

Bega High School

2019 Annual Report



8165

Introduction

The Annual Report for 2019 is provided to the community of Bega High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. 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.

School contact details

Bega High School

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School background

School vision statement

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

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

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

School context

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

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

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

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

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

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Excellence in Learning

Purpose

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

Improvement Measures

Increased proportion of students achieving in top two Bands in NAPLAN, in both literacy and numeracy, in comparison to the average of 21.5% for the 2015–2017 planning cycle

Increased proportion of students leaving Bega High School with a Higher School Certificate, a Year 12 certificate or Australian Qualification Framework certificate II and above

The school's performance measure of value-add trend for Years 9 to 12 is above the expected growth achieved in the 2015–2017 planning period

Progress towards achieving improvement measures

Process 1: Drawing on data to develop and implement high quality professional learning to inform planning, identify interventions and modify teaching practice for improved student learning outcomes.

Evaluation	Funds Expended (Resources)
<p>During 2019, Scout training was completed by all teachers as part of the school's professional learning schedule resulting in an increased number of teachers accessing data relevant to their classes and adjusting teaching and learning programs to reflect whole group and individual skills. All teachers have applied training in accessing Scout data, including specific student data, in analysing, interpreting and synthesising with school-generated data, in their delivery of teaching and learning.</p> <p>Through the integration of this learning and delivery in the emerging Curiosity and Powerful Learning framework, all faculties have modified teaching and learning programs to reflect identified areas for improved literacy and numeracy, based on the analysis of Year 7 Best Start, NAPLAN and school assessment data.</p> <p>The school is sustaining and growing the high expectations that all students make learning progress in their time at Bega High School, in more deliberate collaboration with parents and the wider community.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$20.00)

Process 2: Strengthening systems and protocols for students and parents/carers to negotiate personalised learning pathways and for teachers to deliver differentiated curriculum and assessments.

Evaluation	Funds Expended (Resources)
<p>Improved knowledge of assessment about, of and for learning through targeted professional learning for teachers and support staff has resulted in adjustments to and differentiation of teaching and learning programs. Teachers have reported and implemented more capacity to use their knowledge of student learning needs based on student learning profiles, external data and increased connections with students and parents/carers in their practice. In addition, all identified students have documented Personalised Learning Pathways, and teachers and support staff are trained in their use to inform teaching and learning.</p> <p>Learning and Support teachers have been integral in the support of teaching and learning achievements of students, particularly those with specific learning needs, as they progress from Stage 4 to Stage 6. Staff training in</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$10000.00)• Socio-economic background (\$10000.00)

Progress towards achieving improvement measures

Berry Street Trauma–Informed Teaching and Learning has expanded staff capacity to support student success and achievement through a better understanding of our students' and community contexts.

This is evidenced in the 76% Year 9 2019 students achieving Band 7 or above in reading, 65% in writing and 77% in numeracy in 2019. Further evidence is in the 94.37% of students achieving at or above minimum standards in NAPLAN reading, writing and numeracy and the 66% students reporting their knowledge of an expectation of success in 2019, compared to 61% in 2018 in Tell Them From Me survey responses. There was also an 8% increase in the number of students acknowledging staff and parent advocacy for their achievement of quality outcomes at Bega High School.

Process 3: Using research based evidence–informed strategies in the development of teaching and learning programs that promote student achievement across all areas of the curriculum e.g. HSC courses, literacy and numeracy, Internal assessments.

Evaluation	Funds Expended (Resources)
<p>2019 has seen a range of strategies expanded and delivered to further demonstrate the school's strong focus on learning, the building of educational aspiration and ongoing performance improvement.</p> <p>All Key Learning Areas collaborated with curriculum consultants and network and learning community colleagues in the review, revision and implementation of teaching and learning programs to promote student achievement in the Higher School Certificate and in literacy and numeracy. At the same time, a focus on high expectations and the effectiveness of assessment for and of learning saw progress in making internal assessments a more consistent indication of their achievement in external measures.</p> <p>Evidence of progress in the school's demonstration of best practice in curriculum delivery includes the identification and embedding of evidence–informed explicit literacy and numeracy strategies in all programs, Stages 4 to 6, reflecting the work of the school–wide initiative and use of more standardised programming frameworks for demonstrating best practice in teaching and learning and in the monitoring for accountability. The school's Leading Secondary Writing team was established in 2019 to promote and sustain value–add results in external measures of reading, writing and grammar.</p> <p>Stronger systems for recording and storing teaching and learning resources, making them more accessible to staff, students and parents and carers have also resulted from these processes and collaborations.</p>	<p>Learning and Support teacher; time and relief for training; online resources for literacy and numeracy practice</p>

Strategic Direction 2

Quality Teaching

Purpose

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

Improvement Measures

Identified and reported strategic teacher collaboration in the use of internal and external evidence to inform planning, identify interventions and deliver quality teaching.

