

Bomaderry High School

Annual Report



2018



8448

Introduction

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

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

Ian Morris

Principal

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School background

School vision statement

Our school aspires to develop students who are socially responsible and active citizens in society. We provide students with the skills to achieve their best possible outcomes, through promoting a positive learning environment. We aim to raise standards in literacy and numeracy, whilst instilling work ethic and developing in each student an appreciation of learning. We engage students in technology and encourage them to develop 21st Century employment skills.

Our students value cultural diversity and are understanding of differences. Our school is inclusive with opportunities for all students to achieve their potential. The curriculum offers a wide range of subjects, including opportunities for Gifted and Talented students, and support for students with additional needs.

The school is proactive in engaging the community and working together with parents to support students, whilst developing pride in our school. We endeavour to maintain strong communication links with parents using technology and face to face meetings. Our parents are actively involved in the school, in supporting students and promoting school programs.

We promote respect and positive behaviour, and support safe learning environments. Our students are taught civic responsibility, with an emphasis on developing strong character, resilience and thinking skills.

Our teachers know the students and how they learn. They are actively involved in professional development and engage professionally with colleagues, parents and carers, and the wider community. They provide individual student feedback and are aware of the progress of each individual student.

School context

Bomaderry High School is situated approximately one hour south of Wollongong, in a rural area on the South Coast. In 2018, the school boasts excellent facilities including an industrial kitchen, woodwork and metal work rooms, several computer labs and two halls, including a sports gym.

There are 750 students, 60.8 teaching staff and 15.082 SASS staff. Aboriginal students constitute 13% of the student population.

Known as a consistent top ranking HSC school in the region, students have achieved success academically in a number of fields. This includes selection into National and International Science competitions. The school has also traditionally excelled in the Tournament of the Minds "Maths and Engineering" section.

Performing arts, cultural and sporting fields are also promoted at the school, with students offered a wide range of activities. Many students have excelled in their chosen sport with some going on to represent NSW and/or Australia. The school is known throughout the region for success in the performing arts, with students able to join dance groups, bands, vocal ensembles and drama groups.

Cultural activities are offered for our Indigenous students, including Koori Dance and NAIDOC week celebrations. Currently, the school also runs an Asian Studies program and boasts a partnership with the University of Wollongong's International Students' unit, to promote Global Education at 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.

In the Domain of Learning our efforts focused on assessment, Literacy and Numeracy and the continued implementation of our BYODD policy.

In the Teaching Domain, the focus was on professional learning for teachers with particular attention paid to teacher accreditation for teachers at various stages of their careers.

In the Domain of Leading Bomaderry High School initiated a curriculum network for secondary schools in the Shoalhaven. We also collaborated with our partner primary schools on a combined staff development day addressing the K–12 journey.

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

Quality Teaching and Learning

Purpose

To develop strategic professional learning frameworks based on the Australian Professional Standards for Teaching that build the capabilities of all staff in quality teaching and learning with a strong focus on assessment, literacy and numeracy, and with the clear intent of improving student outcomes.

Overall summary of progress

Accreditation for all staff has been a priority in 2018. Early career teachers were supported by mentors and supervisors. An assessment review was conducted with recommendations to be implemented in 2019. Students were supported in Literacy and Numeracy with guidance from NAPLAN data.

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">Professional learning policy and procedures developed and implemented.Increase the number of students in the top two NAPLAN bands by 8%.School wide assessment procedures developed and implemented.	<ul style="list-style-type: none">Support for beginning teachers (\$23305.00)Support for NAPLAN (\$5000.00)Support for Assessment, Teaching and Learning (\$7000.00)	<p>2018 was one of the largest cohorts of Early Career Teachers (ECT) at Bomaderry High School for many years. We had three appointed (full time) and a number of dedicated casuals who were employed throughout the year, creating a team of 11 young teachers.</p> <p>The team has successfully created the new Bomaderry High School Induction Booklet which has been given to all staff members and is part of the casual package for all day to day casuals. At the end of 2018, two ECT's had completed their annotations and final observations, while the others continued the process of finalising their evidence. We will be continuing with the meetings in 2019 with 13 ECT's.</p> <p>The results from the NAPLAN process were delivered in a separate section of this report.</p> <p>The whole school assessment process was completed and an evaluation was given to the Assessment Team for review. Assessment evaluations were conducted, recommendations communicated, Professional Learning acquired in line with the whole school Professional Learning Plan. The Faculty Evaluation schedule developed for 2019 also included assessment. Faculty Plans included the actioning of assessment recommendations for 2019.</p>

