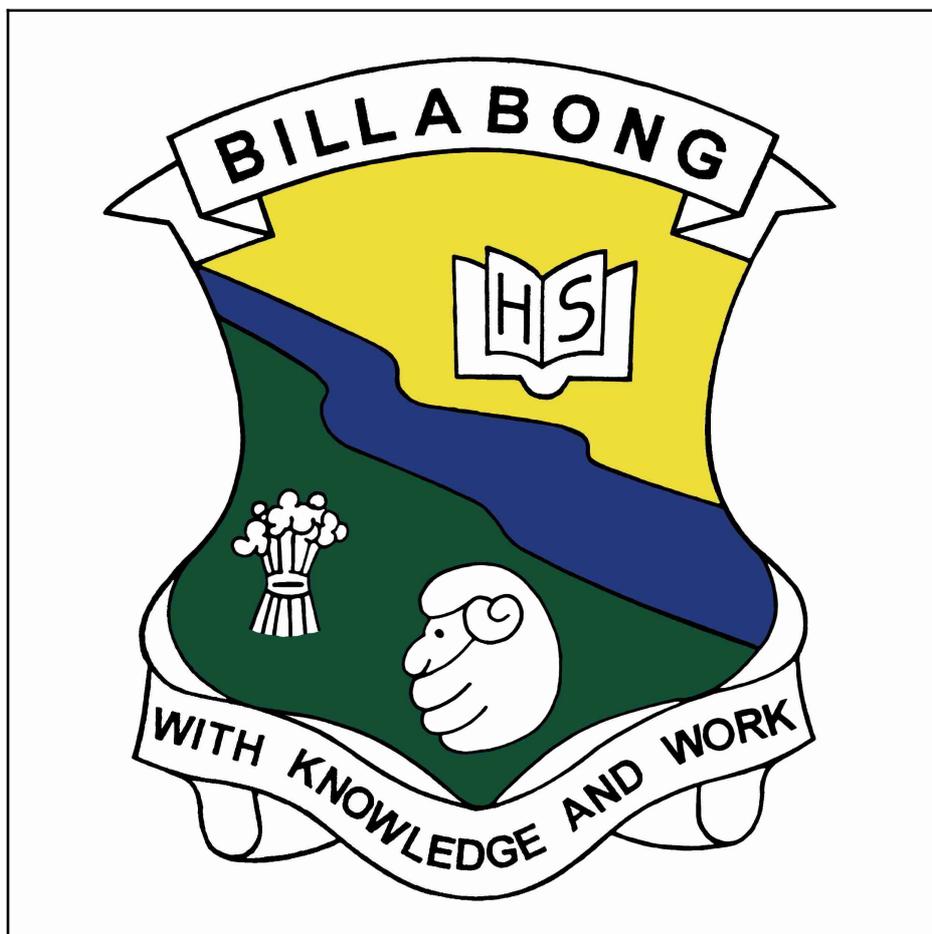# Billabong High School

2019 Annual Report

8503

Introduction

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

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

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School background

School vision statement

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

School context

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

Self-assessment and school achievement

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

Strategic Direction 1

Student Learning and Engagement

Purpose

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

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

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

Improvement Measures

Whole school Year 7–9 Value–Add data indicates above state average growth.

Effective assessment, feedback and reporting tools are in place, with a clear focus on articulation of growth.

Progress towards achieving improvement measures

Process 1: **Literacy and Numeracy**

Facilitate the implementation of the Literacy and Numeracy Strategy 2017–2020.

Develop a common language for teaching and learning around literacy and numeracy.

Instructional Leader (IL) to work with staff in developing the explicit teaching of literacy in stage 4.

Evaluation	Funds Expended (Resources)
A range of data analysis was used to measure student learning and teacher impact, including: NAPLAN, SMART data, explicit teaching strategies (IL) and participation in the State Secondary Pilot Project. NAPLAN data demonstrates continued, significant improvement for students sitting the Year 9 NAPLAN assessment in both Literacy and Numeracy.	PL Funds ($51,653) Socioeconomic Funds ($270,643) Low Level Adjustment for Disability Funds ($184,483)

Process 2: **Curriculum Development**

Instructional Leader to lead all staff in ongoing professional learning in effective practice in curriculum planning, assessment and feedback.

Evaluation	Funds Expended (Resources)
Successfully contributed to improved teaching and learning outcomes – the process should continue in 2020.	PL Funds ($51,653) Socioeconomic Funds ($270,643)

Strategic Direction 2

Teacher Quality and Reflective Practice

Purpose

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

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

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

Improvement Measures

All teaching staff can readily plot their teaching capabilities against the APST, with an increase in the number of staff working towards higher accreditation.

An effective BYOD policy is implemented across the school where staff use technology to enhance learning and service delivery.

The number and quality of classroom observations improves each year beyond PDP minimum requirements.

Progress towards achieving improvement measures

Process 1:   Teaching Standards

The school has a high performing teaching staff as measured against the Australian Professional Standards for Teachers. Capacity is continually developed to ensure every student experiences high–quality learning and teaching.

