Ballina Coast High School

2019 Annual Report

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Introduction

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

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

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School background

School vision statement

Vision

Growing together, Creating futures

Movement

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

Principles

Innovation is the cornerstone of our practice through:
- Collaborative and authentic learning communities
- Open,flexible, personalised and integrated learning through a team based approach
- Knowing, understanding and supporting students to develop capabilities to achieve their personal best
- Building a sustainable future.

School context

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

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

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

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

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

Self-assessment and school achievement

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	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Excellence in Learning through Student Engagement

Purpose

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

Australian Professional Standards for Teachers; 1, 2 and 4

1. Know students and how they learn

2. Know the content and how to teach it

4. Create and maintain safe and supportive learning environments

Improvement Measures

Use of Data to Inform Practice–Year 7, 8, 9, 10 Design Teams are purposeful and committed to developing, tracking and creating improved student learning outcomes.
Wellbeing–Students in Year 7–10 have increased choice, voice, engagement and happiness.
Use of data to inform practice–Through the presentation of evidence the school will demonstrate that quality teaching and professional practice are evident in every learning environment, providing (through a positive approach to building student engagement) students with opportunities to connect, succeed and thrive

Overall summary of progress

BCHS has continued to offer dynamic and challenging curriculum and choices to all our students. This has seen increased engagement, choice and voice and been evidenced by increased enrolments. In 2020 we will be focusing on continuing to reflect on practices and move forward. The introduction of four 75 minute lessons will support on task and engaged behaviours.

Progress towards achieving improvement measures

Process 1: Students create their own learning map using MyGoal in Stage 4 and 5 with teacher, mentor and/or parent or year advisor/learning coach.

Evaluation	Funds Expended (Resources)
The MyGoal did not eventuate as we would have hoped with few staff as Learning Coaches using the app. In 2020 we are beginning the use of CRM which hopefully will eventuate in more ILPs for students. In 2019 we did engage additional SLSOs to work with students on Numeracy. We supported all students with technology.	We used funds from Aboriginal programs to engage an additional AEO. **Funding Sources:** • Socio–economic background ($83000.00)

Process 2: Continuing growth of H2L program

Evaluation	Funds Expended (Resources)
Workshop delivered SDD Day 1 2020. All faculties committed to the 4Cs and are showing evidence. Signage for steps in process.	Global resourcing for new signage in 2020 **Funding Sources:** • Socio–economic background ($7000.00)

Progress towards achieving improvement measures

Process 3:   Introduction of Voices and Choices and Flex Time and Year 10 Design

Evaluation	Funds Expended (Resources)
Staff and students still continue to love the modules being delivered in Year 10 and across 7–10 as Flex. We have reviewed and included Year 9 into a junior curriculum format. We have also introduced mandatory English and Maths in Year 10 to meet the HSC Minimum requirements. We introduced the Targeted Sports Program and continued with an Alternative Learning Centre and Chrysalis to support students. We continued to fund Education Perfect and Edrolo to support online work at home.This was led by increased staffing.	**Funding Sources:** • Socio–economic background ($109800.00)

Process 4:   All students have a Learning Coach and Learning Hub embedded in timetable daily

Evaluation	Funds Expended (Resources)
This is still one of the most impactful areas for supporting students knowing they are valued and cared for. It is beginning to gather momentum in senior years as well. We employed an Instructional Leader 0.4 to lead this and some additional technology support.	Global funds to support teams **Funding Sources:** • Socio–economic background ($68000.00)

Next Steps

In 2020 we used data from staff survey on H2L and have had the Team revamp and reboot this by contextualising the program specifically for BCHS and by having faculties take responsibility each term for one of the 4Cs. We have looked at making the Language of Learning highly visible in our school and on our reports.

Evidence shows that our Year 10 program is preparing students for Year 11. The start of the year was settled with Year 11 understanding the demands of senior school. Flex and the new period times and breaks will be reviewed to see how they are impacting. The TTFM surveys will also give us additional data.

Strategic Direction 2

Excellence in Teaching through Collaborative Practices

Purpose

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

Australian Professional Standards for Teachers; 1, 3 and 5

1. Know students and how they learn

3. Plan for and implement effective teaching and learning

5. Assess, provide feedback and report on student learning

Improvement Measures

Use of data to inform practice–100% teachers using evidence to inform teaching by the end of 2018
Explicit Teaching–Through evidence BCHS will show that teachers provide and receive planned constructive feedback from peers, school leaders and students as well as engaging in structured reflection to ensure improved teaching practice.
Collaboration–Professional Learning workshops to embed quality teaching practices.

Overall summary of progress

In 2019 our staff spent time working towards establishing the protocols for learning, embedding the language of learning and understanding literacy and numeracy in every KLA. In 2020 our key focus areas continue to be literacy, numeracy, improving HSC results and using evidence to track growth.

Progress towards achieving improvement measures

Process 1: 100% staff in functional and purposeful teams that meet regularly to drive improvement

Evaluation	Funds Expended (Resources)
Staff are meeting regularly and driving school improvement in a collaborative way. Teams that are highly functional include; Executive, Faculty, CRM, ATSI, Learning and Support and Technology along with H2L.This was supported by an additional leader.	**Funding Sources:** • Socio–economic background ($22000.00)

Process 2: Engage a literacy/numeracy expert to develop a comprehensive learning program to support literacy pedagogy.

Evaluation	Funds Expended (Resources)
In 2019 our IL Literacy and Numeracy did not engage with our students. The literacy and Numeracy Team developed a number for supporting programs such as Quick Smart. In 2020 we started the year with a Literacy focus and all faculties are working on vocabulary. Best Start is yielding some sound information.	**Funding Sources:** • Socio–economic background ($38000.00)

Process 3: Year 7–9 cross curricula programs implemented

Evaluation	Funds Expended (Resources)
In 2019 teams worked together on cross curricula plans. We included Year 9 into this model. Work still needs to occur in the area of aligning assessment	$10,000

Progress towards achieving improvement measures	
and Project Based Learning.We had Di Cavallo visit us from HSC to support us in both areas	**Funding Sources:** • Socio–economic background ($58000.00)

Process 4:   Workshops for accreditation, maintenance, MyPL and leadership will be offered.

