

# 2020 Annual Report

## Ballina Coast High School



8195

# Introduction

The Annual Report for 2020 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.

## School contact details

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## Message from the principal

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We are privileged to work with young people. It brings with it a huge and honourable responsibility. Teenager's brains are amazing things. These brains are in a state of exuberance and while these young people delight and bring us great joy, they also challenge us and drive us crazy. As parents, teachers, friends and in many other capacities in our community, we work to keep our young people safe. We want them to grow up to be incredible young adults who will lead our world into a better future. I have faith in our young people at BCHS to do this. They need our support to guide and encourage them, to give consequences for poor decisions, to support them in difficult times and guide them into an adulthood filled with a multitude of choices. One of the greatest gifts we can offer is to listen, forgive and teach them to take ownership of their life. Their world is alive with support, love, and wisdom. They have families, friends, relatives, teachers, role models in the community and, and each other. BCHS is committed to every young person being known, valued and cared for. In what was an unpredicted and challenging year, BCHS students, staff and community shone and for this we are both proud and thankful.

## School vision

### 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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
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	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing



## 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

#### 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 using Collaborative Response Model which has increased the number of ILPs for students. In 2020 we did engage additional SLSOs to work with students on Numeracy. We supported all students with technology.	

**Process 2:** Continuing growth of H2L program

Evaluation	Funds Expended (Resources)
Covid-19 has had a large impact on the introduction of Language Of Learning. There has not been opportunities for staff to be given Professional Learning around the re-named initiative. Resources are being re-badged and will be ready for 2021.	

**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. 2021 will see only Year 7 and 8 continue with FLEX. We have reviewed and included Year 10 into a junior curriculum format. There has been a redesign for Year 10 for 2021 to include mandatory English, Maths, Science and HSIE to meet the DoE minimum requirements. BCHS has continued with the Targeted Sports Program, an Alternative Learning Centre and Chrysalis to support students. We continued to fund Education Perfect and Edrolo to support online work at home which helped	

### Progress towards achieving improvement measures

during Covid-19 working from home. This was led by increased staffing.

**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. This year has seen time to reflect and consolidate the resources being used. In 2021 there is a scope and sequence that can be followed.	

## 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.

#### 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 were meeting regularly and driving school improvement in a collaborative way prior to Covid-19. Teams that are still highly functional include; Executive, Faculty, CRM, ATSI, Learning and Support and Technology. Team structure has been reviewed and a new structure will exist in 2021 - every staff member will be part of a primary team - which focus on specific areas of need within the school and then they can join additional secondary teams.	

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

Evaluation	Funds Expended (Resources)
The Literacy and Numeracy Team worked with Kristie Collins and developed a number of strategies to incorporate into programs across all KLA's. Quick Smart in being used for identified students to assist their development. In 2020 we started the year with a Literacy focus and all faculties are working on vocabulary. Covid-19 has impacted on implementation due to not being able to meet. Best Start is yielding some sound information. Numeracy will be introduced in 2021 after consultation with outside experts around multiplicative strategies. Senior Executive needs to be part of team to ensure ongoing emphasis.	Release time for PL.  <b>Funding Sources:</b> • Literacy and numeracy (\$4000.00)

**Process 3:** Year 7-9 cross curricula programs implemented

Evaluation	Funds Expended (Resources)
Covid-19 has had an impact of this initiative during the year. Staff have worked on a new Scope and Sequence across Years 7, 8 and 9 for	

### Progress towards achieving improvement measures

implementation in 2021. This will reduce number of assessments for students in 2021 and show the interwoven nature of subjects at school.

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

#### Evaluation

#### Funds Expended (Resources)

In 2020 we spent a lot of time consolidating how to use spaces and teaching in these spaces. The remodeled QTR for BCHS has not been implemented due to Covid-19 restrictions and being able to conduct the required Professional Learning required to ensure the projects success. In 2021 we will be continuing this journey through looking at BCHS QTR model.



