

# 2020 Annual Report

## Northern Beaches Secondary College Balgowlah Boys Campus



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# Introduction

The Annual Report for 2020 is provided to the community of Northern Beaches Secondary College Balgowlah Boys Campus 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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It is with great pride that I present this 2020 report detailing the achievements of our comprehensive boys' school. One of our best ever results in external tests, assessments and competitions confirmed the trend of continual academic improvement. This was best reflected in the HSC results in which this school achieved the rank of 61st in the state for all NSW schools. The 3rd highest performing government comprehensive school in NSW. In 2020, Balgowlah was ranked 2nd in the state for HSC English, for all schools, including selective schools. The school's motto "By Effort We Achieve" is imbued in the school culture, creating a unique environment where personal best is expected. A powerful alliance of talented staff and highly supportive parents, have ensured that the school continues to go from strength to strength. Our curriculum is challenging and differentiated with all courses expecting the highest possible outcomes. The school's successes in sport were once again outstanding being named the champion sporting school in the zone. Amongst many outstanding individual performances throughout the year a number really stood out. Students were selected to represent Australia in Hockey, Baseball and Swimming. We were once again state champions in sailing. The open and junior water polo teams progressed through to state finals, with our Open Team presented as state champions. The 16's athletics relay team broke a 1990's record at CHS. The extensive co-curricular and leadership programs allow opportunities for students to fulfil their interests and develop citizenship. In the realm of performing arts the school performed at evenings such as the annual concert and drama production; both outstanding productions. Students also participated in regional debating drama and dance festivals.. The active recognition of student voice through the Student Representative Council (SRC) and other leadership pathways has enhanced student wellbeing and helped achieve a positive school ethos. In 2020 school and community funding has been acquired to refurbish 20 classrooms and a new STEMs facility. I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Paul Sheather

## School vision

Our motto "By Effort We Achieve" is imbued in school culture creating a unique environment where personal best is expected. At Balgowlah Boys, we aim to for a balance of academic, cultural, sporting and extra-curricular achievement. Boys have the opportunity to participate in a wide variety of co-curricular activities including; dance, music, drama, public speaking, debating, chess, sport, Duke of Edinburgh program and numerous leadership opportunities. Our vision is to provide the type of opportunities to develop articulate, confident young men equipped with the skills to be accomplished citizens in our global society.

## School context

Balgowlah Boys is centrally located on the southern end of Sydney's Northern Beaches. The school is in close proximity, with transport routes to Sydney's CBD. Balgowlah Boys Campus is at the forefront of successfully educating boys in the new millennium. Winner of the Director General's Awards for "Excellence in Boys Education" we are a school of 1067 students, set in a spacious physical environment, we have the ideal mix of quality facilities, personalised tuition, small class sizes and cutting edge strategies for maximising boys' performance. The school has an active and involved P&C community. The school community has 37% language backgrounds other than English. International students join the school in Year 10 to study for the HSC. Balgowlah Boys has been consistently one of the top performing schools for NAPLAN growth data in both numeracy and literacy. The school has produced outstanding HSC results, it has been ranked in the top ten in the state for HSC English for the past 4 years.

## 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>

## Strategic Direction 1

A Flourishing School Community

### Purpose

**Provide the skills and understanding for teachers and students to flourish and maintain a positive state of wellbeing**

### Improvement Measures

- 15% Decrease in referrals for stress and anxiety from students and staff

-Increased "flourishing" data from resilience data

-Completion of scope and sequence of wellbeing programs 7-10.

### Progress towards achieving improvement measures

**Process 1:** Resilience Doughnut program to be delivered to all Year 7 students. Lessons will be timetabled.

Evaluation	Funds Expended (Resources)
Resilience doughnut data enabled early identification of students at risk of disengagement and / or harm. Resulting in increased demand for wellbeing support particularly student mentoring. Resulting in decreased referrals for negative contacts.	\$4,500 - licensing \$3,600 - TPL

**Process 2:** Timetable 2 x 30 minute "sessions" each term for all students on positive psychology strengthening.

Evaluation	Funds Expended (Resources)
Lessons reduced due to Covid 19 pandemic. Online resources posted on CANVAS.	

**Process 3:** All students to complete Online Resilience Report to monitor progress

Evaluation	Funds Expended (Resources)
Data base compiled as base line for student resilience.	\$4,500 Licensing

**Process 4:** Staff meetings will be used to inform teachers the information to be presented that week

Evaluation	Funds Expended (Resources)
<i>Staff meetings held through Zoom to allow TPL on enhancing student well being.</i>	

**Process 5:** Drug and alcohol program to be delivered through ELAN groups with teachers/students delivering prepared lessons and external speakers in to present to whole school.