Next Steps

Professional learning to be strategically mapped to support all staff through the accreditation process. Assessment policy to be endorsed and strategies to be implemented. Literacy and Numeracy team to coordinate all testing including Best Start Year 7, NAPLAN and HSC Minimum Standards.

Strategic Direction 2

Quality Citizens

Purpose

To produce learning environments and utilise teaching strategies that create global citizens that are adept at using current technologies, capable of adapting to innovations in their learning environments thus enabling students to be active and informed in their world.

Overall summary of progress

BYODD fully implemented across all year groups. Duke of Edinburgh has begun with students partaking in numerous activities. In Wellbeing an attendance review was conducted with draft procedures developed.

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">• 100% of students (7–12) utilising i–Pad technology for learning in all Curriculum Areas.• Increased number of students (10%) achieving Band 5/6 results in their HSC compared to 2017.• Increase attendance rates to match NSW Secondary Schools.	<ol style="list-style-type: none">1. BYODD (\$5000.00)2. Active and Informed Citizens (\$5000.00)3. Wellbeing (\$5000.00)	<ol style="list-style-type: none">1. Introduction of iPads for all years, which included expectations of use, general and classroom specific expectations, Apps needed and troubleshooting with Google Classroom. 15 Minute Faculty Digital Tech sessions were delayed, but work was continued in the area of Digital Programs being developed in each Faculty.2. Duke of Edinburgh camps and adventure journeys were undertaken by students and staff. World Oceans Day and Clean Up Australia Day were also days that were undertaken by students and staff, as well as plans put in place for Library renovations, Common Room changes, reading gardens and a goal for the school to be Single Use Plastic Free by 2020. A number of these goals will continue to be a priority in 2019.3. New BHS expectations were launched through lessons in classroom and in Guidance, as well as the new Anti Bullying program. Students and staff were made aware of this new program which encompassed a cyber bullying survey undertaken by Staff. Key wellbeing staff attending Trauma informed practice workshops, to further enable them to assist students and the Attendance team met regularly to make improvements to attendance procedures and processes. (undertaken in line with HSLO, Allyson James). Peer support groups were also formed and prep/training is to begin in 2019. The Mental Health Awareness Expo was held in Term 4 and was the culmination of groups and organisations from around the Shoalhaven and was held at Bomaderry High School.

Next Steps

An evaluation to be conducted on our BYODD strategy. Duke of Edinburgh to expand to further students and classroom environments to be improved. Attendance procedures implemented and a welfare and discipline policy and procedures review to be conducted in Semester 2.

Strategic Direction 3

Quality Educational Partnerships

Purpose

To foster and strengthen partnerships within our community of schools, local businesses and cultural groups both on a local, and global scale, promoting educational outcomes and cultural understanding across all stages of student learning and transition.

Overall summary of progress

Combined Staff Development Day with Partner Primary Schools. Students entered local shows and liaised with local businesses. Overseas excursion planned for South Korea in 2019.

