

Northern Beaches Secondary College Balgowlah Boys Campus

Annual Report



2018



8851

Introduction

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

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

Paul Sheather

Principal

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Message from the Principal

It is with great pride that I present this 2018 report detailing the achievements of our comprehensive boys' school. One of our best ever results in external tests, assessments and competitions confirmed the trend of continual academic improvement. This was best reflected in the HSC results in which this school achieved the rank of 71st in the state for all NSW schools. The highest performing government comprehensive school on the Northern Beaches of Sydney. In 2018, Balgowlah was again ranked in the top 10 in the state for HSC English, for all schools, including selective schools. The school's motto "By Effort We Achieve" is imbued in the school culture, creating a unique environment where personal best is expected. A powerful alliance of talented staff and highly supportive parents, have ensured that the school continues to go from strength to strength. Our curriculum is challenging and differentiated with all courses expecting the highest possible outcomes. The school's successes in sport were once again outstanding being named the champion sporting school in the zone. Amongst many outstanding individual performances throughout the year a number really stood out. Students were selected to represent Australia in Hockey, Baseball and Swimming. We were once again state champions in sailing. The open and junior water polo teams progressed through to state finals, with our Open Team presented as state champions. The 16's athletics relay team broke a 1990's record at CHS. The extensive co-curricular and leadership programs allow opportunities for students to fulfil their interests and develop citizenship. In the realm of performing arts the school performed at evenings such as the annual concert and ON Show; both outstanding productions. Students also participated in regional debating drama and dance festivals. The active recognition of student voice through the Student Representative Council (SRC) and other leadership pathways has enhanced student wellbeing and helped achieve a positive school ethos. In 2018 school and community funding has been acquired to refurbish the canteen quad area. I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Paul Sheather

School background

School vision statement

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

School context

Balgowlah Boys is centrally located on the southern end of Sydney's Northern Beaches. The school is in close proximity, with transport routes to Sydney's CBD. Balgowlah Boys Campus is at the forefront of successfully educating boys in the new millennium. Winner of the Director General's Awards for "Excellence in Boys Education" we are a school of 1067 students, set in a spacious physical environment, we have the ideal mix of quality facilities, personalised tuition, small class sizes and cutting edge strategies for maximising boys' performance. The school has an active and involved P&C community. The school community has 37% language backgrounds other than English. International students join the school in Year 10 to study for the HSC. Balgowlah Boys has been consistently one of the top performing schools for NAPLAN growth data in both numeracy and literacy. The school has produced outstanding HSC results, it has been ranked in the top ten in the state for HSC English for the past 4 years.

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.

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In the School Excellence Framework domain of **learning** the school has primarily focused on the elements of Learning Culture, Assessment and Reporting and Curriculum and Learning, simultaneously reflecting and driving a cultural shift in the school towards aspiration all learning and achievement. In recent years, Balgowlah Boys has experienced significant growth and change, reflecting the changing needs of the local community and the positive influence of educational and socio political trends, which encourage school's too engage in an ongoing process of reflection and self-analysis to help student achieve diverse range of learning needs. This cultural shift has been largely driven by increasing academic success in the school. Student reporting measures encouraged us to evaluate ourselves at excelling in this learning element. The school community is extremely proud of the school's academic performance over recent years; in 2018 the school was one of only two high schools in the state to gain expected growth in all aspects of literacy and numeracy in NAPLAN for 4 consecutive years.

The HSC results for 2018 saw the school ranked at 71st in the state for Band 6 results. This was the fourth year that Balgowlah Boys has been placed in the top ten in the state for HSC English. This state-wide recognition and success has been an important catalyst to change across the whole school community. Largely as a response to the increasingly positive reputation in the local and wider community, the school has grown significantly, contributing to a notable increase in student numbers that has taken the school towards physical capacity. Confronted by change, the school leadership team and teaching body has recognised the need to manage more explicitly the processes in place to support student learning and achievement, developing a more consistent approach to curriculum, learning and assessment, while integrating more opportunities for extracurricular enrichment. Assessment and reporting has also been a specific area of professional growth. The school leadership team have been proactive in using data to reflect upon student achievement and whole school and faculty based self-assessment of internal and external data is now an explicit process in the school. This enables teachers to identify areas of strength and weakness in their curriculum to meet the diverse learning needs.

