environment. Such training included Trauma Informed Practice, vocational education assessment practices, emergency care and child protection principles, curriculum-focused conferences, assessment in a differentiated classroom, and data analysis for teaching and learning. Teachers and support staff have developed a range of strategies for collaboratively planning and delivering quality teaching and optimises student learning progress.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Extensive and strategic teacher collaboration in the use of internal and external evidence to inform planning, identify interventions and deliver quality teaching	<p>\$50,000 Professional learning costs – teacher release, course fees, travel and accommodation</p> <p>\$20,000 School Support allocation used for External Validation data collection, analysis and presentation and associated administrative processes</p>	<p>Ongoing review and revision of teaching and learning programs, including evaluation of assessment processes and tasks throughout 2018.</p> <p>Scout training was completed by all teachers – source of external data and community profile information to inform teaching and learning.</p> <p>Increased communication via the Sentral portal – between school staff, between the school and parents/carers.</p> <p>Teacher responses in the 2018 TTFM indicated a positive trend in teacher capacity to use internal and external evidence:</p> <ul style="list-style-type: none"> • <i>Data informs practice</i> – mean score of 7.7 is up from 7.0 and 7.2 in previous two years • <i>Setting challenging and visible goals</i> – mean score of 7.3, compared to 7.0 and 6.7 in two previous years • <i>Quality feedback</i> – mean score of 7.2; 6.7 and 6.5 were scores in two previous years.
Formative assessment evident in the delivery of Stage 4 and Stage 5 curriculum	<p>\$6,000 Beginning Teachers Support – individual teachers</p> <p>\$20,000 Teacher release for collaborative planning of assessment programs and tasks</p> <p>Sentral Portal for recording</p>	<p>All Key Learning Areas reviewed current teaching and learning programs to evaluate the use and relevance of formative assessment processes, such as quizzes, online practice modules, questioning for understanding.</p> <p>Faculties introduced and/or expanded the use of regular revision sheets, in-class reflection on learning, student feedback processes.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Formative assessment evident in the delivery of Stage 4 and Stage 5 curriculum	and communicating student progress	<p>Student responses to the statement in the 2018 TTFM survey: <i>Students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn.</i></p> <p>Mean score was 5.5 out of 10, compared to the State mean score of 6.2.</p>
All stakeholders can identify a range of evidence-based teaching and learning structures and strategies that optimise student learning progress	<p>\$20,000 Teacher release for collaborative planning of teaching and learning programs; course fees and other costs related to Curiosity and Powerful Learning</p> <p>\$11,000 Sentral Student and Parent Portal</p> <p>\$5,000 Far South Coast Network funding for Key Learning Area professional learning</p>	<p>Training in the implementation of Curiosity and Powerful Learning was initiated in 2018 in developing structures for collaborative and creative teaching for improved student engagement.</p> <p>Teachers from all Key Learning Areas participated in at least one network meeting to share strategies and develop common teaching, learning and assessment programs during 2018.</p>

Next Steps

Planning for 2019 and 2020 includes the expansion of teacher training in observations and feedback sessions through resourcing of release time to allow reflection on teaching and learning. This will further the development of teacher capacity to differentiate within the classroom and within the curriculum. Teaching and learning programs and assessment processes will be evaluated, revised and documented in the light of data and evidence sourced through external assessments, professional learning and school-initiated surveys and evidence collection. Professional learning focusing on developing and embedding formative assessment will be promoted and resourced so that teachers have increased capacity to analyse evidence and understand impacts on student outcomes.

There will also be an increased focus on the use of current and emerging technologies for communicating student information within the school to better support student learning, as well as communicating between the school and home and the community in celebrating student success and optimising partnerships that student learning progress.

School staff will participate in joint professional learning sessions during 2019 – a combined Sapphire Coast Learning Community professional learning day with a Future Focused Learning theme, and a combined Batemans Bay and Eden Monaro Networks professional learning event focused on improving students' Higher School Certificate results and learning pathways through collaborative partnerships with high schools from Batemans Bay out to Jindabyne and Cooma.



Strategic Direction 3

Innovative Leadership

Purpose

To empower staff and students to exploit authentic opportunities that build capacity to inform and influence curriculum, wellbeing, partnerships and inclusivity, and ultimately enrich the local community.

Overall summary of progress

In 2018 the school completed a self-assessment based on the School Excellence Framework. The school also completed an External Validation process that is a system-wide approach to school excellence. Evidence was collated and presented to demonstrate progress and impact of planning, decisions and implementation of strategies, programs and processes. The school is Sustaining and Growing in nine of the fourteen elements in the School Excellence Framework. This included such elements as Wellbeing, Student Performance Measures, Professional Standards and Educational Leadership.

