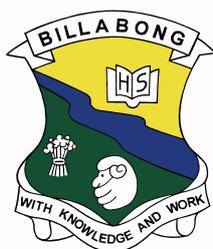


# Billabong High School Annual Report



2018



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## Introduction

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

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

Kurt Wawzkowicz

Principal

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## School background

### School vision statement

At Billabong High School student growth is at the centre of all our decision-making. Our professional staff value their impact, and high expectations drive continuous improvement and excellence in learning and teaching. Our school community works in partnership to support students in becoming the best that they can be, equipping them for the challenges of a complex global society.

### School context

Billabong High School is a comprehensive high school located in the Greater Hume Shire between Albury and Wagga Wagga. The school works in partnership with students and the community to seek high quality educational outcomes for all students. Priorities include pursuing excellence in line with the School Excellence Framework, driving literacy and numeracy growth, differentiation, and leadership development. The school has two Multicategorical Support Classes and a strong Learning Support culture. An ongoing focus is catering for the challenges faced by rural students and schools, and to this end, an innovative Aurora College learning facility was established in 2016 to provide selective school access for local gifted and talented students. An increased 'teaching and learning' focus, a growth mindset outlook, and increased reflective practice saw an improvement in student growth (7–9 NAPLAN) during 2016–2017. Further growth is expected in 2018 and beyond with the employment of a full-time Instructional Leader to support the instructional capacity of every teacher. The school balances the academic curriculum with a range of extracurricular programs to maximise educational opportunity for all students. Billabong High School exists on the traditional lands of the Wiradjuri people, and its Aboriginal Education Team works with the school community to improve student outcomes and cultural competencies for all. The school also values the support of a well-informed and proactive Parents & Citizens Association. Billabong's development in the areas of Learning Support, Aurora College and Instructional Leadership is fast earning the school a reputation as a Riverina leader in progressive and innovative practice.

# 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 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 that in the School Excellence Framework domain of Learning the on balance judgement of the school is that it is **Delivering** Excellence

In 2017 Billabong High School continued its journey of culture change, with multiple decisions being made to refocus efforts and resources towards improving teaching and learning outcomes for students.

With significant culture change occurring and an explicit shift towards a strong focus on Teaching and Learning, some solid foundations have been established in the other Learning elements, contributing to a Learning Culture that we have assessed as **Delivering** Excellence. This year's Compressed Curriculum Review and the current Assessment and Reporting Review will influence a future positive direction in these areas, but for now we have assessed the school to be **Delivering** Excellence in the elements of Curriculum, Assessment and Reporting. Despite early indications that Yr 7–Yr 9 Value–Added results have improved greatly, this growth has not yet been sustained, and our actual student achievement remains below state average in both HSC and NAPLAN. The Student Performance Measures element has therefore been deemed as **Delivering** Excellence. Wellbeing is an ongoing strength at Billabong High School, and whole–school processes and structures are in place so that we confidently assessed this to be at **Sustaining and Growing** Excellence.

### Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching the on balance judgement of the school is that it is **Delivering** Excellence

The most significant and exciting initiative for future outcomes of Billabong High School students is our commitment to further improving teaching instruction. In 2018, the employment of an Instructional Leader helped to lead professional development for all staff, with a focus on improving instructional capacity in literacy and numeracy. As the school has enormous scope for literacy and numeracy growth from Years 7 to 9, improvement in this area will place students in a much stronger position to achieve better outcomes in their senior years.

While the focus on teaching and learning has set a very positive direction for growth in the near future, and has led to the establishment of some very promising initiatives, our self–assessment currently places us at **Delivering** Excellence in the elements of Effective Classroom Practice, Data Skills and Use, Professional Standards and Learning & Development.

### Leading

The results of this process indicated that in the School Excellence Framework domain of Leading: the on balance judgement of the school is that it is **Delivering** Excellence.

Recent times have involved considerable educational leadership and decision–making aimed at strengthening the school's position in providing outstanding learning outcomes for students now and in the future. With a strong and consistent senior leadership team moving the school in a positive direction, the next step is to fully distribute this leadership approach throughout the middle executive team, achieving engagement and advocacy throughout the school. While this is an ongoing process, for the moment we have assessed the school as **Delivering** Excellence in the elements of Educational Leadership and School Planning, Implementation and Reporting.

Parents and Citizens' confidence in the school is strong and is reflected in achieving our highest number of enrolments in over a decade. The need to cater for these students by maximising the effectiveness of student learning spaces has led to a range of innovative refurbishment projects that will continue into 2019, including the creation of a flexible learning and professional development space in the library. Our school's ability to efficiently maximise and mobilise resources to directly enhance teaching and learning gives us confidence that we are **Sustaining and Growing** Excellence in the elements of School Resources and Management Practices & Processes.

