

# Ballina Coast High School

## Annual Report



2018

## Introduction

The Annual Report for **2018** is provided to the community of Ballina Coast High School as an account of the school's operations and achievements throughout the year.

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

Janeen Silcock

Principal

### School contact details

Ballina Coast High School

Cherry St

Ballina, 2478

[www.ballina-h.schools.nsw.edu.au](http://www.ballina-h.schools.nsw.edu.au)

[ballina-h.school@det.nsw.edu.au](mailto:ballina-h.school@det.nsw.edu.au)

6686 0503

## Message from the Principal

Ballina Coast High School is one year old and we have had an enormous year to ensure our students are being provided with quality learning in a safe and supportive environment. In 2019 we will move into a new purposefully built school to align with a shift in our pedagogical practices. In 2018 we have celebrated continuous growth in learning, leading and teaching and will continue to reflect on our practices to ensure continuous growth.

# School background

## School vision statement

### Vision

Growing together, Creating futures

### Movement

Through working collaboratively to create a new, flexible and dynamic educational environment, we will create a culture that nurtures, inspires and challenges students and staff to find the joy in learning with the skills to make informed contributions as citizens and leaders.

### Principles

Innovation is the cornerstone of our practice through:

- Collaborative and authentic learning communities
- Open, flexible, personalised and integrated learning through a team based approach
- Knowing, understanding and supporting students to develop capabilities to achieve their personal best
- Building a sustainable future.

## School context

Ballina Coast High School was officially established in 2018. We are a new school from the amalgamation of two schools. It has been the impetus for staff, students and our community to share conversations and reconfigure the way we deliver quality learning based on contemporary research.

The result has been the creation of a shared vision, mandate and guiding principles.

Using the School Excellence Framework we are committed to excelling in learning, teaching and leading.

Over the course of the last two years we redesigned learning, key learning areas, curriculum, roles and responsibilities, uniforms and procedures to create a school culture where students and staff are engaged, innovative, creative and critical. We involved staff, students and the community in the conversations to improve on what we do. It is underpinned by research, collaborative practices, conversations and professional learning and makes a compelling case for changing the way we impact positively on student learning outcomes.

In 2018 we established a Friends of Ballina Coast High School to give our community a voice in the school.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

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

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

Across all areas of Learning we are at delivering stage. In Teaching we are at delivering stage in effective classroom practice and professional standards. We are working towards delivering in data skills and uses. We are sustaining and growing in learning and development. In Leading we are delivering at school planning, implementation and reporting and in school resources. Educational Leadership and management practices and processes are both sustaining and growing.

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

### Excellence in Learning through Student Engagement

#### Purpose

Through developing innovative, inclusive and purposeful teaching and learning practices we will increase student engagement and outcomes

#### Australian Professional Standards for Teachers; 1, 2 and 4

1. Know students and how they learn
2. Know the content and how to teach it
4. Create and maintain safe and supportive learning environments

#### Overall summary of progress

In 2018 we continued to develop innovative, inclusive and purposeful teaching and learning practices to increase student engagement and learning. We have continued to implement the How 2 Learn program across the school. We introduced a new design for Stage 5 students with more voice and choice. Students 7–10 have had more choice with the introduction of FLEX. In 2018 all students 7–12 had a Learning Coach who they meet with daily to improve their learning and citizenship. We embedded Stronger Smarter and Positive behaviour for Learning as programs across our school. We have rewritten Stage 6 programs for new syllabi. We have continued to develop the Alternative Learning Centre and introduced the Targeted Sports Program.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Use of Data to Inform Practice—Year 7, 8, 9, 10 Design Teams are purposeful and committed to developing, tracking and creating improved student learning outcomes.	\$36,000	<p>All students Stage 4 have a personalised learning map with all students 7–12 having a Learning Coach who they meet with daily for 24 minutes. All students 7–12 are having the H2L program delivered. It is explicitly taught on Monday each week to 7–10 and embedded in teaching practice throughout the week. We have seen the H2L language of learning being used by students in 7–8 widely while still limited take up by older students.</p> <p>All students Stage 4 have a personalised learning map with all students 7–12 having a Learning Coach who they meet with daily for 24 minutes. All students 7–12 are having the H2L program delivered. It is explicitly taught on Monday each week to 7–10 and embedded in teaching practice throughout the week. We have seen the H2L language of learning being used by students in 7–8 widely while still limited take up by older students. Whilst junior years have embraced the program and Learning Coach roles more effectively. 100% staff asked it to continue. They do see the merit and as this is rolled out, we will continue to see powerful relationships t support learning. The term SHAPE has been changed to Learning Hub for</p>
Wellbeing—Students in Year 7–10 have increased choice, voice, engagement and happiness.	\$15,000	We implemented but have tweaked the Voices and Choices for 2019. Our Year 9 program will now be delivered as 7/8..the success warrants continuing this teaching and learning approach. We have realigned Year 10 and they are reflective of senior years. Voice and choice along with flex is still