The school's Communication and Engagement Team completed training in the use of social media platforms as a communication method, as well as remodelling the school's website in line with Department of Education protocols and making the website a source of current, valid and accessible information. Innovation in student leadership was exemplified in the range of activities, initiatives and processes planned and implemented throughout 2018.

Student Representative Council and Junior Aboriginal Education Consultative Group members collaborated and led sporting activities, charity fundraisers, the promotion of student wellbeing programs, and in participated forums as representatives of their peers, community and the school. A Peer mentoring and Student and Teacher mentoring program was also instituted to build student capacity to apply their skills in a range of school and community contexts.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School self-assessment evidence, collected through consultation and evaluation, indicates higher proportions of <i>Excelling</i> School Excellence Framework elements	\$40,000 School Support Allocation \$6000 Teacher release for External Validation training and reporting	All teachers identified the concept of 'validation' and provided annotated examples of evidence for at least one element in the External Validation process. Self-assessment processes were further developed through training of executive team members in the collection and analysis of data and evidence to inform practice and processes. Strategies for identifying, collecting and storing evidence of impact and progress have been developed through the school's External validation experience and through the collection of ideas from other schools.
High percentage of reported and visible participation of students in activities and initiatives so that they connect, succeed, thrive and learn within the Bega community	\$20,000 Socio-economic background funding used for peer mentor training, consultant fees, and identification of student leaders \$10,000 Student Leaders' badges, training, community meeting catering	The school's student leaders were chosen by peers and staff and are recognised through their proactive planning and representation the student cohort in their engagement with school executive members, leading school assemblies and other special events, and their representation in community forums. Aboriginal Education Team collaborated on developing and implementing processes for the identification, planning and implementation of processes to support the development of Personalised Learning Pathways for Aboriginal students, the celebration and acknowledgement of Aboriginal culture in the school and the community

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
High percentage of reported and visible participation of students in activities and initiatives so that they connect, succeed, thrive and learn within the Bega community		and the promotion of professional learning opportunities for staff members.

Next Steps

The school will further identify and strategically resource student mentoring across the school, as well as investigate further development of a teacher–student mentoring program, particularly focused on developing student capacity to complete relevant pathways to remain engaged in education and achieve a Higher School Certificate. The school's structures and processes will be further refined to allow identified school leaders, both student and staff, to work effectively within the community in a range of leadership opportunities.

The identification, collection and display of evidence that demonstrates the school's capacity to deliver excellence in the domains of learning, teaching and leading will be a focus of the planning and resourcing of professional learning, student wellbeing initiatives and the communication of student and school achievements within the school and in the wider community.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal background \$96380.00 Equity funds \$10000 Professional learning \$5000	<p>The Aboriginal Liaison and Engagement Officer in collaboration with Aboriginal Education Team expanded links with local community – successful NAIDOC celebrations, Yarning Circle development, on Country experiences, mentor training.</p> <p>10 Aboriginal students achieved a HSC in 2018.</p> <p>12 Aboriginal students achieved a Year 10 Rosa.</p> <p>22% of Year 7 and Year 9 Aboriginal students achieved in the top 2 bands in Literacy and Numeracy.</p> <p>62.5% Year 9 Aboriginal students achieved above expected growth in Numeracy; 54.5% of the students achieved above expected growth in Spelling.</p> <p>During 2018 the attendance rate ranged between 76.38% and 66.91% for Aboriginal students, with the average of 71.2% being an increase from 2017 and 2016.</p>
English language proficiency	English Language Proficiency \$1 969	<p>Funds were expended on teacher release for adjusting tasks and teaching and learning programs to account for literacy needs of identified students.</p> <p>Funding was based on 1 student at the Developing Phase and 1 student at the Consolidating Phase of English language proficiency.</p>
Low level adjustment for disability	1.6 FTE Learning and Support Teachers \$166,581 School Learning Support Officers \$86,000 MultitLit Program	<p>MultitLit participation – 25 Year 7 students and 14 Year 8 students accessed the program throughout 2018.</p> <p>80% of the Year 9 students who had participated in MultiLit in previous years demonstrated growth in the Reading element of NAPLAN in 2018.</p> <p>Additional support in Stage 4 classes was provided throughout 2018 – School Learning Support Officers worked with classroom teachers in assisting students to engage with class work and assessment of learning; additional classes were created to allow teachers to focus on identified learning needs of students – English, HSIE and Mathematics.</p> <p>Referrals made to the school's Learning and Support Team increased with the use of the Sentral Portal – staff used the system for referring students for extra support or to indicate concerns about student progress; students self-refer to a classroom teacher or LaST or head teacher; parents also referred their children for learning support or access to other agencies.</p>