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.

For more information about the School Excellence Framework:

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

## Strategic Direction 1

### Student Learning and Engagement

#### Purpose

To promote growth in learning and achievement for all students through a school community commitment to high expectations and the pursuit of excellence.

To achieve effective learning through an integrated approach to curriculum, teaching programs and practices.

To develop the essential literacy and numeracy skills needed for learning and for life, with assessment and reporting providing equity and opportunity for students to demonstrate learning excellence.

#### Overall summary of progress

Teachers have developed common understandings around the literacy and numeracy continuums. We successfully evaluated the literacy and numeracy skills of students and developed strategies to address the curriculum needs of students. The school uses the combined equity funding to fund a 1.0 Instructional Leader who liaised closely with staff to plan and assess curriculum and provide useful feedback. In this way, the funding helps teachers to support the diverse range of needs of all students.

We have provided opportunities for students in Year 10 to practice and attain the minimum requirements in Numeracy and Literacy. We will continue to track and support students who have not attained the standard.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Whole school Year 7–9 Value–Add data indicates above state average growth.	Accelerated Reader texts license purchased  Professional learning on Textual Complexity facilitated  Literacy, numeracy lessons incorporated into school curriculum	Accelerated Reader used to target support for some students.  A Learning and Responding Matrix strategy is used with students in Years 10, 11 and 12.
Effective assessment, feedback and reporting tools are in place, with a clear focus on articulation of growth.	Employment of instructional leader	Whole school is meeting NESA and DET requirements  Assessment and Reporting Review completed

#### Next Steps

In 2019, the updated literacy and numeracy progressions will be introduced to staff. We are fortunate to be part of a pilot program to trial Best Start. This will involve a literacy and numeracy assessment for some Year 7 students followed by teachers implementing specific strategies and regularly assessing and recording students achievements in literacy and numeracy.

We will continue to support students who have not attained the minimum requirements in Numeracy and Literacy to meet these standards.

Assessment Tasks and digital programs will be developed in 2019.

## Strategic Direction 2

### Teacher Quality and Reflective Practice

#### Purpose

To build a high performing teaching staff where professional standards and evidence-based practice drive expert implementation of the curriculum.

To create a learning culture where teachers expertly integrate technology to enhance student outcomes.

To create a culture of collaboration and feedback, where reflective teachers work together to assess their impact, driving continuous improvement in classroom learning and teaching.

#### Overall summary of progress

Teachers have developed a sound understanding of the Australian Professional Standards for Teachers through ongoing professional learning. A team of staff have participated in leadership development at a state level with some teachers working towards a rigorous National Qualification that acknowledges their expertise.

Bring Your Own Device procedures have been developed and introduced. The Classrooms Observations Team and Instructional Leader have explored professional learning routines that will effectively drive ongoing improvement in teaching practice and student outcomes. These have included mentoring and structures for observations of classroom learning.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teaching staff can readily plot their teaching capabilities against the APST, with an increase in the number of staff working towards higher accreditation.	Staff have accessed professional learning through staff and faculty meeting to develop their understanding of their teaching capabilities.	Staff have self assessed their capabilities and identified strategies for increasing their expertise. Four staff have been developing their expertise at higher levels of accreditation.
An effective BYOD policy is implemented across the school where staff use technology to enhance learning and service delivery.	A school team has developed and implemented a Bring Your Own Device Policy using school and state resources.	Some students bring their own devices. Staff expertise in using collaborative online platforms for learning has been developed.
The number and quality of classroom observations improves each year beyond PDP minimum requirements.	A school team have explored options for classroom observations.	Classroom observations are currently implemented in line with the development of Performance Development Plans.

#### Next Steps

We will continue to embed professional learning routines that ensure every student experiences high-quality learning and teaching. This will be supplemented by ensuring technology is accessible for students to use in their learning. We will continue to design learning environments incorporating technology to enhance student learning.

## Strategic Direction 3

### Leadership

#### Purpose

To build leadership capacity at all levels in order to drive a self-sustaining and self-improving community of learning.

To proactively engage in partnership with parents and the broader community to foster a school-wide culture of high expectations and a shared sense of responsibility for student learning.

To create a culturally competent school that aligns with the Aboriginal Education Policy; developing knowledge, skills and attitudes that ensure Aboriginal students match or better the outcomes of the broader student population.

#### Overall summary of progress

We have used the School Excellence Process of assess and validate our progress as a school. This has provided valuable information to plan for future improvements. We have strengthened our structures for Aboriginal Education to ensure students are supported in their learning. We have been exploring options for building cultural competence and knowledge with our Aboriginal students and families.

