2021 Annual Report

Ballina Coast High School

BCHS BALLINA COAST HIGH SCHOOL
innovation excellence diversity

8195

Introduction

The Annual Report for 2021 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 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

Ballina Coast High School
Cherry St
Ballina, 2478
www.ballina-h.schools.nsw.edu.au
ballina-h.school@det.nsw.edu.au
02 6681 0100

School vision

Vision

Growing together, Creating futures

Movement

Through working collaboratively to create a flexible and dynamic educational environment, we have 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.

We acknowledge the Bundjalung people, the traditional custodians of the land on which we learn and work together, and commit to building relationships, respect, and opportunities for all Aboriginal people in our community.

School context

Ballina Coast High School is a comprehensive secondary school with a Support Unit that has seven classes, located in Ballina in northern New South Wales. The student population of 900 has been increasing over the last two years. The development of Learning Hubs, an inclusive school, differentiated support, and the Targeted Sports Program has contributed greatly to this. The introduction of a targeted Performing Arts program in 2022 will support this further. Only 1% of students have a background where English is an additional language or dialect (EAL/D) and 17% identify as having an Aboriginal background. Students participate in a wide range of learning experiences focusing on collaborative learning in the pursuit of academic improvement and excellence.

The school's staffing entitlement in 2021 was 72.1 teaching staff and 12 non-teaching staff. The school also employs a Business Manager and two Technical Support Officers from school funds. 99% of our staff made a choice to be at this school. There was no turnover of staff at this time.

We have also fostered strong partnerships with universities, Aboriginal Education Consultative Group, businesses, and community groups. The school is involved in a Memorandum Of Understanding with the council to share facilities.

The school's equity funding will be used to support programs developed in the 2022- 2024 Strategic Improvement Plan. The school is committed to improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data collection, analysis, and use which underpins our belief in individualised and differentiated learning.

By targeting attendance and effective classroom practice, consistency, and high expectations, we will improve student engagement in Stages 4 and 5. Effective classroom practices have been shown in research to lead to enhanced learning outcomes for students. There will also be a focus on Higher School Certificate performance including staff professional learning around the deeper analysis and use of data to develop both individual and group support programs.

As a result the school's situational analysis, is required to achieve improvement in student performance. This approach will include a review of our core principles embedded in all our practices. A review of the Quality teaching practices supported by the Quality Teaching Online learning, the use of the Literacy and Numeracy Hub, and the continuation of leadership by school teams will ensure High Impact Professional Learning occurs.

Consultation for the Strategic Improvement Plan occurred with our local AECG, parents and carers, staff, and students.

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence

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	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure students grow in their learning through explicit,consistent and researched and informed teaching.

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.

- Literacy and numeracy growth
- Leading Evaluation, Evidence and Data across the school

Resources allocated to this strategic direction

Socio-economic background: $85,000.00
Aboriginal background: $134,200.65
English language proficiency: $13,357.50
Integration funding support: $386,567.00
Low level adjustment for disability: $379,000.00
School support allocation (principal support): $10,000.00

Summary of progress

Q How have each of the activities supported the overall SEF elements of Student Growth and Attainment? BCHS is committed to improving the literacy and numeracy levels of all students. Focus has been on whole-school professional learning and targeted support for identified students.

D What data was used to evaluate the impact? The use of Quick Smart, Early Start, LLI, and Macqlit along with NAPLAN and HSC data contributed to our reflections.

A. What themes emerge from the data? While work in vocabulary has improved we need to continue to develop skills in the interpretation of data, hence we are working in this area in 2022.

I. Where to next to increase Student Growth and Attainment at BCHS? Faculties need to set SMART targets so that they can track growth and attainment across their areas of responsibility.

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
1. The proportion of Year 9 NAPLAN students achieving in the top 2 bands for numeracy shows an uplift of at least 6.9% points from the baseline. 2. The proportion of Year 9 NAPLAN students achieving in the top 2 bands for reading shows an uplift of at least 5.9% points from the baseline. 3. The increased percentage of HSC course results in the top 2 bands shows an uplift of at least 8.5% points from the baseline. 4. The increased percentage of HSC course results in the top 3 bands shows an uplift of at least 11.2% points from	**Professional Learning - Literacy and Numeracy** **Teaching Staff** The teaching staff accessed professional learning by using data to inform practice - presentation to all staff by Instructional Leader- advising progress of students Best Start Data. Data provided to LAST to input into Data Sheets on LAST team drive. Students at Year 7- level are entering BCHS with numeracy/literacy at 57%, mainly Stage 3 level. NAPLAN data at Year 7- shows students are overrepresented in Bands 5, 6, and 7 (66% of students-relative to SSSG)- target- to move 5% of students from lower bands to the middle, and middle to upper bands. (Check NAPLAN 9- 2023). Professional Learning was used to build teacher knowledge and understanding of Numeracy and Literacy Progressions.

the baseline. 5. Increase the proportion of Aboriginal students attaining their HSC while maintaining their cultural identity.	Presentation by Instructional Leader to unpack elements, sub-elements, and indicator levels- connect to examples of assessments undertaken by students. The staff have provided feedback using data to determine indicator levels- for appropriate sub-elements. **Numeracy 2021** • identify numeracy connection to syllabus across all faculties within the school (professional development with staff) • further professional development with staff; half-day workshops to research, design, and plan numeracy content within faculty area and link to numeracy progressions • use DLRH- Digital Learning Resources Hub for content to explicitly teach literacy & numeracy content • Faculties- English, HSIE, Maths, Science, PDHPE have created tasks with specific numeracy content- for existing units. Organised in Stage 4 plans and within Google Classroom (Numeracy Across the Curriculum). Target 2022: TAS and CAPA - have not created specific links to numeracy. (Professional learning time to be provided - To negotiate with the executive). The Literacy and Numeracy Team needs to do more professional development with staff on the use of Digital Literacy Hub. Demonstrate resources available and provide staff with assistance to integrate into their teaching practice. Target 2022: faculty meetings and professional development sessions with Instructional Leader. The Literacy and Numeracy team - to discuss the creation of "skills" workbooks addressing Numeracy progression sub-elements, for various key learning areas (faculties). **Literacy 2021** Literacy - Vocabulary Teachers to explicitly teach (20) Tier 2 words per term in their subject area. Teachers to conduct pre-test, post test and use strategies (as provided within Shared Team Drive- Literacy and Numeracy). Presentations to staff has been provided regularly by Instructional Leader. (Why?- NAPLAN 7: Writing- 46% of students are represented at Bands 4/5) Many staff have integrated "Vocabulary" into teaching plans and examples of strategies have been shared within the Google Team Drive. Target 2022: We need to collect more data to measure the impact of this strategy. We have numerous Pre-Test results, but little on Post-Test Data. Need support from executives and members of Literacy and Numeracy Team to further facilitate this process. Literacy- Understanding texts Professional development to all staff Instructional Leader to understand the links between the Literacy Progressions (UnT7- Understanding Texts 7)- which has been identified by data- an area of concern for students. Preliminary discussions on the complexities of texts and the use of the "Reading Rope". Building teacher capacity. Ongoing. Staff have collated resources and completed tasks within Google Classroom- Literacy Across the Curriculum to develop their skills/understanding. Literacy- Comprehension

