

2020 Annual Report

Bega High School



8165

Introduction

The Annual Report for 2020 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

Upper & Eden Sts

Bega, 2550

www.bega-h.schools.nsw.edu.au

bega-h.school@det.nsw.edu.au

6492 9000

School vision

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 2020, 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>

Self-assessment using the School Excellence Framework

Elements	2020 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	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
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

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

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

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)
What difference did we make by analysing previous year HSC data in retention and student achievement. The school is improving retention rate from 2019 - 2020 of 12.7% of students seeking employment. All eligible Aboriginal students successfully met Minimum Standards and achieved HSC.	Funding Sources: <ul style="list-style-type: none">Aboriginal background loading (\$77000.00)

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)
Staff this year have focused on individualised support for students in completion of assessment tasks and attain ROSA. IEPs for students within Special Education classes are utilised to inform and direct teaching and learning.	Learning and Support Teachers and classroom resources. Funding Sources: <ul style="list-style-type: none">Low level adjustment for disability (\$166000.00)

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)
A whole school review of faculty process, procedure and teaching and learning programs has ensured they reflect best practice, and school structures and facilitate evidence-informed revision through collaborative evaluation.	4P4U consultation services Professional learning time for executive staff Funding Sources: <ul style="list-style-type: none">Professional learning (\$12000.00)

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)
HT Mathematics supports all stage 6 students to complete and evaluate Minimum Standards testing. All HSC students have completed Minimum Standards allowing for eligibility for HSC	Homework club Lunch time tutoring Learning and Support

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)
All staff have engaged in collaborative professional practice that is embedded in the timetable across the school through strategic support structures and resourcing, to form effective partnerships with parents and students. This has been evident this year due to COVID learning period allowing for online collaboration within MS Teams, Zoom and face to face.	Technology for staff and students Funding Sources: • Socio-economic background (\$25000.00)

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)
Staff regularly collaborate with peers between schools and within network. Learning alliances with other SCLC schools to support curriculum development and foster a culture of collaboration. There is evidence included in T & L programs observed through the PDP process. Ongoing evidence of staff collaboration and professional learning to ensure Australian Professional standards for teachers are included within PDPs.	

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)
All communication methods working. Eg: CENTRAL APPS, Parent & Portal, LMBR How do we know communication is working?	

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

Evaluation	Funds Expended (Resources)
All staff collaborate and are engaged in a Curiosity and Powerful Learning Team with the school. Evidence of staff feedback and use of C&PL proforma to improve teaching practice.	

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)
Peer mentor of school leaders with junior students	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$96 327.00)	Increased referral to ALEO, increased student engagement measured through N Warning process, increase students achieve VET qualifications, HSC and ROSA
English language proficiency	\$2305 staff release time, LST support for differentiation	Have the students achieved HSC minimum standards
Low level adjustment for disability	Learning and Support Teachers 1.6 FTE Funding Sources: • Low level adjustment for disability (\$166 000.00)	Students have improved the submission of assessment tasks and retention of Stage 6 students. The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement.
Socio-economic background	Funding to subsidise student engagement in extra-curricular activities such as SCLC Music Camp, sports gala days and work placement activities. 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. Volunteer teachers supporting school initiatives such as Breakfast Club, Homework Club, and lunchtime clubs. Funding Sources: • Socio-economic background (\$322 675.00)	Improved student well-being measured through TTFM survey and Sentral positive incidents Improved attendance rates across all year groups
Support for beginning teachers	Beginning teacher funding support Teacher mentors	Staff have elected to utilise Beginning Teacher funding to teach at a reduced face to face allocation. This has led to effective programming of teaching learning, assessment and evaluation of student needs.
Learning with Technology	MS Teams Google classroom Edrolo	Staff have engaged with the "attendance and engagement" app in Scout to assess student engagement with online learning Have N Warning rates for Stage 6 reduced?
School and Community Leaders	SRC funding, teacher release	What impacts have student leaders had within the community?

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	345	346	317	309
Girls	402	388	379	339

Student attendance profile

School				
Year	2017	2018	2019	2020
7	91.1	91.3	89.4	90.8
8	86.8	87.3	84.5	88.6
9	89	84.5	83.5	84.9
10	84	83	77.3	84.9
11	86.2	83.3	83.2	86
12	85	83.7	79.8	88
All Years	87	85.5	83	87.2
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	6.3	6
Employment	6.8	30	38
TAFE entry	3.4	10	5
University Entry	0	0	33
Other	8	11	6
Unknown	3.4	3.6	12

Year 12 students undertaking vocational or trade training

41.33% of Year 12 students at Bega High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

95.8% of all Year 12 students at Bega High School expected to complete Year 12 in 2020 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)	47
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,552,417
Revenue	11,238,238
Appropriation	11,054,830
Sale of Goods and Services	141,980
Grants and contributions	38,901
Investment income	2,346
Other revenue	182
Expenses	-11,193,697
Employee related	-10,033,436
Operating expenses	-1,160,261
Surplus / deficit for the year	44,542
Closing Balance	1,596,959

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.

	2020 Approved SBA (\$)
Targeted Total	27,537
Equity Total	690,040
Equity - Aboriginal	96,327
Equity - Socio-economic	322,675
Equity - Language	2,305
Equity - Disability	268,734
Base Total	9,273,861
Base - Per Capita	179,180
Base - Location	114,884
Base - Other	8,979,796
Other Total	433,354
Grand Total	10,424,792

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.

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.