### 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

#### Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Due to Covid-19 and with a relatively new Executive including , Relieving Principal for terms 3 and 4, two DPS and four HTs, 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 Collaborative Response, we are on track with this review and rewriting of procedures. Well being policy will be ready for T2 2021.	

**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 2020 we continue to use Website, Facebook and Sentral to profile and promote BCHS. In 2020 currently revamping our BCHS website to ensure up to date and relevant. School releases the VIBE (school newsletter) at end of each term	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Socio-economic background</b>		<p>Through COVID we came to see the absolute strengths of several key elements of BCHS</p> <ol style="list-style-type: none"> <li>1. Learning Coaches who remained in close contact with their hubs</li> <li>2. Importance of Google Classroom</li> <li>3. The TPL that had supported staff shifting to a technology classroom</li> <li>4. The way we can work online</li> </ol>
<b>Jullum Centre</b>		<p>Jullum has become integral to the life of BCHS and in celebrating and maintaining the cultural identity of our young people. The focus on literacy and numeracy is challenged by the attendance and plans have been developed for 2021.</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	428	440	486	520
Girls	400	356	369	431

### Student attendance profile

School				
Year	2017	2018	2019	2020
7	90	91.8	91.9	92.3
8	88.1	87.4	89.4	90
9	87	82.5	87.3	88.9
10	85.8	82.3	83.8	86.9
11	85	83	84.2	83.5
12	91.3	92.5	91.9	87.4
All Years	87.8	86.3	87.8	88.3
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	6	13	16
Employment	38	47	28
TAFE entry	25	11	5
University Entry	0	0	30
Other	23	10	12
Unknown	8	19	10

### Year 12 students undertaking vocational or trade training

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47.66% of Year 12 students at Ballina Coast High School undertook vocational education and training in 2020.

### Year 12 students attaining HSC or equivalent vocational education qualification

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88.7% of all Year 12 students at Ballina Coast 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)	10
Classroom Teacher(s)	55.8
Learning and Support Teacher(s)	2.4
Teacher Librarian	1
School Counsellor	3
School Administration and Support Staff	20.37
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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,638,495
<b>Revenue</b>	13,194,727
Appropriation	12,735,158
Sale of Goods and Services	279,561
Grants and contributions	168,928
Investment income	4,467
Other revenue	6,613
<b>Expenses</b>	-13,089,904
Employee related	-11,962,007
Operating expenses	-1,127,896
<b>Surplus / deficit for the year</b>	104,824
<b>Closing Balance</b>	1,743,319

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	183,348
<b>Equity Total</b>	988,288
Equity - Aboriginal	187,176
Equity - Socio-economic	389,484
Equity - Language	26,346
Equity - Disability	385,283
<b>Base Total</b>	10,382,218
Base - Per Capita	216,011
Base - Location	8,241
Base - Other	10,157,966
<b>Other Total</b>	709,218
<b>Grand Total</b>	12,263,071