Evaluation	Funds Expended (Resources)
In 2019 we spent a lot of time becoming familiar with spaces and teaching in these spaces. In 2020 we will be continuing this journey through looking at QTR.	**Funding Sources:** • Socio–economic background ($109000.00)

Next Steps

In 2020 our Professional Learning Teams have been reignited and these are functioning well. Staff are expected to be on at least one team and be active.

Our HT Teaching and Learning is responsible for Cross Curricula and growing PBL and this has allowed a more focused and explicit approach in this area. We also are committed to highlighting our key tenets of excellence, innovation and diversity.

The literacy Team has workshopped all staff on vocabulary as a collective focus in 2020 and this is being supported by TPL.

In 2020 we have become part of the SCU Professional Learning Hub and will be highly involved with young teachers and supporting them. We are also part of the EPPP project and will be using this to support our Year 10 students. BCHS is also involved in YAM and this will upskill our staff and students wit regard to Mental Health and Young people.

Strategic Direction 3

Excellence in Leading through High Expectations

Purpose

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

Australian Professional Standards for Teachers; 6 and 7

6. Professional Engagement

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

Improvement Measures

High expectations–We will demonstrate through evidence that teachers draw on and implement evidence based research to improve their performance and development

Effective Feedback–Evidence 30 day conversations and PDP

High Expectations–Ballina Coast High School demonstrates through evidence that staff are committed to, and can articulate the purpose of, each strategic direction in the school plan

Wellbeing–Increased number of staff completed Stronger Smarter and Connected to Country courses

Build the capacity of the profession through partnership with Southern Cross University as a Professional Experience Hub School

Overall summary of progress

At BCHS we continue to meet every thirty days to look at our guiding question and evidence of impact. In 2020 we will be using this model at Executive meeting to ensure we stay on point and focused on continuous improvement. More attention needs to be given to our key tenets of innovation, excellence and diversity. We are delivering on these but limited evidence that staff can discuss our School Plan and focus areas.

Progress towards achieving improvement measures

Process 1: Revised Wellbeing Procedures explicitly implemented and taught to staff.

Evaluation	Funds Expended (Resources)
With a new Executive including two DPS and four HT, we did not get as far along as we would have liked in revising procedures. Some staff attended Restorative Justice and with the implementation of CRM, we are on track with this review and rewriting of procedures.	**Funding Sources:** • Socio–economic background ($21000.00)

Process 2: Promotion of BCHS in community through varied programs and connections, publicity, Facebook and promotional materials

Evaluation	Funds Expended (Resources)
We have an active promotional team. In 2019 we begun only publishing one newsletter a term and using FB more to profile and promote BCHS. In 2020 we continue in this way and are currently revamping our BCHS website.	**Funding Sources:** • Socio–economic background ($27000.00)

Next Steps

In 2020 we have aligned Executive and Tuesday afternoon faculty meeting to explicitly focus on aspects of the School Plan, specifically HSC growth and Literacy and Numeracy.

Key Initiatives	Resources (annual)	Impact achieved this year
Socio–economic background	$45000	In 2019 we established the Jallum Centre, the Learning and Support Safe Spaces, Breakfast and Lunch clubs and continued to support some of our most vulnerable students. Through providing access to such things as uniforms, food, excursions and technology we are ensuring more equitable playing field. Students are accessing funds from grants and support from community.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	204	428	440	486
Girls	178	400	356	369

Student attendance profile

School				
Year	2016	2017	2018	2019
7	90	90	91.8	91.9
8	83.8	88.1	87.4	89.4
9	76.5	87	82.5	87.3
10	77.1	85.8	82.3	83.8
11	81.3	85	83	84.2
12	88	91.3	92.5	91.9
All Years	82.7	87.8	86.3	87.8
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	6	8
Employment	0	5	32
TAFE entry	5	4	12
University Entry	0	0	24
Other	0	0	14
Unknown	0	2	10

Year 12 2019 also had a number of School–Based Traineeships in Early Childhood, Animal Studies, Hospitality, Retail, Business services and Pharmacy.

Year 12 students undertaking vocational or trade training

37.29% of Year 12 students at Ballina Coast High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

81% of all Year 12 students at Ballina Coast 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)	10
Classroom Teacher(s)	46.7
Learning and Support Teacher(s)	2.4
Teacher Librarian	1
School Counsellor	3
School Administration and Support Staff	18.08
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	1,908,782
Revenue	12,363,759
Appropriation	11,555,843
Sale of Goods and Services	282,264
Grants and contributions	487,025
Gain and Loss	24,850
Investment income	13,778
Expenses	-12,531,469
Employee related	-10,433,664
Operating expenses	-2,097,805
Surplus / deficit for the year	-270,287
Gain / Loss on Disposal	-102,578

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	1,392,600
Equity Total	932,611
Equity - Aboriginal	140,771
Equity - Socio-economic	401,864
Equity - Language	4,578
Equity - Disability	385,398
Base Total	7,515,245
Base - Per Capita	198,213
Base - Location	7,976
Base - Other	7,309,056
Other Total	703,742
Grand Total	10,544,198