This cyclical process of teaching, reporting, reflection, analysis and review has contributed strongly to the positive

learning culture within the school. This learning culture has been facilitated by regular communication with the parent community. The school leadership team actively solicits parental feedback in school directions, through electronic surveys and newsletters and forums, which are a regular part of the school calendar. Simultaneously, the school leadership team recognised the necessity of managing and guiding the behavioural expectations of the growing school community and have introduced the PBL framework to help facilitate positive change through explicit processes. Evidenced in the PBL matrix and merit awards systems, the school is developing a more consistent foundation for behaviour and learning that is explicitly tethered to '**Respect, Responsibility and Excellence**'. Learning culture has profited from the ongoing integration of extracurricular and diverse opportunities in the school. The school has developed explicit processes to manage vocational education in the Northern Beaches community and has integrated learning with TAFE to assist transition into the workforce. The school has also developed a substantial and strong music program that connects regularly with the local schools, providing the students with opportunities to perform engage with learning beyond the classroom, while developing closer ties with the local community. This strong commitment has been a key reason why the judgement was made in the SEF self-assessment that the school has moved from Delivering to Sustaining and Growing in the Learning Elements of Classroom Practice, Learning Culture and Assessment and Reporting. The current school culture demonstrates the building of educational aspiration across its community and the school is working toward ensuring all students take responsibility for their learning to enable to move into excelling.

Across the school Wellbeing is an area that is sustaining and growing. While the school has recognised the need to meet the wellbeing needs of students in the community, this process had been largely inexplicit, governed largely by good will and the strong sense of familiarity among the student body and strong relationships with staff. Recognition of the increasing importance of wellbeing has led to the formalisation in 2017 – 2018 of the Wellbeing Team. Consisting of year advisors, learning support staff and managed by the Wellbeing HT, the school has been developing the explicit processes to manage and support wellbeing in the school. This has been supported by increasing interaction with external agencies and the integration of the Sentral data system and college community development days which explore wellbeing among teachers and students. Through the self-assessment process, the school committed to focus on developing a strategic and planned whole school approach to wellbeing and to embed some of the current wellbeing programs into the curriculum through years 7–12 and hence Wellbeing has been self-assessed as moving from Developing to Sustaining and Growing. The results of this process indicated that in the School Excellence Framework domain of **Teaching** the major focus has been on developing explicit systems for collaboration and feedback to sustain quality teaching practice and the use of data to identify student achievements and progress in order to inform future school directions. Faculty teams and learning teams have created the structure for teachers to collaborate across and within faculties towards achieving school targets as identified in the School Plan and drive school wide improvement in teaching practice and student outcomes.

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

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

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

Strategic Direction 1

A Flourishing School Community

Purpose

Provide the skills and understanding for teachers and students to flourish and maintain a positive state of wellbeing

Overall summary of progress

Through embedding a holistic, whole school focus on positive education and well-being students have been engaged and successful in their learning and developed increasing independence, creativity and resilience. Ongoing participation in these wellbeing programs will ensure students will be supported in their cognitive, emotional, social and physical well-being

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
– 15% Decrease in referrals for stress and anxiety from students and staff	\$3,500	Data demonstrates there was a decrease in referrals to the Wellbeing Team for anxiety /stress related contacts. No base line had been valid prior to 2018.
–Increased "flourishing" data from resilience data	\$12,000	Resilience donut data demonstrated an upturn in flourishing data for 2018 year 8 students.
–Completion of scope and sequence of wellbeing programs 7–10.	\$3,200.00	Year 7 to 10 Wellbeing program has been scoped with focus delivery for each year group.

Next Steps

There will be on-going development and refinement of the resilience program in year 7 along with further monitoring of the data base as students are surveyed through years 7–12. There will be further development of co-curricula programs to support the delivery of wellbeing and health in the stage 4 and 5 Physical Education and Health curriculum.

Strategic Direction 2

Future Boy

Purpose

To empower students through their academic, social, cultural and personal growth to be life-long learners. To build an environment that promotes and delivers students who are able to finish school confident, articulate and skilled.

Overall summary of progress

The embedding and implementation of explicit, targeted, engaging and effective critical thinking practices have already been successful in semester 2 of 2018. successful in enhancing student learning outcomes in 2018. This can be evidenced by the school's academic performance data. Community links have been initiated which will enable world class delivery of curriculum in areas of Science and Technology and Creative and Performing Arts.

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">Assessment data available for critical thinking skills	\$1200.00	Assessment of stage 5 critical thinking units constructed
15% increase in teachers training the explicit teaching of critical thinking by 2019	\$9,700.00	All the HSIE (15%) teachers have been involved in professional learning around delivery of critical thinking skills.
Increased number of community partnerships		The school successfully initiated two industry links programs; FarmWall urban agriculture form Melbourne and Mirvac development group.

Next Steps

The Stage 5 Critical Thinking modules course will be evaluated after a very successful implementation and expanded across other Key Learning Areas in 2019/20. Teaching and learning programs will be developed to take advantage of the resources made available through the community links initiative.

