

Byron Bay High School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Byron Bay 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

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School background

School vision statement

Byron Bay High School delivers a collaborative learning environment where students achieve excellence through our connection with community and land, creating holistic leaders of the future.

School context

We respectfully acknowledge the Arakwal people of the Bundjalung nation, on whose land we learn and work together.

Our school's FOEI (Family occupation and education index) is 57 compared to the state average of 100. This means our school ranks in the top 20% of socio economically advantaged schools in NSW. Our current Aboriginal and Torres Strait Islander enrollment figure is 35 students.

We pride ourselves on developing outstanding citizens who have a strong sense of empowerment and add value to society.

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	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
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 curriculum

Purpose

In what ways and to what extent will our purposeful and guided focus on curriculum lead to outcomes of excellence in curriculum provisions, teaching and learning programs, and differentiation?

- In schools that excel, an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

Improvement Measures

Curriculum Provisions

Creation of HSC Monitoring Folders

Teaching and Learning Programs

Monitoring of HSC Monitoring Folders

Collaborative design and implementation of T&L programs

Differentiation

Evidence of differentiation in HSC Monitoring Folders

Developing a Collaborative Response Model

Overall summary of progress

Stage 6 HSC Monitoring Folders implemented for every subject. Information in folders include detailed registration of the support implemented for students with additional learning needs and disabilities; detailed teaching and learning plans that align with mandatory syllabus outcomes and NESA requirements. A plan for initiating a Collaborative Response Model in 2020 across whole school involving all staff aligned with new timetabled implementation.

Progress towards achieving improvement measures

Process 1: Curriculum Provisions

The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable.

Evaluation	Funds Expended (Resources)
Effective evaluation and implementation of improvement strategies for Stage 6 HSC Monitoring. All 2019 HSC Monitoring folders signed off each term by all Curriculum Head Teachers.	Strategic direction funds. HSC Monitoring folders.

Process 2: Teaching and Learning Programs

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Evaluation	Funds Expended (Resources)
All Curriculum Head Teachers and Faculty staff review Teaching and	Strategic Direction Funds.

Progress towards achieving improvement measures

Learning Programs. Adjustments implemented in line with new Syllabus content. Differentiation in class work and assessment tasks implemented for all students with additional learning needs.

Process 3: Differentiation

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.

Evaluation	Funds Expended (Resources)
Evidence in teaching and learning programs of necessary adjustment for students with additional learning needs.	Staff meeting time.

Next Steps

Continue streamlining HSC Monitoring Folders management with focus of differentiated classwork and Assessment Tasks for students with additional needs. 2020 Collaborative Response Model implementation with the support of external Generative Dialogue Team.

Strategic Direction 2

Excellence in assessment

Purpose

In what ways and to what extent will our purposeful and guided focus on assessment lead to outcomes of excellence in formative assessment, summative assessment, student engagement and whole school monitoring of student learning?

- In schools that excel, consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learning what is taught.

Improvement Measures

Formative assessment.

All staff using formative assessment in every teaching and learning program in all Stages. Record of formative assessment in teaching and learning programs.

Summative assessment

Clear learning intentions and success criteria that is understood and used by all student in all assessment tasks across all Stages.

Student engagement

Parent feedback on summative assessment tasks; layout and language used.

Method of student feedback to teachers regarding summative assessment task processes and design.

Whole school monitoring of student learning

Collaborative practices across all KLA's sharing expertise in formative and summative assessment. Changes in summative assessment tasks as a result of collaborative practices.

Overall summary of progress

Formative Assessment strategies implemented by staff and recorded in teaching and learning programs. Staff development focused on aligning Summative Assessment Tasks with the Quality Teaching Framework. Staff development time dedicated to the collaborative sharing across all Faculty areas of Summative Assessment Tasks to align the meta language and content for all students.

Progress towards achieving improvement measures

Process 1: Formative assessment

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

Evaluation	Funds Expended (Resources)
Evidence of Teaching and Learning Programs incorporating formative assessment strategies.	Strategic Direction Funds.

Process 2: Summative assessment

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
Head Teachers signed off to approve every Assessment Task ensuring consistency of practice and quality task.	Faculty time

Process 3: Student engagement

Students and parents understand the assessment approaches used in the school and their benefits for learning.

Feedback from students on their learning derived from assessments informs further teaching.

Evaluation	Funds Expended (Resources)
Scheduled time for collaboration of Head Teachers. Early access to publications for students and parents specific to year group.	Head Teacher Curriculum and other Head Teachers meetings time.

Process 4: Whole school monitoring of student learning

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments.

Evaluation	Funds Expended (Resources)
Collaborative analysis of Tell Them from Me data, NAPLAN data and HSC data. Using data to review and evaluate whole school timetable and curriculum structures. Adjustments to both outlined for 2020 implementations.	Staff meeting time.

Next Steps

Continue examination and improvement of Summative Assessment Tasks across all subjects and grades. Implementation in 2020 of new timetable that incorporates Collaborative Response Model.

Strategic Direction 3

Excellence in teaching

Purpose

In what ways and to what extent will our purposeful and guided focus on Australian Professional Standards and learning and development lead to outcomes of Excellence in Improvement of practice, accreditation, collaborative practice and feedback, coaching and mentoring?

- In schools that excel, professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.
- In schools that excel, all staff demonstrate personal responsibility for maintaining and developing their professional standards. Australian Professional Standards are a reference point for whole school reflection and improvement.

Improvement Measures

Improvement of practice

Completion of Mindful Leadership professional learning by Executive staff, embedding individual and team practices.

Performance Development Plans scheduled for Week 3 and Week 8 as focus for all staff. Staff use generative dialogue strategies to unpack goals.

All staff PDP's align with the Professional Standards.