<p>Socio-economic background</p>	<p>\$294 779</p> <p>Additional Stage 4 teacher</p> <p>\$107,000</p>	<p>Excursion participation and opportunities to participate in extra-curricular activities expanded in 2018. Examples included:</p> <p>Year 10 Crossroads, Rotary RYDA Driver Awareness Day, Year 11 Bootcamp with UOW, Year 11 Rock Platform Fieldwork, SCLC Japanese Drumming, BHS Science and Engineering Challenge Team, Japanese Overseas Excursion, SCLC Choir, SCLC Music Camp, UN Summit, Bandanna Day Representation, Fascinating Science, Year 7 Sydney Excursion, Girls Interschools Hockey, Kezie Apps Girls League Tag Day.</p> <p>25% of Aboriginal students participated in all of the sessions offered through the AIME Partnership.</p> <p>Funding was also used to support 10% of students in accessing relevant school supplies, uniforms, learning materials and participation in excursions and community programs.</p>
<p>Support for beginning teachers</p>	<p>Beginning teacher funding total</p> <p>\$40,064</p>	<p>A total of eleven early career teachers were funded in 2018. Two early career teachers had reduced face to face classroom time to develop teaching and learning programs and related resources. Release from face to face teaching also allowed early career teachers to engage with teacher mentors and supervisors.</p> <p>Professional learning opportunities included online training in planning and delivering quality lessons, child protection processes and other DoE policies and procedures; school-delivered training in responding to anaphylaxis, behaviour management and student engagement strategies, and external professional learning in the form of various conferences and workshops related to their own subject areas and identified professional development needs.</p> <p>Three teachers achieved accreditation as proficient in meeting NESA and DoE professional standards.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	415	377	345	346
Girls	401	412	402	388

The numbers of students entering Year 7 at Bega High School have reduced since 2015, although they have remained around 120 over the last four years. Since 2015 an average 55% of enrolments into Years 7 and 12 have been female students.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	92.2	90.6	91.1	91.3
8	87.1	89.1	86.8	87.3
9	84.5	85.8	89	84.5
10	83.4	80.9	84	83
11	87.2	82.9	86.2	83.3
12	86.1	88.2	85	83.7
All Years	86.6	86	87	85.5
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

Attendance rates of students is an important influence on educational success. In 2018, the average attendance rate for students who ranked first in at least one of their HSC courses was 87.8%. Year 12 top performers achieved attendance rates between 84 and 96 per cent. The school continues to promote and acknowledge exemplary attendance and engagement in learning.

The school has processes ranging from the use of electronic roll marking at the beginning of each school

day, to daily messaging to parents/carers of absent students, through to Learning and Support Team referrals for students who are risk of disengaging from school. These are supplemented by Year Adviser contact with parents/carers and the use of formal letters as part of the Department's Attendance Policy and Procedures. The school employs an administration officer to collate and track attendance information to facilitate communications with parents/carers, the Learning and Support Team and the Home School Liaison Officer.

The school acknowledges and promotes high attendance rates and student learning engagement across all stages. Canteen vouchers, positive incident recording, and acknowledgements at the Annual Awards Presentation are at the core of these processes. Incentive programs are routinely over-subscribed based on the numbers of students meeting the attendance benchmarks for such activities.

Retention Year 10 to Year 12

By the end of 2018 the school had 105 full time Year 12 students enrolled and 78 students presented for Higher School Certificate examinations. The same cohort, Year 10 2016, numbered 134 enrolments. Since 2016, 27 of those students moved to other public schools, five students have gained employment, and 15 have entered apprenticeships and training programs in such areas as construction, electrical trades, health care and aged care.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	5	10	20
Employment	5	10	20
TAFE entry	2	5	20
University Entry	0	0	25
Other	86	60	5
Unknown	2	5	10

The school tracks the movement of students through a formal exit survey. Careers Adviser contacts and a Bega High School Careers website 'Destination Survey'. This gives us information about students' career choices, further education and training options and types of employment accessed.

Year 12 students undertaking vocational or trade training

The school's vocational curriculum included primary industries, hospitality and construction in 2018. A total of 48 students were enrolled in these courses, and 75% sat for the relevant HSC examinations as part of their HSC qualification or in order to qualify for an Australian Tertiary Admission Rank. In addition, ten students completed vocational frameworks with NSW TAFE and via distance education. These courses included animal studies, tourism and events, retail services and business services.