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Wellbeing—Students in Year 7–10 have increased choice, voice, engagement and happiness.		evident.
Use of data to inform practice—Through the presentation of evidence the school will demonstrate that quality teaching and professional practice are evident in every learning environment, providing (through a positive approach to building student engagement) students with opportunities to connect, succeed and thrive	\$12,000	We have begun using the language of evidence in 30 day conversations and this is translating into all conversations across the school.

## Next Steps

In 2019 we have redesigned the Learning Hub and Learning Coach role and allocation. 100% staff recognised that Learning Coaches, FLEX, ALC, Targeted Sports Program were successful. We will work towards all students having an individual learning plan with their Learning Coaches.

## Strategic Direction 2

### Excellence in Teaching through Collaborative Practices

#### Purpose

Through developing an explicit focus on excellence in teaching with strong purposeful professional development programs and collaborative relationships we will increase student engagement and learning outcomes.

#### Australian Professional Standards for Teachers; 1, 3 and 5

1. Know students and how they learn
3. Plan for and implement effective teaching and learning
5. Assess, provide feedback and report on student learning

#### Overall summary of progress

In 2018 all staff are in one or more teams. They are scheduled on to meet regularly and are driving improvement. In 2018 we had a instructional Leader with literacy and this took some time to drive improvement. In 2018 the Literacy and Numeracy team have a combined and it is now more functional. The Stage 4 teams have created a number of programs that are cross curricula and these are continually being refined. The Stage 5 design went into Phase 2 and 100% staff are happy with redesign. All staff have a functioning PDP and meet with team every Thirty Days for conversations around evidence and professional growth to impact on improved student learning outcomes.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Use of data to inform practice–100% teachers using evidence to inform teaching by the end of 2018		Staff are becoming familiar with the use of evidence across the school learning community. Decisions are being better made and considered using evidence.
Explicit Teaching–Through evidence BCHS will show that teachers provide and receive planned constructive feedback from peers, school leaders and students as well as engaging in structured reflection to ensure improved teaching practice.	\$22,000	The thirty day conversations and collaborative team approach continue to drive this area for improvement.
Collaboration–Professional Learning workshops to embed quality teaching practices.	\$11,000	Consistent protocols for quality learning environments continue to grow collaborative and quality teaching.

#### Next Steps

In 2019 we have changed the Stage 4 and Stage 5 design based on reflection and evidence. We have moved to a Year 7–9 program of curriculum design with Year 10 moving into a senior scaffold of curriculum design. The teams will continue to function and lead growth.

We need to look towards classroom observations and the use of evidence in a more explicit way. Professional Learning will be targeted in this area in 2019.



## Strategic Direction 3

### Excellence in Leading through High Expectations

#### Purpose

Through authentically engaging with our community we will develop a learning environment that supports a culture of high expectations and celebrates diversity, resulting in sustained and measurable whole school improvement.

#### Australian Professional Standards for Teachers; 6 and 7

6. Professional Engagement

7. Engage professionally with colleagues ,parents/carers and community

#### Overall summary of progress

In 2018 we worked relentlessly to embed a culture that celebrates innovation, excellence and diversity across our school. We have every student with a learning coach, We introduced Flex and more choice across their learning. We have introduced the shared language of growing habits and dispositions to improve life long learning. We introduced Stronger Smarter strategies across the school to celebrate our Aboriginal community and our diversity as a school, community and nation. We have introduced a number of partnerships—Friends of Ballina Coast, Titans and Gold Coast Partnerships in sport and are continuing to create other partnerships.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
High expectations—We will demonstrate through evidence that teachers draw on and implement evidence based research to improve their performance and development		Staff are taking responsibility as a collective to improving practice.
Effective Feedback—Evidence 30 day conversations and PDP		Staff are engaged in thirty day conversations . these are minuted and continue to create opportunities for supported professional growth.
High Expectations—Ballina Coast High School demonstrates through evidence that staff are committed to, and can articulate the purpose of, each strategic direction in the school plan		We need to pay more attention to our School Plan. We are achieving milestones but need to be more explicit in connectedness to what we planned.
Wellbeing—Increased number of staff completed Stronger Smarter and Connected to Country courses	\$117,000	In 2018 we had an extraordinary number of staff completing SS with two Facilitators being offered full time work with the institute.
Build the capacity of the profession through partnership with Southern Cross University as a Professional Experience Hub School		In 2019 we have partnered with SCU to mentor and support training teachers to becoming more involved in our school.