Evaluation	Funds Expended (Resources)
TTFM Beginning Teachers survey growth in eight pivotal areas. Two staff members working towards higher accreditation. 2020 Early Career Teachers Program developed and ready for 2020. IL established Higher Accreditation Working Party identified interested several staff.	PL Funds ($51,653) Socioeconomic Funds ($270,643)

Process 2:   Technology

Technology that supports learning is available and expertly integrated into lessons by teachers.

Evaluation	Funds Expended (Resources)
Significant support for the establishment of the program in 2020.	PL Funds ($51,653) Socioeconomic Funds ($270,643)

Process 3:   Classroom Observations

The Instructional Leader and Classroom Observations Team will embed an explicit system for collaborative classroom observations, effective practice and feedback to drive and sustain ongoing improvement in teaching practice and student outcomes.

Evaluation	Funds Expended (Resources)
A successful transition occurred to a new IL. Work commenced to get the	PL Funds ($51,653)

Progress towards achieving improvement measures	
milestones back on track for 2020.	Socioeconomic Funds ($270,643)

Strategic Direction 3

Leadership

Purpose

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

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

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

Improvement Measures

All executive staff and aspiring leaders can accurately assess and plot their progress against leadership descriptors on the Australian Professional Standards for Teachers or Principals.

Community satisfaction and confidence in the school is comparably higher than previous years, as indicated by positive feedback in surveys.

90% of staff show sustained positive growth in knowledge of the Aboriginal Education Policy and confidence in a range of cultural competencies.

Progress towards achieving improvement measures

Process 1:   Leadership Development

Student leadership opportunity will be promoted across the school, and staff capacity–building and opportunity will be supported through a strong leadership focus. This includes the use of Leadership and High Performance resources and involvement of staff in the Lead Initiative program.

Evaluation	Funds Expended (Resources)
Principal to assess during Executive PDP meetings	PL Funds ($51,653) Socioeconomic Funds ($270,643)

Process 2:   Engaging with our Community

The SEF will guide the enhancement of communication and engagement initiatives and the introduction of new strategies.

Evaluation	Funds Expended (Resources)
In 2018, 60% of students NEVER used a diary / planner	Socioeconomic Funds ($270,643)

Process 3:   Aboriginal Education

Implement a sustained whole school professional learning program guided by the Aboriginal Education Policy, fostering enhanced levels of cultural competence in staff and students.

Evaluation	Funds Expended (Resources)
An effective strategy was implemented to support Aboriginal students through enhanced knowledge and skills of staff and increased parental involvement with our school.	PL Funds ($51,653) Socioeconomic Funds ($270,643) Aboriginal Equity Funds ($19,588)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	• $19,588 • Salaries – Wendy Murdoch • PL – Dr Shayne Williams • Parent meetings	Term 4, 2019 saw the handover of leadership of the Aboriginal education team. The new leadership explored a variety of options available to the school to enhance cultural understanding and competency. Much improvement was made with the targeted PL on SDD4.
Low level adjustment for disability	$184,483	The Special Education faculty developed strong and effective support strategies to address the needs of students with a range of learning needs.
Quality Teaching, Successful Students (QTSS)		Not applicable.
Socio–economic background	$270,643 Funding allocation used to fund: 1.0 Instructional Leader, 1.0 teacher, computers and trolleys, PA system, lockers, Maths Space, Accelerated Reader, Diaries and the Resilience Project.	The allocated resources were used effectively to support students needs across a range of areas.
Support for beginning teachers	Funding allocation, period allowance, Instructional Leader and HT T&L.	The support provided to the beginning teachers has made a difference to their teaching capacity. It is apparent they are comfortable in seeking advice when necessary and implementing new strategies to strengthen their teaching repertoire.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	221	208	200	199
Girls	174	178	183	192

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
7	93.3	94	91.7	93
8	89.3	89.6	89.1	86.7
9	86.5	86.7	88.8	87.6
10	86.4	87.5	83.2	85.7
11	90.6	85.7	86.3	82.6
12	88.9	90.3	88	87.1
All Years	89.3	89.1	87.9	87.1
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	12	4	4
Employment	5	9	59
TAFE entry	1	2	6
University Entry	0	0	11
Other	17	7	0
Unknown	0	7	20

Year 12 students undertaking vocational or trade training

5.88% of Year 12 students at Billabong High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

95.7% of all Year 12 students at Billabong 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)	1
Head Teacher(s)	6
Classroom Teacher(s)	26.9
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	9.38
Other Positions	1

*Full Time Equivalent

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	215,676
Revenue	6,826,528
Appropriation	6,639,820
Sale of Goods and Services	10,923
Grants and contributions	164,086
Investment income	1,085
Other revenue	10,614
Expenses	-6,524,321
Employee related	-5,670,589
Operating expenses	-853,732
Surplus / deficit for the year	302,207

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	547,467
Equity Total	475,533
Equity - Aboriginal	19,588
Equity - Socio-economic	270,643
Equity - Language	0
Equity - Disability	185,302
Base Total	4,844,352
Base - Per Capita	92,180
Base - Location	33,749
Base - Other	4,718,422
Other Total	360,047
Grand Total	6,227,398

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 website.