In 2018, nineteen Year 12 students successfully completed a school-based apprenticeship or traineeship as part of their HSC pattern of study. Vocational areas included retail, hospitality, agriculture, health sciences, business services, community services, animal care and management, and sport, fitness and recreation.

Year 12 students attaining HSC or equivalent vocational education qualification

In October 2018 the Year 12 cohort numbered 105 students. Ten students achieved a Life Skills HSC after completing course pathways that included engagement in mainstream HSC courses. All 78 students who presented for HSC examinations qualified for a HSC credential. A large number of students also qualified for a vocational qualification – a total of 42 Certificate II or Certificate III credentials were achieved. The qualifications of 19 students who participated in school based apprenticeships or traineeships are included in this figure.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	47.9
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	18.68
Other Positions	1

*Full Time Equivalent

The school's workforce includes school administration and support staff that work to support teaching and learning in the school Library, in Science practical activities, in food technology and hospitality classrooms, in Special Education classes and in the school office.

Aboriginal staff members make up 4% of the total workforce, and include support staff and teachers. In 2018, the school used flexible funding arrangements to employ additional teachers for Stage 4 curriculum delivery and to facilitate the development of students' personalised learning pathways.

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	20

Professional learning and teacher accreditation

2018 saw all current Bega High School teachers being accredited by the NSW Education Standards Authority (NESA) at Proficient. Other teachers, three in total, achieved proficiency by preparing evidence of their teaching practice and relevant professional development, therefore meeting the requirements for accreditation. One teacher completed processes to maintain accreditation.

Professional learning sessions were planned and completed throughout 2018. All staff completed mandatory training in child protection, emergency care, work health and safety, and professional responsibilities. In addition, teachers, learning support officers and school administrative staff participated in a range of training and development options, via video conference, e-learning and in face to face sessions. This included courses in trauma informed practice, NAPLAN and Best Start administration and analysis, courses specifically designed for early career teachers, vocational education updates, the collection and use of data to inform teaching and learning and curriculum reviews and writing.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	814,708
Revenue	11,031,326
Appropriation	10,672,419
Sale of Goods and Services	128,659
Grants and Contributions	221,545
Gain and Loss	0
Other Revenue	0
Investment Income	8,703
Expenses	-10,368,587
Recurrent Expenses	-10,368,587
Employee Related	-9,347,226
Operating Expenses	-1,021,361
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	662,739
Balance Carried Forward	1,477,447

2018 saw the implementation of new financial software with related processes and procedures designed to increase efficiencies as well facilitate accountability for funding from various sources. Program coordinators, school teams and the school's executive team routinely evaluated, analysed, determined and monitored the provision of a range of resources required to meet student learning needs and legislative requirements. This included professional learning for staff directly involved in the implementation of the learning, management and business reforms. The school was also part of the first phase of installing and using payroll and leave processes.

Professional learning was a major focus for financial planning in 2018, in light of the need to train staff in new financial processes. In addition, innovative programs focused on leadership development for teachers and students, required high levels of funding, particularly for the release of staff and payment of specialist trainers. Additional funding was also allocated to the school's planning and delivery of school assessment processes for External Validation.

2019 funding will again be strategically targeted to

further the implementation of leadership initiatives, such as Curiosity and Powerful Learning, and building the capacity of student leaders. The school has also audited and evaluated the provision and accessibility of information and communication technologies for administration, teaching and learning. The strategic replacement and expansion of technology resources will be a focus for 2019 and 2020. The school Library being a more accessible space for all students and teachers will be a focus of planned spending.

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.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	7,420,834
Base Per Capita	154,015
Base Location	115,942
Other Base	7,150,877
Equity Total	645,685
Equity Aboriginal	96,380
Equity Socio economic	294,779
Equity Language	1,969
Equity Disability	252,557
Targeted Total	1,784,147
Other Total	187,728
Grand Total	10,038,394

School performance

Students in Year 8 groups have been assessed in the science-based VALID assessments since 2015. The VALID assessment is another source of information about students' knowledge and understanding of science concepts, along with their capacity to design and conduct experiments and research and communicate their findings and results.

In 2018, a total of 104 Year 10 students completed the online test for the first time. VALID is reported in Levels 1 to 6, and 67% of the students achieved in Levels 4 to 6, compared to 68.4% of students across NSW. The comparison of results for 90 of those students showed that 76% of students demonstrated above expected growth in their science skills and knowledge since 2016. Results for the Year 10 cohort also showed that the average score of 90.96 was above the state average of 89.89.

Year 8 average scores in VALID, since 2015, have shown an increase from 84.7 to 86.3 in 2018, compared to state average scores increasing from 86.4 in 2015 to 87.4 in 2018.