Accreditation

At least 10 staff working towards attaining either HAT or Lead Accreditation.

Collaborative practice and feedback

Collaborative practices in and amongst faculties that focuses on the improvement of teaching and learning practices.

Strategic Direction funds used to support collaborative practices.

Coaching and mentoring

Completion of 2018/2019 Aspiring Leaders course. Beginning of 2019/2020 Aspiring Leaders course.

Internal and external expertise to upskill teachers across the school.

Overall summary of progress

Alterations of team practices in relation to Mindful Leadership practices. Improved communication and management of staff with scheduled discussion of Performance Development Plans as central to staff development and implementation of any support. Aspiring Leaders Course continues in 2020.

Progress towards achieving improvement measures

Process 1: Improvement of practice

The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Evident impact of 14 staff completing HAT and Lead Accreditation professional learning illustrating Standard Descriptors in practice.

Whole staff meeting.

Process 2: Accreditation

A high proportion of the teaching staff (including specialist teachers) have attained and are maintaining accreditation at Highly Accomplished or Lead teacher professional standards and/or there is a strong, visible culture in the school that promotes and supports the attainment of higher level accreditation, with an increasing proportion of teachers at preliminary stages of the higher level accreditation process.

Evaluation	Funds Expended (Resources)
14 staff registered for PL to support HAT/Lead Accreditation process.	Successful application of Rural and Remote Grant.

Process 3: Collaborative practice and feedback

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. This drives ongoing, school-wide improvement in teaching practice and student results.

Evaluation	Funds Expended (Resources)
Staff demonstrate Evidence of practice in last Generative Dialogue session and include evidence in performance development plans.	Staff use free periods.

Process 4: Coaching and mentoring

Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers such as those accredited at Highly Accomplished or Lead.

Evaluation	Funds Expended (Resources)
Staff engaged in at least one mentoring or coaching model across the school.	Strategic Direction funds.

Next Steps

Continued scheduling of Performance Development Plan meetings in all Faculties and Executive Meetings. Extend mentoring and coaching model for beginning teachers in 2020. Use Rural and Remote Grant for HAT/ Lead Accreditation support by external HAT teacher. Continue Aspiring Leaders Course to completion in 2020.

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>Equity Aboriginal funding: \$31, 668.00</p> <p>Strategic Direction funding: \$10, 000.00</p> <p>Total: \$41,668.00</p>	<p>Very positive parent, student and teacher mentor feedback given in the student and parent Circles.</p> <p>A section out of the recent Annual Report (section taken from the General Manager's report) – Arakwal Corporation below.</p> <p><i>Over the past year, the communication lines have opened up even more with Byron High School and we have made quite a few Welcome speeches at the School and been invited to assemblies, presentations and morning teas. We have been involved with cultural education talks with students and discussed a new project for the 'yarning circle' which will involve creating cultural interps at the entrance to the circle with bush tucker plants being named their cultural name and benefits; which adds cultural experience and awareness for the students about Country. Everyone loves spending time with the students at the School and we always receive a very warm welcome from the teachers, students and parents.</i></p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	419	411	404	400
Girls	425	419	412	372

Student attendance profile

School				
Year	2016	2017	2018	2019
7	92.2	90.7	90.6	89
8	89.8	90.1	86.5	85.7
9	87	86.7	85.7	81.5
10	85.2	86.4	82.9	82.3
11	86.6	87	84.1	82.1
12	87	87.4	86.7	83.9
All Years	88.1	88.1	86.2	84
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	0	0	2
Employment	0	0	41
TAFE entry	0	1	5
University Entry	0	0	40
Other	0	0	8
Unknown	0	0	4

Year 12 students undertaking vocational or trade training

22.83% of Year 12 students at Byron Bay 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 Byron Bay 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)	40.3
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	11.08
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	494,904
Revenue	9,628,916
Appropriation	8,680,275
Sale of Goods and Services	291,250
Grants and contributions	633,510
Investment income	5,312
Other revenue	18,570
Expenses	-9,661,585
Employee related	-8,196,368
Operating expenses	-1,465,217
Surplus / deficit for the year	-32,669

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	138,188
Equity Total	249,775
Equity - Aboriginal	31,668
Equity - Socio-economic	46,569
Equity - Language	17,923
Equity - Disability	153,615
Base Total	7,686,113
Base - Per Capita	191,277
Base - Location	16,022
Base - Other	7,478,814
Other Total	398,138
Grand Total	8,472,213