Evaluation	Funds Expended (Resources)
Unable to be delivered due to Covid restrictions.	

**Process 6:** • Mental Health program to be delivered

Evaluation	Funds Expended (Resources)
Unable to be delivered due to Covid restrictions.	

## Progress towards achieving improvement measures

**Process 7:** ELAN groups with teachers/students delivering prepared lessons and external speakers in to present to whole school; for example RUOK day

Evaluation	Funds Expended (Resources)
Unable to be delivered due to Covid restrictions.	

**Process 8:** Staff meetings will be used for ongoing professional learning og mental health

Evaluation	Funds Expended (Resources)
Staff meetings; both live and through zoom held for TPL.	

## Strategic Direction 2

Future Boy

### Purpose

To empower students through their academic, social, cultural and personal growth to be life-long learners. To build an environment that promotes and delivers students who are able to finish school confident, articulate and skilled.

### Improvement Measures

- Assessment data available for critical thinking skills

15% increase in teachers training in the explicit teaching of critical thinking by 2019

Increased number of community partnerships

### Progress towards achieving improvement measures

#### Process 1: Critical Thinking

Introduce the explicit teaching of critical thinking skills. Programs and projects that embed critical thinking skills in stage 4 and 5.

Gather a leadership team to research best practice in delivery of critical thinking skills.

Professional Learning of teachers in critical thinking.

#### World Class Opportunities

Establishing a direct link with the Private /Public Sector creating meaningful relationships and experience pertinent to the idea of 'Future Boy'

Provide opportunities for partners to access students on the Balgowlah site.

Evaluation	Funds Expended (Resources)
The explicit teaching of critical thinking skills in HSIE programs and projects that embed in stage 4 and 5.	\$10,000 of Community funds for Street Art Program
A leadership team was able to research best practice in delivery of critical thinking skills across the school using HSIE programs as a model.	Entrepreneurial Program -Government Funded
Professional Learning of teachers across all KLA held in critical thinking.	\$14,000 TPL Funding - Critical Thinking TPL
Links with Local Businesses initiated to enable Real World learning opportunities including; Entrepreneurial Program and Street Art Program.	

### Strategic Direction 3

Successful Learning Community

#### Purpose

**To build a culture of high expectations and a commitment to learning from both staff and students**

#### Improvement Measures

Increase  
in formal and informal teacher observation (from faculty minutes)

100% of teachers receiving feedback through lesson observations by 2019

100% of executive involved in implementation of shared practice by 2019

#### Progress towards achieving improvement measures

**Process 1: IDENTIFY:**

Head Teachers and teachers identify strengths and areas of improvement through a variety of means&hellip; eg meetings/ forums/ discussion/ feedback

**OBSERVATION:**

Teacher engages in informal/ formal process of shared and target observation.

**IMPLEMENTATION:**

Teacher applies/ experiments with shared knowledge to their own teaching practice.

**FEEDBACK:**

Head Teachers and teachers reflect upon/ evaluate/ discuss effectiveness of shared professional practice within and across faculties.

\*See  
flow chart below

Evaluation	Funds Expended (Resources)
All teachers involved in formal or informal classroom lesson observations; explicit delivery.  Targeted Observational rounds delivered during term 4.  Science Faculty successfully participated in Shared Practice to explicitly delivery writing across the Science Curriculum.	\$35,000 of TPL Funding allocated to teacher relief for Observational Rounds



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$5000.00	Fully resourced and high impact
English language proficiency	\$124,000	Fully resourced and high impact
Low level adjustment for disability	\$149,000	Fully resourced and high impact
Socio-economic background	\$34,000	Fully resourced and high impact
Support for beginning teachers	\$84,000	Fully resourced and high impact
Targeted student support for refugees and new arrivals	\$500	Fully resourced and high impact

## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	773	906	1038	1143
Girls	0	0	0	0

### Student attendance profile

School				
Year	2017	2018	2019	2020
7	88	94	91.6	94.9
8	90.9	91.9	90.1	92.8
9	89.9	91.4	88.4	93.9
10	81.9	89.4	87.3	92.2
11	93	92.9	82.9	96
12	93.3	93.6	91.1	95
All Years	89.2	92.2	88.8	94
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	0.4	5.6	N/A
Employment	N/A	1.2	12
TAFE entry	N/A	4.8	8
University Entry	N/A	N/A	76
Other	N/A	N/A	4
Unknown	N/A	N/A	N/A

## Year 12 students undertaking vocational or trade training

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17.24% of Year 12 students at Northern Beaches Secondary College Balgowlah Boys Campus undertook vocational education and training in 2020.

