

2021 Annual Report

Bega High School



8165

Introduction

The Annual Report for 2021 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 Strategic Improvement 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

<https://bega-h.schools.nsw.gov.au>

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

6492 9000

School vision

Bega High School is committed to providing excellence in education which prepares students to positively contribute to society.

We value improvement and growth through:

- Responsibility and high expectations for learning, behaviour and the environment in which we learn.
- Respect and pride for ourselves, each other and the environment.
- Effort and collaboration through positivity, resourcefulness and continuous pursuit of improvement.

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. The closest government secondary school is 50 kilometres away and 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). The current enrolment is 745 students, including 10% Aboriginal students. A Special Education faculty comprises multi-categorical, emotional disturbance, mild intellectual disability and severe intellectual disability classes. The wide-ranging curriculum includes school-based and TAFE-based vocational education, and students follow various learning pathways exemplified by the range of school-based traineeships and apprenticeships for Stage 5 and 6. During term four 2020 the school completed a situational analysis to identify 3 areas for school improvement. This approach coupled with evaluation of explicit teaching, student support, professional learning and consistent improvement has ensured students are at the centre of our activities. The school plan strategic directions are Student growth and attainment, Learning culture of high expectations and Educational leadership.

The school will continue to implement Curiosity and Powerful Learning and What Works Best from within our new Professional Learning Community to empower staff to evaluate teaching and learning, improve teacher performance and collaboration and foster professional dialogue. Data is at the centre to our school analysis informing on ongoing evaluation of student growth to triangulate performance and inform individualised learning.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 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	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Students, staff and school will improve every year to always achieve expected growth or higher. This will enable students to pursue their preferred post-school destinations and professional pathways

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Highly Performing Students
- Highly Connected Students

Resources allocated to this strategic direction

Professional learning: \$31,361.59

Location: \$20,700.00

Socio-economic background: \$116,298.00

6101 carried forward funds: \$19,000.00

Aboriginal background: \$72,261.00

Summary of progress

Bega High School's investment in quality teaching centres around the Curiosity and Powerful Learning model with formalised lesson observations and evaluation of teaching practice. Significant professional learning in data analysis, student need, learning intentions, high expectations and success criteria as well as time for teacher collaboration has contributed to the upward trend of expected growth within literacy and numeracy. The Senior Centre for Learning and Wellbeing and Connect Teacher has been well-supported by students to complete classwork, assessment tasks, revise and study. This has proven to connect students with school support services offering wellbeing and stress management support.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase of 6.6% of students achieving at expected growth in reading.	Year 9 Reading is 7.3% above SSSG and above State Average with growth of 0.2% of number of students. Year 7 Reading is 0.1% below SSSG and did not increase the number of students within expected growth.
Increase of 13.19% of students achieving expected growth in numeracy.	2021 saw an uplift in performance of students in year nine against SSSG and 18% above State Average in expected growth. Year 9 results are reflecting a similar trajectory as State scores over time Year 7 expected growth is 3.2% below SSSG and results declining.
Increase the percentage of students in HSC top 2 bands to 24%.	2021 saw 86 students complete and achieve HSC. In 2021 Year 12 students achieved 7 Band 6 and 59 band 5 results. 6.61% of students in top two bands.
Learning is tracked, monitored and appropriate support processes established for all stage 6 students.	Learning and Support team minutes indicate 2021 level of support far exceeded previous years. Learning and Support Teachers, Deputy Principal, SCLW, Connect teacher, Year Adviser and 2IC formed the nucleus of support for students with COVID learning from home period causing disruption for student 2020 and 2021.
Aboriginal student PLPs clearly identify	Personalised Learning Pathways are completed in a consultative process.

academic goals and pathways to HSC success.	With parents/carers, student and teacher mentor. A focus has been made to ensure academic goals are negotiated to meet student needs and further learning needs.
Increase students in top 2 bands of reading by 2.3% on baseline data.	Year 7 students achieved an increase from 2019-2021 of 0.3%. Year 9 students achieved results above SSSG and state average and an overall 0.6% decline.
Increase students in top 2 bands of numeracy by 2.6% on baseline data.	Year 9 students are achieving top two bands 2.7% above SSSG with a 5.3% decline from 2019-2021. Year 7 Students are 3.8% below SSSG.
Student attendance improves beyond baseline data of 51% above 90% by 7.8%	An improved attendance rate of 6% can be observed from 2020-2021 and an increase of 15.5% of students attending 90%. Although not meeting the target for improvement strong growth can be observed giving confidence to enhanced well-being support, and attendance support processes.