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.
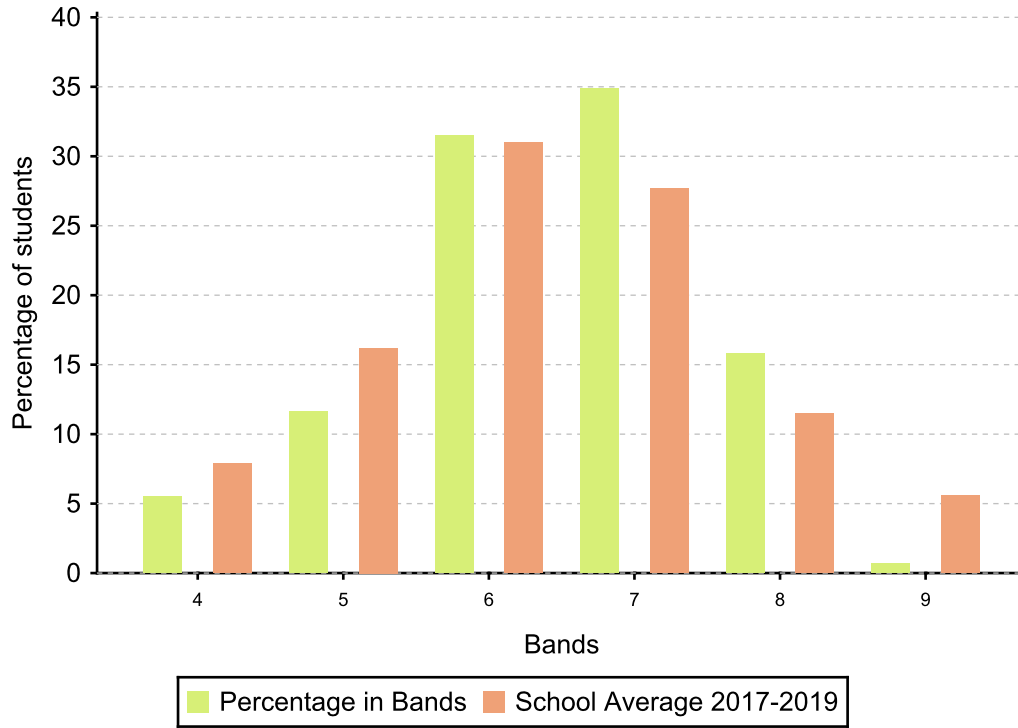
Literacy and Numeracy Graphs

Percentage in bands:
Year 7 Grammar & Punctuation
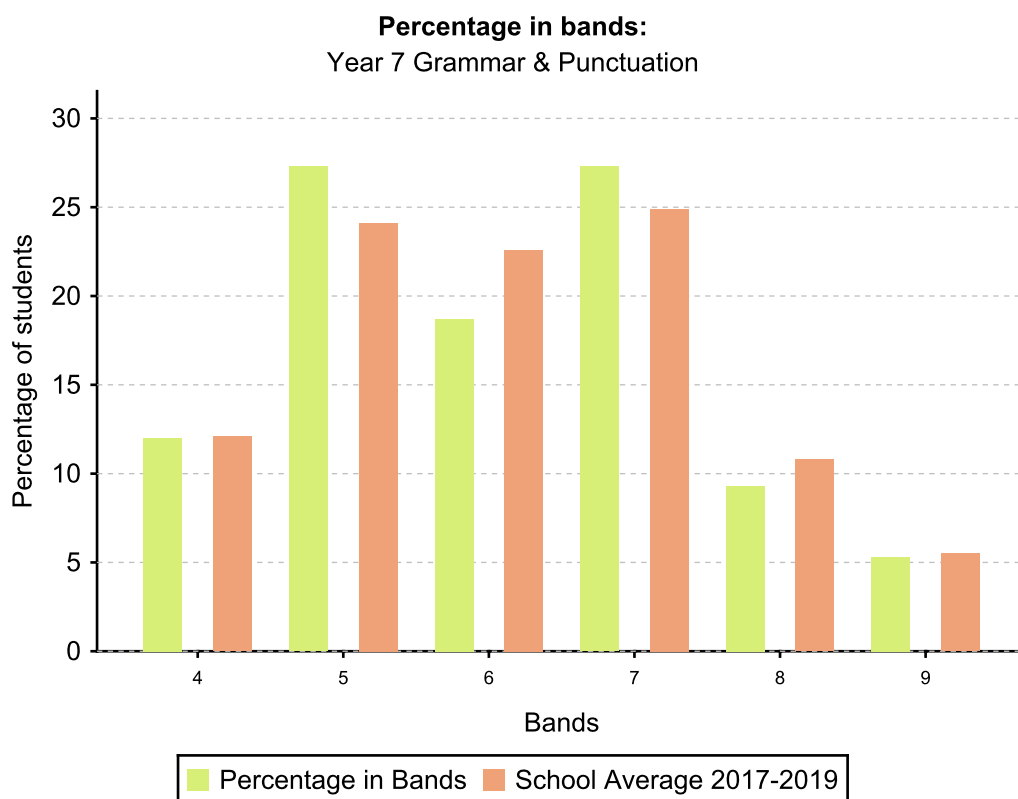
Band	4	5	6	7	8	9
Percentage of students	12.0	27.3	18.7	27.3	9.3	5.3
School avg 2017-2019	12.1	24.1	22.6	24.9	10.8	5.5

Percentage in bands:
Year 7 Reading

Band	4	5	6	7	8	9
Percentage of students	5.5	11.6	31.5	34.9	15.8	0.7
School avg 2017-2019	7.9	16.2	31	27.7	11.5	5.6