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

NAPLAN Literacy data indicates Year 9 students demonstrated growth in Reading (7.5%), Spelling (7.6%) and Grammar and Punctuation (8.6%) components. The growth was above the average State growth in all these components, while growth in Writing was similar to that of the State at 3.3%.

26% Year 7 students achieved in the top 2 bands in Spelling. 59.8% of Year 7 students demonstrated at or above expected growth in the Spelling component.

The percentage of students in the top 2 bands for literacy components in 2018 were: 23.5% in reading, 5.1% in writing, 26.3% in Spelling and 28.8% in Grammar and Punctuation.

Results in NAPLAN Numeracy components indicate a trend towards increasing numbers of students achieving in Bands 9 and 10, and 75% of both Year 7 and Year 9 students achieved at or above expected growth since their previous NAPLAN assessment. The level of growth for Year 9 students was 11.4% for Numeracy, well above the State average growth of 7.2%.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

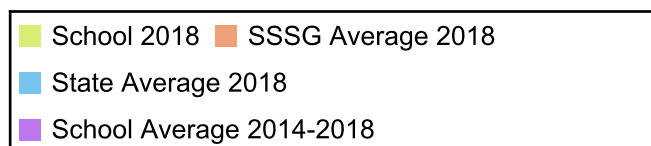
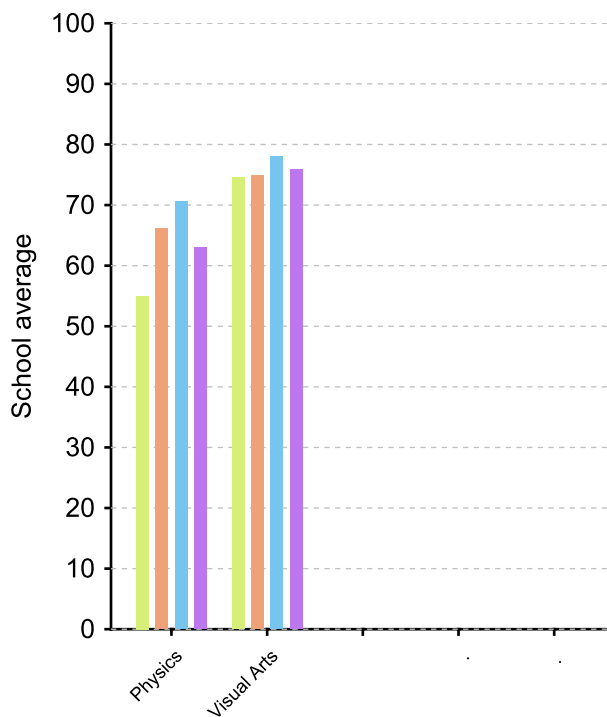
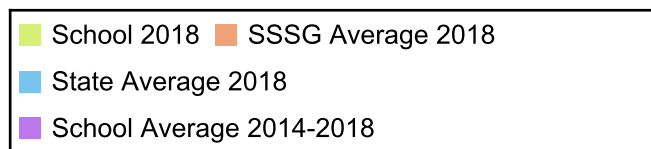
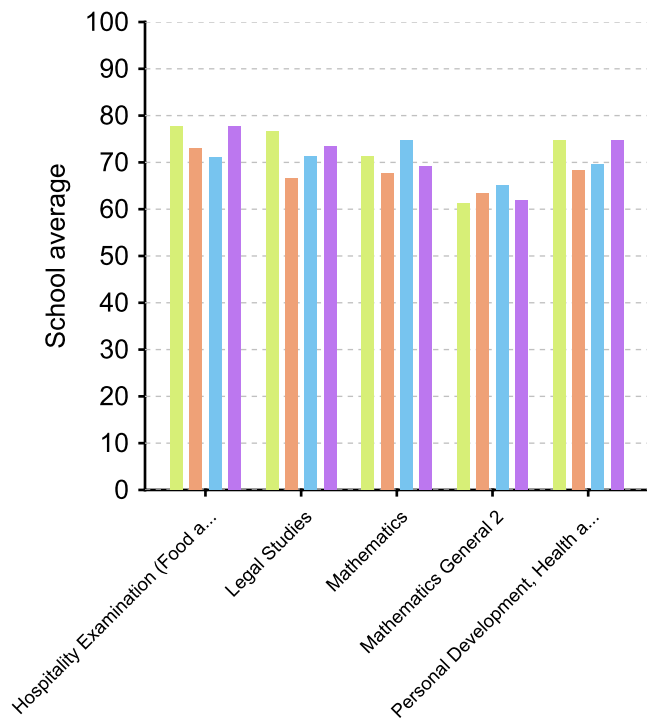
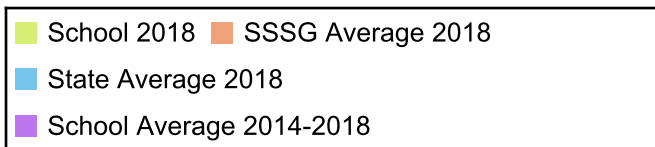
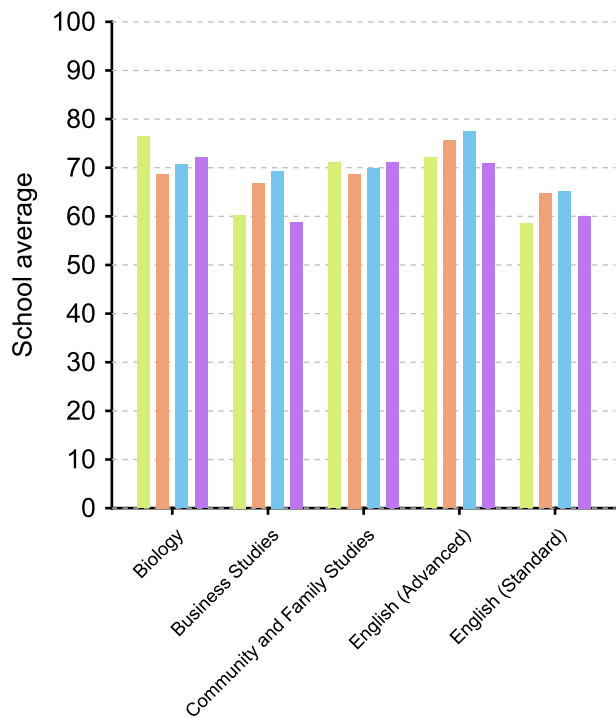
Student performance in NAPLAN 2018, for both Years 7 and 9, is reported as an average of group performance. The percentage of students (totalling 120 Year 7 participants and 118 Year 9 participants) achieving results in the Top 2 NAPLAN bands was 22.65. This is more than 7% above results in similar school groups and is part of the trending increase since 2014 when 20.18% of student achieved in the Top 2 NAPLAN bands.