Formative assessment evident in the delivery of Stage 4 and Stage 5 curriculum.

All stakeholders can identify a range of evidence-based teaching and learning strategies that optimise student learning progress.

Progress towards achieving improvement measures

Process 1: Develop procedures to promote accountability of staff to identify evidence-based teaching and learning strategies in promoting shared responsibility for student performance.

Evaluation	Funds Expended (Resources)
<p>Quality teaching practice at Bega High School reflects the ongoing collaborative development and sharing of evidence-based and explicit processes that focus on promoting student learning and progress at all stages and improved student engagement in learning. Through consultative and collaborative professional dialogue, facilitated by the strategic application of financial and human resources, particularly in 2018 and 2019, the school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.</p> <p>Enabling the school to better meet NSW Education Standards Authority (NESA) requirements, Departmental priorities and community expectations have been at the centre of the develop and use standardised documentation that enables quality assessment of learning, evaluation of teaching practice and monitoring for accountability. Teachers and learning support staff are using more consistent dialogue, collaborative practice and wide-ranging assessment practices to exemplify high expectations of both students and school professionals.</p> <p>The Curiosity and Powerful Learning Framework, peer coaching and increased capacity to access, interpret and apply several forms of student achievement data have been identified by school staff and students as being drivers of our improved performance.</p>	<p>Curriculum and program review audit and training; time and release funding</p>

Process 2: Develop and implement structures related to professional practice that promotes collaboration, at all levels, and lead to creative teaching and learning for improved student engagement.

Evaluation	Funds Expended (Resources)
<p>Throughout 2019 the school has further developed evidence-based teaching and learning strategies that put student progress at the forefront of efforts to promote optimum engagement in learning and account for students' varied learning needs and aspirations.</p> <p>Strategic resourcing of cross-faculty sharing and observations of teaching practice has built on the school's promotion of creative teaching and learning both in the classroom and within the profession. By the end of 2019, more</p>	

Progress towards achieving improvement measures

than 60% of teachers were participating in informal observations of teaching practice designed to identify aspects of teaching and learning that promote student engagement, the identification of high expectations and measures of success in learning. For example, both staff and students identified formative assessment activities as drivers for learning success – self-assessment, rubrics, questioning for understanding and checklists for assignments are mostly used by teachers, while teachers responded with early feedback, rubrics and checklists for assignments as being their most used strategies. Importantly, online learning and self-reflection were identified by both teachers and students as the least used formative assessments in 2019.

Our expanded partnerships with the Sapphire Learning Community and the Batemans Bay Professional Learning Community have been exemplified in the students having led and participated in various activities designed to sustain and expand their engagement in learning. At the same time, teachers and support staff have collaborated with colleagues from across the educational community in sharing expertise and best practice, developing resources that support quality learning outcomes for all students and further develop their understanding of the responsibilities in an accountable learning culture. One of the focus areas for teacher professional learning in 2019 was the use of data to inform practice and the Tell Them From Me survey of teachers indicated an increase in the percentage of respondents reporting an increased capacity to access and apply several sources of data for more effective teaching practice.

Process 3: Expand and embed processes and structures that facilitate the collaborative development and implementation of evidence-based teaching and learning programs that meet legislative and professional standards.

