

2020 Annual Report

Byron Bay High School



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Introduction

The Annual Report for 2020 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

Byron Bay High School

2 Arakwal Court

Byron Bay, 2481

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

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

6685 8188

School vision

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 50 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 30 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>

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	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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

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

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)
Evidence of HSC Monitoring improvements resulted in successful NESA Audit and 2020 HSC results.	Strategic Direction funds.
Evidence of Faculty collaboration in reviewing and initiating innovations in quality teaching and learning programs - Stage 6 as first focus.	

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)
Evidence of collaborative practice in and between Faculties of reviewing and updating teaching and learning programs and assessment tasks, as well as responding to new Syllabus implementation.	Strategic Direction funds.
Evidence of all teachers using either Google Classroom or Microsoft 365 to accommodate for all students.	

Process 3: Differentiation

Teaching and learning programs across the school show evidence that they are adjusted to address

Progress towards achieving improvement measures

Process 3: 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 of planning preparation for the implementation of a Collaborative Response Model.	Strategic Direction funds.

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.

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.

Summative assessment

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

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.

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 formative assessment recorded in quality teaching and learning programs.	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 (Resources)
Evidence of continual evaluation of summative assessment tasks in response to student feedback and Syllabus changes.	Strategic Direction funds.

Process 3: Student engagement

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

Progress towards achieving improvement measures

Process 3: learning.

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

Evaluation	Funds Expended (Resources)
Evidence of ongoing progress in this area. New reporting format implemented.	Strategic Direction funds.

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)
Evidence of data literacy used by teachers to improve teaching and learning to target individual student needs.	Strategic Direction funds.

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.

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)
Evidence of leadership team completing professional learning to enhance leadership capacity.	Strategic Direction funds.

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

Progress towards achieving improvement measures

Process 2: an increasing proportion of teachers at preliminary stages of the higher level accreditation process.

Evaluation	Funds Expended (Resources)
Evidence of aspiring leaders working towards completing higher levels of Accreditation.	Strategic Direction funds.

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)
Evidence of teacher lesson observations recorded in Performance Development Plans process.	Strategic Direction funds.

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)
Evidence of coaching and mentoring of aspiring leaders through HAT Accreditation journey.	Strategic Direction funds.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		Evidence of ATSI Empowerment Team working with ATSI students and families to improve the learning outcomes of all ATSI students. ATSI Empowerment Team responded to suggestions and ideas of students and families. Personalised Learning Plans delivered for all ATSI students. Dux of 2020 HSC: highest achieving student in NSW HSC with ATAR of 99.95. Two students winning Nanga Mai Awards.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	411	404	400	383
Girls	419	412	372	338

Student attendance profile

School				
Year	2017	2018	2019	2020
7	90.7	90.6	89	91.1
8	90.1	86.5	85.7	88.3
9	86.7	85.7	81.5	86.4
10	86.4	82.9	82.3	83.5
11	87	84.1	82.1	87.3
12	87.4	86.7	83.9	87.3
All Years	88.1	86.2	84	87.4
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	0	2
Employment	3.5	11	55
TAFE entry	1	3	0
University Entry	0	0	31
Other	1	3	5
Unknown	1	1.5	7

Year 12 students undertaking vocational or trade training

6.92% of Year 12 students at Byron Bay High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

94.1% of all Year 12 students at Byron Bay 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)	39.7
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	10.68
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	462,236
Revenue	9,387,239
Appropriation	8,875,683
Sale of Goods and Services	244,935
Grants and contributions	262,225
Investment income	1,851
Other revenue	2,545
Expenses	-9,291,146
Employee related	-8,222,047
Operating expenses	-1,069,099
Surplus / deficit for the year	96,092
Closing Balance	558,328

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	189,960
Equity Total	244,543
Equity - Aboriginal	24,059
Equity - Socio-economic	48,360
Equity - Language	15,080
Equity - Disability	157,044
Base Total	7,802,708
Base - Per Capita	185,741
Base - Location	15,477
Base - Other	7,601,489
Other Total	377,546
Grand Total	8,614,757