The percentage of Aboriginal students achieving in the top 2 NAPLAN bands in Numeracy was 2.2 in 2018.

Higher School Certificate (HSC)

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

In 2018, 34% of HSC students at Bega High School achieved course results that placed them in the top 2 bands, compared to 28.85% in similar schools. Five students achieved Band 6 in at least one course and were included in the NESA Distinguished Achievers List for 2018.



Subject	School 2018	SSSG	State	School Average 2014-2018
Biology	76.4	68.7	70.7	72.0

Business Studies	60.3	66.8	69.3	58.8
Community and Family Studies	71.1	68.7	69.9	71.1
English (Advanced)	72.1	75.6	77.5	70.8
English (Standard)	58.5	64.7	65.0	60.1
Hospitality Examination (Food and Beverage)	77.7	73.0	71.0	77.7
Legal Studies	76.6	66.6	71.2	73.5
Mathematics	71.3	67.6	74.8	69.1
Mathematics General 2	61.3	63.4	65.1	61.9
Personal Development, Health and Physical Education	74.6	68.3	69.5	74.6
Physics	55.0	66.1	70.6	63.0
Visual Arts	74.5	74.9	78.0	75.9

The graphs and table of data shows courses that featured more than fifteen enrolled students. In 2018, 75% of courses had an average score equal to or above that of the school average score for 2014–2018 period, and two-thirds of the courses had average scores above those of similar schools. An additional six courses, with less than 15 students who completed examinations, had average HSC scores above the 2018 state average – construction, earth and environmental studies, engineering studies, hospitality, legal studies and music 1.

Parent/caregiver, student, teacher satisfaction

Both formal and informal feedback mechanisms are used to inform planning, processes and learning at Bega High School. Data can include the number of parents attending Parent/Teacher sessions, the number of SMS sent, the number of visits to the school website and the Sentral Portal and the number of visitors who engage with the school. Other information has been regularly collected through the *Tell Them From Me* (TTFM) suite of surveys. In 2018 all the surveys were administered in seeking feedback and information from parents/carers, students and teachers. With such a range of information and data the school is better equipped to inform evaluations and future planning for high quality learning outcomes and school performance.

In the Tell Them From Me survey completed in 2018, 78% of parent respondents agreed with the statement:

I am satisfied with the general communication from the high school (e.g., newsletters, emails, school website, school app, social media).