Percentage in bands:
Year 7 Spelling
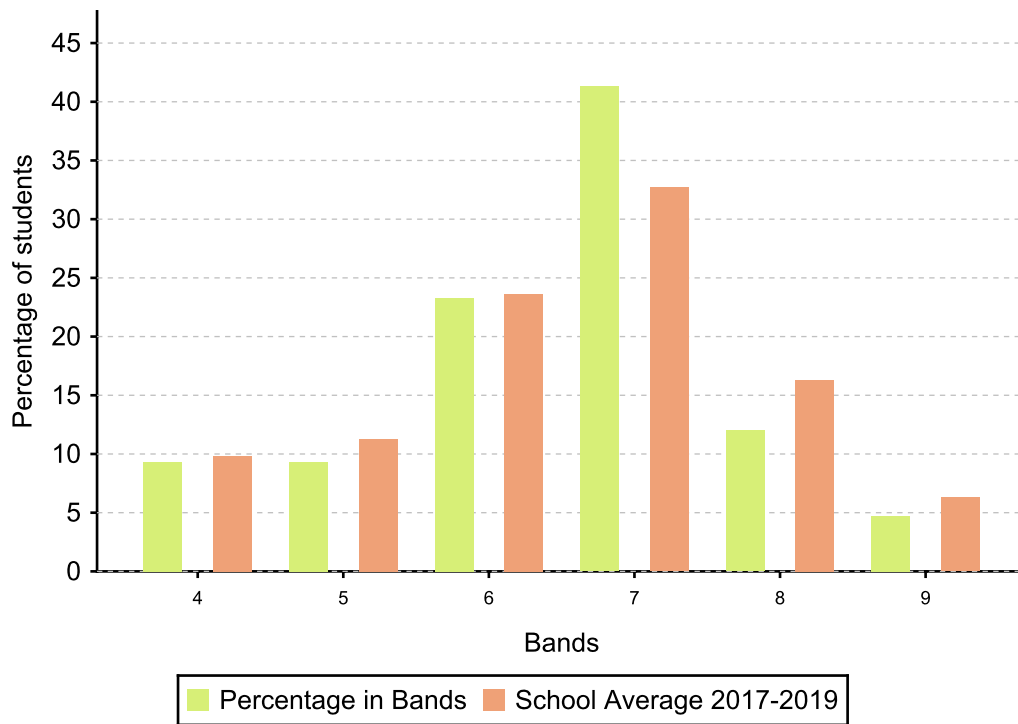
Band	4	5	6	7	8	9
Percentage of students	9.3	9.3	23.3	41.3	12.0	4.7
School avg 2017-2019	9.8	11.3	23.6	32.7	16.3	6.3

Percentage in bands:
Year 7 Writing
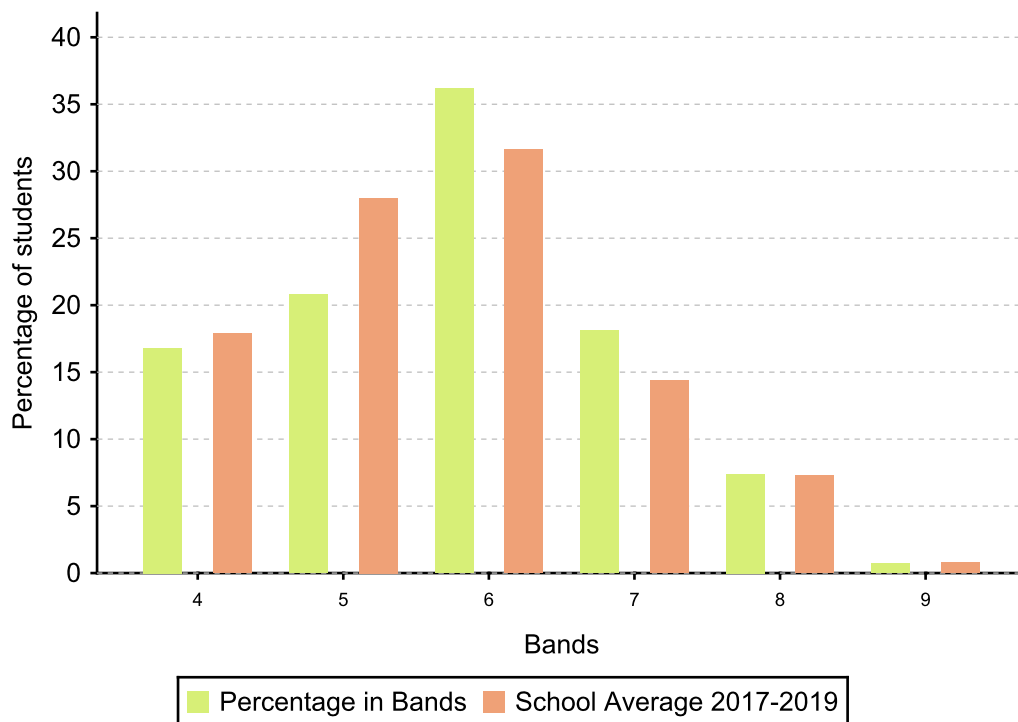
Band	4	5	6	7	8	9
Percentage of students	16.8	20.8	36.2	18.1	7.4	0.7
School avg 2017-2019	17.9	28	31.6	14.4	7.3	0.8