Staff and students have been actively involved in developing leadership skills by working with students and staff outside of the school. Staff have supported their development in leadership by evidencing their progress against the Australian Professional Standards for Teachers.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All executive staff and aspiring leaders can accurately assess and plot their progress against leadership descriptors on the Australian Professional Standards for Teachers or Principals.	Staff have accessed professional learning during staff and faculty meetings to understand the descriptors	Staff have assessed themselves against the descriptors outlined in the Australian Professional Standards for Teachers.
Community satisfaction and confidence in the school is comparably higher than previous years, as indicated by positive feedback in surveys.	Students surveyed to evaluate communication methods between school and home	Student planner developed incorporating BHS policies and information.  There has been a 9% increase in the school community viewing our Facebook page. On average 117 people are viewing our page 12 times a week.
90% of staff show sustained positive growth in knowledge of the Aboriginal Education Policy and confidence in a range of cultural competencies.	Our office staff have ensured that we have accurately identified our Aboriginal students on our student management systems	We have engineered learning events for our Aboriginal students with a focus on developing their responsibility for their learning.

#### Next Steps

We will provide opportunities for the broader school community to provide feedback on our school plan as part of our approach to enhance communication. We will implement the use of the student planner and evaluate its effectiveness.

We will seek to broaden the student leadership opportunities across the school.

Staff leadership opportunities will be expanded.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$23,301	See strategic direction 3.
Low level adjustment for disability	\$181,360	See strategic direction 1.
Quality Teaching, Successful Students (QTSS)		
Socio-economic background	\$251,324	See strategic directions 1, 2 and 3.
Support for beginning teachers	\$24,843	See strategic directions 1, 2 and 3.



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	201	221	208	200
Girls	170	174	178	183

Student enrolment numbers have remained stable in 2018.

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	93.8	93.3	94	91.7
8	91.9	89.3	89.6	89.1
9	87.9	86.5	86.7	88.8
10	89.2	86.4	87.5	83.2
11	90.8	90.6	85.7	86.3
12	86.5	88.9	90.3	88
All Years	90.4	89.3	89.1	87.9
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

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

In 2016 a need to improve attendance procedures was identified, and in Term 4 an Attendance Coordinator was appointed. We have maintained this position to assist with the management of attendance procedures. The coordinator meets on a regular basis with the Home School Liaison Officer to support students and

their families in meeting attendance requirements. Year Advisors also play a key role in monitoring the attendance of students in their Year groups. This coordinated approach has reaped positive results.

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

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

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

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	12	4	19
Employment	5	9	32
TAFE entry	1	2	12
University Entry	0	0	33
Other	17	7	3
Unknown	0	7	0

### Year 12 students undertaking vocational or trade training

There has been an increase in students seeking vocational or trade training, up from 15% in 2017..

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

In 2018, students attained a HSC or equivalent vocational education qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	6
Classroom Teacher(s)	26.3
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	9.38
Other Positions	1

\*Full Time Equivalent

Two staff members 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	13

### Professional learning and teacher accreditation

The implementation and publication of a PL calendar has been firmly embedded to make professional learning visible and relevant for all staff. Billabong High School Executive staff had additional Executive Leadership program sessions delivered by the Deputy Principal. This structure built on professional learning opportunities that were presented to staff and built leadership capabilities within the executive team.

Professional Learning funds were also used for individual teachers to achieve the goals they established within the guidelines outlined in the Performance Development Framework. This included providing additional time to early career teachers to complete accreditation as well as providing opportunities for staff at varying stages of their careers

to attend relevant and appropriate professional learning activities with expert presenters.

## Financial information

### Financial summary

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

	2018 Actual (\$)
<b>Opening Balance</b>	365,584
<b>Revenue</b>	6,316,019
Appropriation	6,186,921
Sale of Goods and Services	8,571
Grants and Contributions	119,055
Gain and Loss	0
Other Revenue	0
Investment Income	1,473
<b>Expenses</b>	-6,465,928
Recurrent Expenses	-6,465,928
Employee Related	-5,807,133
Operating Expenses	-658,795
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-149,909
<b>Balance Carried Forward</b>	215,676

The school's financial position remained strong in 2018. Expenditure was carefully managed by the finance teams to ensure the school could achieve its priorities. This included a significant commitment to enhancing teacher expertise through the employment of an instructional leader.

The school also committed funds to redesign spaces to facilitate small group programs and student/teacher/parent conferences.