Evaluation	Funds Expended (Resources)
<p>The strategic establishment of cross-curricular opportunities for professional dialogue and mentoring around teaching and learning delivery and practice continued in 2019. Under the Curiosity and Powerful Learning Framework, and with the implementation of the Performance and Development Framework across all staff sectors, resourcing, both financial and human, has been strategically applied to expand professional learning opportunities that promote and sustain professional dialogue, collaboration and accountability for student achievements.</p> <p>There has been a focus on increasing the capacity of School Learning Support Officers to engage with the curriculum being delivered and their role in enhancing student engagement and capacity to demonstrate learning outcomes. The negotiation and publication of documentation relating to students' Personalised Learning Pathways is an example of more visible and structured communications between staff and students and between the school and parents and carers. This has also featured a more rigorous identification of internal and external data being used to meet the learning needs of all students and is demonstrated in the positive learning climate (5.9), positive teacher-student relations (5.8) and expectations for success (6.7) reported in the Tell Them From Me snapshot for 2019. The factors (a measure out of 10) increased by at least 1.0 from the 2018 surveys.</p>	

Strategic Direction 3

Innovative Leadership

Purpose

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

Improvement Measures

School self-assessment evidence, collected through consultation and evaluation, indicates higher proportions of *Excelling* School Excellence Framework elements

High percentage of reported and visible participation of students in activities and initiatives so that they connect, succeed, thrive and learn within the Bega community

Progress towards achieving improvement measures

Process 1: Implementing strategic protocols to ensure that systems and processes across the school community facilitate the sharing of information between the school, students, parents and the wider community.

Evaluation	Funds Expended (Resources)
<p>Systematic processes have been implemented by the dedicated communications team, Executive and teaching staff to ensure the dissemination of positive news and information to the school community. Facebook and SMS have proven valuable resources that offer flexibility, effective communication and sharing information.</p> <p>Throughout the year the school has expanded the use of the parent/student Sentral portal for information on student performance, well-being and reporting. Teachers have undertaken professional learning in online platforms Google Classroom, Microsoft Teams and Zoom to engage students within the online learning world. This has seen up to 88% of students completing and submitting work, assessment tasks and receiving effective feedback from teachers that is relevant, timely and specific to the curriculum to improve performance. Coupled with our online subject selections using Edval, these have ensured all students of Year 8 and 10 are active, engaged citizens in an online environment maximising the distribution of important information.</p> <p>The school communicates monthly with parents and citizens through an active and involved P&C that enables intelligent, timely and diverse feedback for all staff. The P&C have been active throughout the school with donations of time and resources for initiatives that have produced measurable outcomes for many students. This included financial contribution towards the relocation HSC examinations to the new Bega Valley Civic Centre to ensure students perform in a comfortable environment resulting in an achievement of up to 3% improvement during 2019 examinations when comparing to 2018.</p>	

Process 2: Developing a creative and curious educational culture that allows innovative and responsive leadership across the school community.

Evaluation	Funds Expended (Resources)
<p>Curiosity and Powerful Learning is a cornerstone of all staff Professional Development Plans and teaching and learning programs, as such, resourcing, training and evaluation has been established to promote C&PL throughout 2019. This has seen a maturing of peer to peer lesson and classroom observations of all teachers within the school, developing common goals and expectations for students and staff. Staff feedback has demonstrated a positive effort to develop collaborative teaching focusing on high expectations. This has shown a measurable impact on school culture, with an</p>	<p>Professional learning time, courses, funding relevant to professional observations and feedback and curriculum development and delivery</p>

Progress towards achieving improvement measures

increase of positive incidents of 11% reported by teachers.

The leadership team has collaborated, lead and established professional learning communities within the Batemans Bay Principals' Network that has focused on continuous improvement of teaching and learning furthermore bolstering our use of Curiosity and Powerful Learning Principles. This has allowed for strong learning alliances with local schools facilitated through SCLC ensuring best practice identified and shared collaboratively throughout local feeder primary schools and classrooms allowing for smoother Year 6 to 7 transition evidenced by an increase of up to 8% in merit awards for Year 7 students in 2019.

Staff have utilised training in SCOUT to refine a whole school approach with the use of data allowing leadership teams to identify key areas of student learning needs that require additional attention, development and resources. Learning and Support Teacher roles have been revised to accommodate students within classes that require support, this has allowed greater adjustments and students to engage with classwork and understand concepts. This has demonstrated a clear impact on student learning and well-being that has flowed into improvements in Naplan data showing above state average, and above statistically similar school groups in Writing, Numeracy and Grammar and Punctuation.

Process 3: Promoting student leadership opportunities by advancing student voice in learning and leading, for the development of the school as a cohesive educational community.

Evaluation

Funds Expended (Resources)

Student leadership and student voice are evidenced in school decision making and resourcing, and integral to positive school culture, student well-being and academic performance.