#### Next Steps

In 2019 we will be continuing to embed Stronger Smarter. H2L and reviewing wellbeing across our School. We have high expectations and staff have committed to all these programs. We will be introducing Community in Residence program at BCHS and will see an increase in participation and engagement for our students and community eg Artist in Residence,

Elder in Residence, Doctor in Residence etc.

Key Initiatives	Resources (annual)	Impact achieved this year
Socio-economic background		

## Student information

### Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	216	204	428	440
Girls	179	178	400	356

The amalgamation of two schools has seen numbers maintained. In 2019 we have a Year 7 anticipated enrolment of 164 students. We are beginning to show increased enrolment across the school despite rezoning and reduction in areas in zone.

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	86.8	90	90	91.8
8	84.7	83.8	88.1	87.4
9	83.6	76.5	87	82.5
10	81	77.1	85.8	82.3
11	84.7	81.3	85	83
12	83.7	88	91.3	92.5
All Years	84	82.7	87.8	86.3
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

## Workforce information

### Management of non-attendance

The Head Teacher Administration is relentless, regular and in daily contact with parents and community regarding attendance. In 2019 this responsibility will be further strengthened by the use of Learning Coaches following up their students daily and by Executive getting a report on students falling below 85% weekly.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	2	5	8
Employment	12	2	30
TAFE entry	12	2	10
University Entry	0	0	22
Other	0	0	20
Unknown	0	2	10

All students in Year 10 –12 work closely with our Careers Advisor to have a Plan A and a Plan B to ensure they have choices in their future.

### Year 12 students undertaking vocational or trade training

We have had five students leave school to take up opportunities with trades. These have involved electrical, building and plumbing trades.

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

All our students completed requirements for which they were seeking.

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	43.8
Learning and Support Teacher(s)	2.4
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	17.68
Other Positions	1

\*Full Time Equivalent

On staff we have three staff who identify as Aboriginal. .

#### Teacher qualifications

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

#### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	6



## Professional learning and teacher accreditation

In 2018, eleven staff completed accreditation at either proficient or maintenance level.

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,412,047
<b>Revenue</b>	12,087,329
Appropriation	11,378,705
Sale of Goods and Services	207,013
Grants and Contributions	480,766
Gain and Loss	0
Other Revenue	6,183
Investment Income	14,662
<b>Expenses</b>	-11,590,593
Recurrent Expenses	-11,590,593
Employee Related	-10,341,566
Operating Expenses	-1,249,027
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	496,736
<b>Balance Carried Forward</b>	1,908,782

The amalgamation of two schools and the establishment of a new school have created a huge degree of spending across a number of areas not identified in the past. Many of these involve additional staffing and assets.

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.

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	7,123,985
Base Per Capita	176,337
Base Location	8,475
Other Base	6,939,173
<b>Equity Total</b>	1,195,189
Equity Aboriginal	157,127
Equity Socio economic	643,849
Equity Language	15,062
Equity Disability	379,151
<b>Targeted Total</b>	1,417,542
<b>Other Total</b>	288,639
<b>Grand Total</b>	10,025,355

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.

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.

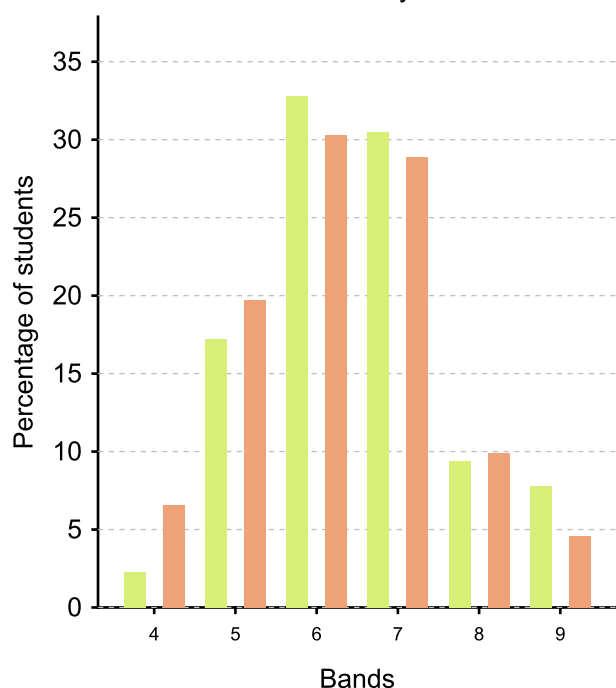
NAPLAN literacy results indicated that we have experienced growth with students and this is a result of the focus on reading at the beginning of English lessons every day. In 2018 we are introducing sustained writing and have Quicksmart Literacy being implemented. WE are also involved in Best Start.