### Financial summary equity funding

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

	2018 Actual (\$)
<b>Base Total</b>	4,727,898
Base Per Capita	76,265
Base Location	32,700
Other Base	4,618,933
<b>Equity Total</b>	456,753
Equity Aboriginal	23,301
Equity Socio economic	251,324
Equity Language	767
Equity Disability	181,360
<b>Targeted Total</b>	496,071
<b>Other Total</b>	187,424
<b>Grand Total</b>	5,868,146

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

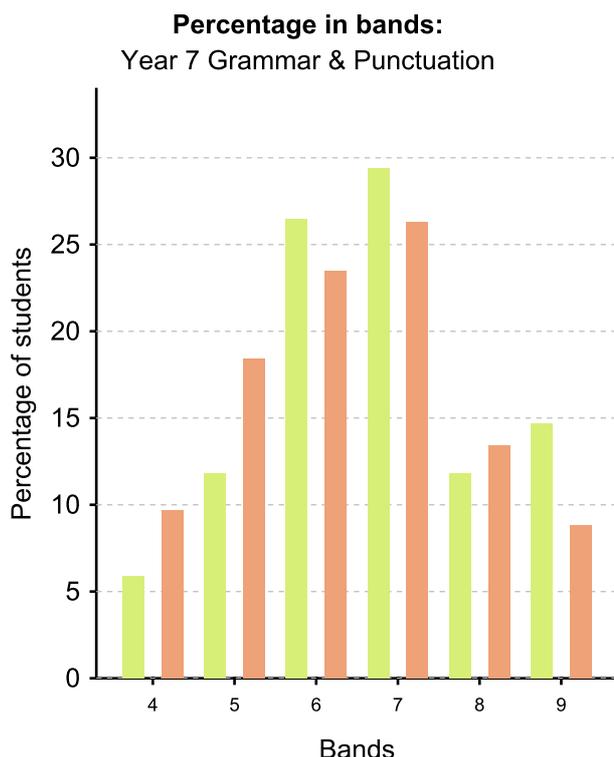
### NAPLAN

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.

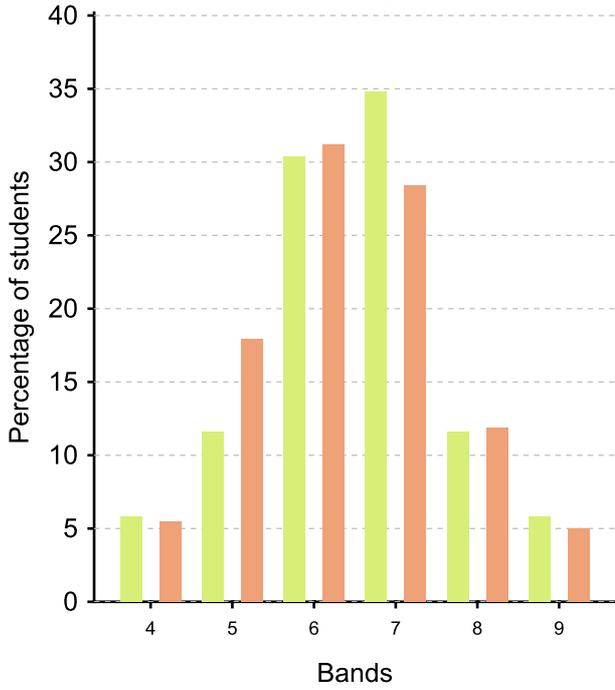
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

2018 saw improved results in the top two bands for Year 7 and Year 9 Grammar and Punctuation.



Band	4	5	6	7	8	9
Percentage of students	5.9	11.8	26.5	29.4	11.8	14.7
School avg 2016-2018	9.7	18.4	23.5	26.3	13.4	8.8

**Percentage in bands:  
Year 7 Reading**

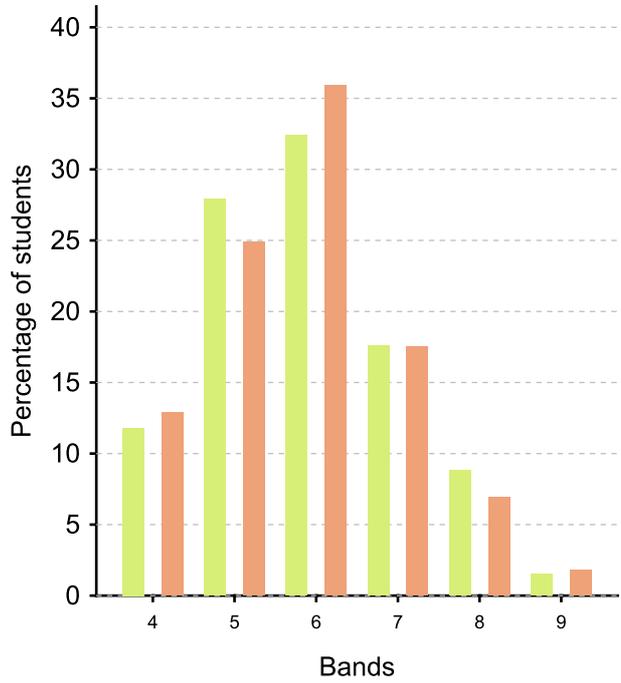


■ Percentage in Bands  
■ School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	5.8	11.6	30.4	34.8	11.6	5.8
School avg 2016-2018	5.5	17.9	31.2	28.4	11.9	5