1. The proportion of Year 9 NAPLAN students achieving in the top 2 bands for numeracy shows an uplift of at least 6.9% points from the baseline. 2. The proportion of Year 9 NAPLAN students achieving in the top 2 bands for reading shows an uplift of at least 5.9% points from the baseline. 3. The increased percentage of HSC course results in the top 2 bands shows an uplift of at least 8.5% points from the baseline. 4. The increased percentage of HSC course results in the top 3 bands shows an uplift of at least 11.2% points from the baseline. 5. Increase the proportion of Aboriginal students attaining their HSC while maintaining their cultural identity.	Several members of the team have participated in professional development - "Focus on Understanding Texts- blended reading" and all members of the team have evaluated "Analysis of Reading Comprehension Guide- Years 3-8) in several team meetings. Create surveys and collect results on how well teachers feel they can teach "comprehension" and associated processes. The Literacy and Numeracy Team have responsibility for analysing results. The process has been slowed due to COVID constraints. Target 2022: To provide professional development to all staff (by the Instructional Leader and members of the team) - to focus on building skills of the teacher to teach comprehension: Areas of focus: • The Reading Rope • The Big Six • How to deconstruct texts- using the "Think Aloud" concept (using texts from each faculty) Types of questioning (with connections to the writing process). **Students** From various Data sources: Students are targeted for Quicksmart (Numeracy) and/or Macqlit (Literacy)- supported by Learning and Support teachers. Some students are also identified for extension (enrichment) programs- particularly in Mathematics. Other students are offered additional classes in Mathematics (Acceleration)- an extra 5 classes per cycle. **Targets 2022:** Students are offered the "Acceleration" program in Mathematics at Year 9 and Year 10 levels. This is to encourage students to be more confident with Mathematics and raise the number of students in the upper bands. Literacy and Numeracy Team to consider: Reading for Pleasure program - to organise senior students to mentor junior students with reading Student reflection: (with Learning Coach) students identify an area of concern in Literacy/Numeracy (using progressions), from data, to set a personal goal **Community** Parents/carers: Provide more resources to use at home to encourage development in Literacy and Numeracy. Build better partnerships with local primary schools: • Assist with Numeracy/Literacy projects and resources to support teaching staff • Develop effective methods to collect and analyse numeracy and literacy data of prospective students. **Executive/Senior Executive** HT Mathematics and HT English are part of the Literacy and Numeracy team. • Encourage participation of senior executives to be part of the Literacy & Numeracy team

1. The proportion of Year 9 NAPLAN students achieving in the top 2 bands for numeracy shows an uplift of at least 6.9% points from the baseline.

2. The proportion of Year 9 NAPLAN students achieving in the top 2 bands for reading shows an uplift of at least 5.9% points from the baseline.

3. The increased percentage of HSC course results in the top 2 bands shows an uplift of at least 8.5% points from the baseline.

4. The increased percentage of HSC course results in the top 3 bands shows an uplift of at least 11.2% points from the baseline.

5. Increase the proportion of Aboriginal students attaining their HSC while maintaining their cultural identity.

• Further support from other members of the executive to promote: the inclusion of numeracy and literacy activities into syllabus plans, the collection of data relevant to the explicit teaching of vocabulary and to support staff to join the Literacy & Numeracy team
• The Literacy and Numeracy Team to provide updates to the Executive on the analysis of data from various Literacy and Numeracy assessments
• The Literacy and Numeracy Team to utilise resources (financial- post-COVID) to improve the delivery of Literacy and Numeracy across the curriculum- through various professional development sessions with staff

HSC Targets

HSC growth is looking at ways to move students up a band. To do this it is imperative to look at the data obtained from past HSC examinations and identify areas of weaknesses to target in future teaching and learning activities. For staff to identify these areas they needed training in looking at data and extracting from the RAP. Heidi O'Brien from NESA presented to staff on accessing and interpreting data obtained from the RAP. Head Teachers were then asked to complete an HSC review where they continued with this analysis and identified specific areas of weaknesses that exist in each of the Stage 6 courses in their KLA.

In looking at the data, it became apparent where students were lacking the skills and this led to the immediate implication of specific target skills. Head Teachers were to present their analysis and specify the areas that they had found our students were deficient in. and show how these would be addressed and assessed. Due to covid lockdown, Head Teachers were unable to present but have been asked to consider their analysis when looking at the upcoming Stage 6 Year 11 assessment schedule.

Implications Moving Forward

It is anticipated that in Term 1 Week 5, 2022 an HSC reflection will occur and HTs will identify any weaknesses that existed the previous year. They will consider what was addressed if anything, whether it have a difference, were any new weaknesses identified, and where to from here?

It would also be beneficial to get Heidi O'Brien from NESA back to take a look at some strategies that could be implemented into the teaching and learning and into assessments that could assist in lifting the students into the next band.

Jacqui Lyon can also be of assistance with analysing data and using it to make informed decisions about where to target to have the most impact. HSC growth is looking at ways to move students up a band. To do this it is imperative to look at the data obtained from past HSC examinations and identify areas of weaknesses to target in future teaching and learning activities. For staff to identify these areas they needed training in looking at data and extracting from the RAP. Heidi O'Brien from NESA presented to staff on accessing and interpreting data obtained from the RAP. Head Teachers were then asked to complete an HSC review where they continued with this analysis and identified specific areas of weaknesses that exist in each of the Stage 6 courses in their KLA.

In looking at the data it was also apparent where students were lacking the skills and this led to the immediate implication of specific target skills.

Leading Aboriginal Learning and Engagement

The Jullum Centre was set up as part of the Learning and Engagement of Aboriginal Students' Priority. It aims to:
• Support student engagement through SLSO/Teacher and Head Teacher support in class and centre - Weekly
• Track attendance fortnightly and review data every 5 weeks and report back to AL&ECs. Attendance programs - Deadly Score
• Support teacher resources and knowledge of Aboriginal Histories and Culture - Professional learning sessions Term 2 and 4. Follow-up sessions in 2022. -Implement various cultural programs such as Stronger sisters and