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">• 10% increase in Year 7 enrolments,• 100% of school leavers to go into further studies, apprenticeship and/or employment.	<p>In total, the area of Quality Educational Partnerships was given \$15000.00. This was split evenly between each Process group.</p>	<ol style="list-style-type: none">1. The Bomaderry High School Open Night was organised and implemented. Staff were surveyed across all Community of Schools regarding Professional Learning and Development Days. Data was collected regarding enrolment patterns which included numbers of in area students who attended and did not attend Bomaderry High School. Transition Days for Year 7 2019 were also booked and organised in consultation with Primary schools.2. Agricultural, food and textiles exhibits were entered into the Nowra and Berry shows which many students were successful in a number of categories. The Quality Card system was revisited and local businesses canvassed to see if there was support for the program to run again. Year 10 Work Experience was run with the program catering for a wide range of work environments offered for students to choose from. Students were also given opportunities to assist at local primary school gala days in various sports. The Alumni group was formed, and connections made in regards to coordination of a planning group to establish ways that past students can still connect, communicate and have a partnership with the school.3. AIME, Sista Speak, Bro Speak and AECG meetings were all held regularly. Work was carried out on the school Aboriginal Garden. The Cultural Connections Process group also looked at completing a Prospectus for Bomaderry High School. The link between Bomaderry High School and our sister school in South Korea were strengthened and our first trip to visit Yangpeong High School to be planned.

Next Steps

Build upon successful partnerships with feeder primary schools. Expand upon local show entries. Participate in overseas excursion to South Korea.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Education was provided with a budget of \$30,000.00 for the 2018 school year.	<p>The school continued with the AIME program continued in 2018 with mentors attending the school in Terms 2, 3 and 4 and providing academic assistance and support to students across all years groups.</p> <p>The Koori Dance Group continued it's successful partnerships with a number of primary schools from within our community of schools.</p>
English language proficiency	<ul style="list-style-type: none"> • English language proficiency (\$ 23170.00) • English language proficiency (\$23 170.00) 	<p>Students requiring EAL/D support in 2018 had a range of support options available to them. Depending on assessment results and individual need, students may have received one-on-one support, in-class supplementary support or prioritised support related to the general capabilities.</p> <p>In 2018, networks across local and regional schools were strengthened in order to collaborate and better understand effective literacy and wellbeing support avenues available to EAL/D students. Networks were developed and prioritised with the regional Intensive English Centre and a neighbouring feeder primary school. This has developed the understanding of best, and most current practice for supporting the literacy demands placed on students. Furthermore, these networks strengthened knowledge in regards to consistency and transition from Primary School to High School, between the stages.</p> <p>EAL/D support in 2018 allowed for the prioritisation of a collaborative, connected culture to be encouraged between the EAL/D population at Bomaderry High School. One strategy used to develop relationships, connection and celebration of culture is the gradual implementation of the 'Emerald' group: an assessment, homework and classwork support period. This period is allocated to allow students the space, time and support to better access and engage with curriculum, assessments and content across all KLAs. This time is invaluable to students as they have the opportunity to revisit, clarify and deepen their understanding of rigorous curriculum. This time also allows for students to share knowledge, experiences and aspects of their own stories with their peers.</p> <p>During 2018, EAL/D students involved in a broader variety of programs was initiated. A collaborative approach was taken by the EAL/D support coordinator and the AEO to include some EAL/D students in programs that focus on sharing culture, encouraging belonging and development of peer relationships. This collaborative approach has proven beneficial, even in its early stages, as it seeks to support the unique experiences that students from diverse backgrounds may face.</p>