2020 NAPLAN

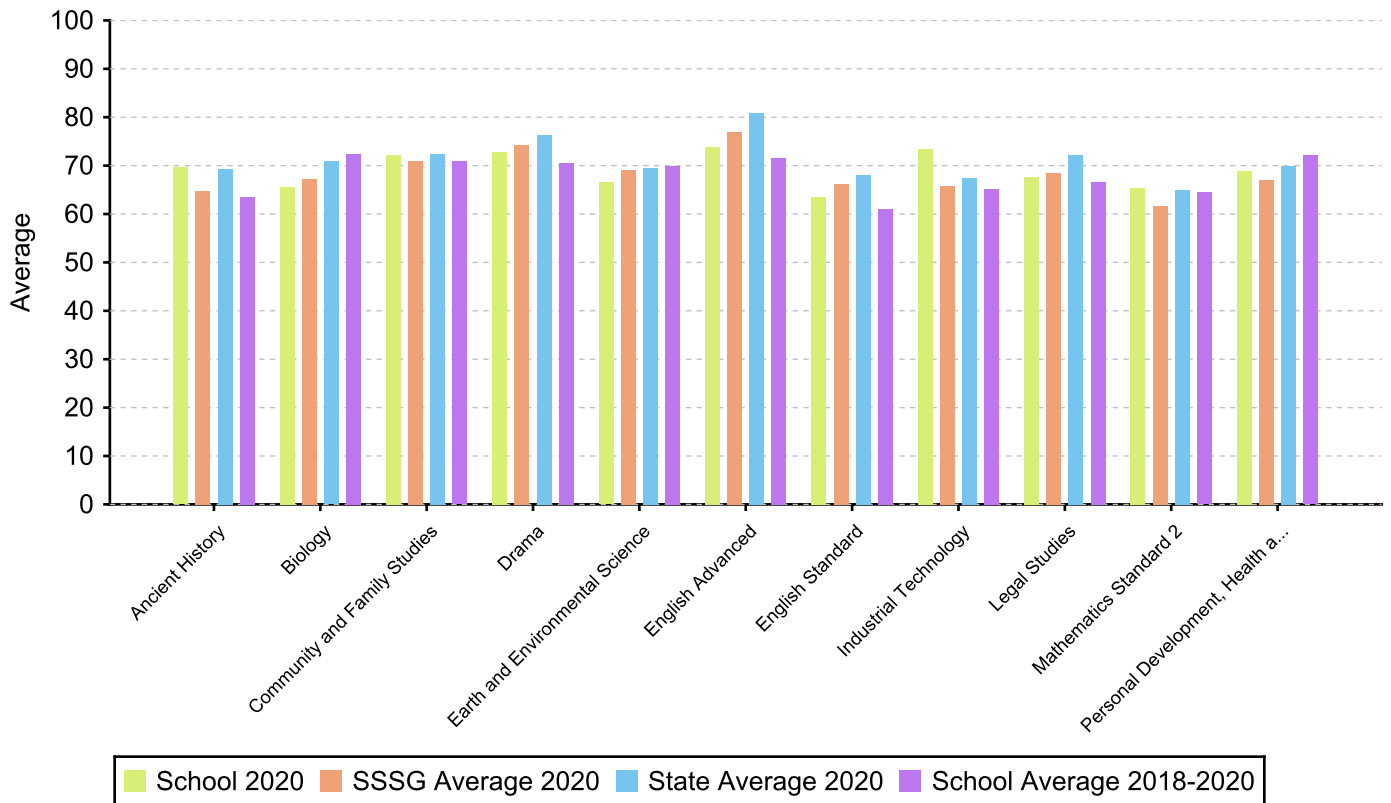
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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 2020	SSSG	State	School Average 2018-2020
Ancient History	69.6	64.8	69.4	63.5
Biology	65.6	67.2	70.8	72.4
Community and Family Studies	72.2	70.9	72.4	70.8
Drama	72.8	74.3	76.4	70.6
Earth and Environmental Science	66.5	69.2	69.5	70.0
English Advanced	73.9	76.9	80.8	71.5
English Standard	63.5	66.2	68.1	61.0
Industrial Technology	73.4	65.9	67.5	65.2
Legal Studies	67.7	68.4	72.1	66.6
Mathematics Standard 2	65.4	61.7	64.9	64.4
Personal Development, Health and Physical Education	68.9	67.0	69.9	72.1

Parent/caregiver, student, teacher satisfaction

The school relishes both formal and informal feedback from all stakeholders, usually this would comprise of parent/teacher and information evenings. However, due to COVID the school relied upon formal feedback from "Tell them from Me" surveys completed by parents, students and staff to inform our planning for the future and allow reflection on program delivered.

Limitations placed on students, staff and parents engaging physically with the school hampered efforts for authentic face to face feedback and communication.

The school focussed on increasing technology, social media, sms, email, newsletter and Sentral parent portal to communicate learning, activities and success. This has enabled all parents to transition to become more technologically focussed.

"Tell them from Me" survey data indicated School Leadership improved 0.4 and collaboration of teaching staff had improved 0.2. Questions on the "Experiences of Learning from Home" during COVID learning period resulted in 54% feeling connected and 17% feeling prepared.

To inform future school directions staff completed Curiosity and Powerful Learning High Expectations survey. This indicated staff mostly assume High Expectations for all students, "I sustain a high expectations climate" 48% Mostly and 48% Yes. I convey optimism and hope, 74% Yes. I focus relentlessly on improving teaching quality and reducing the variability in teaching quality, 45% Yes.

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.