	Boys group weekly. • HSC Minimum standards support as required.
1. The proportion of Year 9 NAPLAN students achieving in the top 2 bands for numeracy shows an uplift of at least 6.9% points from the baseline. 2. The proportion of Year 9 NAPLAN students achieving in the top 2 bands for reading shows an uplift of at least 5.9% points from the baseline. 3. The increased percentage of HSC course results in the top 2 bands shows an uplift of at least 8.5% points from the baseline. 4. The increased percentage of HSC course results in the top 3 bands shows an uplift of at least 11.2% points from the baseline. 5. Increase the proportion of Aboriginal students attaining their HSC while maintaining their cultural identity.	**Achievements** • Tracking student engagement through attendance via SENTRAL and SCOUT. Working with Head Teacher Admin, Learning Coaches, Year Advisors, and Senior Executive, we have ensured a holistic approach to student engagement and transition into classroom settings that make the student feel culturally secure. Teachers now recognise the importance of a culturally sensitive classroom environment and often contact the Centre for support, advice, and strategies to work with Aboriginal students. • SBATs support. Years 10-12 are closely monitored and supported by the Centre, and we liaise with outside agencies such as CONNECT, Ballina Council, Bunjum Cooperation, Bullinah Health Services, and AES to support Aboriginal students to attain meaningful employment and complete their HSC or School Certificate. Currently, we have five potential SBATs for next year's 11 students. The Jullum Centre also closely works with the school's Head Teacher Admin to ensure all opportunities are covered. The Head Teacher Admin relies on our community connections and ability to get in touch with the families to support the students. • Aboriginal programs throughout the year such as NAIDOC celebration, Reconciliation Week, Sorry Day, and Closing the Gap initiatives. These activities supported local Goori organisations and collaborated with LAECG. The community was invited to participate and teach BCHS students our local Aboriginal Histories and Cultures. This is a very important aspect of the school's SIP because teaching local Aboriginal Culture enhances Aboriginal students' identity and closes the gap by providing an inclusive learning environment. • Support Aboriginal students with obtaining their HSC minimum standards. All current year 12 students have successfully completed this mandatory literacy and numeracy requirement to obtain their Year 12 Certificate and/or HSC. The Centre has access to all student's test results and therefore, we can mitigate any issues students are having and support them where needed for future examinations. • Wellbeing support. This is one of the Centre's main priorities and it falls under the category of the Premier's Priority for ensuring all Aboriginal students are provided with the best education whilst maintaining their Aboriginal culture and identity. The Centre utilises the LST, LCs, Yas, and DPs structures and procedures and supports these processes by ensuring that the school considers culturally safe and inclusive practices. We regularly liaise with all key stakeholders to ensure this occurs. Specifically, with support in suspensions, attendance concerns, and Sorry Business, most students require one-on-one support when faced with adversity when transitioning back into the school setting. This support also extends to programs such as Stronger Sisters and Jugga Mai Boys programs that are held weekly to support students who require further support and/or need to connect to their Country and Culture regularly. • Academic Support. The Centre provides one-on-one support and/or classroom for assessment, exams, and or study. We have highly trained staff that can cover a range of subject criteria. The Centre's ability to be flexible and adaptive to both educational and cultural values is one of its key features in how we successfully support our Aboriginal students. An example of the success is the higher rates of examination completion this year as students have felt more confident because of the Centre's interventions and support provided. Teachers have commented about the positive impacts we have had on their students and are grateful for the Centre's support in supporting them and providing feedback. **Challenges** • Literacy and numeracy support. The Centre was hoping to get a regular class for Year 9 and 10 timetabled, however, with the various disruptions with COVID and changes the Centre has not been able to secure a regular lesson with targeted students who are not picked up by LST through various barriers and cultural reasons.

1. The proportion of Year 9 NAPLAN students achieving in the top 2 bands for numeracy shows an uplift of at least 6.9% points from the baseline.

2. The proportion of Year 9 NAPLAN students achieving in the top 2 bands for reading shows an uplift of at least 5.9% points from the baseline.

3. The increased percentage of HSC course results in the top 2 bands shows an uplift of at least 8.5% points from the baseline.

4. The increased percentage of HSC course results in the top 3 bands shows an uplift of at least 11.2% points from the baseline.

5. Increase the proportion of Aboriginal students attaining their HSC while maintaining their cultural identity.

• Year 11 & 12 Attendance. One of our main focuses is attendance tracking. The Jullum Team has identified that in years 11 and 12 attendance has dramatically dropped.. One of the main reasons can be attributed to COVID-19, however, it is also closely linked to a lack of access to technology and family support. The Jullum Team has been working hard to improve parent/carer contact to ensure we can support both family and students to continue in their educational careers.
• Community Involvement. The Centre in the past has relied upon strong community relationships to support the cultural programs we deliver in the school. However, again COVID-19 restrictions, this has put a massive strain and barrier on the community to access the school. It is important to have community involvement to ensure the Aboriginal student and non-Aboriginal students gain vital knowledge from the caretakers of our local area.

Data
 • SCOUT, SENTRAL, and Jullum Teams Student Data Tracking System using google sheets to collaboratively share with key stakeholders as well as SENTRAL attendance, PLPs, and Wellbeing referrals. In 2022 more student and staff surveys will enhance how the Centre runs programs and supports the student. The Team will schedule a semesterly Google Form to track performance-based data.

Reflections
 • Increase in student classroom engagement. There has been a culture of Goori students not wanting to go into class if they perceived there was no other Aboriginal student in it. The Centre has worked hard in supporting both teachers and students to increase positive relationships and change the conversation into a more outcomes-based scenario. The Centre has employed another Aboriginal SLSO in term 2 to help transition stage 4 students to stage 5. There has been an increase in student support in the classroom for stage 4 by 33% since Term 1, Stage 5 by 4%, and Stage 6 by 4%. These are pleasing results considering COVID-19 has affected the consistency of this data collection.
 • Increase in HSC and School Certificate completion. In 2020 18 students completed HSC; in 2021 16 students will complete their HSC. Aboriginal students make up around 17-18% of their year 10 to 12 cohort and still maintain this percent when completing their HSC. This means Aboriginal students' numbers are consistent and staying longer in school to complete their HSC. We are tracking the current Year 10 cohort from year 9 to year 12 and so far, there is an increase in student enrolment and SBAT opportunities to support the students in completing their HSC.
 • Increase in assessment and classwork completion. Teachers have increased their referral rates since term 1 through the online SENTRAL referral system by 50%. Terms 2 and 4 are the highest referral rates because of KLA assessment periods. Teachers have provided positive feedback about the quality and increased engagement with completing set tasks with the Centre's intervention strategies.
 • Reduced suspension rates. The Jullum Team provides a safe place for an Aboriginal student to use as a timeout or study session. DPS and HTs regularly use the Centre as a transitional place or one-on-one support to help students when it is needed. The HT of the Centre provides extra timetabled sessions with students who may need to transition back from RFS or HT isolation programs. This has provided the Aboriginal student with a culturally supported safe place to continue their education positively. However, there has not been a reduced number of suspension rates this year compared to 2020. Looking at the data, some students have escalated negative behaviours after the COVID-19 lockdown at the start and middle of the 2021 calendar year.
 • Cultural participation and curriculum pedagogies. Staff and students have seen an increase in local Aboriginal Histories being taught in the classroom. Teachers have utilised the Centre for Cultural support and students have had several opportunities to participate in this knowledge through increased teacher participation. For example, English and HSIE assessment tasks using Aboriginal Histories and Culture. Staff and students have also