Strategic Direction 2: Learning culture of high expectations

Purpose

Students must be at the centre of what we do. We will achieve a collective approach to consistency in teaching practice leading to a positive learning culture with high expectations.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Expectations, High Performance, Quality Outcomes
- Positive Learning Culture
- Attendance Sprint

Resources allocated to this strategic direction

School support allocation (principal support): \$2,500.00

Socio-economic background: \$38,122.00

Low level adjustment for disability: \$177,789.00

Location: \$1,650.00

6101 carried forward funds: \$88,827.80

Professional learning: \$24,658.30

Summary of progress

Staff professional learning has centered around quality teaching and lesson observations with a lens focus on the evaluation of student learning and connection to school. The Professional Learning Community has enabled staff to collaborate on differentiation and reflection of lesson observation evaluations to enable the development of teaching practice. PLC has provided a space to unpack 'What Works Best Toolkit' to implement high expectations culture. The Learning and Wellbeing Hub has provided students with the necessary support with quality assessment tasks.

On reflection, VET has not been considered within 2021 SIP. VET needs to be included in 2022 to contribute to improved retention, attendance and employment prospects.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Students identified who require academic and emotional support. Referrals to Learning, Support and Wellbeing Hub document all intervention.	Learning and Wellbeing Team meet with all year advisors and relevant deputy principals once per fortnight. Students are identified through triangulated data sources and interventions minuted to provide evidence through Sentral Meeting Minutes.
Staff member (connect teacher) implementing staff wellbeing initiatives to support all staff Professional learning communities established to provide staff with a common space for collaboration and planned professional learning reflecting student needs	Expression of Interest in December 2020 found permanent employed in the Connect Teacher role for three years. This has resulted in a consistent approach to staff wellbeing with a weekly focus on emotional and physical health. Bega High School Professional Learning Communities have provided professional learning on research and analysis of data to inform student needs and next steps for PLC. A common space for staff collaboration enabled robust discussion and planning on affective differentiation for every student in every faculty.
CPL culture audit tool (Brown 11) from awful to excellent Individual, faculty and school	There is strong evidence to suggest within the school culture audit tool that the school has made significant progress with the past 12 months from "adequate to good, to, good to great

performance	
Improvement in High expectations teacher survey CPL audit tool (Red 11)	All staff have engaged with Curiosity and Powerful Learning quality teaching model and 65% noting that "Prioritise High Expectations and Authentic Relationships' has positively impacted on class performance. 35% of staff engaged with Harness Learning Intentions and Commit to Assessment of Learning.
Staff utilise professional learning communities to provide feedback, support and collaboration to implement CPL and WWB	95% of staff engaged with Bega High School Professional Learning Community with a number of survey responses indicating the positive use of cross faculty collaboration on teaching performance when coupled with lesson observations.
Improve the percentage of students demonstrating positive wellbeing	Consistent growth since 2018 is evident through the analysis of TTFM.