Band	4	5	6	7	8	9
Percentage of students	7.4	10.3	26.5	33.8	19.1	2.9
School avg 2016-2018	9.2	15.7	26.3	28.6	16.1	4.1

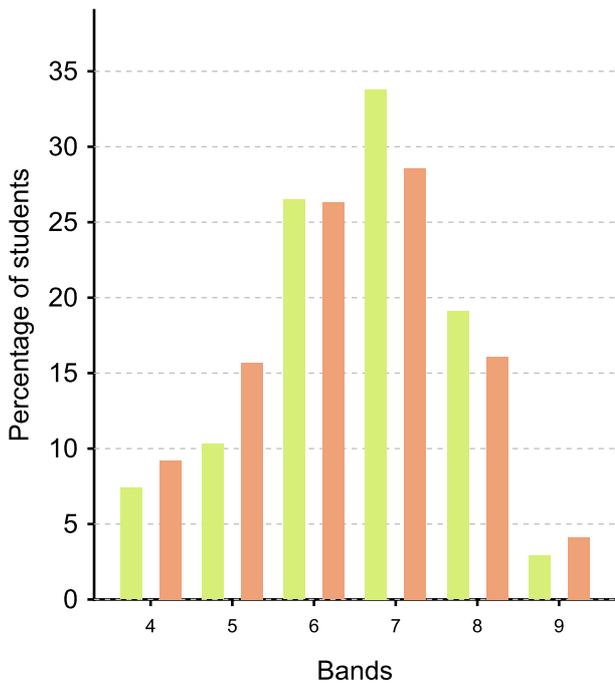
**Percentage in bands:  
Year 7 Writing**



■ Percentage in Bands  
■ School Average 2016-2018

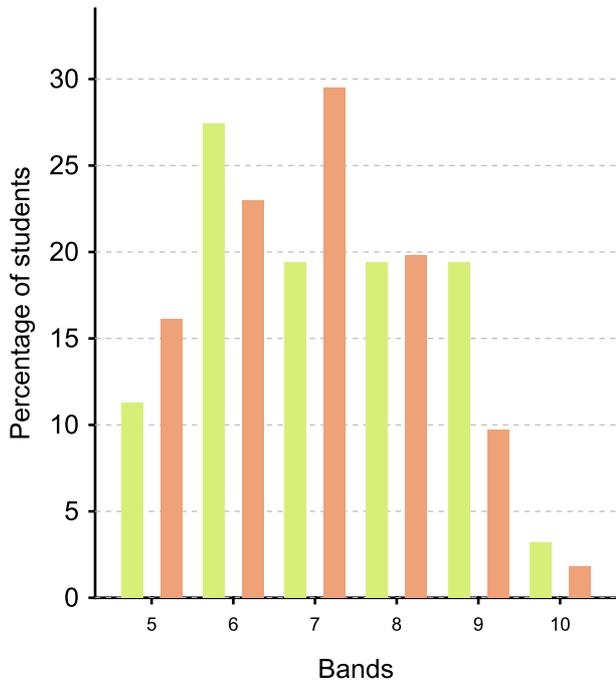
Band	4	5	6	7	8	9
Percentage of students	11.8	27.9	32.4	17.6	8.8	1.5
School avg 2016-2018	12.9	24.9	35.9	17.5	6.9	1.8

**Percentage in bands:  
Year 7 Spelling**



■ Percentage in Bands  
■ School Average 2016-2018

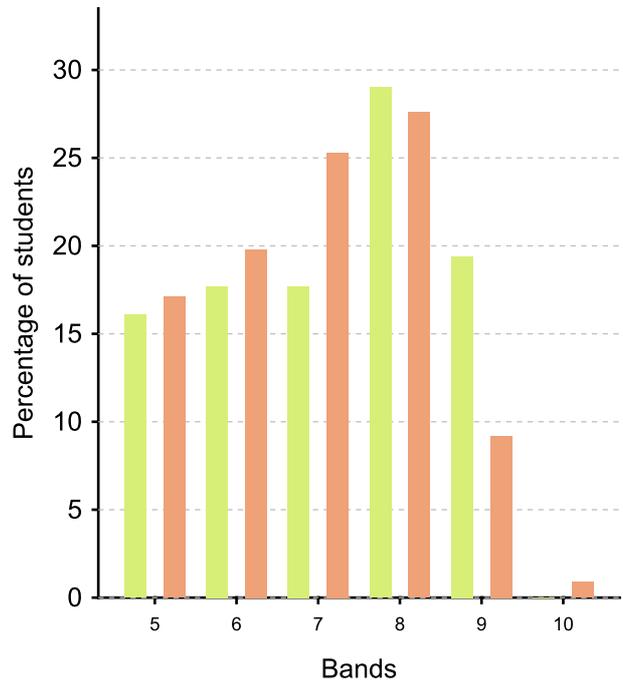
**Percentage in bands:**  
Year 9 Grammar & Punctuation