Percentage in bands:
Year 9 Grammar & Punctuation
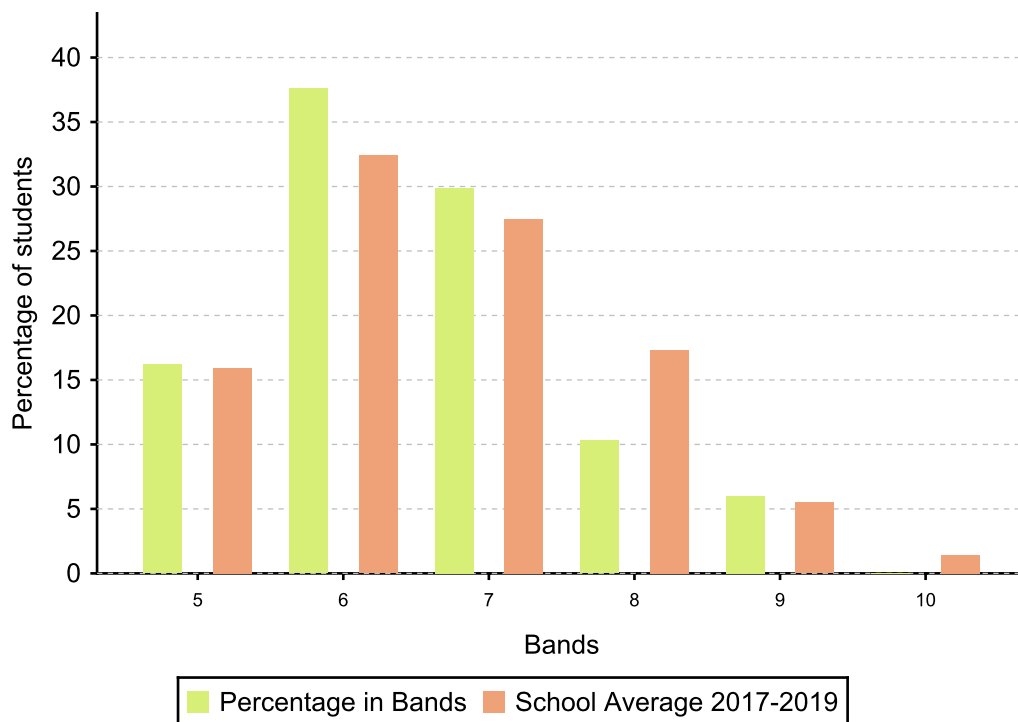
Band	5	6	7	8	9	10
Percentage of students	16.2	37.6	29.9	10.3	6.0	0.0
School avg 2017-2019	15.9	32.4	27.5	17.3	5.5	1.4

Percentage in bands:
Year 9 Reading
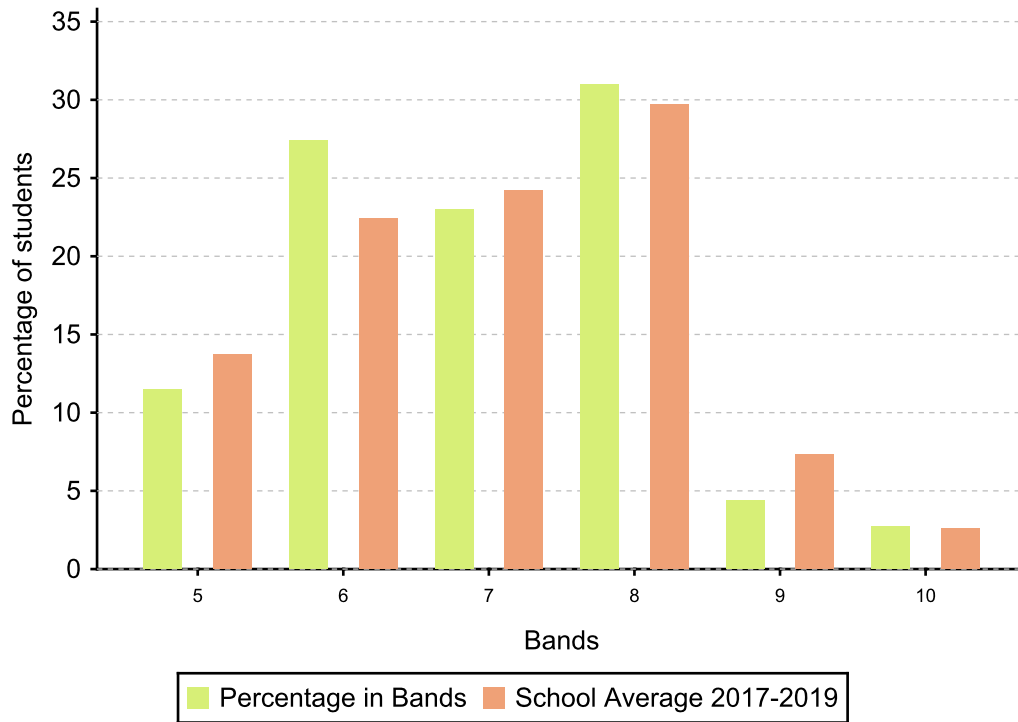
Band	5	6	7	8	9	10
Percentage of students	11.5	27.4	23.0	31.0	4.4	2.7
School avg 2017-2019	13.7	22.4	24.2	29.7	7.3	2.6

Percentage in bands:
Year 9 Spelling
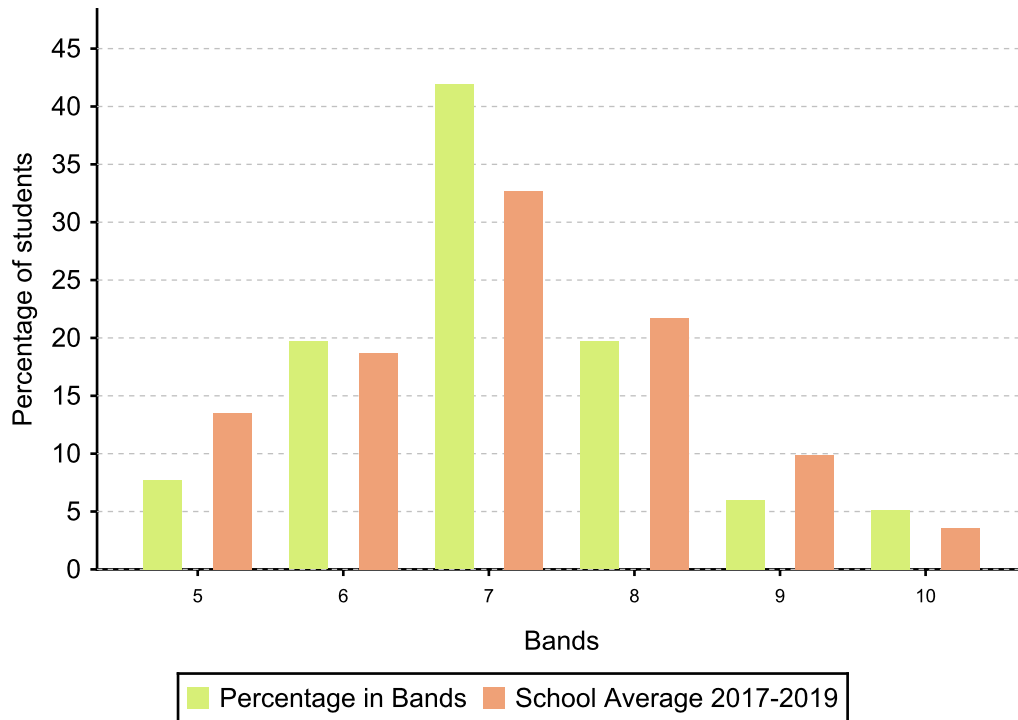
Band	5	6	7	8	9	10
Percentage of students	7.7	19.7	41.9	19.7	6.0	5.1
School avg 2017-2019	13.5	18.7	32.7	21.7	9.9	3.6