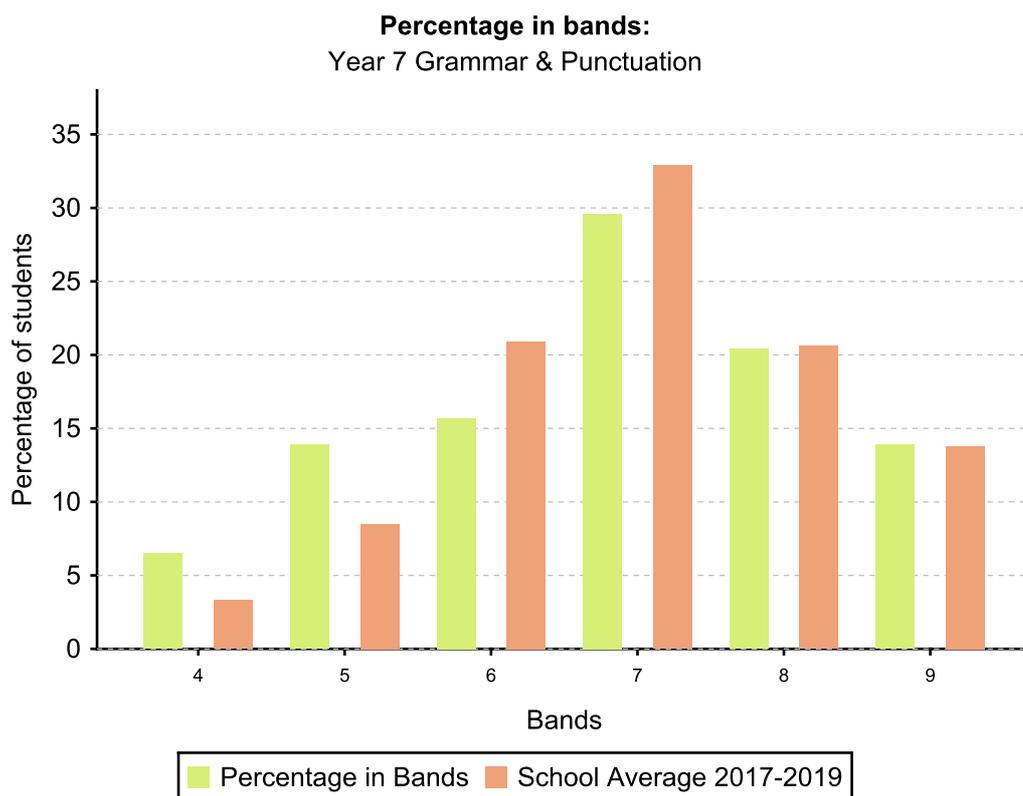
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School performance - NAPLAN

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.

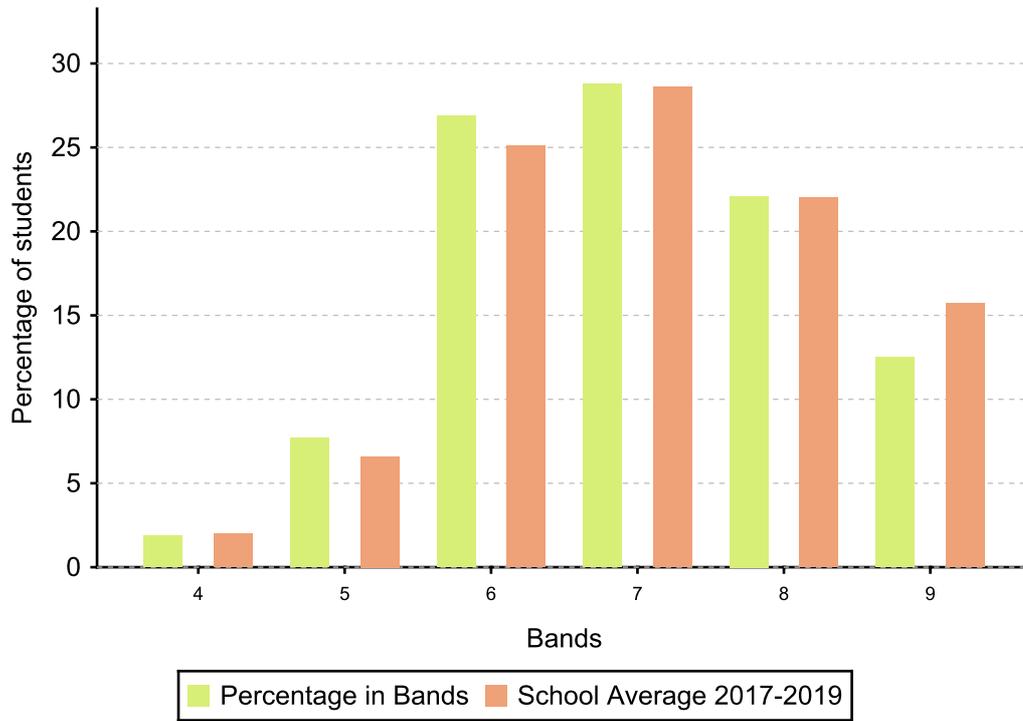
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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



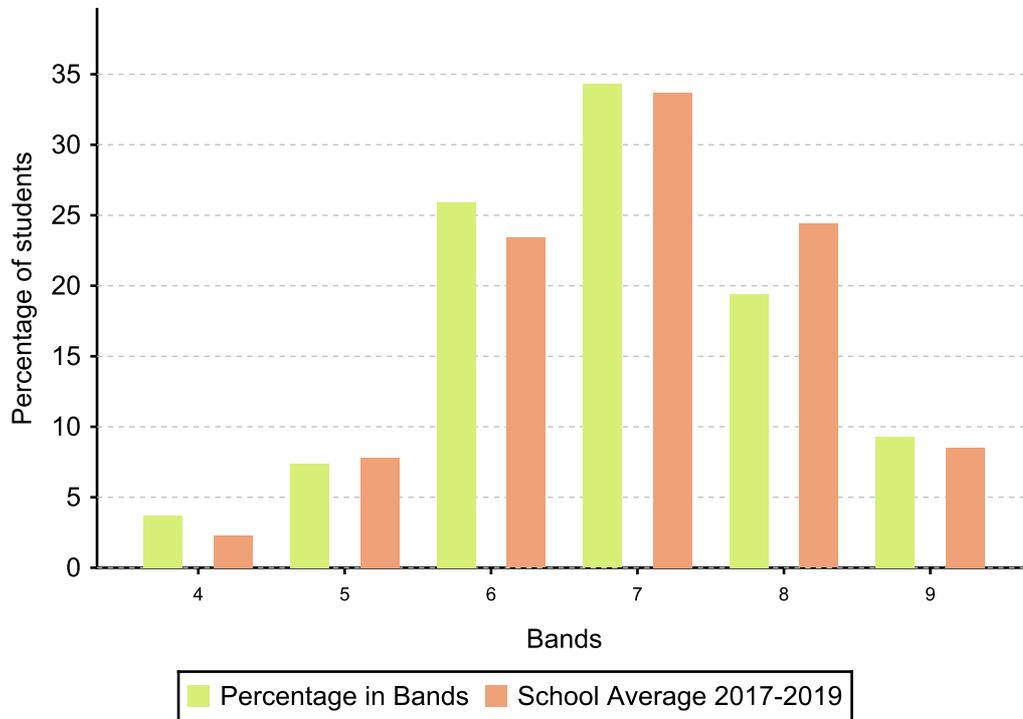
Band	4	5	6	7	8	9
Percentage of students	6.5	13.9	15.7	29.6	20.4	13.9
School avg 2017-2019	3.3	8.5	20.9	32.9	20.6	13.8