Strategic Direction 3

Successful Learning Community

Purpose

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

Overall summary of progress

The ongoing embedding and implementation of explicit, targeted and engaging learning practices across all KLA has been successful in enhancing student learning outcomes in 2018. This can be evidenced by the school's NAPLAN and HSC results. Individual PDPs which incorporate lesson observations were found to be supportive, positive and valuable in supporting ongoing teacher professional development.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in formal and informal teacher observation (from faculty minutes)	\$25,000	Feedback from faculty minutes showed a 80% increase in peer teacher observation in 2018
100% of teachers receiving feedback through lesson observations by 2019		Strategies introduced to enable all teachers to engage in peer observation in 2019
100% of executive involved in implementation of shared practice by 2019	\$14,000	All faculties cycling through the shared practice model for teaching and learning.

Next Steps

Head teachers will be focusing on support the professional learning of new and beginning teachers. Implementation of the peer observation program in 2019. Science faculty to scope and sequence "writing in science" model.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$12,000	<p>The school was successful in initiation of;</p> <ul style="list-style-type: none"> *The creation and maintenance of students 'Personalised Learning Plans, using, where possible, pre enrolment data and data generated by Balgowlah Boys *Identification and delivery of areas where students require additional tutorial and/or well being support. * Close liaison with students' subject teachers to ensure that students' academic requirements are met by suitable adjustments and differentiation in subject requirements. * Initiation of relationships with Industry Providers and TAFE to provide students with post-school opportunities. *Initiation of a prefect leadership role to support Aboriginal students and encourage them to pursue leadership skills via school programmes and those offered by the Local Aboriginal Education Consultative Group
English language proficiency	\$128,000	<p>The school has successfully initiated a number on new strategies in 2018</p> <ul style="list-style-type: none"> * Students' language development assessed using school developed testing * Initiation of an EAL/D Co-ordinator across the school. The team liaises with classroom teachers to provide extra programming support and suitable adjustments to classwork and assessment tasks * More reliable data for the completion of the Annual survey for EAL/D students identifying areas of improvement. * Specialist ESL teachers assist teachers in the delivery of language rich activities and assessments that provide developing students with the opportunity to demonstrate their potential.
Low level adjustment for disability	\$136,000	<p>The school successfully initiated;</p> <ul style="list-style-type: none"> *LAST Co-ordinator leading the analysis of additional learning needs of identified students' needs from external and internal testing. *Delivery of additional learning support for identified students through additional literacy teachers. * Support Team Liaison with Careers Adviser on suitable pathways for designated students. *Provision of SLSO to provide physical support for students with disabilities. * Itinerant teacher support for students with

Low level adjustment for disability	\$136,000	hearing disabilities.
Socio-economic background	\$32,000	<p>The school was successful in initiating;</p> <p>The introduction of the Head Teacher Wellbeing and Head Teacher Mentor in leading the wellbeing team to provide PLP's for students identified as not meeting learning goals.</p> <p>LAST teachers assist classroom teachers in the delivery of literacy and numeracy activities and assessments that provided developing students with the opportunity to demonstrate their potential.</p> <p>The wellbeing team provided resources on an equity basis for students unable to be provided with learning devices or access to co-curricula opportunities.</p>
Support for beginning teachers	\$152,000	<p>The school was successful in;</p> <p>Providing Beginning Teachers with an integrated Beginning Teacher Induction Program through terms 1–3 for professional learning in classroom management and explicit teaching of boys.</p> <p>Head Teacher Mentor successfully lead 9 beginning teachers through successful completion of their accreditation for proficiency.</p> <p>Beginning Teachers gained relief from face to face for mentoring opportunities.</p>
Targeted student support for refugees and new arrivals	\$9,900.00	<p>The school successfully;</p> <p>*Transition co-ordinator maintained communication with all local primary schools and IECs to ensure reports and information regarding enrolling students is received and noted. *Annual review of the <i>Readiness for Refugees Audit</i> to ensure refugee students are identified and their varying social and academic requirements are identified.</p> <p>*Assessments carried out by Learning Support Staff, using EAL/DA progressions which then inform Personal Learning Plans.</p> <p>*Teachers provided with appropriate strategies for supporting refugee students in their classes.</p> <p>*A number of delivery modes are implemented to assist students' progress, these include: In class support, after school homework group, Individual support – may include group withdrawal</p> <p>*Prefect leadership position initiated to encourage refugee students to participate in leadership opportunities.</p> <p>* Maintaining relationship with Tibetan Community</p>

Targeted student support for refugees and new arrivals	\$9,900.00	* Liaison with STARRTS Counsellor and school Counsellor * Wellbeing team initiatives to ensure students access uniform requirements –hospitality placement, mandatory
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	637	695	773	906
Girls	0	0	0	0