Teacher release time to support students

The school has an active Student Representative Council that meets monthly and consults with the school Executive to promote student voice. The leadership group has promoted many whole school ideas including conducting their first forum identifying key areas of focus for the year. These include: developing a culture of school pride, promoting whole school activities, encouraging thoughtful practises in the school environment and creating an atmosphere of fun and enjoyment. This enabled students to engage in a number of ventures across our school community: our School Captains represented Bega High School across the region for ANZAC day ceremonies; two of our School Captains were given the opportunity to participate in a leadership forum at State Parliament House in Sydney; three of our senior SRC members participated in Regional Development Far South Coast Leadership Forum with fellow young leaders from the region; and four of our junior SRC members supported the community organisation, Legacy, by selling badges in Bega.

Aboriginal students collectively voice within the Junior AECG to inform all school stakeholders, consequently contributing to a strong Aboriginal culture within the school and local feeder schools. Students designed new artwork panels for the school uniform that has been successfully utilised and taken up by the student body proving a popular addition. Culture is celebrated by recognition and participation of all students in Naidoc day ceremonies which has reflected by over 50% of Aboriginal students in the TTFM surveys "I feel good about my culture".

Mentoring within the school has allowed for more experienced students to influence and guide new enrolments, Year 6 to 7 transition and provide an established well-being culture. This has included all students to meet with an identified staff member who can provide and assist students reach their full potential.

In Term 4 the new Leadership Team of the SRC, School Captains and junior

Progress towards achieving improvement measures

AECG were taken for two days to Bournda Environmental Education Centre to participate in the inaugural Leadership Camp. The camp proved a success and students were able to build upon relationships, and develop collaboration, teamwork and leadership skills. SRC students also continued the tradition of hosting the Year 6 into 7 Social, facilitating an afternoon of fun and dancing in the hall as a part of the Year 6 student transition process. Our new School Captains were also shared some of the opportunities and responsibilities of their role, where they themselves and their families enjoyed morning tea with Bega Valley Shire Mayor, Mrs. Kristy McBain, to discuss their aspirations as school leaders. The Captains further employed this in their first official duty of hosting the school presentation days, recognising the achievements of their peers.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		<p>PLPs accurately inform teaching and learning strategies and educational experiences; variety of goals and strategies identified</p> <p>Re-engage Aboriginal Liaison and Engagement Officer</p> <p>All Aboriginal students are supported by key personnel and families to achieve goals that are included in published and communicated Personalised Learning Pathways; PLPs accurately inform teaching and learning strategies and educational experiences.</p> <p>AIME subscription and schedule</p>
English language proficiency	<p>Teacher professional learning time</p> <p>Teacher release for adjusting teaching and learning programs</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$4 000.00) 	<p>Identified students and teachers implement differentiated curriculum that accounts for student learning needs and reflects particular strategies for improving learning outcomes of students identified in the EAL/D survey.</p>
Low level adjustment for disability	<p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$56 000.00) 	<p>Teacher and School Learning Support Officers participated in a range of professional learning so that to support students within classes</p> <p>Additional School Learning Support Officers were employed to strategically support identified students, meaning that students increased their engagement in learning and achieved quality outcomes.</p>
Socio-economic background	<p>Funding to subsidise student engagement in extra-curricular activities such as SCLC Music Camp, sports gala days and work placement activities.</p> <p>The provision of food, uniforms, learning resources and staffing for the school's Homework Club, Breakfast Club and excursions so that all students can access opportunities within the school and in the community.</p> <p>Volunteer teachers supporting school initiatives such as Breakfast Club, Homework Club, and lunchtime clubs.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic 	<p>Have all students accessed curriculum based excursions?</p> <p>Is there an increase in participation of Breakfast Club attendance?</p>

Socio-economic background	background (\$100 000.00)	Have all students accessed curriculum based excursions? Is there an increase in participation of Breakfast Club attendance?
Support for beginning teachers	Funding Sources: • Support for beginning teachers (\$50 000.00)	Early career teachers have developed professional and collaborative Performance Development Plans with their supervisors to focus on areas of enhancement including Scout training to inform classroom practice, and Assessment for and of Learning. Early career teachers have adopted Curiosity and Powerful Learning group observations leading to a cross faculty professional dialogue school based professional learning protocol.
Learning with Technology		Identified teachers access quality professional learning opportunities that support their delivery of high quality teaching and learning in all classrooms
School and Community Leaders		NAIDOC Fundraising Excursions to meet government personnel Bega Valley Shire Council Mayor Alumni Visits Formal Assemblies and Awards Presentations