Strategic Direction 3: Educational leadership

Purpose

Dynamic instructional leadership informs a whole school approach that meets the needs of the whole school community. This will build a continual cycle of learning, in an environment of high quality individualised support.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Educational Leadership
- Evidence based teaching and learning

Resources allocated to this strategic direction

6101 Consolidated Fund Carry Forward: \$144,000.00

Professional learning: \$22,550.00

6101 carried forward funds: \$116,906.20

Socio-economic background: \$8,376.00

Summary of progress

A focus on educational leadership has delivered opportunities for staff to develop and build capacity to drive school improvement through Bega High School Professional Learning Communities. Quality teaching, collection of evidence, data use and skills and differentiation have this year contributed to ongoing professional learning needs and an avenue for staff to develop their own professional capacity. A strong team exists within the school to meet and collaborate on accreditation at higher levels, this has proven to establish a cycle of identification of student need, professional learning, quality teaching, and evaluation.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Professional Learning Communities established, Senior executive complete planning days to analyse student need, PL and alignment of common purpose. Executive staff complete survey from What Works best Toolkit to inform PL directions of Learning Community.	Senior executive completed two planning days in the January school holidays to review, analyse and interpret summative assessment data to determine student needs and a direction for Professional Learning community. On day two a curriculum slide show, resources and scope and sequence developed for staff development days.
<ul style="list-style-type: none">• Staff have paid for and completed the accreditation assessment.• A consultative/support group formed for applicants to collaborate, share and provide support and professional.	Bega High School's Higher Accreditation Group has 5 teaching staff supporting each other through the HAT process. 3 staff have begun the journey with 3 beginning in 2022 members in total. The group as accessed 4 days each per term to collaborate and provide support.
<ul style="list-style-type: none">• All teaching staff have completed introductory scout training• Professional learning community provides PL for all staff in in data analysis, Naplan and Best Start	Staff Development Day 1 comprised of all staff attending an introduction to SCOUT training and identification of student need through analysis of data.
Professional learning community established with cross faculty staffing groups. Identification of student need through analysis of data to form evidence.	Bega High School Professional Learning Community has been planned, developed and implemented cross-faculty. Each teacher lesson observation group is comprised of teachers from different faculties to increase the collaborative experience across groups.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$194,007.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bega High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of staff to Support students with disabilities enabling access to mainstream classes. <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in students accessing curriculum at a level suitable to their learning needs. This has ensured all students have been provided with the support necessary within their classroom to meet the goals within their IEP.</p> <p>After evaluation, the next steps to support our students with this funding will be: Evaluation of support teacher performance and impact on student outcomes has resulted in the need to apply appropriate staff with individualised students.</p>
<p>Socio-economic background</p> <p>\$276,323.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bega High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Connected Students • Evidence based teaching and learning • Positive Learning Culture • Educational Leadership • High Expectations, High Performance, Quality Outcomes • Attendance Sprint • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of distance education outreach centre • Attendance Team <p>The allocation of this funding has resulted in: The support for students with anxiety to complete stages 5 and 6 and achieve HSC. The attendance team has focussed on improving school attendance through identification of student need and individualised support an improvement of 13.7% from 2020 - 2021 (students attending >90%)</p> <p>After evaluation, the next steps to support our students with this funding will be: After considerable evaluation, next steps will be to continue to engage distance education centre for students with anxiety. The Attendance Team having seen significant results will continue to intervene and offer rewards for students who demonstrate improved attendance.</p>
<p>Aboriginal background</p> <p>\$72,261.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bega High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student</p>

<p>Aboriginal background</p> <p>\$72,261.00</p>	<p>population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Connected Students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of 2 x AELOs to provide community consultation for PLP process and one to one support for students <p>The allocation of this funding has resulted in: The allocation of this funding has ensured all Aboriginal students achieve minimum Standards and eligibility for HSC.</p> <p>After evaluation, the next steps to support our students with this funding will be: The next steps to support Aboriginal Students will involve contracting Clontarf academy to support Aboriginal boys and continuation of support of an AELO to support Aboriginal girls.</p>
<p>English language proficiency</p> <p>\$2,104.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bega High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional professional Learning from TESOL framework <p>The allocation of this funding has resulted in: Above expected growth for the students receiving support from the accredited teacher.</p> <p>After evaluation, the next steps to support our students with this funding will be: Assessment of student needs to determine future direction including literacy support.</p>
<p>Low level adjustment for disability</p> <p>\$271,430.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Bega High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations, High Performance, Quality Outcomes • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of support staff to assist group of students accessing the curriculum <p>The allocation of this funding has resulted in: The allocation of this funding has supported students in accessing the curriculum and meeting the requirements for ROSA.</p> <p>After evaluation, the next steps to support our students with this funding will be: To support students within the mainstream classroom setting the school will provide additional support and PL.</p>