**Percentage in bands:
Year 7 Reading**



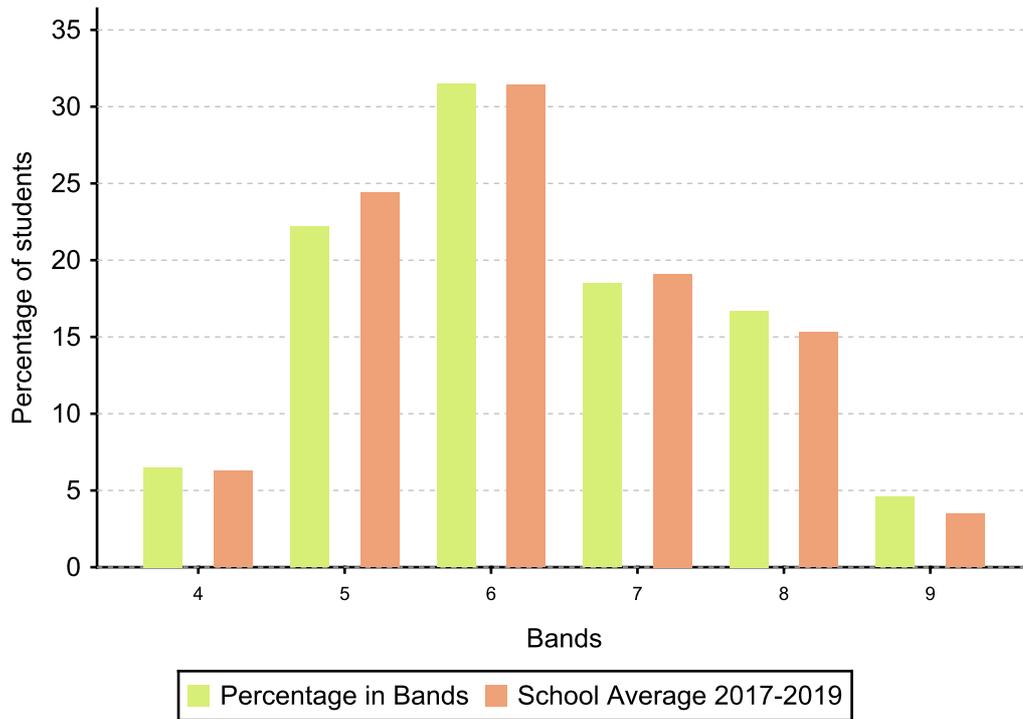
Band	4	5	6	7	8	9
Percentage of students	1.9	7.7	26.9	28.8	22.1	12.5
School avg 2017-2019	2	6.6	25.1	28.6	22	15.7

**Percentage in bands:
Year 7 Spelling**



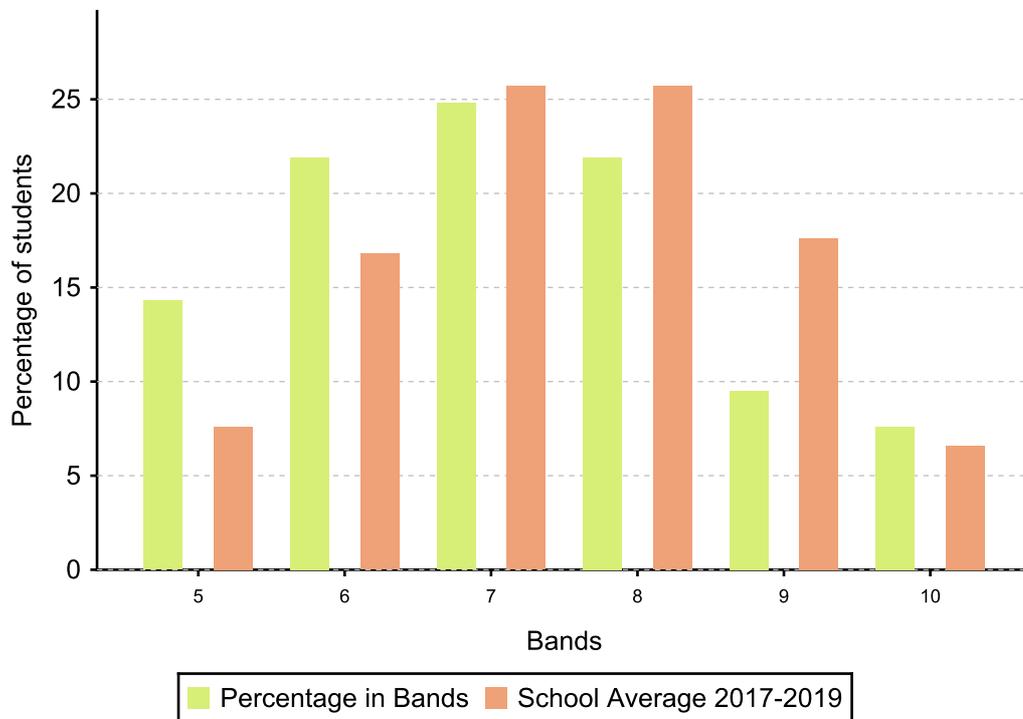
Band	4	5	6	7	8	9
Percentage of students	3.7	7.4	25.9	34.3	19.4	9.3
School avg 2017-2019	2.3	7.8	23.4	33.7	24.4	8.5