<p>English language proficiency</p>	<ul style="list-style-type: none"> • English language proficiency (\$ 23170.00) • English language proficiency (\$23 170.00) 	<p>Two additional strategies that were in the planning stage in 2018, were the development of a Personalised Learning Plan to suit the social and learning needs of the individual student. This will be further developed in consultation with students, staff and parents.</p> <p>Additionally, alongside the PLP, a student who is requiring significant support may take part in the creation of some SMART goals. These goals will be used as a communication tool between staff, student and parents in order to adopt a consistent and achievable approach regarding the learning outcomes of the student.</p>
<p>Low level adjustment for disability</p>	<ul style="list-style-type: none"> • Low level adjustment for disability (\$ 89068.00) • Low level adjustment for disability (\$89 068.00) 	<p>Students identified with learning difficulties in mainstream Year 7 to 12 classes were given individualised support through modified programs, adjusted teaching strategies and access to School Learning Support Officer assistance in the classroom.</p>
<p>Socio–economic background</p>	<ul style="list-style-type: none"> • (\$ 240526.00) • (\$240 526.00) 	<p>Additional teaching staff were employed to provide a broad curriculum for all stages. Staff were employed in key leadership positions including Deputy Principal and Head Teacher. Assistance was also provided to those students and their families who required it.</p>
<p>Support for beginning teachers</p>	<ul style="list-style-type: none"> • Support for beginning teachers (\$ 23305.00) • Support for beginning teachers (\$23 305.00) 	<p>Funds for Early Career teachers (ECTs) have been used in a range of ways to support their professional journey into teaching. Our full time appointments and those on a year's contract were given a period allowance on their timetable to allow them to attend Early Career Teacher meetings and navigate their way (with assistance) around planning, lesson observations and organisational matters.</p> <p>Two ECT's were provided with a days relief to finalise their accreditation evidence and annotations. There have also been Head Teachers relieved to work independently with the ECT's in their faculties.</p> <p>The ECT's attend a range of Beginning Teacher Conferences and also participated in various professional development event and activities. A number of the ECT's were also given a days release to plan and prepare for their timetable requirements. This was very helpful, particularly for those teaching outside of their subject areas.</p> <p>Bomaderry High School hired the assistance of Doug Hearne (Executive Officer, Curriculum Networks Illawarra) to present a number of sessions on teaching and he also spent a series of days in the school completing observations of the ECT's and providing valuable feedback regarding their classroom management and content delivery.</p> <p>Ms Myers–Brown received a period allowance on her timetable to assist, meet, mentor and</p>

Support for beginning teachers	<ul style="list-style-type: none">• Support for beginning teachers (\$ 23305.00)• Support for beginning teachers (\$23 305.00)	coordinate the Bomaderry High School ECT Induction Program. A number of our ECT's were involved in the planning and development of our BHS Induction Booklet and time was provided for this project to be completed.
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	415	380	345	369
Girls	358	338	345	356

In 2018 student numbers increased turning around a decline over the past few years.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	90.9	91.4	90.9	88.7
8	87.6	89.8	87.4	84.8
9	85.5	86.3	85.9	81.8
10	87.9	85.9	84.6	80.9
11	90.4	87.3	82.1	78.4
12	87	85.9	83.8	81
All Years	88.3	87.8	86	82.8
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

An attendance review was conducted in Semester 2 to address decreased student attendance. Anomalies have occurred due to the initial use of Department provided software. This was addressed by moving to a Third Party provider.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	13
Employment	29	23	10
TAFE entry	18	15	17
University Entry	0	0	24
Other	42	15	16
Unknown	11	46	20

Please note that some students noted they are undertaking apprenticeships which technically falls under both TAFE and employment, and have been allocated both codes. The data is affected accordingly, but reflects what the child is accurately doing. Some students left for other schools, Gap Years etc., and are all entered as 'other'

Year 12 students undertaking vocational or trade training

In 2018, a number of Vocational Education and Training (VET) courses were available, these included Business Services, Hospitality Services and Warehouse Operations.

One student studied Business Services with an outside provider and 10 students studied Hospitality Services within Bomaderry High School. Of those students, 1 student achieved a Band 6 result. 50% of the students sat for the HSC exam which resulted in 20% gaining a Band 6 and 60% achieving a Band 3.

Primary Industries was studied by 11 students which was offered as a school based course at Bomaderry High School. Of those students, 1 student achieved a Band 6 and 4 students sat the HSC exam with 25% achieving a Band 6 and 75% achieving a Band 4.

Warehouse Operations was also a VET option studied by one student, as a School Based Traineeship with an outside provider.

A number of External Vocational Education and Training (EVET) courses were also undertaken by Bomaderry High School students, with a number of different providers.