<p>Location</p> <p>\$109,062.00</p>	<p>The location funding allocation is provided to Bega High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Performing Students • High Expectations, High Performance, Quality Outcomes • Highly Connected Students • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Student Attendance team employed to support families and students access to school and the support mechanisms available. <p>The allocation of this funding has resulted in: An improved attendance rate of students attending >90% up 8% from 2021</p> <p>After evaluation, the next steps to support our students with this funding will be: Increased communication with families and regular one on one support to engage with students.</p>
<p>COVID ILSP</p> <p>\$390,699.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • COVID ILSP <p>The allocation of this funding has resulted in: Teacher professional learning in ALAN and Literacy and Numeracy Progressions. Employment of 5 teachers to provide small group tuition. Above expected growth in all domains compared to SSSG and state averages.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of the small group tutoring and expanded PL for all staff to identify student need.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	346	317	309	301
Girls	388	379	339	356

Student attendance profile

School				
Year	2018	2019	2020	2021
7	91.3	89.4	90.8	86.3
8	87.3	84.5	88.6	83
9	84.5	83.5	84.9	82.7
10	83	77.3	84.9	77.7
11	83.3	83.2	86	78.2
12	83.7	79.8	88	83.6
All Years	85.5	83	87.2	82.2
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	2	10
Employment	7	23	10
TAFE entry	6	3	1
University Entry	0	0	20
Other	0	2	0
Unknown	0	1	6

Year 12 students undertaking vocational or trade training

36.00% of Year 12 students at Bega High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

94.4% of all Year 12 students at Bega High School expected to complete Year 12 in 2021 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)	49.8
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,596,959
Revenue	12,312,375
Appropriation	12,047,841
Sale of Goods and Services	171,884
Grants and contributions	90,617
Investment income	997
Other revenue	1,036
Expenses	-12,136,645
Employee related	-10,964,085
Operating expenses	-1,172,560
Surplus / deficit for the year	175,730
Closing Balance	1,772,689

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.

	2021 SBAR Adjustments (\$)
Targeted Total	194,007
Equity Total	625,240
Equity - Aboriginal	72,245
Equity - Socio-economic	277,486
Equity - Language	2,400
Equity - Disability	273,108
Base Total	9,670,181
Base - Per Capita	172,675
Base - Location	110,614
Base - Other	9,386,892
Other Total	510,522
Grand Total	10,999,950