The school has specifically used social media more regularly to inform parents and the community of school activities and success. In addition, we have worked to increase parent and student access to the Sentral Portal and information about assessment and learning activities. When it comes to parents' assessment of communications about their child's learning progress, 65% rated formal interviews very useful and 85% parents reported informal interviews as very useful or useful, compared to other forms of communication. For being informed about the school's activities and initiatives, newsletters, texts and emails were seen as very useful or useful, with a significant percentage of parents (57%) also finding social media useful or very useful giving us evidence for planning for the increased use of digital media in the future.

In the same survey, the mean score (on a ten-point scale) for the statement: *The school supports positive behaviour* was 5.9, an increase from 5.5 in 2016 and 2017. A mean score of 6.2 was an increase from 5.6 in 2017, and 5.8 in 2016, for the statement: *Parents feel welcome* at Bega High School. These are both areas where structures, processes and training are specific targets of whole school planning and resourcing to continue improvements in our responsiveness to parents/carers and in developing positive relationships within the school and in the community.

Students in all year groups were questioned using the online TTFM survey in 2018, in addition to a variety of other forums for student voice. From their participation in fundraising activities, to excursions, sporting teams and in representing the school at community events, students demonstrated their leadership and collaboration. Highlights included the Day of Kindness and anti-bullying activities planned and delivered by Student Representative Council members and the planning and building of the Yarning Circle by Junior

Aboriginal Education Consultative Group members and supporters. From the TTFM surveys the school learned that student responses reflect those of teachers in describing their experiences in the classroom. For example:

- Students understand there are clear rules and expectations for classroom behaviour. 5.2
- Students feel teachers are responsive to their needs and encourage independence with a democratic approach. 5.5
- School staff emphasise academic skills and hold high expectations for all students to succeed. 6.2

Students' were also asked to rate the importance of particular skills for future job or career plans. The areas that were rated as important or very important were writing (68%), working as part of a team (72%), technology (72%), communicating with others (80%), reading (74%) and thinking critically (73%). Other significant data from the survey gave an indication of how these skills can be developed and supported at Bega High School, as well as the aspirations of students.

- 23% of students with a high rate of participation in art, drama, or music groups; extracurricular school activities; or a school committee. (compared to State norm of 24%)
- 35% of students plan to pursue a trade or apprenticeship program.
- 44% of students plan to attend university.
- 65% indicated 'yes' to the question: Do you feel you have enough access to technology at school to allow you to complete your studies?

The TTFM teacher survey is a self-evaluation tool for teachers and schools and questions are grouped to assess eight of the most important Drivers of Student Learning. Other questions look at how teachers use Dimensions of Classroom and School Practices. The 2018 survey results are expressed as the mean scores in a ten-point scale for various elements of the drivers and dimensions. Statements with the highest levels of agreement are listed below:

Drivers:

Leadership: I work with school leaders to create a safe and orderly school environment. 8.4

Collaboration: I talk with other teachers about strategies that increase student engagement. 8.8

Learning Culture: I give students written feedback on their work. 8.8

Teaching Strategies: When I present a new concept I try to link it to previously mastered skills and knowledge. 9.4

Technology: Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts. 8.1

Inclusive School: I establish clear expectations for classroom behaviour. 9.4

Parent Involvement: I work with parents to help solve

problems interfering with their child's progress. 8.4

Dimensions of Practice:

Challenging and Visible Goals:

- I establish clear expectations for classroom behaviour. 9.4
- I set high expectations for student learning. 8.5

Planned Learning Opportunities:

- When I present a new concept I try to link it to previously mastered skills and knowledge. 9.4
- I work with school leaders to create a safe and orderly school environment. 8.4

Quality Feedback

- I give students written feedback on their work. 8.8
- I am regularly available to help students with special learning needs. 9.1

Overcoming Obstacles to Learning

- I strive to understand the learning needs of students with special learning needs. 8.4
- I talk with other teachers about strategies that increase student engagement. 8.8



Policy requirements

Aboriginal education

In 2018 the school's Junior Aboriginal Education Consultative Group continued to be a driving force in enabling relationships within the school community and between the school and the wider community. Not only did the group lead the planning and delivery of such successful events as the annual NAIDOC Assembly and NAIDOC week celebrations, but they also worked with community Elders, teachers and business owners to create a meeting place in the form of a Yarning Circle, where students and community members can connect with the past and learn for the future.