**Percentage in bands:
Year 7 Writing**



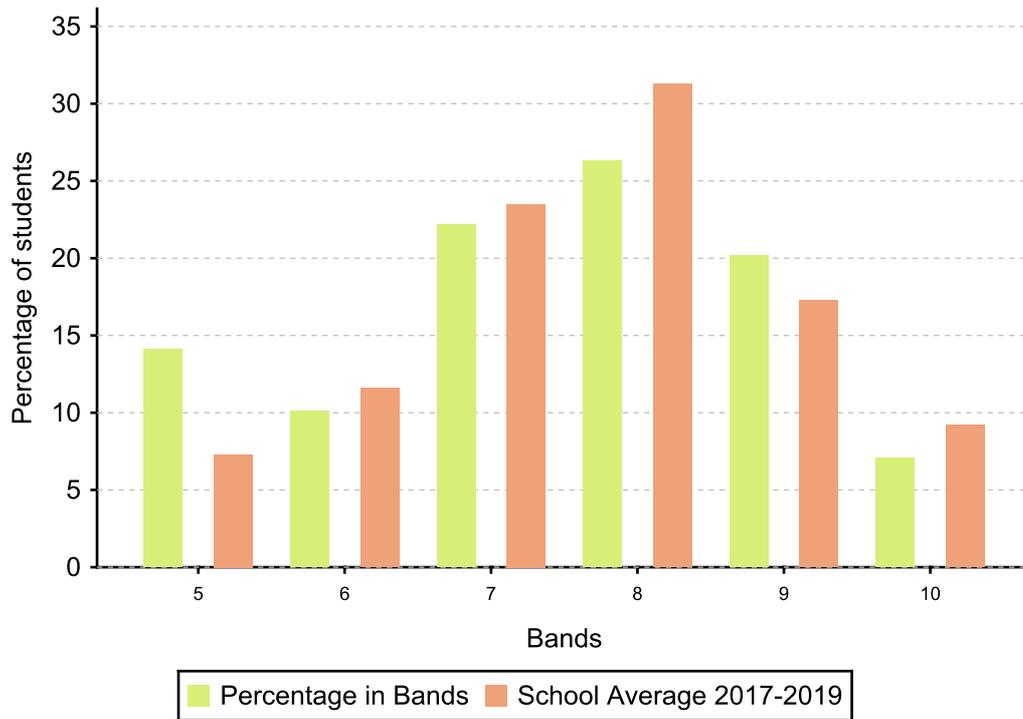
Band	4	5	6	7	8	9
Percentage of students	6.5	22.2	31.5	18.5	16.7	4.6
School avg 2017-2019	6.3	24.4	31.4	19.1	15.3	3.5

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



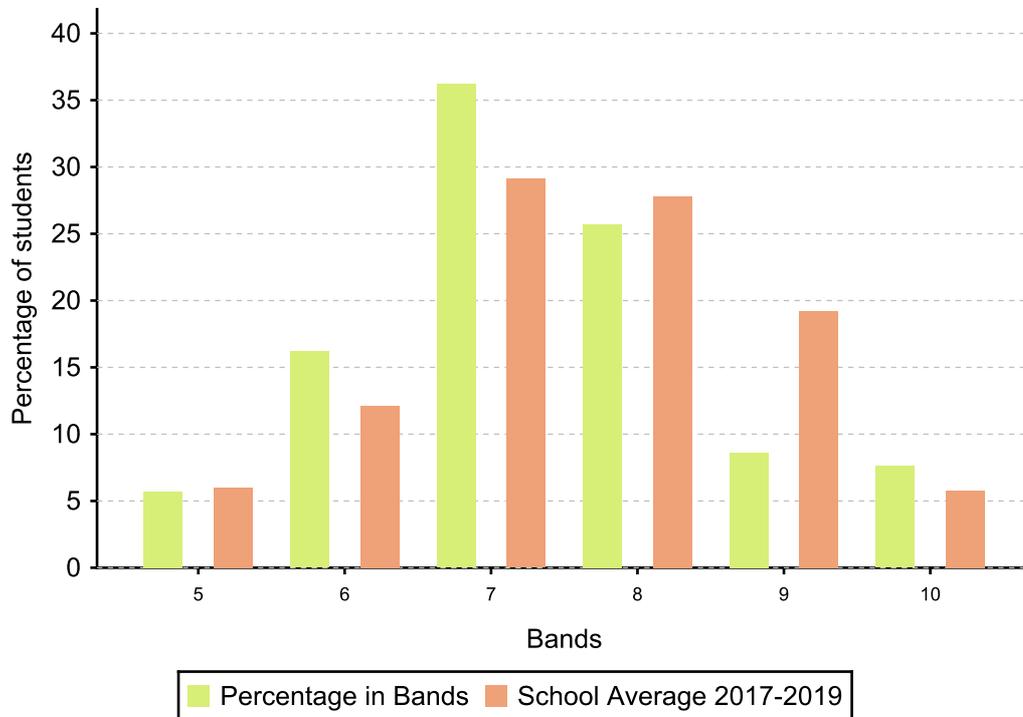
Band	5	6	7	8	9	10
Percentage of students	14.3	21.9	24.8	21.9	9.5	7.6
School avg 2017-2019	7.6	16.8	25.7	25.7	17.6	6.6