1. The proportion of Year 9 NAPLAN students achieving in the top 2 bands for numeracy shows an uplift of at least 6.9% points from the baseline. 2. The proportion of Year 9 NAPLAN students achieving in the top 2 bands for reading shows an uplift of at least 5.9% points from the baseline. 3. The increased percentage of HSC course results in the top 2 bands shows an uplift of at least 8.5% points from the baseline. 4. The increased percentage of HSC course results in the top 3 bands shows an uplift of at least 11.2% points from the baseline. 5. Increase the proportion of Aboriginal students attaining their HSC while maintaining their cultural identity.	embraced local Aboriginal artwork and have ordered several Jullum Polo Shirts and Masks, symbolising an inclusive learning environment. • The Jullum Centre is supported by 0.4 Teachers, 1.0 Head Teacher, and 1.0 Aboriginal SLSO is funded by the Premier's Priority Aboriginal Learning and Engagement Centre's initiative. BCHS Aboriginal Education Funds support 0.6 Teachers, 0.3 Aboriginal SLSO, and 1.0 Aboriginal and Engagement Officers. HT has made a large impact by being a part of the Executive Team. HT of Jullum Centre has a weekly focus and can ensure that Aboriginal perspectives and culture are embedded in whole school processes and policies. This provides the Aboriginal student with a voice and the Team regularly advocates for a better understanding of inter-generational trauma. Funding the extra 0.6 teachers and 0.3 Aboriginal SLSO has resulted in the 33% engagement of student educational outcomes and student one-on-one support, this is shown by higher assessment completion rates, classroom attendance, and an increase in cultural programs with the two Aboriginal Staff members. • Aboriginal Histories and Culture, Turning Policy into Action, and Aboriginal PLPs Training supported by Premier's Priority Professional Development Funding. The result is an improved teacher awareness about Aboriginal Histories and how to use local content to embed in curriculum programming. Teachers have greater access to the community through the Centre's community contacts and students have seen an increase in teacher participation in local content and knowledge. This is evident through the positive connection students are making with their classwork and assessments. • Upgrade of Aboriginal Learning Centre using school Aboriginal Funds - this has provided a culturally safe place for the community to come together and have regular Yarn Ups when restrictions allow the community in. Members have already had a chance to use this space and are pleased with the cultural and educational benefits the room has to offer. • Deadly awards for attendance, girls' and boys' programs are allocated to high achieving students funded through the schools Aboriginal Funds. Students who receive these accolades feel a sense of belonging and connection to the school and their culture. They show other Aboriginal students that being Aboriginal is Deadly and you can achieve it if you put your mind, body, and spirit into your education. • Unexpected positive impact of COVID-19 is the extra funding provided to support BCHS staff to improve the Aboriginal PLP process. The school has not had a formal whole school PLP process in place and this funding has provided the opportunity to support staff to implement the PLPs effectively as a three-way student-led, goal-setting conversation. • Another unexpected positive impact of the Histories and culture TPL is the willingness of each faculty to embrace an aspect of their curriculum to help close the gap and be more inclusive in their pedagogies. For example, Science has contacted Jali Land Council to collaborate with them on the upgrades to the school's Marine Centre, ensuring Aboriginal perspectives and knowledge is represented and acknowledged. • Unexpected negative impact is the lack of PLPs completed in 2021. Because of COVID-19, the school has not had the ability to manage professional learning sessions as effectively as we would like, and therefore, the Jullum Team has not been able to help implement and embed the PLP process into the school's Learning Conference evenings. In terms of data; • SENTRAL does have some limitations when trying to monitor teacher referrals. There needs to be a SENTRAL Team created to be able to mitigate future errors when trying to track specific data needs. • SCOUT has limitations when measuring ATSI data. Not all filters allow for this data collection and therefore the Team will provide feedback to the SCOUT Team to improve its data collection and filter mechanisms. • Accessing historical data from previous cohorts is difficult. **Targets 2022** • Lack of knowledge and understanding of Aboriginal Histories and Culture,

1. The proportion of Year 9 NAPLAN students achieving in the top 2 bands for numeracy shows an uplift of at least 6.9% points from the baseline.

2. The proportion of Year 9 NAPLAN students achieving in the top 2 bands for reading shows an uplift of at least 5.9% points from the baseline.

3. The increased percentage of HSC course results in the top 2 bands shows an uplift of at least 8.5% points from the baseline.

4. The increased percentage of HSC course results in the top 3 bands shows an uplift of at least 11.2% points from the baseline.

5. Increase the proportion of Aboriginal students attaining their HSC while maintaining their cultural identity.

which can make communication and forming student-teacher relationships difficult.
• High Expectation Relationships 'Stronger Smarter Framework'. For Aboriginal education, this is compounded by public and professional discourses around deficit positioning, and by historical conditioning, where many Aboriginal students do not see achieving in school as part of their cultural identity. High expectations are usually considered as a performance agenda - in terms of effort, learning, and achievement.
• Improving student outcomes through Effective strategies: attendance tracking fortnightly, teacher referral system, one-on-one study sessions, building strong relationships with key stakeholders, and professional development.
Student engagement in exams and completion of assessment work will decrease if the Centre is not fully operational with HT, Teacher, and Aboriginal SLSO. Student data tracking and teacher feedback surveys show evidence of the Centre's positive impact since 2019.Consideration of funding in the future.
• All programs and initiatives put in place have been realistic, however, only tracking one cohort for three years. This is not realistic because of the disruptions from COVID-19 and therefore data will not show a true representation of the Centre's impact. The State Government should at least continue to support this program for a further two years tracking 2022 Year 9 Cohort into 2025
• Next year, in this initiative/strategic direction, we will implement and embed Aboriginal Histories and Cultures and support Learning Coaches with Aboriginal PLPs. Under the Premier's Priority, every Aboriginal student has the right to a diverse and innovative personal learning plan that helps support their aspirational academic, social, and cultural goals. If every student has a PLP that supports their individual needs, then this process impacts positively and translates into better educational, cultural, and positive relationships with their teachers. Under the Premier's Priority, NSW DoE aims to increase student engagement and HSC completion by 50% by 2030.
Next year, in this initiative/strategic direction, we won't be only utilising the Jullum Learning Centre as support for Aboriginal PLPs and implementation of cultural programs, as we will have embedded these processes into whole school initiatives such as Learning Conferences and project-based and extracurricular activities such as re-signing areas around the school in language and creating inclusive and diverse artworks around the school. Faculties will be using their planning time in collaboration with the Aboriginal Education Team & JLC to support local Aboriginal perspectives to be taught in school programs across different stages. The Aboriginal Educational Team and JLC will support each faculty as required in collaboration with local Aboriginal organisations and LAECG.

The Jullum Learning Centre aims: *"Provide academic and cultural support to engage our Aboriginal and Torres Strait Islander students in their learning. To inspire them to become strong and deadly leaders, whilst ensuring every child is known and cared for"*.

The Premier's Priority Framework around improving Aboriginal education is working toward Aboriginal students attaining their final school qualifications at the same rate as non-Aboriginal students is an important part of fostering equality of opportunity for Aboriginal people. Recent studies show a clear link between completion of year 12 and positive future employment or educational outcomes.

The Jullum Learning Centre has seen an increase in student attendance, assessment, examination, and HSC completion rates whilst maintaining its cultural identity. Increasing the proportion of Aboriginal students attaining their Higher School Certificate (HSC) by 50 percent means that 1000 additional Aboriginal and/or Torres Strait Islander students will attain their HSC by 2023. To achieve this, it is imperative we work with Aboriginal communities, and accompany the curriculum with culture and language to ensure young people maintain their cultural identity. Engaging and including Aboriginal families and communities is essential to achieving the priority.

Supporting the implementation of Turning Policy into action through TPL

1. The proportion of Year 9 NAPLAN students achieving in the top 2 bands for numeracy shows an uplift of at least 6.9% points from the baseline.

2. The proportion of Year 9 NAPLAN students achieving in the top 2 bands for reading shows an uplift of at least 5.9% points from the baseline.

3. The increased percentage of HSC course results in the top 2 bands shows an uplift of at least 8.5% points from the baseline.

4. The increased percentage of HSC course results in the top 3 bands shows an uplift of at least 11.2% points from the baseline.

5. Increase the proportion of Aboriginal students attaining their HSC while maintaining their cultural identity.

sets the goal 'that Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population and provides education about Aboriginal Australia for all students and staff.

Incorporating the PLP process into HUB and learning Conferences so that all students benefit from Goal setting and developing a three-way partnership between parents, students, and staff to develop relationships and a better understanding of how students learn.

The consultation process with Aboriginal key stakeholders and Local Aboriginal community members has been a rewarding and valuable collaboration to enhance my knowledge for me as an Aboriginal person off country, Jullum Learning Centre staff, and for teachers who implement local Aboriginal perspectives. All faculties will benefit from the Aboriginal Education team attending meetings when requested.

The Jullum Team in consultation with the Local AECG will extend our contact list for teachers to access experts in the Local Community to enhance their lessons.