Band	5	6	7	8	9	10
Percentage of students	11.3	27.4	19.4	19.4	19.4	3.2
School avg 2016-2018	16.1	23	29.5	19.8	9.7	1.8

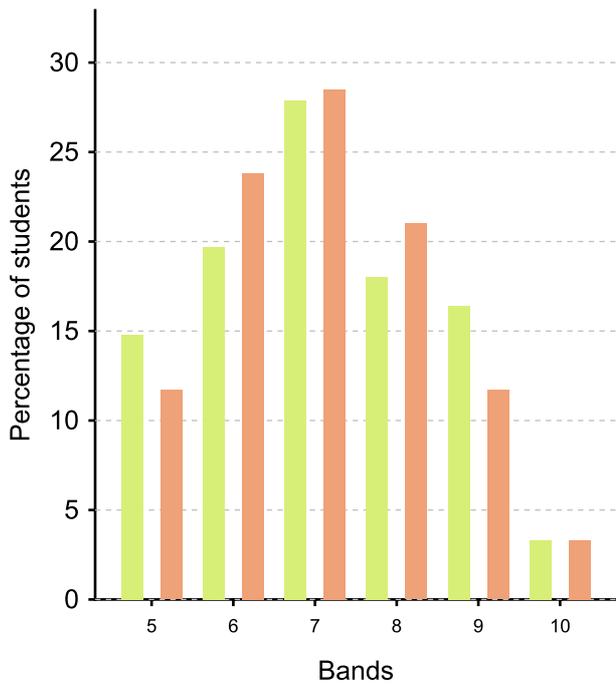
Band	5	6	7	8	9	10
Percentage of students	14.8	19.7	27.9	18.0	16.4	3.3
School avg 2016-2018	11.7	23.8	28.5	21	11.7	3.3

**Percentage in bands:**  
Year 9 Spelling

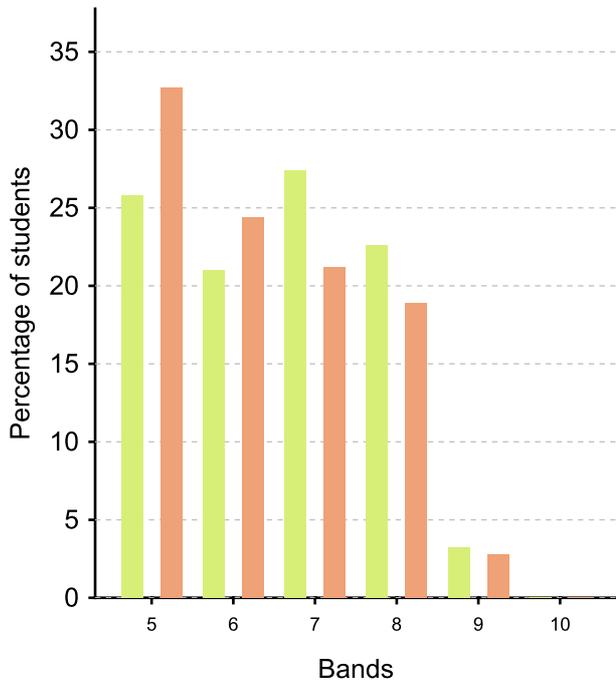


Band	5	6	7	8	9	10
Percentage of students	16.1	17.7	17.7	29.0	19.4	0.0
School avg 2016-2018	17.1	19.8	25.3	27.6	9.2	0.9

**Percentage in bands:**  
Year 9 Reading



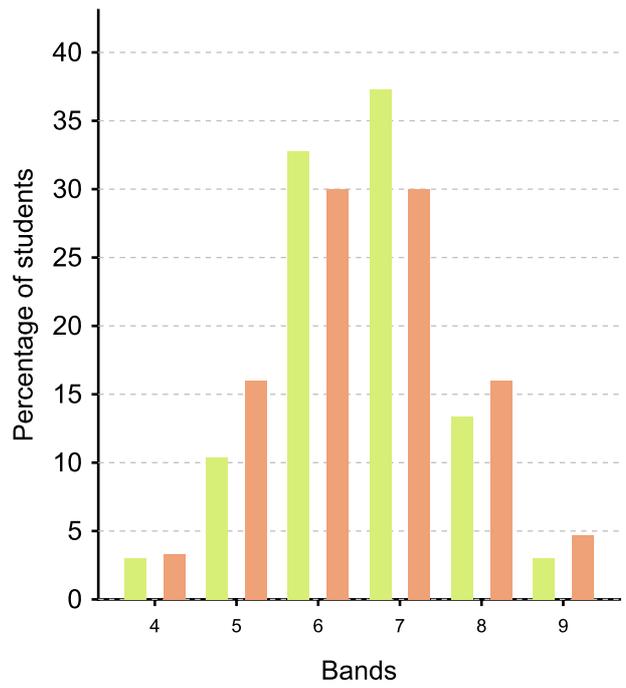
**Percentage in bands:**  
Year 9 Writing