Percentage in bands:
Year 9 Reading



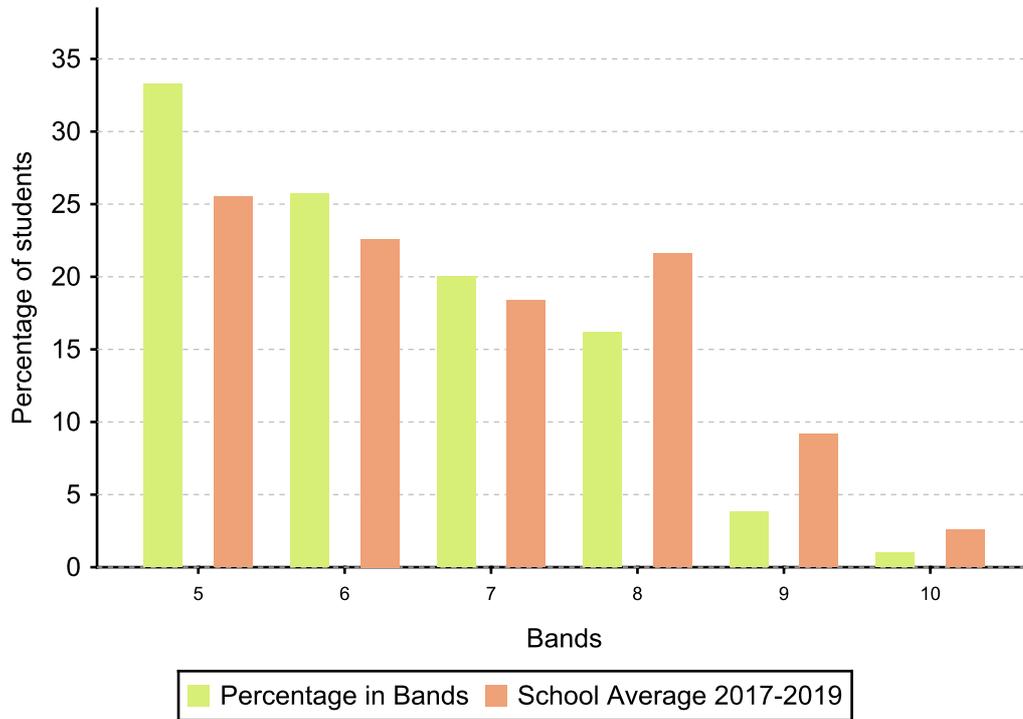
Band	5	6	7	8	9	10
Percentage of students	14.1	10.1	22.2	26.3	20.2	7.1
School avg 2017-2019	7.3	11.6	23.5	31.3	17.3	9.2

Percentage in bands:
Year 9 Spelling



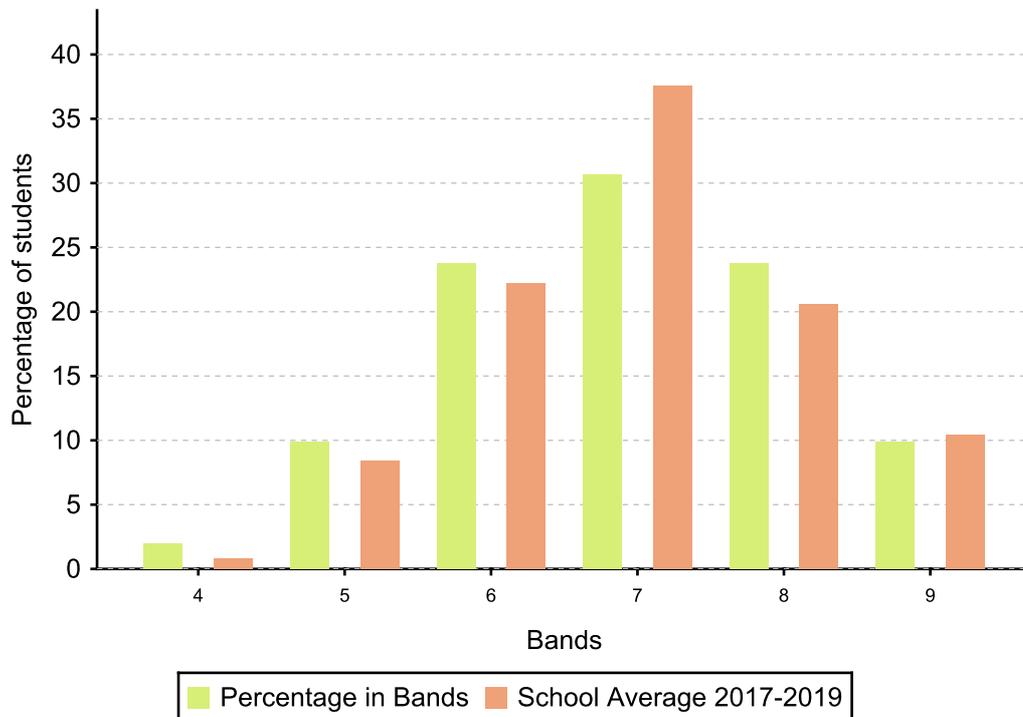
Band	5	6	7	8	9	10
Percentage of students	5.7	16.2	36.2	25.7	8.6	7.6
School avg 2017-2019	6	12.1	29.1	27.8	19.2	5.8