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	377	345	346	317
Girls	412	402	388	379

Student attendance profile

School				
Year	2016	2017	2018	2019
7	90.6	91.1	91.3	89.4
8	89.1	86.8	87.3	84.5
9	85.8	89	84.5	83.5
10	80.9	84	83	77.3
11	82.9	86.2	83.3	83.2
12	88.2	85	83.7	79.8
All Years	86	87	85.5	83
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	3	12	13
Employment	7	12	48
TAFE entry	6	4	3
University Entry	0	0	19
Other	81	66	3
Unknown	3	6	14

Year 12 students undertaking vocational or trade training

27.18% of Year 12 students at Bega High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

87.9% of all Year 12 students at Bega High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	46.8
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	18.68
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,477,447
Revenue	11,036,221
Appropriation	10,645,864
Sale of Goods and Services	128,210
Grants and contributions	254,497
Investment income	7,650
Expenses	-10,961,250
Employee related	-9,853,410
Operating expenses	-1,107,841
Surplus / deficit for the year	74,971

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	1,790,075
Equity Total	682,171
Equity - Aboriginal	89,292
Equity - Socio-economic	325,726
Equity - Language	1,483
Equity - Disability	265,671
Base Total	7,223,256
Base - Per Capita	182,966
Base - Location	116,608
Base - Other	6,923,682
Other Total	474,570
Grand Total	10,170,073