Literacy

Year 9 NAPLAN growth has been steady and significant since 2016, with our Value–Added results exceeding the state average in 2019.

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.
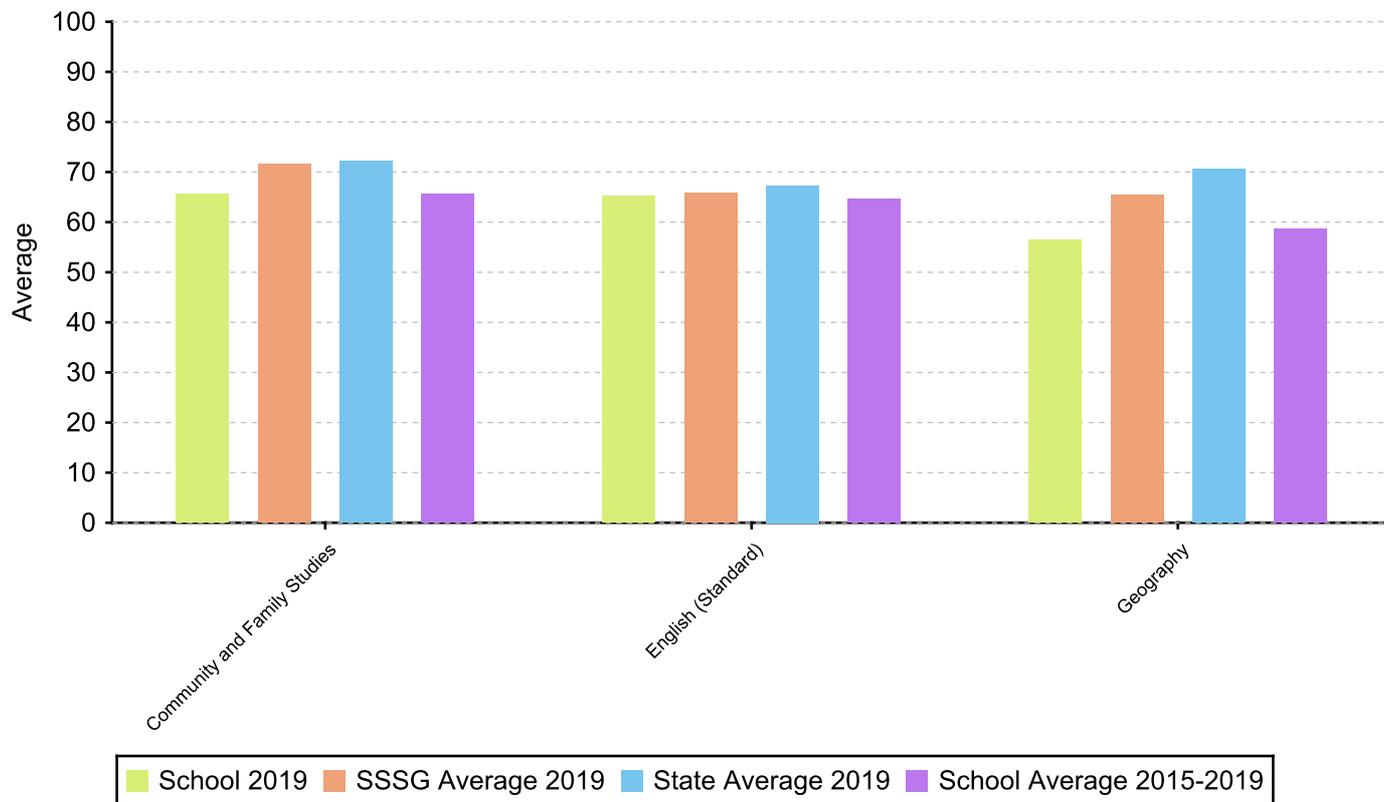
Subject	School 2019	SSSG	State	School Average 2015-2019
Community and Family Studies	65.6	71.6	72.2	65.6
English (Standard)	65.2	65.8	67.3	64.6
Geography	56.4	65.5	70.6	58.6

Billabong High School 8503 (2019)

Parent/caregiver, student, teacher satisfaction

Tell Them from Me surveys were conducted in 2019 and the following information regarding parent satisfaction was contained within the results:

Parents report:

- They feel welcome when they visited the school.
- They can speak easily with their child's teachers.
- They are informed about their child's behaviour at school.

When asked about parent support at home, parents reported:

- They discuss how well their child is doing with his/her classes.
- They talk about how important schoolwork is.
- They encourage their child to do well at school.

Parents also reported they are satisfied that teachers have high expectations for their child to succeed and teachers show an interest in students' learning.

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.