The Jullum team will recognise the achievements of Aboriginal students through the Nanga Mai awards ceremony which is held for students across NSW. The Jullum Team/Aboriginal Education Team is in the process of implementing an annual event (Deadly awards) to celebrate the achievements of Aboriginal students from years 7-12. The awards will consist of cultural, attendance, academic, sporting, staff, and community awards.

We need to ensure that PDPs are consistent with reviews in order to ensure personal goals are being met.

Collaborative Response

The merging of Southern Cross and Ballina High School: Data by the LaSTeachers and discussion by teachers in year groups saw an increase in the need for differentiation of resources to support the learning and wellbeing of students across all stages. With a range of learning needs evident in classrooms the identification and support of students, the support of collegiality, and resource sharing during Team meetings allowed teachers to build strategies and align them with student adjustment sheets which informed NCCD Data

Intended outcomes

Student growth- To build teacher capacity in supporting students with varied teaching and learning strategies. This includes:
 • Greater confidence in Teacher identification of students requiring additional learning supports within the classroom environment
 • Referral System for students requiring additional (supplementary) adjustments in the classroom
 • By aligning to adjustment checklists, a sharing of information on best practices for identified students.
Based on the Jigsaw Learning, strategies to improve students learning through a team approach to identifying students' learning needs and supporting teachers to develop systems, strategies, and materials to support students in mainstream classes requiring in-class intervention and support to improve their learning outcomes.

With a focus on grouping students' needs rather than individualising students, teachers refer students via Sentral, and referred students are discussed by year teams to determine the best way forward with support or whether a student requires a Learning and support referral outside of the classroom interventions or investigation. The year-based teams collaborate to investigate data (Cheat Sheets, Data Sheets, Student Profiles, attendance, N Awards, Wellbeing entries, work samples, student profiles) to determine strategies to best support the student in their learning but also build the capacity of the teacher by sharing resources and materials that can support students with particular needs.

1. The proportion of Year 9 NAPLAN students achieving in the top 2 bands for numeracy shows an uplift of at least 6.9% points from the baseline. 2. The proportion of Year 9 NAPLAN students achieving in the top 2 bands for reading shows an uplift of at least 5.9% points from the baseline. 3. The increased percentage of HSC course results in the top 2 bands shows an uplift of at least 8.5% points from the baseline. 4. The increased percentage of HSC course results in the top 3 bands shows an uplift of at least 11.2% points from the baseline. 5. Increase the proportion of Aboriginal students attaining their HSC while maintaining their cultural identity.	Year teams meet twice a term to discuss referred students. Meetings are led by Year Advisors and roles are assigned to the team to ensure full participation by all team members. By assigning team duties a clear overview of the student can be discussed and strategies can be considered in a holistic way. By using Sentral as the main communication tool regarding student behaviour, attendance, and wellbeing this data can be considered quantitative, however, the strength of the team includes anecdotal, relationship-based, and qualitative data which can provide a more rounded insight. Learning coaches are encouraged to make contact with students and parents to further increase the student picture. Some teams were very effective and these were then used to model to other teams which reduced much of the reticence. Staff understanding of Sentral was a major barrier where assumptions were made that team members all knew how to access data and information on Sentral. Staff time and training were a barrier that was an initial stumbling block as there was a reticence to adopt the process. Originally a core group of team members was trained by Kurtis and Lorna Hewson, but with staff turnover and new teams, those committed to the original team took on new responsibilities. Some pushback from staff that the process was too difficult to navigate or leaders of the team not preparing prior to the meeting or a lack of understanding and commitment also made progress in some years less effective than others, however, by the year all team meetings were discussing students in a collaborative response model. It is a changing culture that takes time. • Teachers referring students to the collaborative response team • Teams creating adjustment checklists and communicating adjustments and strategies to other teachers • Increased parent contact from Learning Coaches supporting students and families to improve Attendance, • The use of data and team discussion to allow earlier intervention with students • Adjustment checklists that supported NCCD Data 2021 saw a greater commitment by teachers to discuss learning strategies and interventions within a team meeting. Increased CR referrals and earlier interventions and students referred by teams to the Learning and Support Team allowed for more immediate interventions to take place outside of the classroom where needed. **Implications for Next Phase** Committed regrouping of the driving team in 2022 for a reboot and refresh of procedures and how best to support the functionality of some of the teams who struggled with confidence. Full staff reboot and information - a simpler flowchart of operations and processes. A reminder that Collaborative Response is for in-class interventions (Tier 1 & 2) and Learning Support is for outside interventions (Tier 3&4) Emphasis on the importance of recording adjustments and parental discussion and approval for NCCD use. **Annual Reflection/Evaluation - Macqlit** Pre-test data indicated a cohort of students entering stage 4 achieving stage 1/stage 2 outcomes in reading. COVID ILSP funds supported these students participating in the Maqlit Program. Pre-assessment data was collected from week 5 term 1 and the program commenced Week 1 Term 2,

1. The proportion of Year 9 NAPLAN students achieving in the top 2 bands for numeracy shows an uplift of at least 6.9% points from the baseline. 2. The proportion of Year 9 NAPLAN students achieving in the top 2 bands for reading shows an uplift of at least 5.9% points from the baseline. 3. The increased percentage of HSC course results in the top 2 bands shows an uplift of at least 8.5% points from the baseline. 4. The increased percentage of HSC course results in the top 3 bands shows an uplift of at least 11.2% points from the baseline. 5. Increase the proportion of Aboriginal students attaining their HSC while maintaining their cultural identity.	with the program completing Week 11 Term 4. Intended outcomes Student growth- To provide additional support for students entering Stage 4 that are identified in the lowest 25 percentile of students working at Stage 2 in reading. This includes: • Developing rapid, automatic, and efficient word recognition strategies in overcoming problems in vocabulary and comprehension skills. • To broaden and enrich students' vocabulary. • To improve spelling of high frequency and more unfamiliar words. Students participating in the program were identified as low progress readers. Four groups participated in daily lessons (with the recommendation of four students per group). Pre-test data determined students' entry-level in the program. Student monitoring occurred every five weeks. This allowed student movement within each group. The program involved explicit teaching of phonics and phonemic awareness involving vowels, single sounds, and blends so that students developed skills in decoding unfamiliar words. Students participated in the daily reading of decodable texts focussing on reading accurately and fluently. Lessons also included developing students' spelling strategies around the forms of spelling, as well as enhancing vocabulary knowledge. As the students progressed through the program, they were exposed to longer texts, which involved students being able to demonstrate their understanding of the texts through levels of comprehension questions. The Macqlit program requires teachers to participate in professional learning prior to implementing the program. The lesson format also requires teachers to explicitly follow a script with expected responses from students. As low progress readers, the students needed to be monitored closely and teacher judgment in interpreting data is critical in determining the progression of lessons. This ensures individual students achieve growth based on individual targets, with the expectation of closing the gap with their year cohort. • Timetabling issues in withdrawing students from classes in a high school setting were an ongoing concern. • Low student self-esteem and reluctance to be withdrawn from classes was a factor in engaging a small number of students in completing the program. Time 'benchmarking' students into the program. **Evidence of Impact** • Assessment data collected every 5 weeks demonstrates students' progress • Revision of sight word knowledge (Cumulative Review Charts) • The Wheldall Assessment of reading passages (WARP) provides a means of tracking reading progress. Identifying student growth in accuracy and fluency. • Teachers use data to inform teaching focus for individual students for the next learning cycle, with the opportunity to review lessons or the provision of 1:1 lessons in supporting student growth. • Data collected includes pre /post-tests WARPs progress monitoring, Curriculum Reviews • All students made a percentage growth between 25% and 156% in WARP. • 75% of students scored greater than 132cwpm, placing them above the 50 percentile of the year 5-6 range (term 4). • In the remaining 25% of students; 80% scored above the 50 percentile of the year 4 range (term 4). Implications for Next Phase • Collection of data from formative and summative assessments in targeting students identified to participate in the program to be established at the commencement of term 1 2022. • Ensure that students identified as needing ongoing support in completing the program continue in 2022. • Students having completed the program, reading at a rate of 150-170 wpm need to be assessed for further interventions including reading programs with an emphasis on inferential skills in comprehension.