- Two female students studied Aviation (Cabin Crew) at Aerots.
- Five male students studied Foundational Skills for Vocational Pathways at Kiama Community College.
- Two male students studied Automotive: Mechanical Technology with TAFE NSW South

Region.

- Seven female students studied Early Childhood Education and Care with TAFE NSW South Region.
- Three female and one male student studied Animal Studied – Certificate II with TAFE NSW South Region.
- Seven female students studied Hair or Beauty Services: Make Up with TAFE NSW South Region.
- One female and one male student studied Retail Baking with TAFE NSW South Region.
- One female student studied Human Services: Individual Support (Ageing) TAFE NSW South Region.

Teacher qualifications

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

Professional learning and teacher accreditation

All staff at Bomaderry High School participated in regular targeted professional learning. Many staff worked towards gaining their accreditation along with others who worked towards maintaining their accreditation.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2018 Bomaderry High School had 64 students who attained HSC or equivalent vocational education qualifications.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	40.5
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	15.68
Other Positions	1.8

*Full Time Equivalent

Staffing increased slightly due to improving student numbers.

Teacher qualifications

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

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	717,664
Revenue	9,869,704
Appropriation	9,506,278
Sale of Goods and Services	23,994
Grants and Contributions	327,765
Gain and Loss	0
Other Revenue	6,965
Investment Income	4,701
Expenses	-9,617,938
Recurrent Expenses	-9,617,938
Employee Related	-8,796,625
Operating Expenses	-821,312
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	251,766
Balance Carried Forward	969,430

Bomaderry High School's financial management processes and governance structures were tabled at a P&C meeting to ensure transparency. Funds have been set aside to support an upgrade of the school library. Solar panels to be installed and improved playground facilities for students.

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	6,933,995
Base Per Capita	137,045
Base Location	4,940
Other Base	6,792,010
Equity Total	618,881
Equity Aboriginal	99,537
Equity Socio economic	240,526
Equity Language	23,170
Equity Disability	255,648
Targeted Total	1,201,965
Other Total	207,567
Grand Total	8,962,408

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.

Another reporting requirement from the State Priorities: Better services – improving Aboriginal education outcomes is for schools with significant number of Aboriginal students to report the percentage of Aboriginal students in the top two NAPLAN bands. In Year 7, 4.3% of Aboriginal students at Bomaderry High School were in the top two bands for grammar and punctuation, 13.6% for reading, 8.7% for spelling, and 4.2% in writing. In Year 9, 8.3% of Aboriginal students

at Bomaderry High School made it to the top two bands for grammar and punctuation, 25% for both reading and spelling, and 8.3% for writing.

In particular, Aboriginal Students showed improvements in writing, with 9.1% of 2018 Year 9 students scoring Band 5 for writing, an improvement of 9.1% since Year 7 2016. In relation to the ideas produced in students writing, 27.3% of Aboriginal students in Year 9 scored in the top 2 bands, compared to just 6.3% of Aboriginal students scoring in the 2 top bands in 2016. Significant improvements were also seen in students paragraphing, with 18.2% of students scoring in the top band for paragraphing, compared to just 6.3% of students scoring in the top 2 bands in 2016.

Similar trends were seen across the entire Year 9 cohort especially when comparing their Year 9 NAPLAN writing results to their Year 7 results. In 2018, Year 9 students improved on their 2016 Year 7 writing result, specifically in their ability to engage particular audiences, seen with an increase from 2.5% to 6.6% of students gaining Band 5 Writing scores for the audience criteria. Students demonstrated large improvements in this criteria area for writing, with 50.4% of students scoring Bands 4 – 6, a huge increase from the 26.7% of students scoring Bands 4 – 6 in Year 7 against the same criteria. Also, 1.7% of students also gained a band 6 for Writing across the criteria of Audience, an improvement of 1.7% from the Year 7 2016 results.