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	25.8	21.0	27.4	22.6	3.2	0.0
School avg 2016-2018	32.7	24.4	21.2	18.9	2.8	0

**Percentage in bands:**  
Year 7 Numeracy

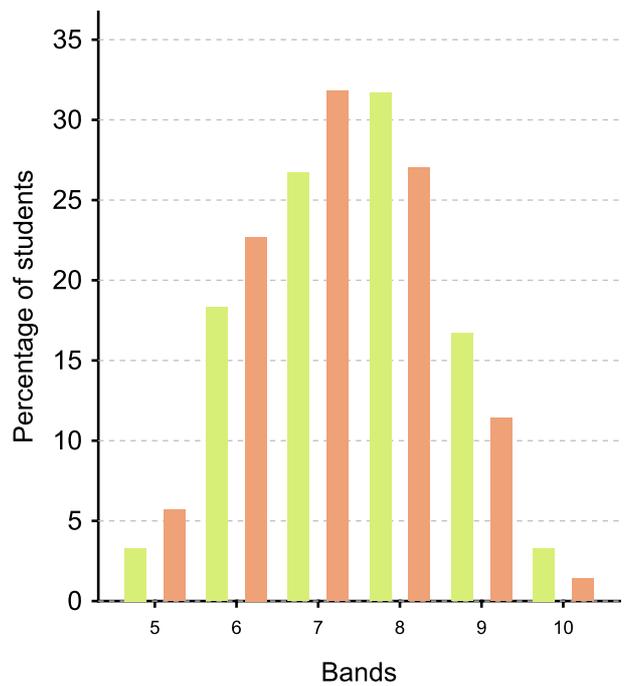


<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	3.0	10.4	32.8	37.3	13.4	3.0
School avg 2016-2018	3.3	16	30	30	16	4.7

2018 saw a decrease in the number of students in the bottom two bands for Year 7 and Year 9 Numeracy.

**Percentage in bands:**  
Year 9 Numeracy



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

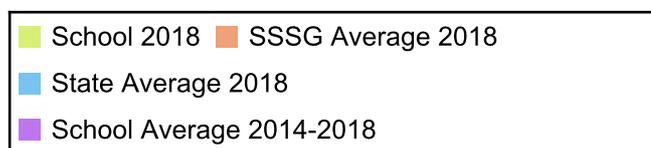
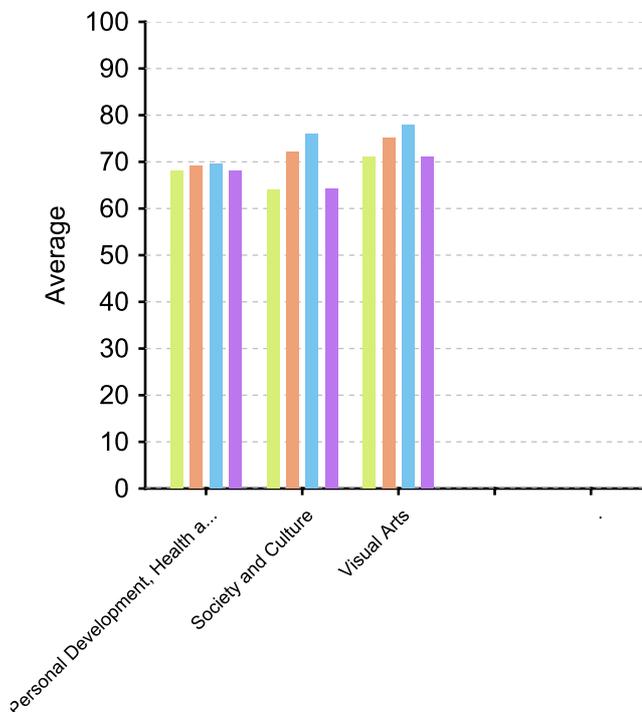
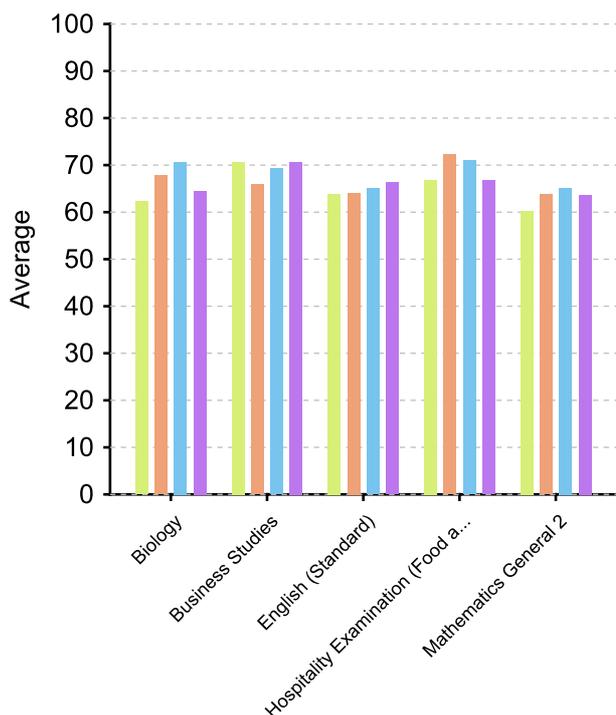
Band	5	6	7	8	9	10
Percentage of students	3.3	18.3	26.7	31.7	16.7	3.3
School avg 2016-2018	5.7	22.7	31.8	27	11.4	1.4