1. The proportion of Year 9 NAPLAN students achieving in the top 2 bands for numeracy shows an uplift of at least 6.9% points from the baseline.

2. The proportion of Year 9 NAPLAN students achieving in the top 2 bands for reading shows an uplift of at least 5.9% points from the baseline.

3. The increased percentage of HSC course results in the top 2 bands shows an uplift of at least 8.5% points from the baseline.

4. The increased percentage of HSC course results in the top 3 bands shows an uplift of at least 11.2% points from the baseline.

5. Increase the proportion of Aboriginal students attaining their HSC while maintaining their cultural identity.

• Students should be encouraged to participate in oral reading activities within the whole class and withdrawal programs on a daily basis to support students' accuracy and fluency in reading, evidence also indicates that improvement in accuracy and fluency will also have a positive impact on comprehension (Wheldall 2013).
• Students work on oral and written comprehension skills in the LLI program.
• Collaboration with primary feeder schools to identify students entering high school with significant deficits in reading should include discussions around the intervention programs that have been implemented in supporting these low progress readers.
The improvement measures outlined in the SIP, SD 1 may need to be reviewed to reflect student growth in targeted intervention programs.

A cohort of students who transitioned to high school struggling to read accurately and fluently were identified with poor phonological knowledge and weak phonemic awareness. These students face difficulty in accessing the curriculum, requiring intensive reading support. The Macqlit program implemented in the school is a small group instructional reading program based on scientific research into reading, which addresses the literacy needs of these low progress readers. The achievement gap may be wide compared to their year cohort, but these students made progress. The data collected shows that 90% of students in the program will no longer require Macqlit intervention in the following year. Students will be reassessed to identify whether further intervention is needed with a focus on comprehension skills.

Quicksmart Numeracy

Quicksmart Numeracy was broken into 2 components for the 2021 reporting period; LLAD component - supported approximately 40 stages 4 students identified as just below average; stanine 3 in the Pat Numeracy test. The second component was funded with COVID ISLP supporting 20 students in stage 5 identified as just within the average range at stanine 4.

Quicksmart LLAD - School-wide screening of stage 4 students indicated a cohort of students achieving numeracy scores just below average on standardised internal testing. PAT N testing occurs with all stage 4 students in the first 3 weeks of school. Further specific Quicksmart testing (OZCAAS) confirms student placement in the program. Students commenced the program by week 5 Term 1 and completed the program in week 10 term 4.

Quicksmart COVID ILSP - School-wide screening of stage 5 students indicated a cohort of students in year 9 that required a short-term numeracy intervention to move them above the national minimum standard of band 6 in their NAPLAN results. Students participated in the program for semester 2 2021.

Intended outcomes

LLAD Student growth - To provide additional support for students to develop automaticity and accuracy in basic numerical operations. All students completing the program achieve 100% accuracy in a response time under 2 seconds to number facts after the intervention.

COVID ILSP Student growth - To move identified year 9 students from the national minimum standard band 6 to at least one band higher by developing automaticity and accuracy in basic numerical operations and by developing strategies and skills to solve mathematical word problems.

Quicksmart Numeracy Programs

Students work in pairs and 4 students per period are supported. Students participate in the program 6 times a cycle for 35 minutes each session. Pre-test data and OZCAAS testing determine student groups and entry-level in the program. Student monitoring occurs via the OZCAAS program and is administered to students once a week to determine their progress. This testing determines what components of the program to deliver next and

1. The proportion of Year 9 NAPLAN students achieving in the top 2 bands for numeracy shows an uplift of at least 6.9% points from the baseline.

2. The proportion of Year 9 NAPLAN students achieving in the top 2 bands for reading shows an uplift of at least 5.9% points from the baseline.

3. The increased percentage of HSC course results in the top 2 bands shows an uplift of at least 8.5% points from the baseline.

4. The increased percentage of HSC course results in the top 3 bands shows an uplift of at least 11.2% points from the baseline.

5. Increase the proportion of Aboriginal students attaining their HSC while maintaining their cultural identity.

addresses identified individual student needs. The program involves explicit teaching of operations and number facts. A lesson for Quicksmart involves the completion of speed sheets, timed flashcards, and explicit teaching of strategies for that number fact.

Quicksmart numeracy requires all staff to be trained in the delivery of the program. A lesson format or plan requires facilitators to explicitly follow a sequence or combination of sequences to ensure students understand the correlation between number facts. As low progress and low confidence learners students are monitored closely through the interpretation of data that is critical in determining 'where to next' for individual students. This ensures individual students achieve growth based on individual targets, with the expectation of closing the gap with their year cohort.
 • Timetabling issues withdrawing students from classes is an ongoing concern.
 • Low student self-esteem and reluctance to be withdrawn from classes was a factor in engaging a small number of students in completing the program.
 • Transference of skills/strategies in withdrawal programs to the classroom is weak.

Evidence of Impact
 • Assessment data collected every 5 weeks demonstrates student progress and determines the next steps.
 • Automaticity is developed through the timed flashcard component of the lesson. Students working towards achieving a less than 2 second response time to number facts. Automaticity is tracked through students' OZCAAS testing results.
 • Accuracy is developed through the use of timed speed sheets and explicit small group teaching of targeted strategies and skills.
 • The facilitator uses data to inform teaching focus for individual students for the next learning cycle, with the opportunity to review lessons or the provision of 1:1 lessons in supporting student growth.
 • Data collected includes pre /post-tests (OZCAAS and PAT Numeracy).
 • LLAD - All students completing the program have achieved between 94% - 100% accuracy in basic numerical operations. There has also been a 50% reduction in response times, with all students recording between 3 and 1-second response, indicating automaticity in basic numerical operations has been achieved.
 • COVID ILSP - All students moved at least one band, band 6 - band 7, in the Numeracy component NAPLAN, some moved more than one band, band 5 - band 8.
In OZCAAS testing all students reduced their response time to under 2 seconds, showing that automaticity in basic operations was achieved. All students participating in the program have achieved 100% accuracy in their final testing round.

Implications for Next Phase
 • Collection of data from formative and summative assessments in targeting students identified to participate in the program to be established at the commencement of term 1.
 • Ensure that students identified as needing ongoing support in completing the program continue in 2022.
 • Collaboration with primary feeder schools to identify students entering high school with significant deficits in numeracy should include discussions around the intervention programs that have been implemented in supporting these low progress students.
 • The improvement measures outlined in the SIP, SD 1 may need to be reviewed to reflect student growth in targeted intervention programs rather than the percentage growth bands outlined in the SEF.
 • The program needs to review, focus and develop further strategies for solving word problems.
 • Identify year 9 students achieving at stanine 2 to participate in the program.
A more strategically placed intervention for students at minimum standards in NAPLAN would increase numeracy bands further.