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

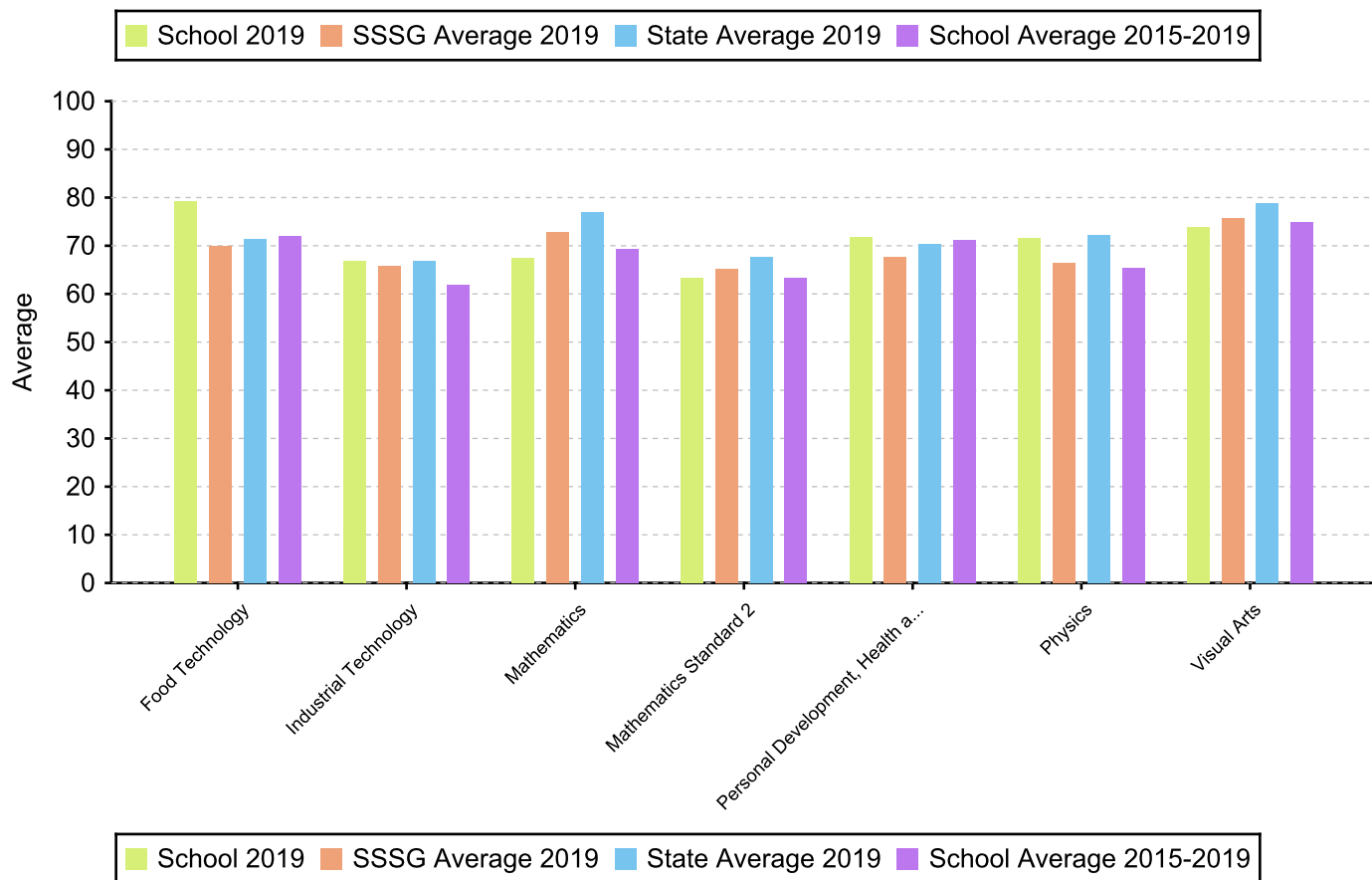
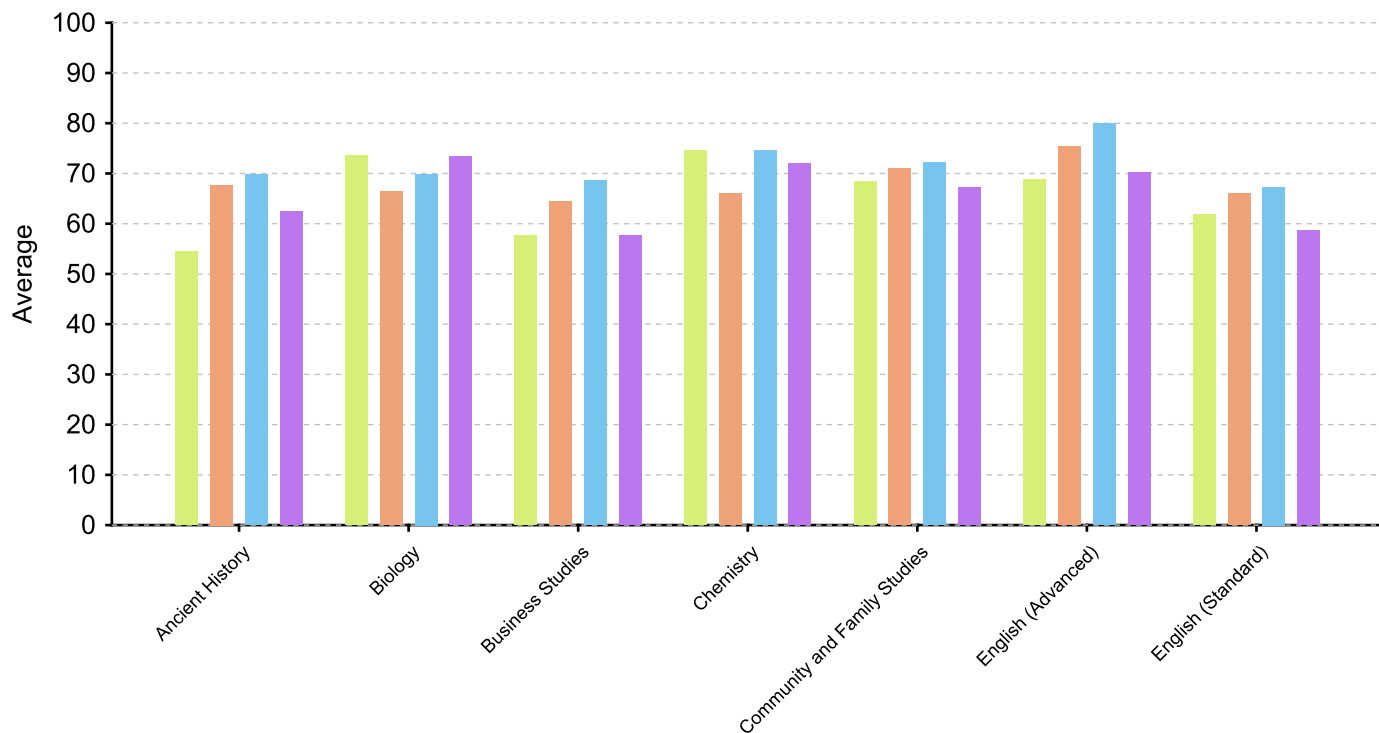
NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	54.5	67.7	69.9	62.5
Biology	73.6	66.4	69.9	73.4
Business Studies	57.6	64.5	68.6	57.6
Chemistry	74.6	66.1	74.7	72.0
Community and Family Studies	68.4	71.0	72.2	67.2
English (Advanced)	68.8	75.3	80.0	70.2
English (Standard)	61.9	66.0	67.3	58.6
Food Technology	79.2	70.0	71.4	72.1
Industrial Technology	66.9	65.9	66.8	61.9
Mathematics	67.4	72.9	76.9	69.4
Mathematics Standard 2	63.4	65.1	67.7	63.3
Personal Development, Health and Physical Education	71.9	67.7	70.5	71.2
Physics	71.6	66.3	72.1	65.4
Visual Arts	73.9	75.8	78.8	75.0