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.

2018 saw an increase in the top two bands for Year 9 Reading and Numeracy as compared to the three year average. For Year 7, top two bands for Numeracy decreased, while Reading increased.

### Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). A review of the Compressed Curriculum in 2018 indicated a need to return to the traditional method of HSC delivery. This process commenced in Term 4, 2018. During 2019 both the compressed and traditional model will run simultaneously.



Subject	School 2018	SSSG	State	School Average 2014-2018
Biology	62.3	67.8	70.7	64.5
Business Studies	70.7	65.9	69.3	70.7
English (Standard)	63.9	64.1	65.0	66.3
Hospitality Examination (Food and Beverage)	66.8	72.3	71.0	66.8
Mathematics General 2	60.3	63.8	65.1	63.6
Personal Development, Health and Physical Education	68.1	69.1	69.5	68.1
Society and Culture	64.1	72.0	76.1	64.1
Visual Arts	71.1	75.2	78.0	71.1

### Parent/caregiver, student, teacher satisfaction

During 2018 Tell Them From Me surveys were conducted with staff, students and parents. Thirty two

parents and thirty three staff members completed the survey. We analysed this data to examine student outcomes and school climate, partnerships in learning and our focus on learning. Most students could identify a staff member who they could turn to for advice and assistance. In comparison with state averages our students are challenged by three issues: their rate of attendance in Year 10, 11 and 12; bullying behaviours and their intentions to attend university. Most of parent respondents commented on the inclusive nature of the school and the quality of the written reports they received. The challenges identified by parents include ensuring parents feel informed and welcomed through clear communication channels and including social and emotional development in our written reports. Most teachers commented on the inclusive nature of the school demonstrated through the different teaching strategies used within classrooms. The challenges identified were student use of technology and including parents in reviewing student work.

## Policy requirements

### Aboriginal education

Aboriginal Education at Billabong High school is a well-established part of the school culture. It is the responsibility of all staff, with a focus on policy implementation and social and cultural competence. The Aboriginal Education and Training Policy of NSW Education is at its core. Our objectives are to improve the educational outcomes and well-being of our aboriginal students, to "acknowledge the traditional custodians of our land" and to have an inclusive approach to members of the Aboriginal community – family, carers, elders and Aboriginal community groups. The approach to supporting these students is non-invasive, but supportive and inclusive.

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

As part of the whole school operation we have an Aboriginal student do the "Acknowledgment of Country" on assemblies. We celebrate NAIDOC Week, concentrating on the theme of each year with a guest speaker and various activities. We are involved in the Ngara Wumera Research program that aims at identifying factors and strategies that optimise the wellbeing and academic functioning of high-ability Aboriginal and non-Aboriginal students over a five-year period. A staff member attends the local AECG meetings. Lunches are held on occasions to get

together along with parents and staff and have a "yarn-up"



### Multicultural and anti-racism education

A strong Japanese language program continues to be delivered at Billabong High School. Billabong High School continues to welcome Japanese students annually with many Billabong students and families hosting Japanese students in their homes during visits. These visits are significant in stimulating student interests in the lives of others. Through these activities students continue to learn to recognise commonalities and differences, how to create connections with others and cultivate mutual respect. These themes are also strongly evident in the Japanese, English, HSIE and Aboriginal Studies curricula. Billabong High School has an Anti-Racism Coordination Officer, and anti-racism procedures are included in the school's Anti-Bullying Guidelines.