The school has continued its growth in 2018, with quite a significant increase this year. This reflects the school's reputation in the local community, directly related no doubt to the outstanding academic performances of the school in recent years. Next year the school will push over 1000 students for the first time since the early 1980's.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	92.2	89.7	88	94
8	88.8	91.5	90.9	91.9
9	84.2	85.1	89.9	91.4
10	88.7	87.5	81.9	89.4
11	82.8	90.9	93	92.9
12	86.5	92.9	93.3	93.6
All Years	87.6	89.5	89.2	92.2
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

Balgowlah Boys Campus student attendance is well above state average. The most effective strategy in managing attendance of students at school in to promote higher levels of engagement through the learning experiences provided by teachers. At Balgowlah Boys , teachers are constantly evaluating the learning culture of their classes to ensure that learning is engaging and relevant to students. The implementation of more systematic attendance

monitoring has greatly improved student and parent responsibility for managing students' attendance at school.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	2	0	0
TAFE entry	2	0	10
University Entry	0	0	84
Other	0	0	1
Unknown	0	0	5

Year 12 students undertaking vocational or trade training

A small number (approximately 1%) of students accessed vocational courses through a private RTO. These RTO's included Retail Services delivered by McDonalds and Animal Studies delivered by Taronga Zoo Training Institute.

The Year 12 2018 cohort saw only 3 students study a VET course at Northern Beaches TAFE. These courses included Human Services and Tourism and Events. These students plan to continue their study at TAFE fulltime after completing their HSC . Three students obtained Apprenticeships in Carpentry. Year 11 2018 cohort saw 10 students studying a VET course at Northern Beaches TAFE. These courses included Human Services, Tourism and Events, Digital Animation, Automotive, Children's Services and Hair and Beauty. VET subjects offered at school in 2018 included Business Services, Hospitality, Hospitality Specialisation and Entertainment.

Year 12 students attaining HSC or equivalent vocational education qualification

All of the 2018 Year 12 graduated and attained their Higher School Certificate. In addition to their HSC a number of students obtained Certificate 2 and 3 qualifications in Entertainment, Hospitality, Business Services, Sport and Recreation and Tourism and Events.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	48.8
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	11.37
Other Positions	1

*Full Time Equivalent

Equivalent The Australian Education Regulation 2014, requires schools to report on Aboriginal composition of their workforce. In 2018, the indigenous composition was 0.2% .

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	10

Professional learning and teacher accreditation

accreditation In 2018, the professional learning focused on student and staff wellbeing, effectively using technology for differentiation in the classroom and assessment strategies. There was ongoing implementation of literacy and numeracy strategies. By the end of 2018, 100% of teachers had engaged in professional learning at SDD and 90% had engaged in professional learning beyond those opportunities offered at school. Moreover, four teachers completed their teacher accreditation at the Proficient level.

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	1,225,351
Revenue	10,527,200
Appropriation	9,406,487
Sale of Goods and Services	191,112
Grants and Contributions	879,567
Gain and Loss	0
Other Revenue	28,890
Investment Income	21,143
Expenses	-10,167,137
Recurrent Expenses	-10,167,137
Employee Related	-8,614,021
Operating Expenses	-1,553,116
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	360,062
Balance Carried Forward	1,585,413

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement. Northern Beaches Secondary College, Balgowlah Boys Campus follows rigorous financial practices and governance structures which meet Departmental and legislative requirements. The school's financial management team including; the principal executive representatives and the Finance Manger strategically plan, budget and administer the funds through 2018.

The school has planned for a surplus in 2017 – 2018 to assemble funds for much needed capital works to school buildings and grounds. The surplus exceeded expectations due to the generous commitment of the community funds donated through an active and successful P&C. These funds will be used to fund the school improvement plan which was initiated in 2015.

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.

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	8,047,042
Base Per Capita	149,668
Base Location	0
Other Base	7,897,374
Equity Total	316,999
Equity Aboriginal	3,985
Equity Socio economic	27,524
Equity Language	148,813
Equity Disability	136,677
Targeted Total	89,720
Other Total	519,241
Grand Total	8,973,002

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.