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

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94.1% of all Year 12 students at Northern Beaches Secondary College Balgowlah Boys Campus 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)	62.1
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.2
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	13.77
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>	1,644,913
<b>Revenue</b>	13,042,841
Appropriation	12,079,557
Sale of Goods and Services	188,708
Grants and contributions	746,109
Investment income	6,872
Other revenue	21,595
<b>Expenses</b>	-12,867,373
Employee related	-11,122,345
Operating expenses	-1,745,028
<b>Surplus / deficit for the year</b>	175,468
<b>Closing Balance</b>	1,820,381

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>	177,890
<b>Equity Total</b>	312,665
Equity - Aboriginal	4,861
Equity - Socio-economic	33,675
Equity - Language	124,798
Equity - Disability	149,332
<b>Base Total</b>	10,616,146
Base - Per Capita	249,595
Base - Location	0
Base - Other	10,366,550
<b>Other Total</b>	604,269
<b>Grand Total</b>	11,710,970

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.

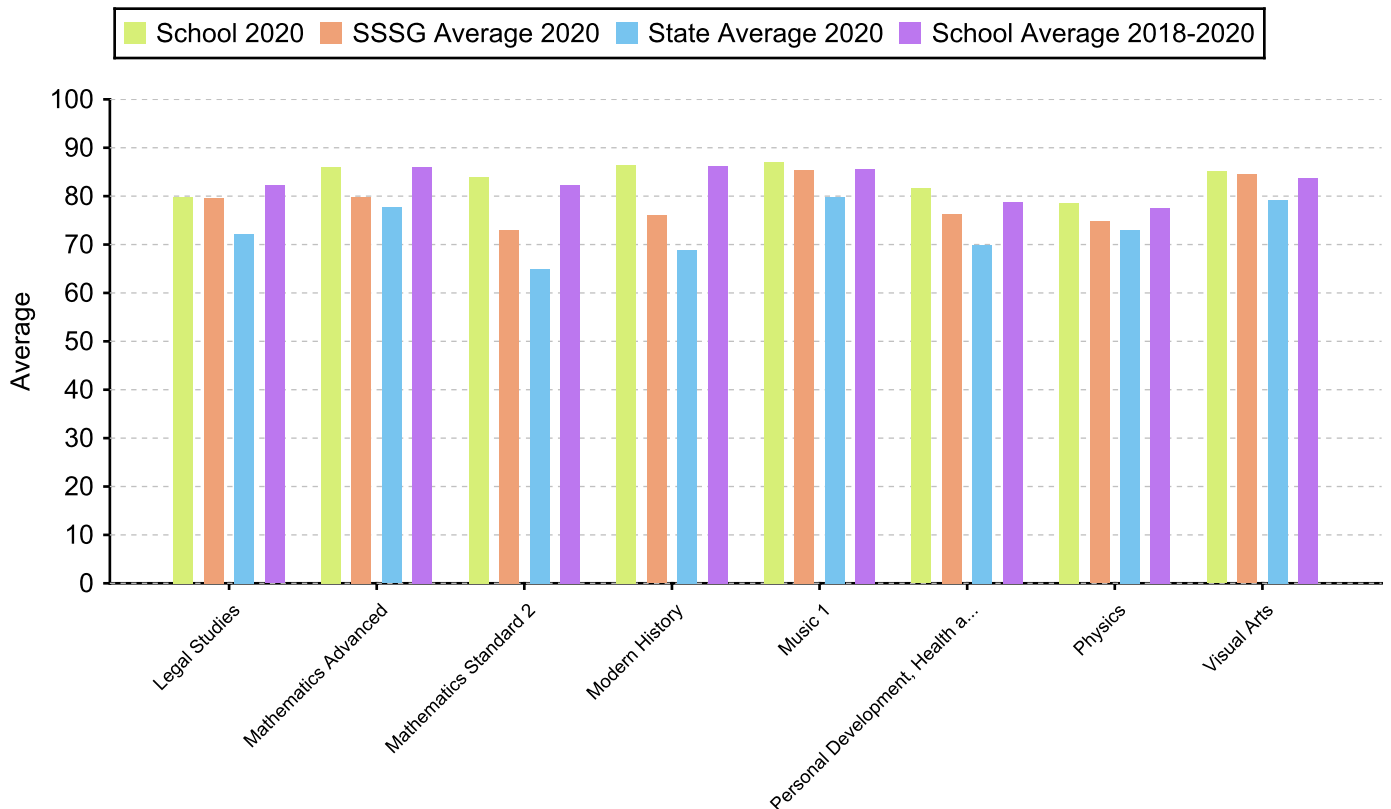
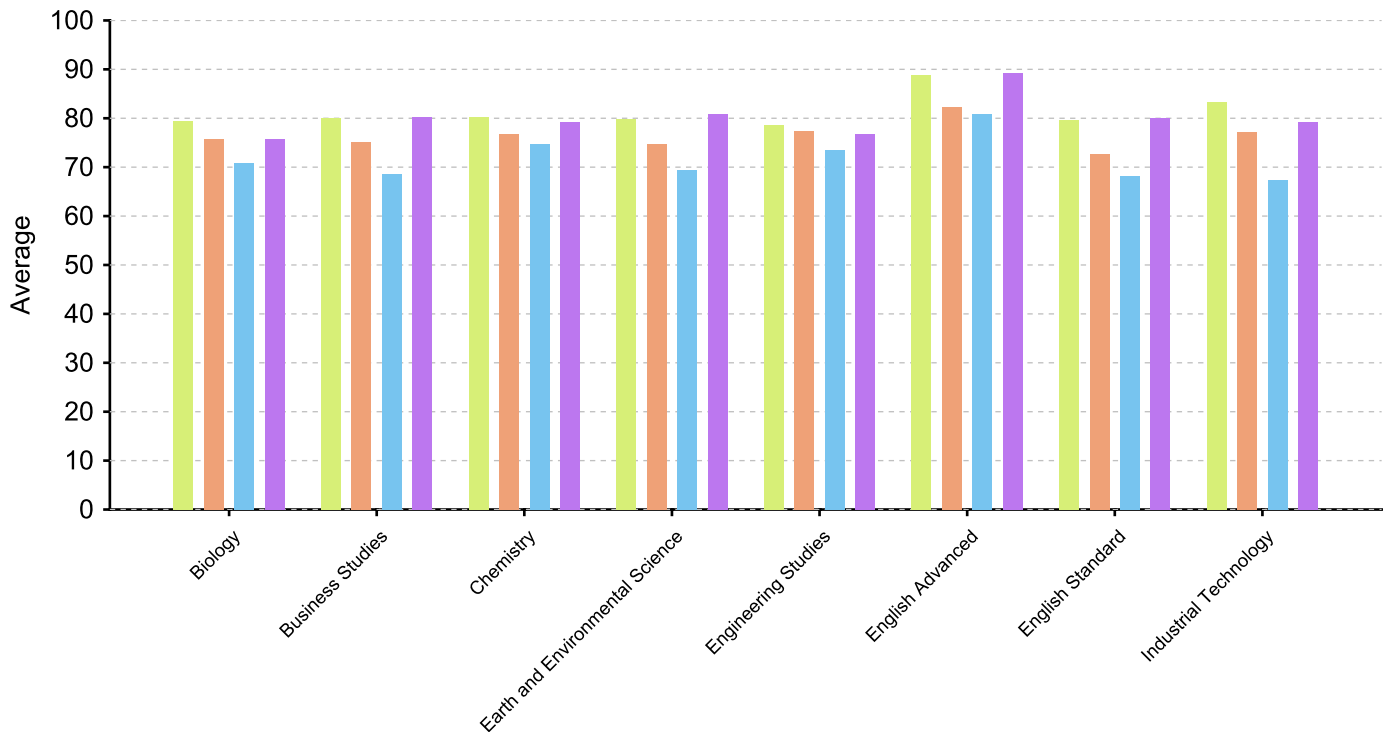
The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