The school's Aboriginal Liaison and Engagement Officer, Marcus Mundy, has continued to work to connect students and parents with teachers, community organisations and other educational institutions to improve the learning and life outcomes of Aboriginal students. Marcus has also increased staff knowledge and understanding of Aboriginal culture, in close collaboration with the school's Aboriginal Education Team. Not only has the team continued to foster and support strong links with University of Wollongong staff and programs in addition to the ongoing partnership with Australian Indigenous Mentoring Experience tutors, they have systematically planned the negotiation and more effective use of personalised learning pathways goals and documentation. Aboriginal students, parents and teachers have been involved in identifying student goals and the school has implemented processes for informing and training all staff for more effective support of students in their classroom and across the school.



Multicultural and anti-racism education

The school continues to support respectful and dutiful relationships between staff, students and community through structures and programs. During the year students and staff attend fortnightly year assemblies with themed presentations on inclusivity, understanding and appreciation of cultures. Staff and students celebrated differences and inclusion in such events as Harmony Day, NAIDOC Week and charity fundraisers and a Day of Kindness. Again, students celebrated Book Week, dressing up as favourite characters and promoting their favourite books.

The school's Anti-Racism Officer, Mark Freedman,

followed Departmental processes to inform students and the community of expected behaviours and strategies to celebrate culture and difference. He provided training to staff members in Departmental and school anti-racism principles and processes to ensure effective staff support of students and the community.

Two overseas excursions in 2018 expanded students' cultural knowledge and understanding. The planning, experiences and connections to student learning within the classroom, gave students, family members, and school staff more insight into other cultures, both directly and indirectly. Participants in the excursions to Japan and Cambodia shared their learning and experiences with the school community as part of our positive and exemplary anti-racism practices.

Other school programs

Study Tour to Japan

In July of 2018, after months of planning and anticipation, 19 Bega High School students assembled at Sydney International Airport with teachers, Mrs Tak Teranishi and Mr Daniel Benzie, ready for the adventure of travelling to Japan. This was an opportunity for students to complement their Japanese language and cultural studies with original and first hand experiences. For some this was the first journey beyond the borders of the Bega Valley, for others it was the first time away from family and friends.

The travel schedule included trips to major tourist attractions such as Sky-tree Tower, the famous Ghibli Museum, and shopping through Akihabara Town in Tokyo. Day three saw the group travel by train to Disneyland to experience many different rides, colours and sounds.

A Bullet Train took the group to Kyoto so that they could enjoy some of the countryside, which contrasted with the bustle of the city. More sightseeing in Kyoto was followed by students and teachers travelling to Osaka to visit Kagata Junior School to enjoy games and lunch with the students. Moving on to Chiyoda Secondary School, the group was treated to an orchestral performance by their award-winning ensemble. Bega High students gifted toy koalas and kangaroos to the students as a gesture of friendship and gratitude.

Day 7 of the trip was the start of the Homestay program where students lived with selected families and experienced many aspects of Japanese culture such as Tea Ceremonies, fitting of Kimonos, and ice-skating, visiting Osaka Castle, Universal Studios and attending karate classes. A summer camp experience on Awaji Island involved students and staff being assigned to dormitory accommodation and participating in numerous activities to improve teamwork and social bonding. On the last night there was a bonfire on the beach and performances from camp leaders and students. The last day involved a cultural exchange where group leaders discussed their cultural origins.

Students had the opportunity to develop interpersonal

skills, teamwork and improve their confidence and independence throughout the journey. They also gained experience using another currency and budgeting for items such as food and gifts. As explained by one of the students, "Being out of your comfort zone and experiencing new things helps you grow as a person. You make connections with the people around you and develop bonds that will never be forgotten."

Cambodia and Vietnam Study Tour

Mrs Denise Perry, Ms Sharon George, Mr David Britton and parent, Kelly Gould, accompanied eight Year 10 students, Mia Boyce, Stephanie Burke, Molly Carr, Holly Christison, Brydie Condran, Christabella Herbert–Smith, Jorja Moore and Meabh Perry–Britton, on a flight out of Sydney on Saturday 29th September. They were bound for Cambodia and Vietnam and this was the tenth year that such a tour had been organised by the HSIE faculty.

All activities, and places visited, reflected learning objectives and outcomes from Year 10 and 11 HSIE subjects: History, Geography, International studies, Modern History, Ancient History, Geography, Legal Studies, Society and Culture, Business Studies and Aboriginal Studies. In addition, the group had raised \$20,000 to distribute to a variety of projects while in Cambodia. An action packed two weeks followed: building houses, sightseeing, visiting schools, dancing up a storm, eating and so much more.

The small group had a great impact on the communities they visited and supported, both through fundraising and in their physical work. They were acknowledged for their enthusiastic engagement and exemplary behaviour in the planning stages, and in their actual participation in many life changing experiences offered by the travel opportunity.