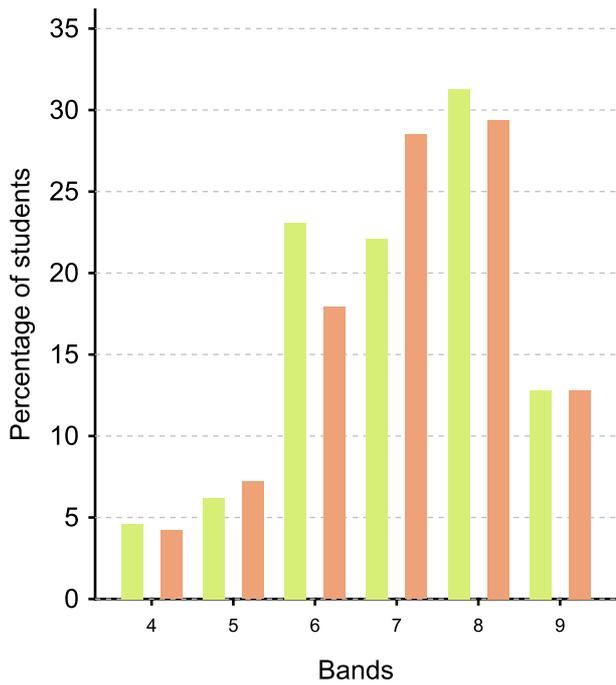
School performance

NAPLAN

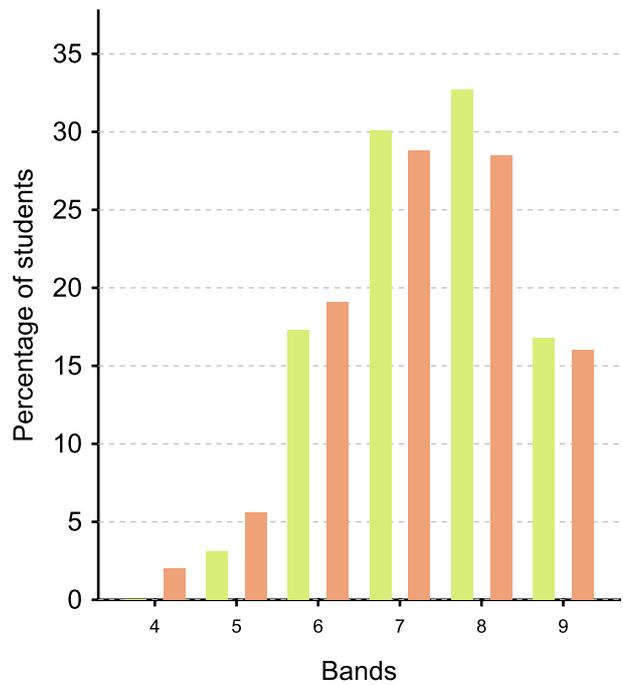
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and

Balgowlah Boys performed strongly in the higher bands in reading, writing, spelling and grammar and punctuation. Significant improvement in the literacy element of reading and numeracy was achieved in 2018 with the students performance significantly better than the state. An analysis of the achievements for Year 9, particularly in their value added (see Value Added chart 2012 to 2018) in 2018 shows that the overall literacy of this group is above state average, but more importantly their growth has been outstanding. Balgowlah Boys was again identified as one of the top-performing schools in the state for growth data in both numeracy and literacy. This has been the 5th year in succession the school has performed at this level.