Percentage in bands:
Year 9 Writing
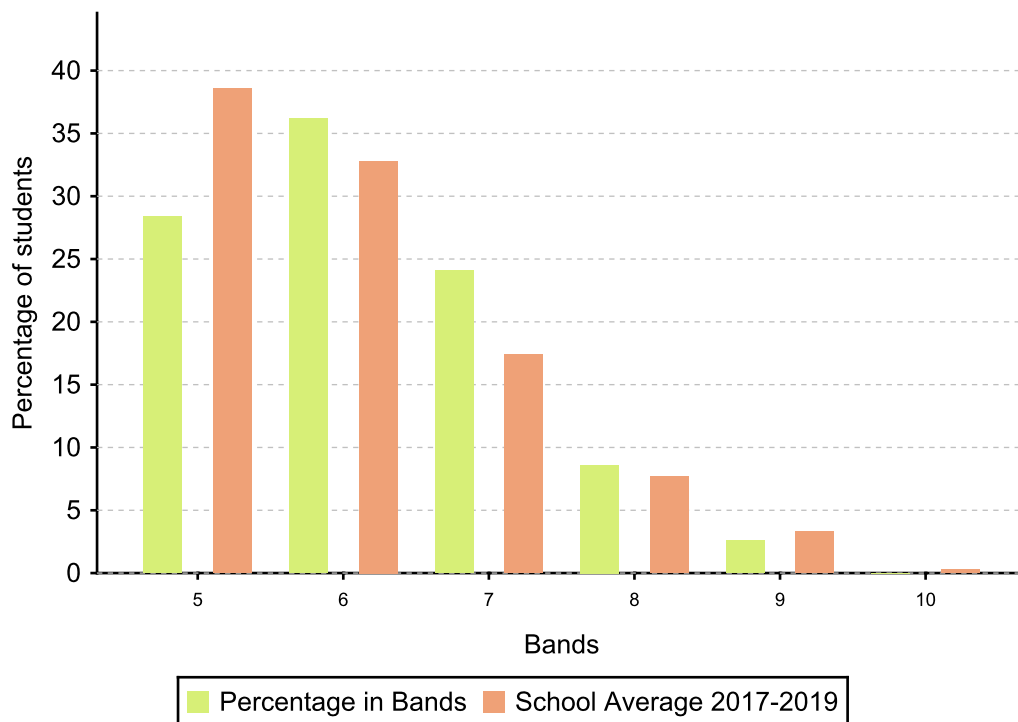
Band	5	6	7	8	9	10
Percentage of students	28.4	36.2	24.1	8.6	2.6	0.0
School avg 2017-2019	38.6	32.8	17.4	7.7	3.3	0.3

Percentage in bands:
Year 7 Numeracy
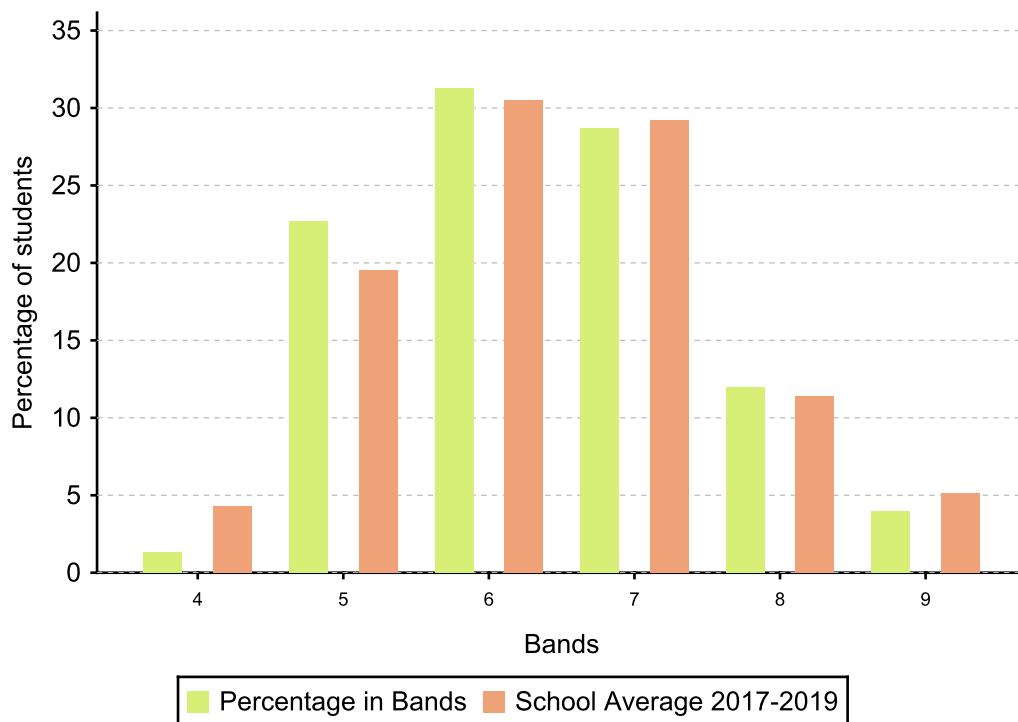
Band	4	5	6	7	8	9
Percentage of students	1.3	22.7	31.3	28.7	12.0	4.0
School avg 2017-2019	4.3	19.5	30.5	29.2	11.4	5.1