NAPLAN numeracy results indicated that we have experienced limited growth with students. In 2018 we are introducing sustained writing and have Quicksmart Literacy and Numeracy being implemented. We are also involved in Best Start.

and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

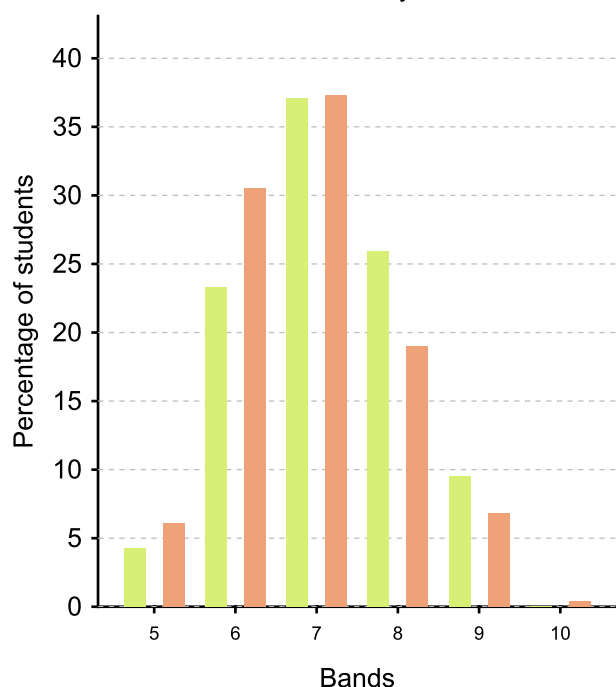
We have established a Quicksmart program to cater for our Aboriginal students and all students to address Literacy and Numeracy. We have an Instructional Leader Aboriginal students to support our whole school program., In 2019 we will be having an Aboriginal Education centre on site.

**Percentage in bands:**  
Year 7 Numeracy



Percentage in Bands  
School Average 2016-2018

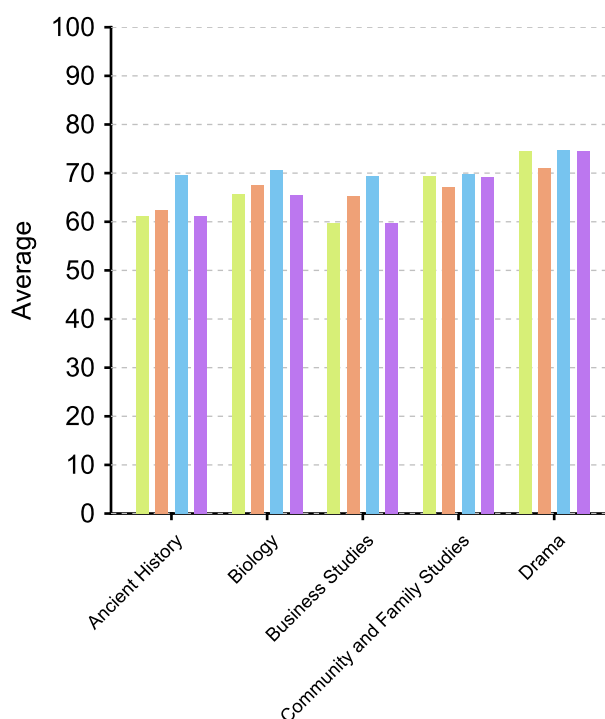
**Percentage in bands:**  
Year 9 Numeracy