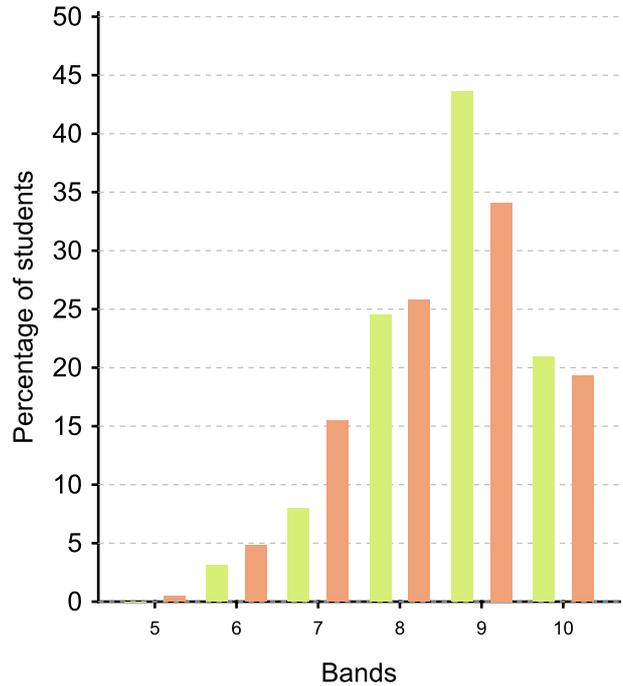
Percentage in bands:
Year 7 Spelling



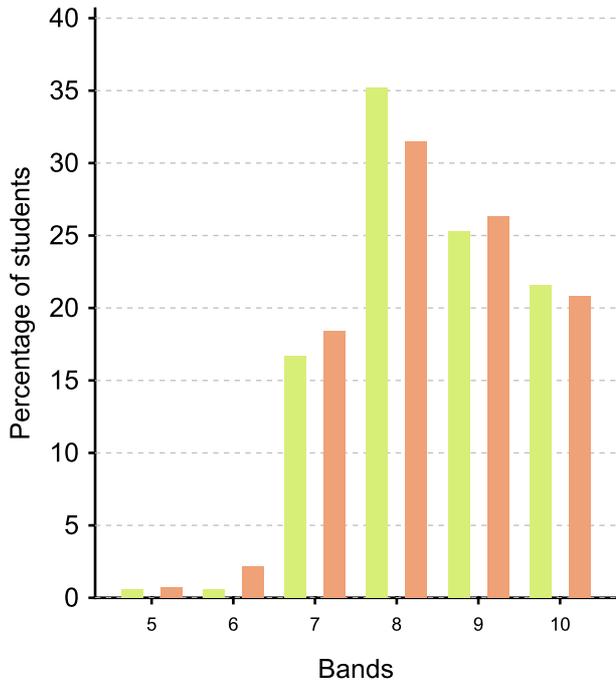
Percentage in bands:
Year 7 Reading



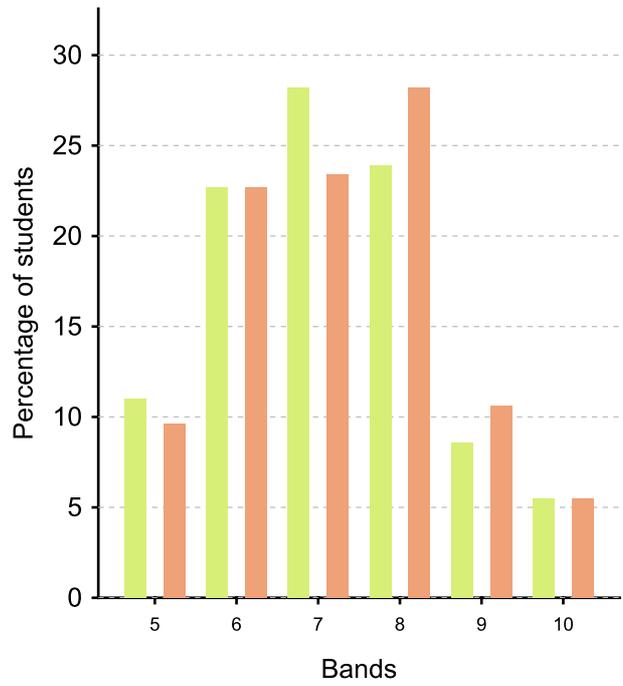
Percentage in bands:
Year 9 Grammar & Punctuation



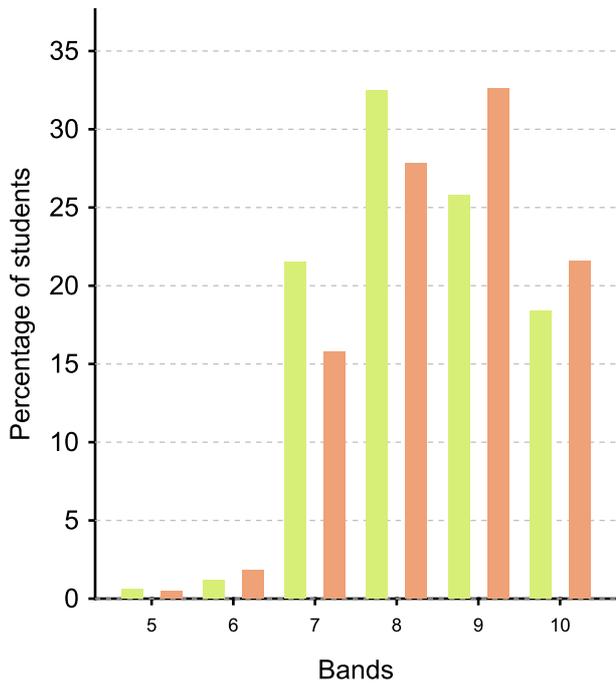
Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing

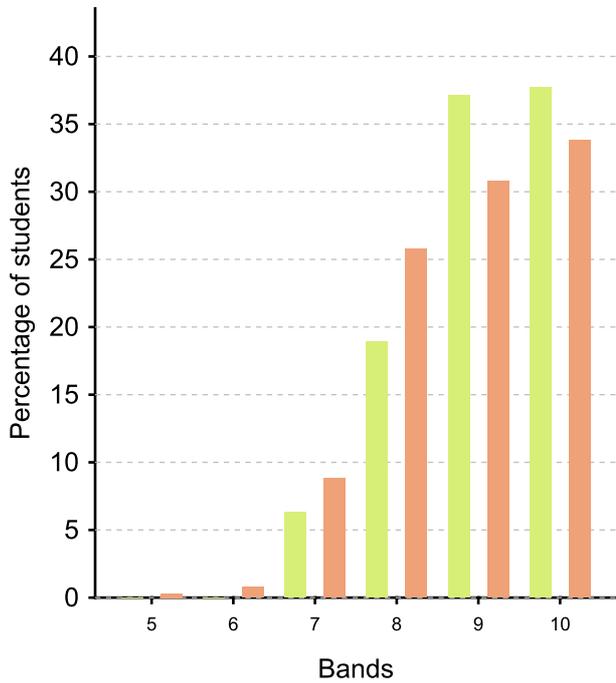


Percentage in bands:
Year 9 Spelling



As with the schools literacy results the Numeracy data shows a significant number of students in the top two bands. Significant is the massive improvement once again in 2018 numeracy.