Percentage in bands:
Year 9 Numeracy
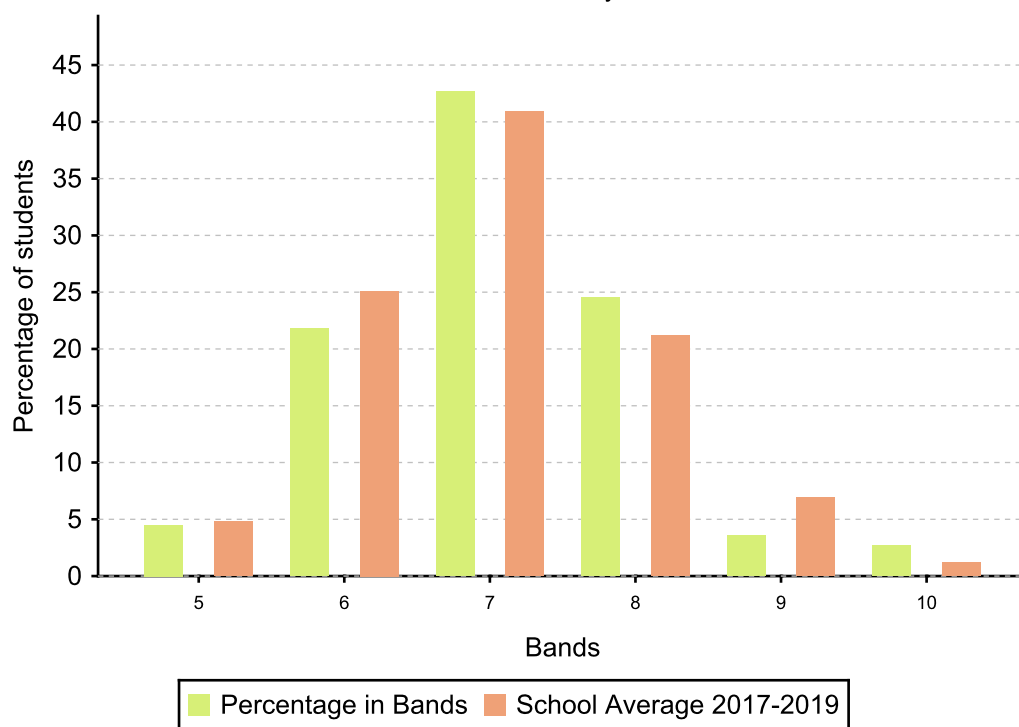
Band	5	6	7	8	9	10
Percentage of students	4.5	21.8	42.7	24.5	3.6	2.7
School avg 2017-2019	4.8	25.1	40.9	21.2	6.9	1.2