Percentage in Bands  
School Average 2016-2018

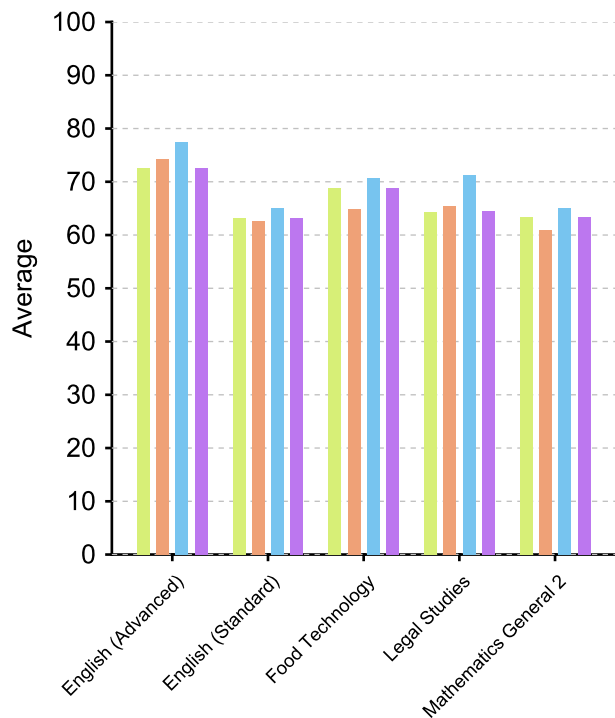
### Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). The small cohorts make it difficult to compare but pleasing results in HSIE and CAPA are continuing to be evidence of strong teaching. In 2019 there is a focus on unpacking evidence to continue to provide quality teaching across all subject areas.



School 2018 SSSG Average 2018  
State Average 2018  
School Average 2014-2018

The My School website provides detailed information



We have had a very supportive and committed community who have been involved in the redesign of our learning community.

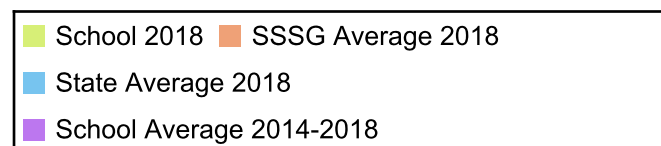
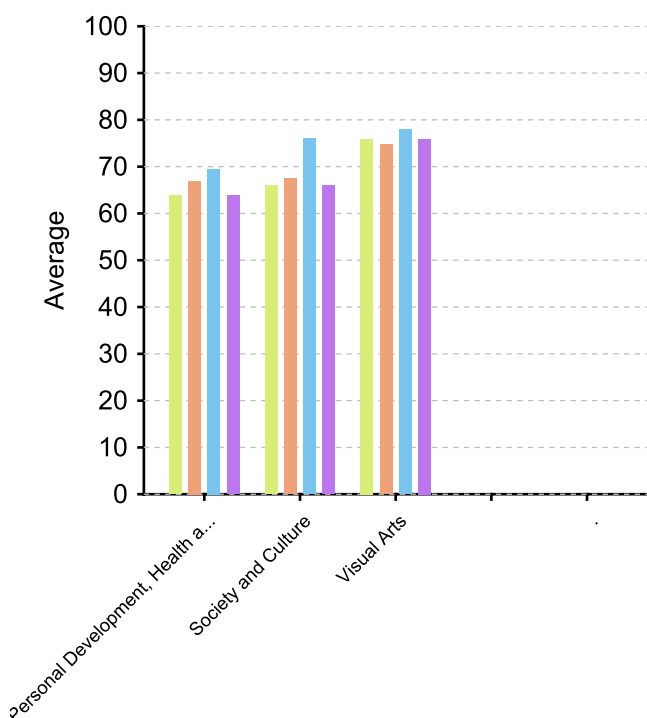
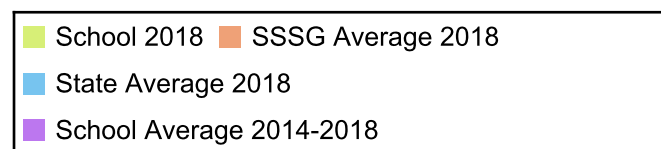
## Policy requirements

### Aboriginal education

In 2018 we introduced the Stronger Smarter school based program. It is delivered every week to every student. We have seen students acknowledging the country across the school in a number of different ways. We have had a n increased number of staff attending Stronger Smarter courses delivered online and by the Institute. We have had another staff member trained as a facilitator. We have introduced Bundjalung Language nest and have a word each week to learn and use across the school. In 2019 we will be hoping to have Connecting to Country run.

### Multicultural and anti-racism education

IN 2018 we had a number of students of different nationalities with two accessing language support. We have an identified Anti Racism Officer on staff.



Data is a little skewed because it tracks Ballina High School through to 2017 and then Ballina Coast High School in 2018. Southern Cross HSC results prior to 2017 are not included.

## Parent/caregiver, student, teacher satisfaction