**Percentage in bands:
Year 9 Numeracy**

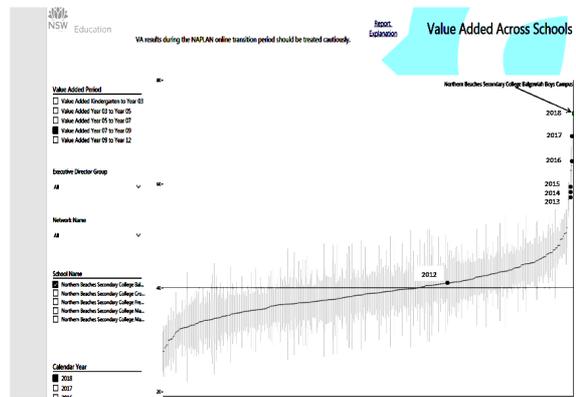


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The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

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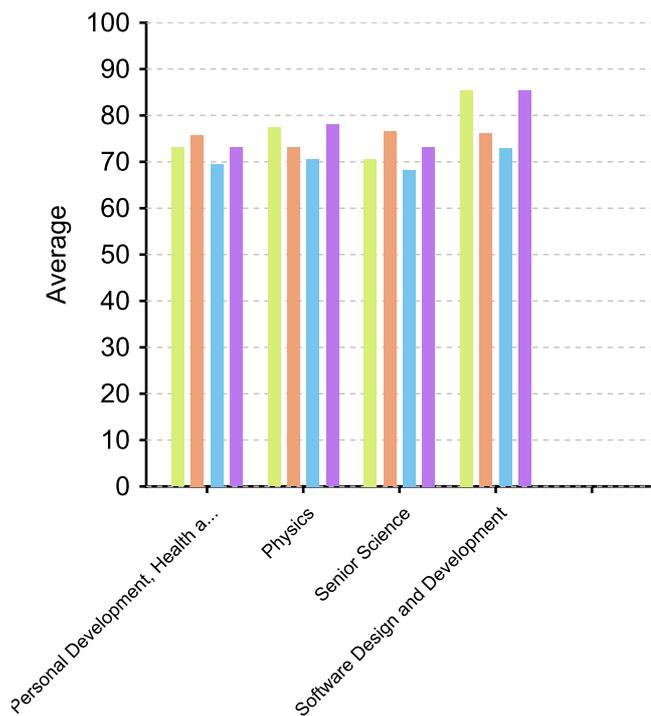
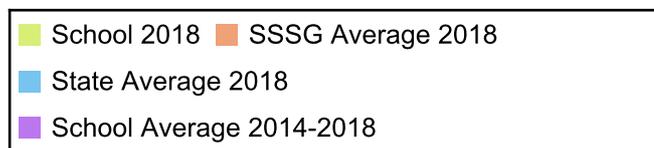
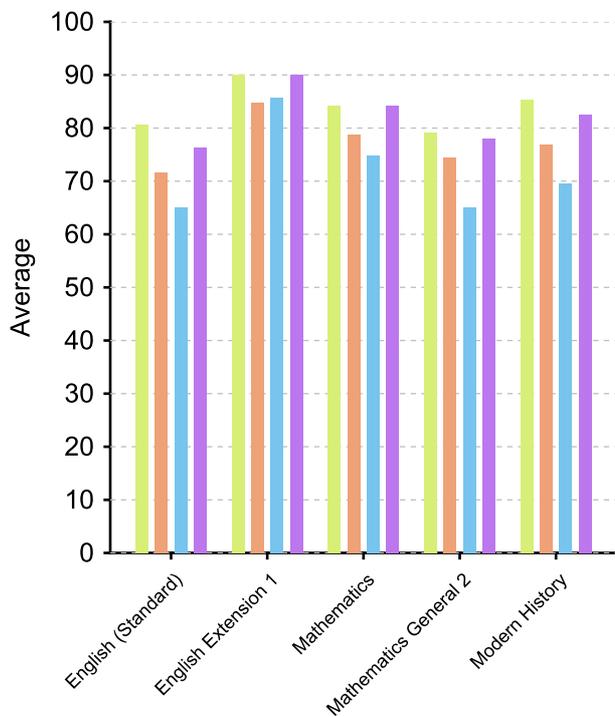
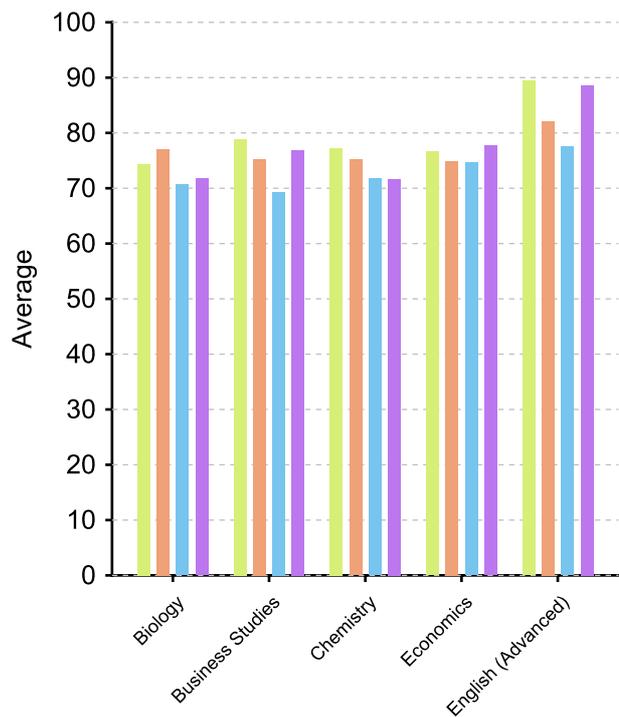
In 2018, there were 3 Year 9 students and 1 Year 7 student who identify as Aboriginal. The students sat NAPLAN tests in May 2018. The students were targeted for additional learning support both in the classroom and by withdrawal. The students attended the homework centre on a weekly basis. All students participated in Literacy Days.