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

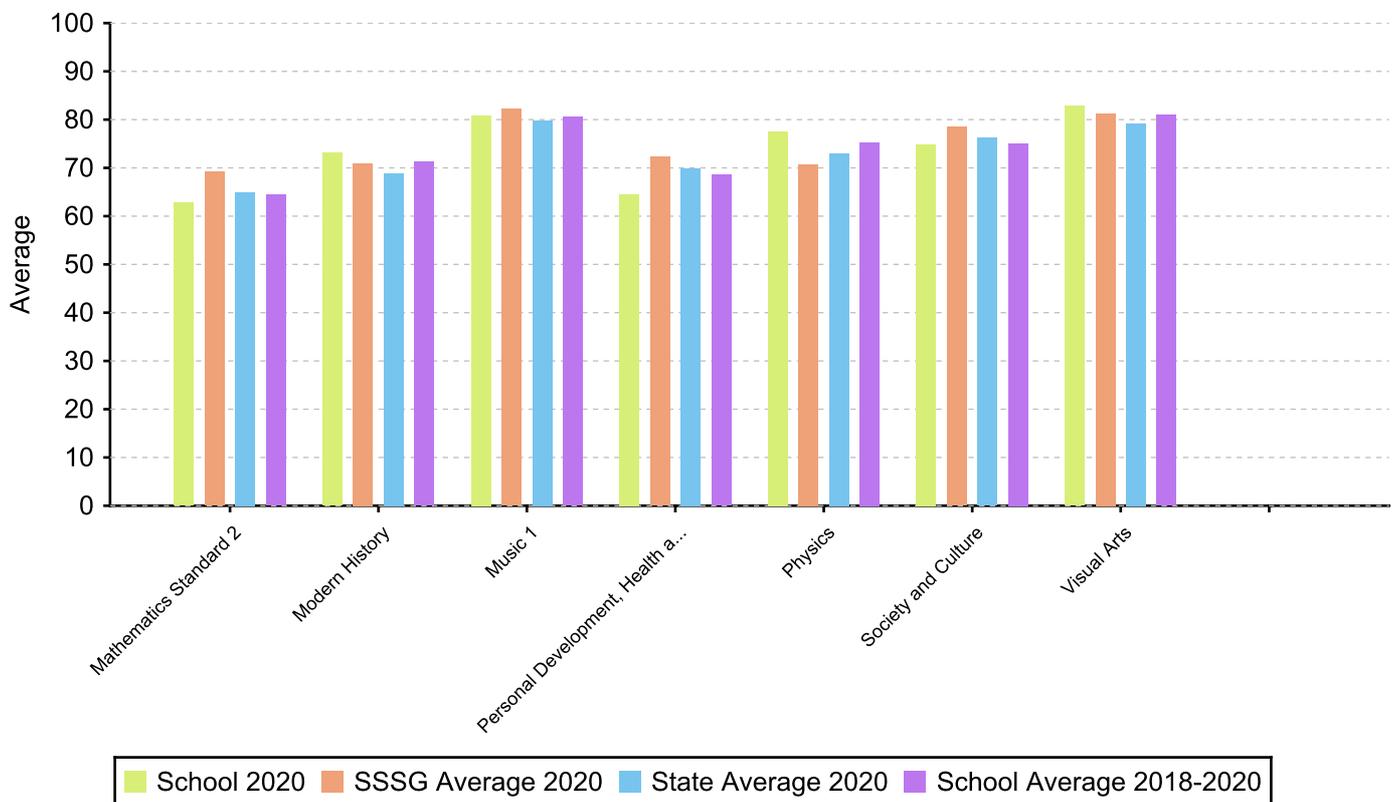
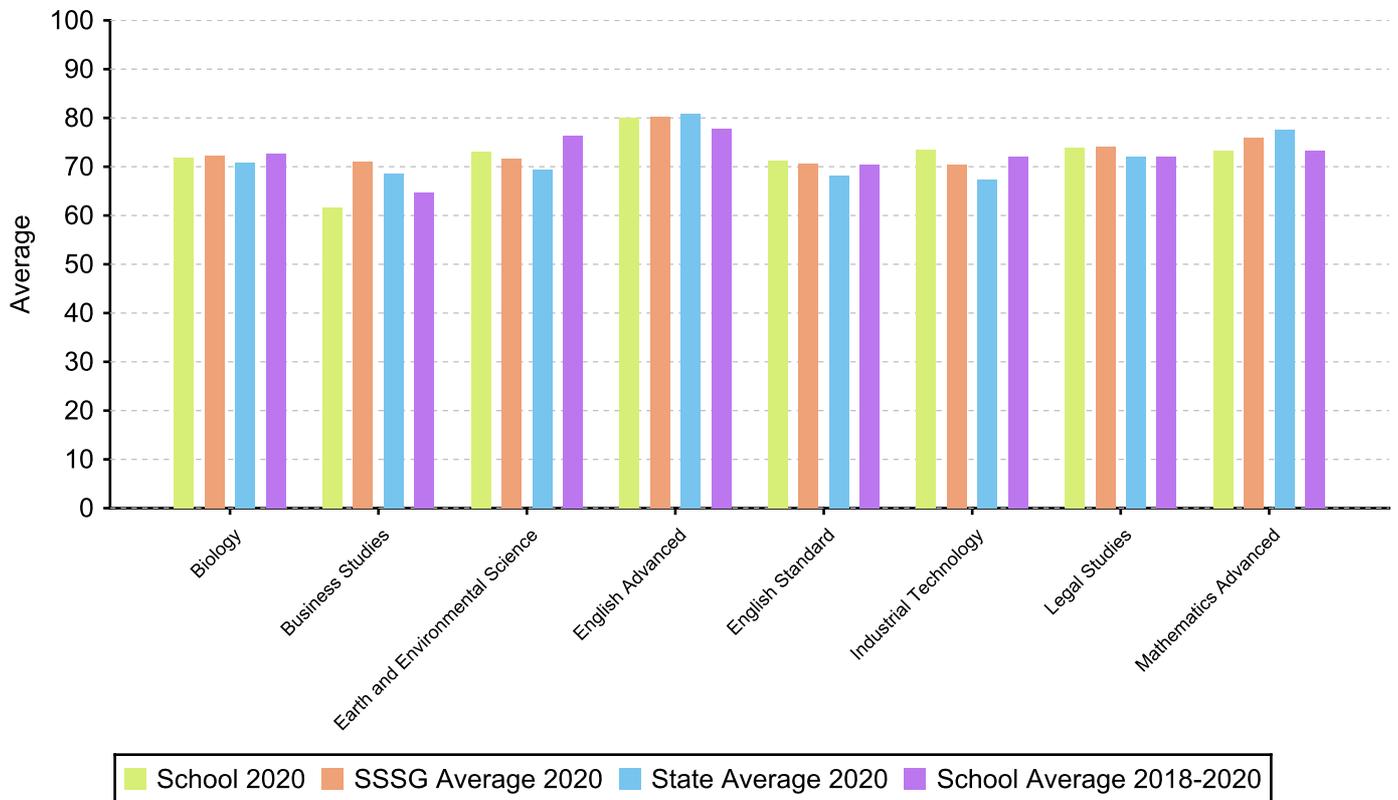
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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
Biology	71.9	72.3	70.8	72.7
Business Studies	61.7	71.0	68.6	64.8
Earth and Environmental Science	73.1	71.7	69.5	76.4
English Advanced	80.0	80.3	80.8	77.8
English Standard	71.2	70.7	68.1	70.3
Industrial Technology	73.6	70.4	67.5	72.1
Legal Studies	73.9	74.2	72.1	72.2
Mathematics Advanced	73.4	76.1	77.7	73.3
Mathematics Standard 2	62.8	69.2	64.9	64.4
Modern History	73.1	70.9	68.9	71.2
Music 1	80.9	82.2	79.8	80.6
Personal Development, Health and Physical Education	64.5	72.3	69.9	68.6
Physics	77.6	70.7	73.0	75.2
Society and Culture	74.9	78.5	76.2	75.0
Visual Arts	82.8	81.3	79.2	81.0

Parent/caregiver, student, teacher satisfaction

Parents & Citizens of BBHS - This link provides the path to Byron Bay High School's website page of the Parents & Citizens meeting minutes and AGM minutes.

Newsletters of BBHS - This link provides the path to Byron Bay High School's Newsletters that celebrate student and teacher achievement.

Evidence of parent/caregiver, student teacher satisfaction in Byron Bay High School website above links. Evidence in correspondence with the school via email, phone and social media of thanks and support for the interruptions caused by COVID-19 restrictions in the year of 2020 and how the school responded to community needs.

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.