Percentage in bands:
Year 9 Writing



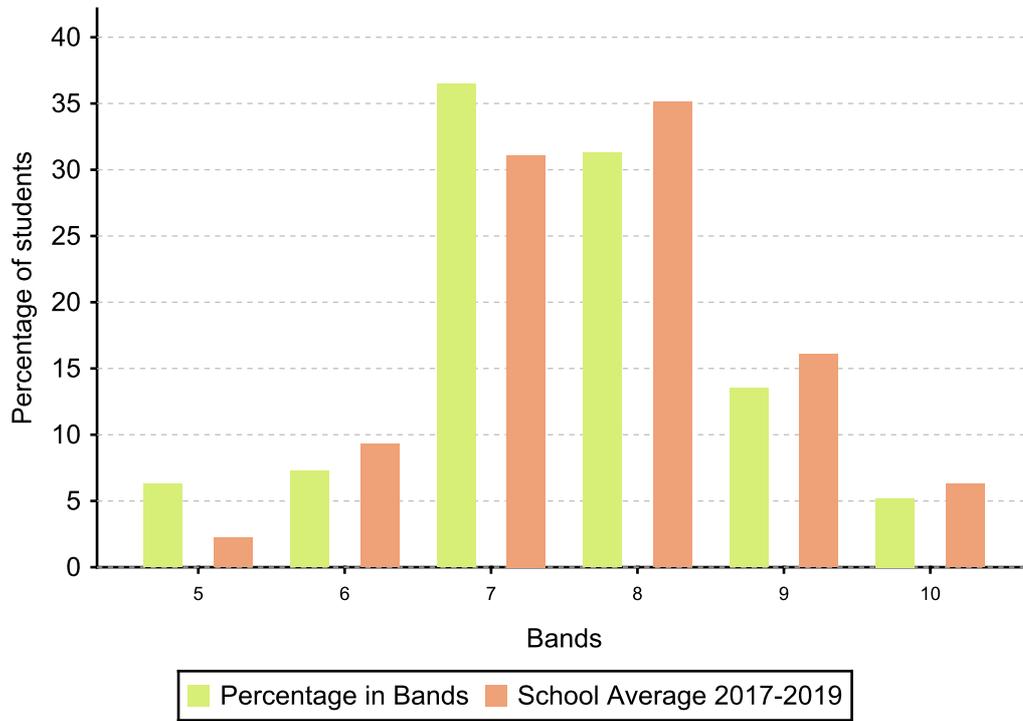
Band	5	6	7	8	9	10
Percentage of students	33.3	25.7	20.0	16.2	3.8	1.0
School avg 2017-2019	25.5	22.6	18.4	21.6	9.2	2.6

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	2.0	9.9	23.8	30.7	23.8	9.9
School avg 2017-2019	0.8	8.4	22.2	37.6	20.6	10.4