1. The proportion of Year 9 NAPLAN students achieving in the top 2 bands for numeracy shows an uplift of at least 6.9% points from the baseline.

2. The proportion of Year 9 NAPLAN students achieving in the top 2 bands for reading shows an uplift of at least 5.9% points from the baseline.

3. The increased percentage of HSC course results in the top 2 bands shows an uplift of at least 8.5% points from the baseline.

4. The increased percentage of HSC course results in the top 3 bands shows an uplift of at least 11.2% points from the baseline.

5. Increase the proportion of Aboriginal students attaining their HSC while maintaining their cultural identity.

The Quicksmart program targets students identified in the middle band of year 9, with the aim of achieving growth in 2021 NAPLAN results. The program ensures that students develop automaticity in the four operations of numbers. Data collated identifies that all students completing the program have improved in accuracy and in response time scores, meeting the school's criteria for implementing the program. Future directions will ensure classroom teachers are supported through students' personal learning plans (PLPs) with adjustments made allowing students to have a higher level of support in accessing the curriculum.

Minimum Standards - Writing

Background information

Minimum Standards data indicated a cohort of students across Stage 6 had made attempts to complete the online Minimum Standards Writing test and were unable to achieve the required standard of Level 3. During Semester 2, COVID ISLP funds supported these students to participate in workshops in small groups, targeting the required skills to achieve Level 3, through targeted skills-based practice and completing practice tests online. Students were then given the opportunity to retake the online Minimum Standards test. This program was extended into Year 10 during Term 4.

Intended outcomes

Student growth- To provide additional support for students in stage 6 (and Year 10 in Term 4) that are identified as not meeting the minimum standard for writing - to move students from Level 2 to at least Level 3 through focused skill-based writing lessons across the areas of grammar, punctuation, spelling, and planning for writing.

Minimum Standards Writing

Students participating in the program were identified as not meeting minimum standards for writing. Students were withdrawn into small groups (varying from 2-to 6) to participate in structured lessons targeting the basic skills required to achieve Level 3. Students at this level typically:
 • produce a range of familiar texts with appropriate grammatical structures and writing conventions
 • sequence writing to produce cohesive texts and vary language to suit the audience and purpose
 • use a range of formal and informal language, and appropriate vocabulary with increasing precision for the audience and context
 • use tense appropriately, and simple, compound and some complex sentences
 • use punctuation to aid in understanding
 • spell frequently used words with reasonable accuracy, and use strategies to spell unfamiliar words
The number of lessons required by each student to develop these skills varied from 2 to 6, and students were able to retake the online test every 30 calendar days.

A teacher currently teaching senior English within the school was employed to run the small groups one day per week. This enabled her to better understand the specific support needs of some students and target the program towards these, to make gains in a shorter time frame.

Timetabling issues in withdrawing students from classes in a high school setting were an ongoing concern. The program could only operate two days per fortnight, therefore, timetable constraints impacted the classes that students were withdrawn from.

Low student self-esteem and reluctance to be withdrawn from classes was a factor in engaging a small number of students in completing the program.

Evidence of Impact

1. The proportion of Year 9 NAPLAN students achieving in the top 2 bands for numeracy shows an uplift of at least 6.9% points from the baseline. 2. The proportion of Year 9 NAPLAN students achieving in the top 2 bands for reading shows an uplift of at least 5.9% points from the baseline. 3. The increased percentage of HSC course results in the top 2 bands shows an uplift of at least 8.5% points from the baseline. 4. The increased percentage of HSC course results in the top 3 bands shows an uplift of at least 11.2% points from the baseline. 5. Increase the proportion of Aboriginal students attaining their HSC while maintaining their cultural identity.	Data was collected after each attempt at the online Minimum Standards writing test which demonstrated students' progress by identifying the level that they achieved. • Year 12 - of the 5 students involved 4 achieved a Level 3 standard. The 5th student was unable to retake the test due to a COVID lockdown of 6 weeks. He was granted special consideration by NESA. • Year 11 - 17 students were involved in small group sessions. 35% of students have achieved Level 3, most after the 3rd attempt. 35 % have completed 3 or 4 attempts and results are currently being processed. 30% have not yet achieved Level 3, after 2 or 3 attempts. • Year 10 - 30 students participated in the initial round of online tests in Week 8. Results are currently being processed. The program will continue until the end of Term 4 with those students in Year 11 who have not yet achieved Level 3 being given the opportunity to retake the online test after more focused support. **Implications for Next Phase** • Preparation for all students prior to administration of Minimum Standards writing to be focused on the expectations and criteria of the online test, and also the planning phase of the writing task. Visuals and explicit teaching of these may need to be provided for students to plan their writing prior to taking the test. Additional group support may be required for those students identified through literacy testing or those students who generally receive disability provisions. The Minimum Standards writing support targets students in Years 10 - 12, identified as not meeting the Level 3 minimum standard of writing. The program aims to provide support for students to achieve the minimum standard for writing, which is a requirement for the HSC. Students were supported in the development of writing skills across areas such as punctuation, grammar, spelling, and planning for writing. Data collated identifies that many students completing the program have either achieved the minimum standard or are awaiting the results of their last attempt. **Leveled Literacy Intervention** Analysis of NAPLAN data identified a cohort of learners that are achieving below stage expectations in comprehension and writing. LLAD funding is used to provide 40 periods of Levelled Literacy Intervention for students in stage 4 and some students in stage 5. Pre-test data such as NAPLAN, Best Start, and Check-in assessments, and collaboration with Partner Primary Schools identify which students will be priority benchmarked. Students are selected to participate in the program on the basis of their Benchmark Assessment System (BAS) results and grouped by their level of achievement based on reading accuracy, rate, and comprehension scores. Each level is comprised of approximately 30 lessons, concluding with a novel study and NAPLAN practice tests. The program commenced in week 1 term 1 and concluded in week 10 term 4. Intended outcomes Student growth - To provide additional support for students identified below stage level in reading and writing. For students to develop proficient grade-level reading, writing, and comprehension skills. Students will also show growth in NAPLAN reading and writing. **Levelled Literacy Intervention Program** Students participate in the program 3 times a week for 40 mins a session. Groups are facilitated by SLSOs and each group contains between 4 - 6 students. Each SLSO has between 2 and 4 groups. 68 students have participated in the program to date. Student progress monitoring occurs every 5 weeks via running records. The following skills are measured during this cycle; accuracy, self-correction, fluency, and comprehension. Mentoring and support are provided to the SLSOs via a fortnightly meeting where data is scrutinised to ensure students are making growth and appropriate strategies are being implemented to support student growth. • All staff delivering LLI completed course-specific training in implementing the program. • A clear lesson plan requires facilitators to explicitly follow a script with