Parent/caregiver, student, teacher satisfaction

Parent/caregiver, student, teacher satisfaction

Both formal and informal feedback mechanisms are used to inform planning, processes and learning at Bega High School.

Information has been regularly collected through the Tell Them From Me (TTFM) suite of surveys. In 2019 the surveys were administered in seeking feedback and information from students and teachers. With such a range of information and data the school is better equipped to inform evaluations and future planning for high quality learning outcomes and school performance.

From the TTFM surveys the school learned that student responses reflect those of teachers in describing their experiences in the classroom. For example:

- Important concepts are taught well, class time is taught efficiently, homework and evaluations support class objectives 6.3
- Students feel classroom instruction is well-organised, with a clear purpose and with immediate feedback that helps them learn 6.0
- School staff emphasise academic skills and hold high expectations for all students to succeed. 6.7

Students' were also asked to rate the importance of particular skills for future job or career plans. The areas that were rated as important or very important were problem solving (75%), writing (64%), working as part of a team (78%), technology (71%), communicating with others (84%), reading (72%) and thinking critically (79%). Other significant data from the survey gave an indication of how these skills can be developed and supported at Bega High School, as well as the aspirations of students.

- 77% of students feel hopeful and have positive expectations for the future
- 40% of students plan to pursue a trade or apprenticeship program.
- 53% of students plan to attend university.

The TTFM teacher survey is a self-evaluation tool for teachers and schools and questions are grouped to assess eight of the most important Drivers of Student Learning. Other questions look at how teachers use Dimensions of Classroom and School Practices. The 2019 results are expressed as the mean scores in a ten-point scale for various elements of the drivers and dimensions. Statements with the highest levels of agreement are listed below:

Drivers:

Leadership: I work with school leaders to create a safe and orderly school environment. 8.6

Collaboration: I talk with other teachers about strategies that increase student engagement. 8.6

Learning Culture: I set high expectations for student learning. 8.3

Teaching Strategies: When I present a new concept I try to link it to previously mastered skills and knowledge. 8.6

Technology: Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts. 7.7

Inclusive School: I establish clear expectations for classroom behaviour. 9.2

Parent Involvement: I work with parents to help solve problems interfering with their child's progress. 7.3

Data Informs Practice: I give students feedback on how to improve their performance on formal assessment tasks. 8.8

Dimensions of Practice:

Challenging and Visible Goals:

- I establish clear expectations for classroom behaviour. 9.2
- I set high expectations for student learning. 8.3

Planned Learning Opportunities:

- When I present a new concept I try to link it to previously mastered skills and knowledge. 8.6
- I work with school leaders to create a safe and orderly school environment. 8.6

Quality Feedback

- I give students written feedback on their work. 8.2
- I discuss my assessment strategies with other teachers. 8.6

Overcoming Obstacles to Learning

- I talk with students about barriers to learning. 8.0
- I talk with other teachers about strategies that increase student engagement. 8.6

The High Expectations Survey is another mechanism used to collect data on a range of basic school expectations. In the High Expectations Survey completed in 2019, teachers gave the following responses:

- 84% I have a long term commitment to our community
- 77% I create and sustain a caring climate
- 86% I treat everyone with dignity and respect
- 73% I connect learning to student experiences, interests and strengths
- 93% I show common courtesy
- 79% I am available and responsive
- 86% I continuously challenge racism, sexism, ageism, classism, homophobia

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.