Percentage in bands:
Year 9 Numeracy

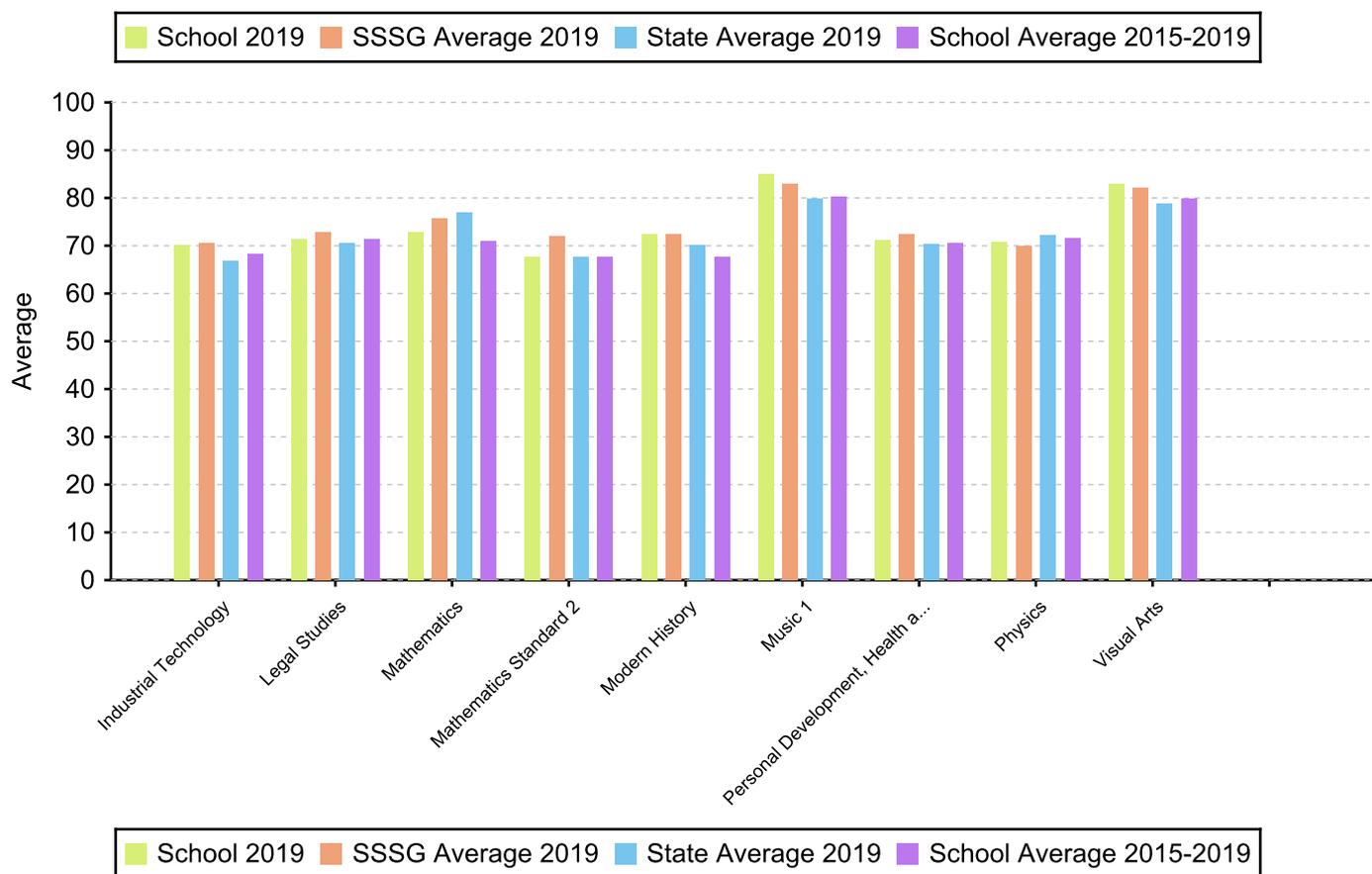
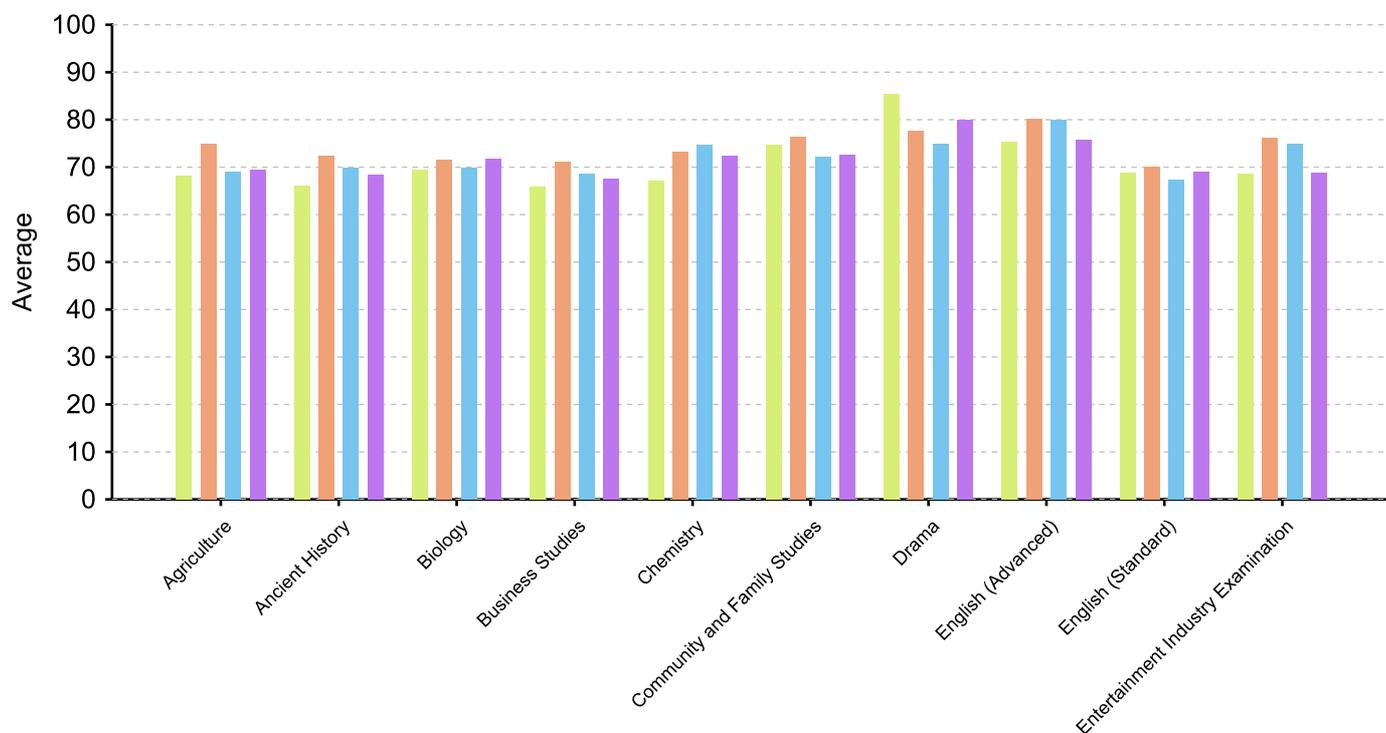


Band	5	6	7	8	9	10
Percentage of students	6.3	7.3	36.5	31.3	13.5	5.2
School avg 2017-2019	2.2	9.3	31.1	35.1	16.1	6.3

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
Agriculture	68.1	74.9	69.0	69.5
Ancient History	66.1	72.3	69.9	68.4
Biology	69.5	71.6	69.9	71.9
Business Studies	65.9	71.1	68.6	67.5
Chemistry	67.1	73.3	74.7	72.3
Community and Family Studies	74.8	76.4	72.2	72.6
Drama	85.4	77.6	75.0	80.0
English (Advanced)	75.3	80.2	80.0	75.7
English (Standard)	68.8	70.2	67.3	68.9
Entertainment Industry Examination	68.7	76.2	74.9	68.8
Industrial Technology	70.1	70.5	66.8	68.3
Legal Studies	71.3	72.9	70.6	71.4
Mathematics	72.8	75.8	76.9	71.0
Mathematics Standard 2	67.7	72.0	67.7	67.7
Modern History	72.4	72.4	70.2	67.7
Music 1	85.0	82.9	79.9	80.2
Personal Development, Health and Physical Education	71.1	72.4	70.5	70.5
Physics	70.7	69.9	72.1	71.6
Visual Arts	83.0	82.1	78.8	79.8

Parent/caregiver, student, teacher satisfaction

Students participated in the Tell Them form Me Survey. 531 students completed the survey. Student results mirrored the NSW Government Norm in most areas. The Parents and Citizens Association surveyed all parents and carers. A lot of positive responses received with a focus on the need for air conditioning. Teaching staff were consulted and voted on a timetable adjustment for 2020. Teachers voted in favour of adjustments.

The successful completion of the changes to traffic conditions in Arakwal Court to improve the safety for students entry and exit to school was the results of school, P&C and Council collaboration.

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.