Student's ability to write cohesively has also improved with 5% of Year 9 students achieving the top band for the cohesion criteria compared with just 0.8% of students achieving the top band for writing cohesion in Year 7 in 2016. Students scored improvements in their ability to generate and compose texts with strong ideas, with 20.7% of students scoring the second highest band compared to only 7.5% of students scoring in this band range in Year 7. With 3.3% of students scoring in the top band for their ideas in their writing and consistent trends in results in student's ability to paragraph, the 2018 Year 9 cohort are showing clear trends in improvement in their writing.

Year 7 Numeracy scores have shown some improvements compared to previous years with a 2% increase in students achieving Band 7 and Band 8. Year 9 Numeracy result shows an increase in the number of students achieving Band 10. In Numeracy, the highest band achieved by our Aboriginal Students is a Band 7. Although there is a decrease in Year 7 Aboriginal students achieving band 7, there is a significant increase of 15% of our students achieving a Band 6. Band 8 is the highest band achieved by our Year 9 Aboriginal students in 2018 and this is a significant increase of 11.93%. Growth figures for both Year 7 and Year 9 Numeracy continue to be our Literacy and Numeracy focus in 2019.

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

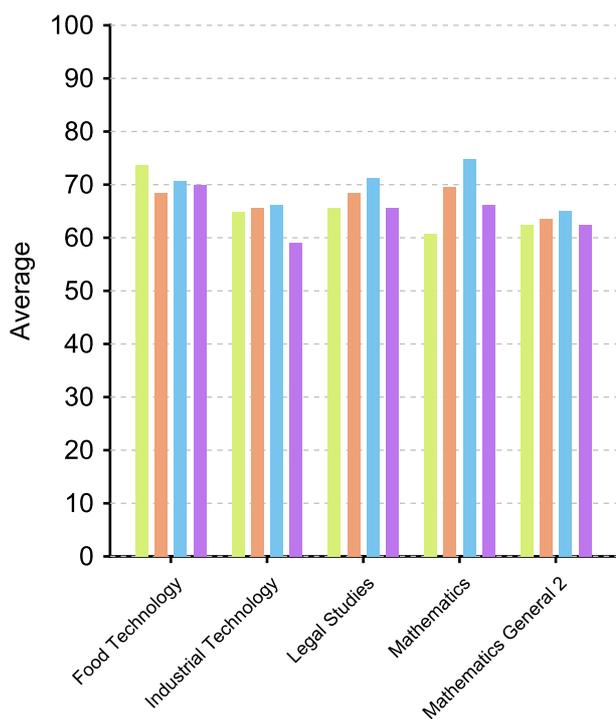
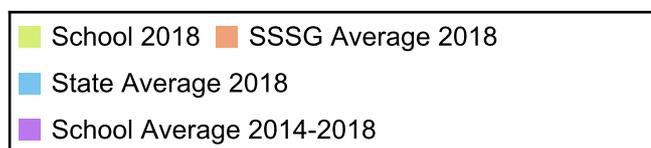
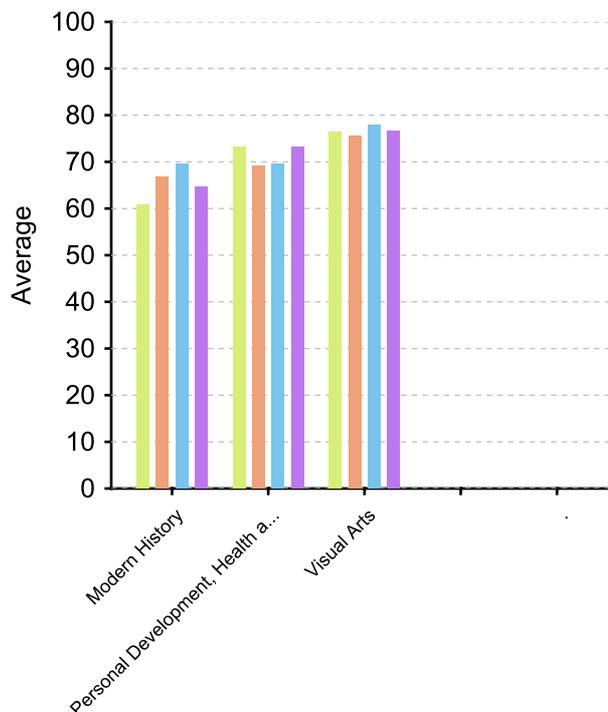
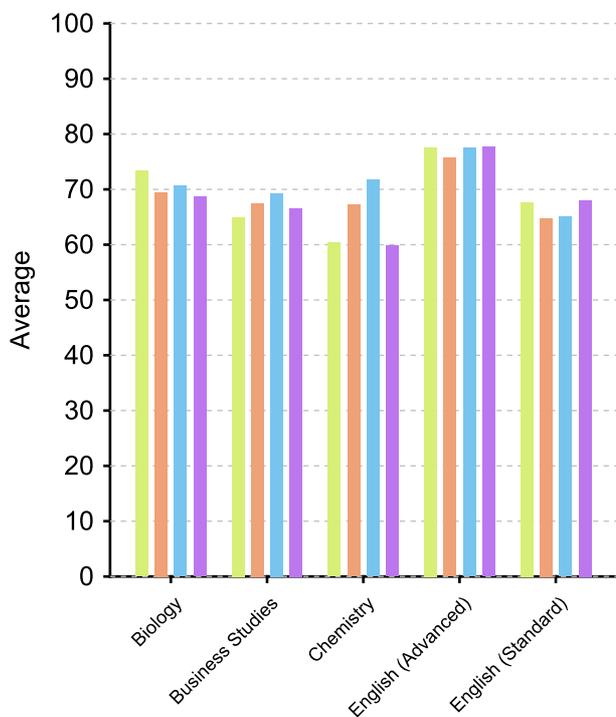
In accordance with the Premier's Priorities: Improving education results, schools are required to report their student performance for the top two bands in reading and numeracy. The average percentage results of students performance for the top two bands in reading and numeracy in both Years 7 and 9 has continued to improve in the last three years. The percentage of Year 9 students at Bomaderry High School in the top two bands has shown improvement in grammar and punctuation, reading, writing and numeracy. The percentage of Year 7 students in the top two bands has improved in grammar and punctuation but has decreased in all other areas.