## 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.



<b>Subject</b>	<b>School 2020</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2018-2020</b>
Biology	79.4	75.7	70.8	75.8
Business Studies	80.0	75.2	68.6	80.2
Chemistry	80.2	76.8	74.8	79.2
Earth and Environmental Science	79.9	74.6	69.5	80.8
Engineering Studies	78.7	77.4	73.6	76.8
English Advanced	88.8	82.4	80.8	89.3
English Standard	79.7	72.8	68.1	80.0
Industrial Technology	83.3	77.1	67.5	79.3
Legal Studies	79.8	79.6	72.1	82.2
Mathematics Advanced	86.0	79.8	77.7	86.0
Mathematics Standard 2	84.0	73.0	64.9	82.3
Modern History	86.4	76.0	68.9	86.3
Music 1	87.0	85.4	79.8	85.6
Personal Development, Health and Physical Education	81.6	76.3	69.9	78.8
Physics	78.6	74.8	73.0	77.6
Visual Arts	85.1	84.5	79.2	83.8

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. A report of the responses is presented below.

All groups within the school community stated they were happy with the running of the school. In particular, students and staff acknowledge the culture of high expectations and high achievement.

Students indicated that they feel physically and emotionally safe at the school and that their teachers help them to achieve their personal best.

The results indicated a high level of satisfaction with the school's programs. Particular support was given to the range of opportunities for students to be involved in sport, musical performance and drama programs within the school.

# 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.