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.
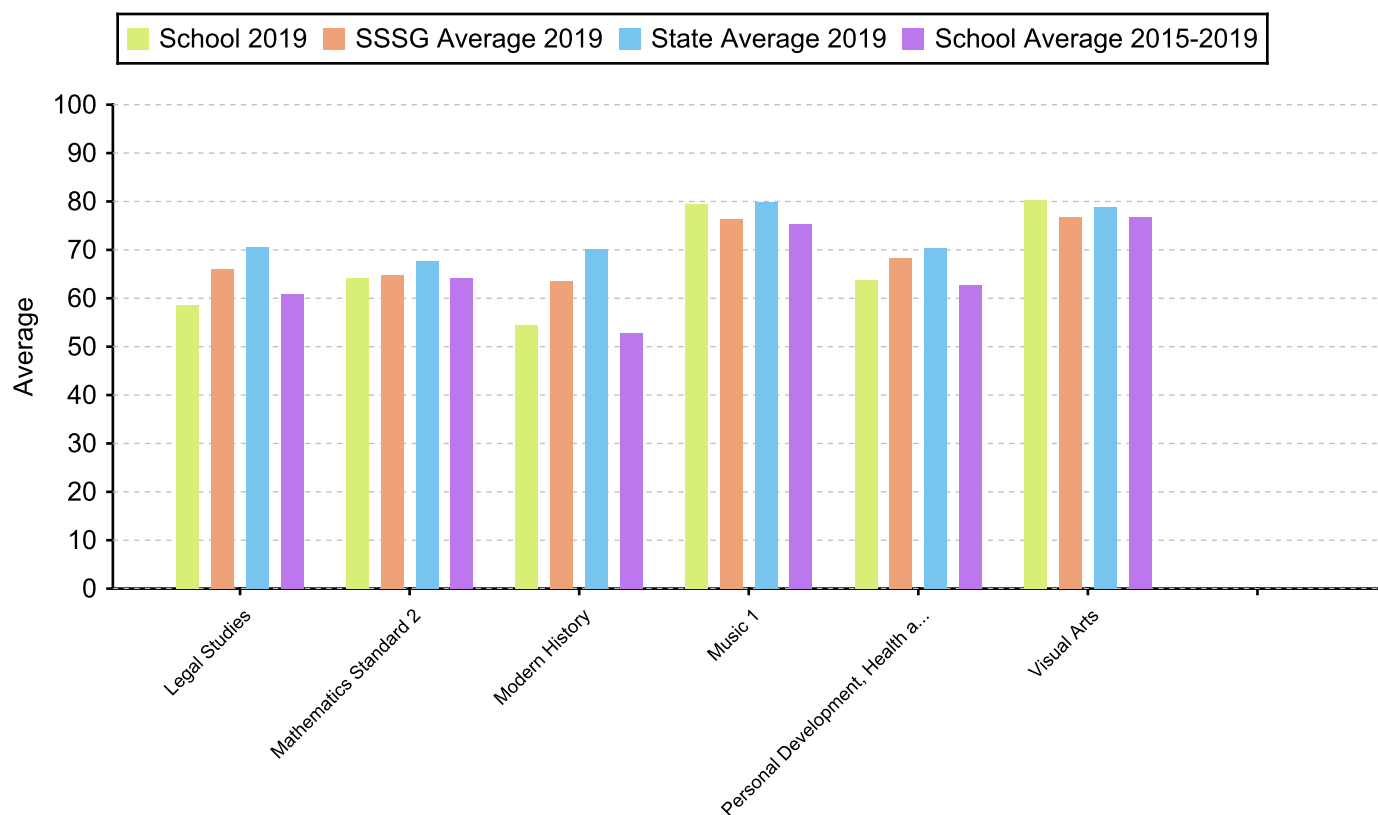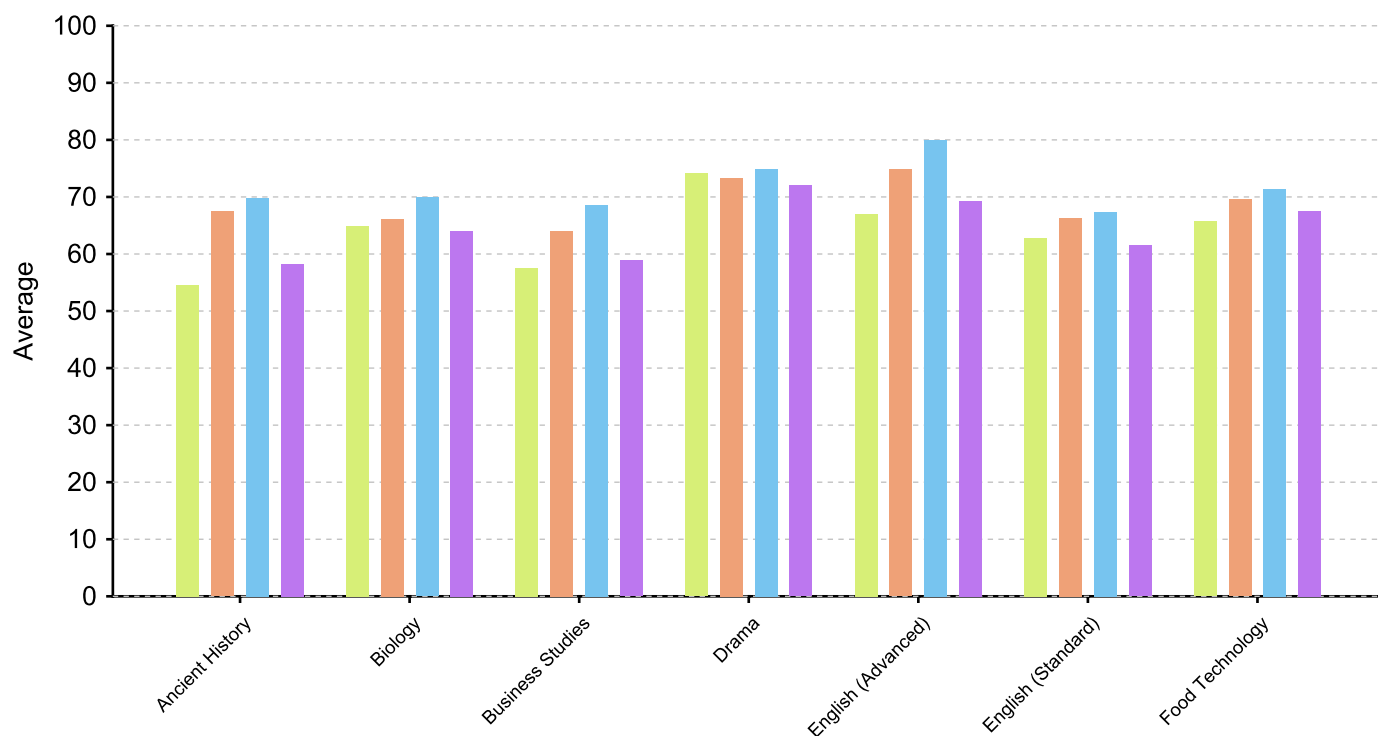
Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	54.6	67.5	69.9	58.3
Biology	64.9	66.2	69.9	64.0
Business Studies	57.5	64.1	68.6	58.9
Drama	74.1	73.4	75.0	72.0
English (Advanced)	67.0	74.8	80.0	69.3
English (Standard)	62.8	66.4	67.3	61.5
Food Technology	65.7	69.5	71.4	67.5
Legal Studies	58.6	66.0	70.6	60.9
Mathematics Standard 2	64.2	64.8	67.7	64.2
Modern History	54.5	63.5	70.2	52.8
Music 1	79.4	76.3	79.9	75.4
Personal Development, Health and Physical Education	63.7	68.2	70.5	62.7
Visual Arts	80.3	76.8	78.8	76.8

Parent/caregiver, student, teacher satisfaction

In 2019 we continued to have meetings twice a term with parents in "Friends of BCHS". There were no complaints and parents have continued to support the school. This is evidenced by continued increase in enrolments. We survey students in terms of Flex, buildings and choices in curriculum. 87% indicated they were happy. We also participated in the Tell Them From me and there was data that indicated some areas of growth and some areas for improvement. The staff had a huge year in settling into the new site. When we gathered data at the end of 2019, staff indicated they were happy with the direction of our school. A 'housecleaning" operation ensued and the data was used to decide on our 2020 foci. This was supported by our SEF–self assessment.

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.