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

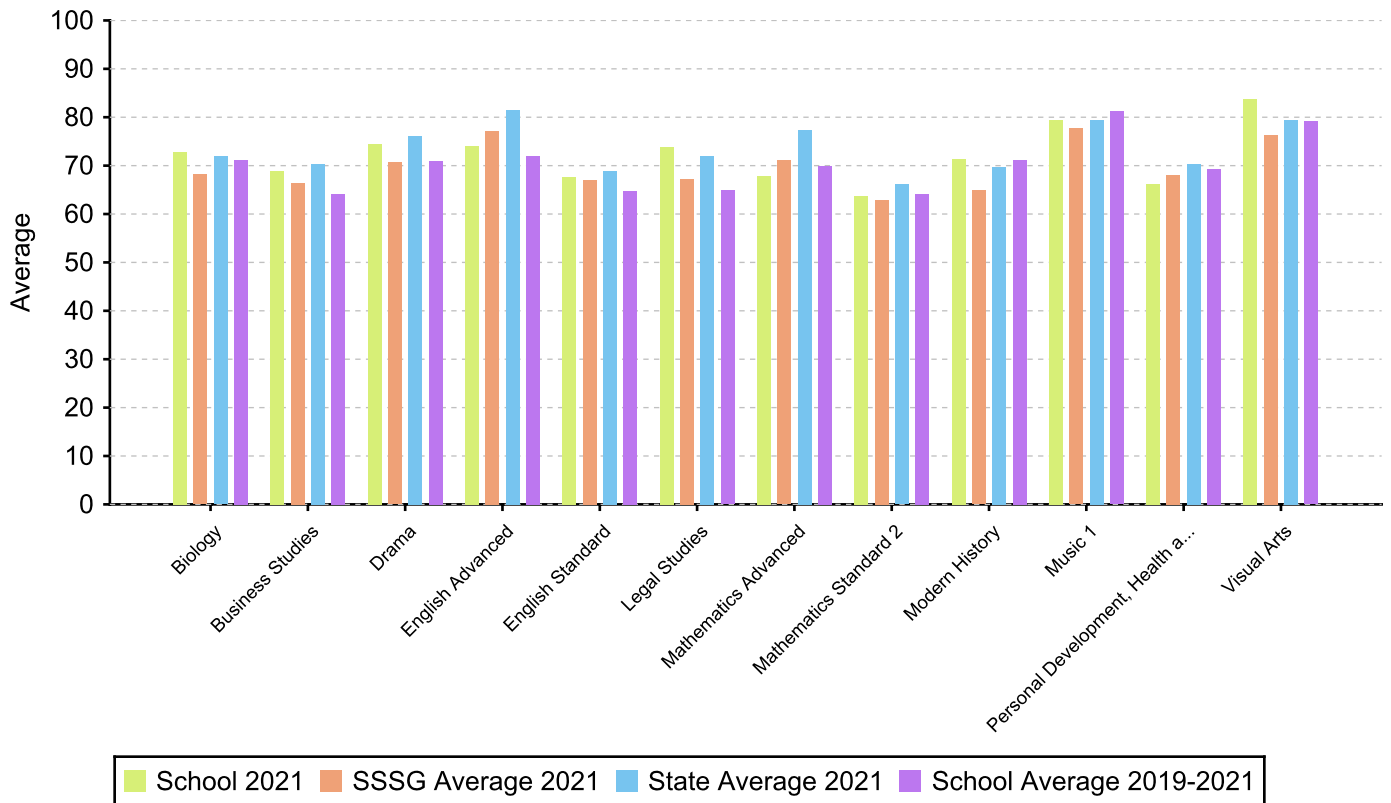
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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 2021	SSSG	State	School Average 2019-2021
Biology	72.8	68.2	71.9	71.2
Business Studies	68.9	66.5	70.4	64.2
Drama	74.4	70.6	76.1	71.0
English Advanced	74.0	77.2	81.4	71.9
English Standard	67.6	67.0	68.8	64.8
Legal Studies	73.8	67.3	72.0	64.9
Mathematics Advanced	67.8	71.0	77.4	70.0
Mathematics Standard 2	63.8	62.9	66.1	64.2
Modern History	71.4	64.8	69.7	71.1
Music 1	79.4	77.7	79.4	81.2
Personal Development, Health and Physical Education	66.2	68.1	70.3	69.4
Visual Arts	83.8	76.4	79.4	79.1

Parent/caregiver, student, teacher satisfaction

Parent and student satisfaction are indicated by the responses from the surveys below.

Student feedback has proven that Advocacy at School has improved since 2018

Expectations for Success & Sense of belonging has improved overall since 2018 with a slight dip 2021.

The school surveyed parents during term 1 to find; communication with home, leadership, positive culture and caring teachers as an area of strength.

Areas in need of growth included; student toilets, online learning and mobile phone policy.

"How satisfied are you with the learning progress your child has made over the past 12 months?" 9.7% unsatisfied

"How satisfied are our with learning opportunities your child has been provided at Bega High School over the past 12 months?" 5.6% unsatisfied

"How satisfied are you with the extracurricular opportunities provided for your child at Bega High School?" (Sport, Music, Bike riding etc) 7.4% unsatisfied

The People Matter Employee Survey indicated significant improvement in teacher responses to questions on senior managers and role clarity, whilst issues around performance management represent an area for improvement.

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.