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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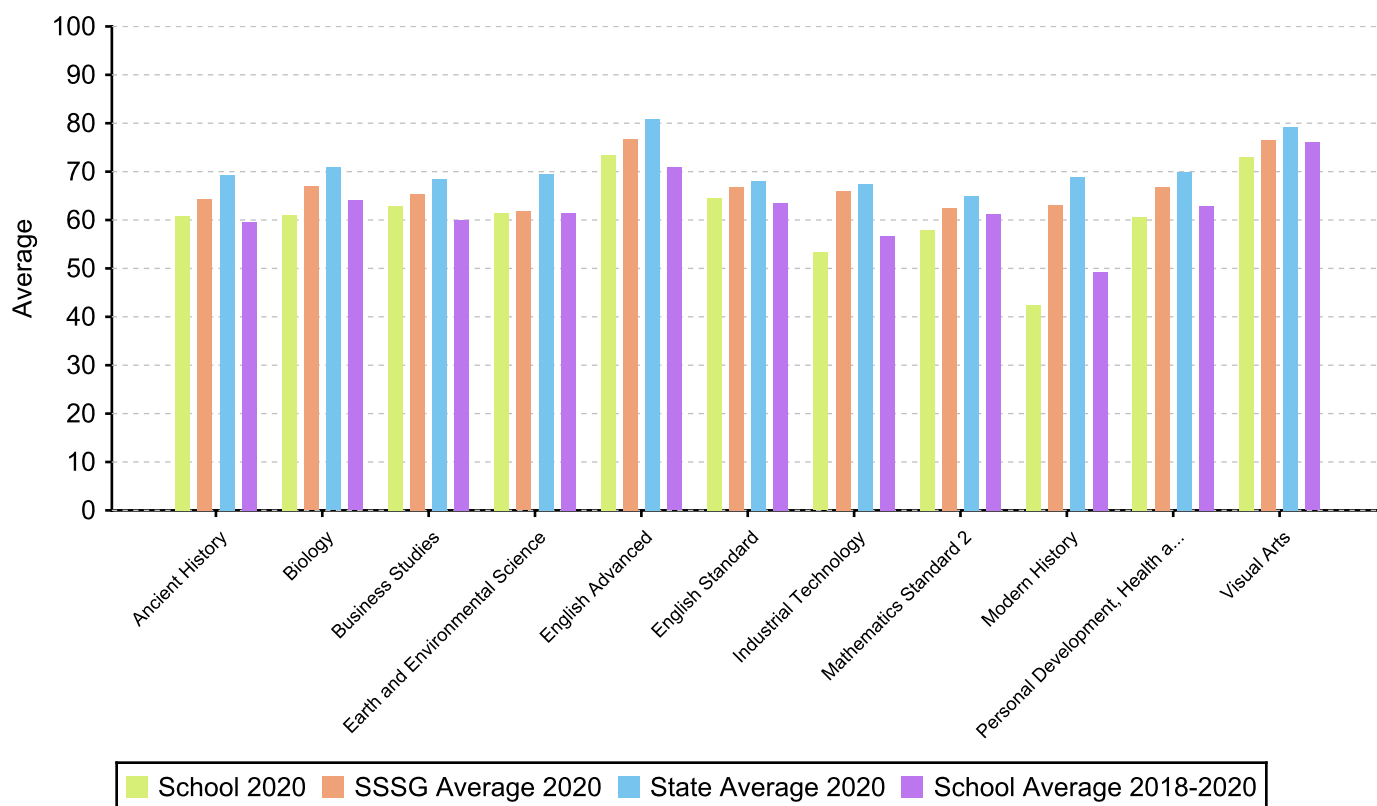
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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	60.9	64.4	69.4	59.7
Biology	61.1	66.9	70.8	64.0
Business Studies	62.9	65.4	68.6	60.0
Earth and Environmental Science	61.4	61.8	69.5	61.4
English Advanced	73.4	76.7	80.8	70.8
English Standard	64.6	66.9	68.1	63.6
Industrial Technology	53.3	66.0	67.5	56.6
Mathematics Standard 2	58.0	62.5	64.9	61.3
Modern History	42.4	63.2	68.9	49.2
Personal Development, Health and Physical Education	60.6	66.9	69.9	63.0
Visual Arts	73.1	76.5	79.2	76.0

## Parent/caregiver, student, teacher satisfaction

Over the course of 2020 we had limited opportunities to engage face to face with parents. Parents and carers commented favourably on our leadership during COVID. We also had a number of online interactions with parents, students and staff involving decisions about our 2021 timetable structure. We trialed there models and voting occurred from parents, staff and students around the preferred model which was a 3 x 20 minute break.By Term 4 we were again meeting with Friends of BCHS . We also were unanimously supported by parents and carers in introducing Yondr Bags. The meeting drew around 19 parents.. While our links with our AECG continued online we were able to maintain our connections.



# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.