Another reporting requirement from the State Priorities: Better Services—Improving Aboriginal Education Outcomes is for schools with a significant number of Aboriginal students to report the percentage of Aboriginal students in the top two NAPLAN bands. In Year 7, 4.3% of Aboriginal students at Bomaderry High School were in the top two bands for grammar and punctuation, 13.6% for reading, 8.7% for spelling, and 4.2% in writing. In Year 9, 8.3% of Aboriginal students at Bomaderry High School made it to the top two bands for grammar and punctuation, 25% for both reading and spelling and 8.3% for writing.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Student achieved Band 6 in a number of subjects and as a result were acknowledged as Distinguished Achievers by the NSW Education Standards Authority. The subjects where students achieved these results were English Extension 1, English (Advanced), Hospitality, Primary Industries, Mathematics (General 2), Personal Development, Health and Physical Education, German Continuers and Spanish Beginners.

The My School website provides detailed information



Parent/caregiver, student, teacher satisfaction

The **Partners in Learning Parent Survey** was conducted in September and October 2018. The survey not only aimed at fostering greater communication with parents and encouraging greater parental involvement in their child's schoolwork, it also provided feedback about the extent to which parents feel the school is supporting learning and promoting a safe and inclusive environment. The report, based on data from 24 respondents, shows the following results:

- Parents feel welcomed: 6.2%, compared with the NSW Government Average which was 7.4%.
- Parents are informed: 4.8% compared with the NSW Government Average which was 6.6%.
- Parents support learning at home: 6.8% compared with the NSW Government Average which was 6.3%.
- Schools support learning: 6.2% compared with the NSW Government Average with was 7.3%.
- Schools support positive behaviour: 6.6% compared with the NSW Government Average which was 7.7%.
- Safety at school: 5.7% compared with the NSW Government Average which was 7.4%.
- Inclusive school: 4.7% compared with the NSW Government Average which was 6.7%.