Higher School Certificate (HSC)

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

Balgowlah Boys Campus was ranked 71st in the state for the percentage of Band 6 results achieved in 2018. The school was placed in the top 10 Comprehensive Schools in state. The English results were again outstanding. Balgowlah was ranked in the top 10 schools (all school including selective) for HSC English for the 4th time in successive years.



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Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. The school utilises the Tell Them from Me survey and a report of the responses is presented below.

All groups within the school community gave positive feedback for sense of belonging within the school. In particular, students and staff acknowledge the culture of high expectations and high achievement (87%, see below)). Students indicated that they feel physically and emotionally safe at the school and that their teachers help them to achieve their personal best. They also reported that they are pleased with the ongoing improvements in the physical environment of the school and the increasing technology provided. The results indicated a high level of satisfaction with the school's programs.



Policy requirements

Aboriginal education

Balgowlah Boys Campus Aboriginal Students' education is informed by the Aboriginal Education Strategic Plan, which emphasises high expectations, awareness and acknowledgement of students' cultural heritage, and strategies that observe the 'close the gap' objectives. Aboriginal students at Balgowlah are given opportunities and experiences to explore their cultural heritage in such a way to complement the mainstream curricula and enable an increased engagement in school and high expectations to continue their education to a tertiary level. To achieve these areas, the school maintains close links with the (local) and (regional) AECG and AIME (Sydney University).

Multicultural and anti-racism education

Balgowlah Boys Campus is a multicultural school with an enrolment of 34% of LBOTE students representing 30 languages. This school's emphasis on understanding cultural diversity includes recognition of different students' welfare and academic opportunities. Balgowlah Boys offers 3 different courses in languages and promotes and supports those students who wish to study their family language at either

Community languages or the NSW School of Languages (formerly Open High School). Multicultural education at Balgowlah Boys includes a variety of extra-curricula activities that promote tolerance, understanding and positive relationships through intercultural activities. The school supports and encourages cultural background dance groups and provides opportunities for school-wide attendance at student performances. Balgowlah Boys each week hosts a Community Language School for the local Greek community providing opportunities for many students to learn their language and participate in cultural activities. In addition, Balgowlah Boys continues to host the Tibetan Community Language School on various occasions throughout the year. All faculties comply with the Department's policy that multicultural perspectives and awareness of other cultural backgrounds are embedded into curriculum areas. Those students who need EALD support are recognised and supported both in class and through homework groups by qualified ESL/EALD teachers. The language skills and needs of newly enrolled students are assessed and information passed on to classroom teachers. Teachers in turn are encouraged to participate in Professional Development opportunities such as STARS and visits from STARTRTS counsellors and outreach officers. Balgowlah Boys has a significant population of Tibetan students, many of these students have had interrupted schooling, or may have family issues such as poor health. Teachers closely involved with the students are made aware of any family requirement that necessitates absences and ensure that any curriculum missed by such absences are made available to these students. The school provides a learning support centre specifically for EAL/D students in the library. This school continues with its annual Multicultural Festival, organised by prefects and teachers.