The **Student Outcomes and School Climate Student Suvery** is conducted in Term 1 and Term 3 each year. It measures students social, emotional and academic outcomes, as well as, the drivers of student outcomes such as effective learning time, expectations for success and aspirations for future study, trade and work. Results show an increase of 2% in positive

behaviour at school, 3% improvement in Mathematics outcomes and an 11% increase in aspirations to pursue a trade qualification. On the other hand, aspirations to finish Year 12 has declined by 11%, and 10% for University degrees. Bullying has also decreased by 5% in 2018.

Teachers at Bomaderry High School also took part in the Focus on Learning Teacher Survey in September and October 2018. This is a self evaluation tool for teachers based on the eight drivers of student learning which include aspects like leadership, collaboration and learning culture. Results show an average of only 0.3% different when compared to the NSW Government Schools' average. Bomaderry High School teachers also rated themselves 0.7% higher than the State Government Average in interactive technology use.

Policy requirements

Aboriginal education

The AIME program continued into 2018, with the program focused in Term 2, 3 and 4. Students also attended AIME days at the University of Wollongong Shoalhaven Campus. Transport for these mentoring opportunities was provided from the school budget allocation.

The Koori Dance Group continued its successful partnerships with a number of Primary Schools from within our community of schools. Under the cultural direction of the Aboriginal Education Officer, the high school students provided coaching opportunities for the younger students to learn local dances and to engage with the local Aboriginal community. These workshops also provided valuable transition opportunities for primary school students to experience the high school setting. The Koori Dance Group performed at a number of primary school NAIDOC ceremonies, as well as the Bomaderry High School NAIDOC Assembly which was held in early Term 3. Transport for our students to the various venues and updating of the Koori dance costumes was provided from the school budget allocation.

In order to promote and celebrate our Aboriginal heritage, school employees were offered the opportunity to purchase a subsidised Aboriginal polo shirt to celebrate NAIDOC events and many staff continue to wear this design which incorporates our school emblem.

Our NAIDOC assembly was a celebration of the role of women in Aboriginal communities and special attention was given to the magnificent female Aboriginal Education Officer's who have worked within our AECG over the years. Other significant dates that were recognised throughout the year were:

- National Sorry Day
- Mabo Day
- Reconciliation Week
- NAIDOC Week

All of these events provided opportunities for all students to learn about Aboriginal heritage and culture,

and develop an understanding of the history of Aboriginal people and recognise First Nations people. As well as the NAIDOC Assembly, general assemblies also included significant events and provided contextual information to the students around these events.

The Aboriginal Education team formulated a Purpose, People, Processes, Products and Practices plan in line with the school strategic directions. Milestones reached in this plan in 2018 included the development of processes to complete Personalised Learning Pathways with Aboriginal students, provision of professional learning opportunities for staff in leading Aboriginal Education, the provision of RAM funding to provide digital technology to Aboriginal students in need of devices, assessment of NAPLAN data to identify literacy and numeracy benchmarks for individual students, recognising significant events during the year, the establishment of Sista Speak and Bro Speak programs, further work on the Aboriginal garden and active participation in the local AECG. Funds were also distributed to provide resources for students to assist them in their learning.

Multicultural and anti-racism education

Our annual Asia Expo continued to be a great success with Bomaderry High School collaborating with our partner primary schools as well as the UOW Shoalhaven Campus. This attracted the NSW Department of Education Secretary's Award for Outstanding School Initiative. Yangpyeong High School, our Sister School from South Korea, visited Bomaderry High School in 2018, the second year in a row, with Bomaderry High School to visit Yangpyeong High School in South Korea in 2019.

Bomaderry High School takes great pride in the work we do in relation to multicultural and anti-racism education. We have two teachers trained as Anti Racism Contact Officers. They actively work to promote social inclusion across the school through various programs, including Harmony Day celebrations. The ARCO staff also support staff, student and the community when faced with concerns regarding racism.