1. The proportion of Year 9 NAPLAN students achieving in the top 2 bands for numeracy shows an uplift of at least 6.9% points from the baseline. 2. The proportion of Year 9 NAPLAN students achieving in the top 2 bands for reading shows an uplift of at least 5.9% points from the baseline. 3. The increased percentage of HSC course results in the top 2 bands shows an uplift of at least 8.5% points from the baseline. 4. The increased percentage of HSC course results in the top 3 bands shows an uplift of at least 11.2% points from the baseline. 5. Increase the proportion of Aboriginal students attaining their HSC while maintaining their cultural identity.	expected responses for students. • As low progress readers and writers students, progress and data are monitored closely by facilitators and LaST to determine their progress within the program. • Timetabling issues withdrawing students from classes is an ongoing concern. • The lesson structure is divided into two lessons due to the period structure of the day. 30 lessons equate to approximately 60 withdrawals from class. • Low student self-esteem and reluctance to be withdrawn from classes was a factor in engaging a small number of students in completing or engaging with the program. • Time benchmarking into the program. Benchmarking the whole cohort would be beneficial but time is a barrier. • COVID lockdowns have impacted the program. • Transference of skills acquired in intervention to the classroom context. • Year 9 students participating in the program have shown considerable growth in the reading and writing domains of NAPLAN. Notably year 9 students have more than doubled their expected growth in writing and reading scores between years 7 and 9. **Implications for Next Phase** • Established a clear link between the Macqlit program and LLI. Students completing the Macqlit program have an opportunity to work on their comprehension and writing skills in a program that targets those skills. • Students completing the Macqlit program have been benchmarked into the LLI program for 2022. These students have been assessed as below our current program resources and we have purchased the lower kit to support their writing and comprehension growth. • Further support and monitoring of 5 weekly running records are required. SLSOs require further professional learning to interpret data and devise/apply strategies to ensure student progression is focused on individual needs. • Attendance data should be considered when selecting students for the program. • Ensure that students identified as needing ongoing support in completing the program continue in 2022. • The Levelled Literacy Intervention Program (LLI) targets students working below their stage outcomes. The program provides intensive small group instruction for students in reading and writing, supplementing classroom literacy teaching. The program has allowed for a large number of students struggling in literacy or achieving below average to have access to intervention. Evidence from year 9 NAPLAN data demonstrates higher than expected growth in reading and writing. Students' growth in closing the gap with their year cohort has enabled student confidence in accessing the curriculum.
SEF Progress Measures Learning Culture-Delivering in high expectations and attendance Curriculum-Sustaining and growing but delivering in curriculum provision and differentiation Assessment is Sustaining and growing but needs evidence to support Professional Standards-Sustaining and growing but delivering for improvement of practice Student performance is at delivering Data skills and use are at sustaining	We are continually working in the areas of high expectations, consistency, and regular attendance. This will impact school and students' performance. In 2022 100% of staff will be trained in the Berry Street Model and this will support the impact of trauma from COVID, floods, and other factors on improving educational outcomes for all students.

and growing but delivering in data
literacy.

Strategic Direction 2: Quality Teaching and Collaboration

Purpose

The school situational analysis identified the need for greater teacher professional learning driven by High impact Professional Learning. Involving strong and authentic partnerships with AECG, Bunjum, parents, carers and continuing to connect with our community is central to quality teaching , learning and collaboration.

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 Impact Professional Learning
- • What Works Best-Effective Learning Environments

Resources allocated to this strategic direction

Professional learning: $25,400.00
School support allocation (principal support): $50,000.00
Socio-economic background: $76,000.00

Summary of progress

Q. How have each of the activities supported the overall SEF elements of Quality Teaching and Collaboration? The use of the CESE modules was definitely the opportunity in delivering quality professional learning. 100% of the staff loved the availability and quality of these.

D. What data was used to evaluate the impact? Evaluations were completed at end of each professional learning along with the reflections in the CESE modules.

A. What themes emerge from the data? The need to develop consistency across our classroom practices.

I. Where to next to increase Quality Teaching and Collaboration at BCHS? Learning Walks will be introduced in 2022.

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
Staff introduced to Learning Walks Collaborative practices embedded into cross curricula learning Staff complete What Works Best professional learning. Staff use learning intentions and measures of success in all lessons. Staff gather feedback from students on their teaching to inform and reflect on where to next. All staff use PDPs to inform practice and professional Learning	Throughout the duration of 2021 leadership of both 'Explicit Teaching' and 'Classroom Management' under the domain of Quality Teaching has existed as a duality in nature; leadership and execution. Central to the focus of this domain has been the analysis of trends in data on student engagement and the effectiveness of current teaching practices in creating cohesive, functional, and productive learning environments. It has located at the commencement of the 2021 school year within the domain of 'Quality Teaching' that was placed within the parameter of 'Sustaining and growing'. Regarding progress in both areas the roadmap is outlined below: **Explicit Teaching:** Establishment of Executive-led Explicit teaching Team formed in response to school-need to examine quality teaching practices occurring at BCHS. The vision of this was to celebrate quality teaching in action from staff as well as offer solution-orientated TPL for staff aimed at the utilisation of a 'Teaching Template' designed by members of the newly formed 'Explicit Teaching Team'. Whole school Google Drive - 'BCHS Explicit Teaching 2021': Central HUB for strategies and lesson creation including a detailed breakdown of strategies for differentiation, exit tickets, and explicit opportunities for

Staff introduced to Learning Walks Collaborative practices embedded into cross curricula learning Staff complete What Works Best professional learning. Staff use learning intentions and measures of success in all lessons. Staff gather feedback from students on their teaching to inform and reflect on where to next. All staff use PDPs to inform practice and professional Learning	literacy/numeracy targeting. MESH KLA-specific examples and templates for solution-driven TPL for all teaching staff. Explicit Teaching team drive - ready for whole school rollout 2022 focused on engagement strategies and optimising content transmission in open learning environments - success data derived from success in self-nominated staff delivering this template to classes across KLAs at BCHS. Integration with Learning Walks - 2022: Executive collaboration strategy: Collaboration between executive staff has realised an opportunity for 2022 to integrate Learning Walks into both 50-day conversations that HT undergoes with teaching staff as well as What Works Best methods that were staff were initiated into in 2021 via CESE modules. Learning Walks will be an opportunity for teachers to learn from one another, see the Teaching Template in action by self-nominated staff members and further reflect on what works best, integrating new methods into their own practice. Integration with staff 50-Day conversations 2022: Projecting this into 2022 was the idea that experiences and reflections attained by staff throughout the learning walks in 2022 were the opportunity to engineer reflection into staff reflection opportunities provided through 50-Day conversations with headteachers. Currently, this system offers an opportunity for staff to reflect on guiding questions pertaining to upskilling targets and self-nominated areas of interest in teaching practice. Dove-tailing the experiences of Learning Walks will mean an opportunity to reflect on what effective strategies staff have witnessed and how these may be implemented into their own practice as a means of enhancing their own capacity in the classroom. **Classroom Management:** Staff development Day 1 2021: 5 Fundamentals presented at the strategic direction - a highlighted necessity in staff consistency of approach 5 Fundamentals: Instituted school-wide to MESH KLAs throughout 2021. We saw a significant reduction in structural disengagement factors associated with spatial utilisation of open learning environments. Provided specific opportunities to engage with staff and students alike in aspects of classroom practice, including specific interventions per request of staff Quality Teaching domain of Effective Teaching. Within this 'Explicit Teaching' and 'Classroom Management. The duration of this leadership was the 2021 teaching year with projected continuity into 2022. The original plan was to use the drive to support the initiative of Learning Walks however due to extensive face-to-face teaching restrictions and interruptions to teaching via lockdowns the capacity to provide continuity for this was severely hampered. Despite this, however, a timetable for nominated staff has been designed for the beginning of 2022. Evidence of process quality not only outlines what was done but also how well it was done. This helps to make a judgment about the quality of implementation. Data collection - disengagement patterns garnered via Sentral Wellbeing entries. Anecdotal evidence from the senior executive located patterns of weakness particularly structurally throughout lessons. Reflections on personal teaching experiences in the spaces at BCHS have allowed staff to reflect on what works best. Collaboration - the creation of the Explicit Teaching Team was designed to decentralise leadership and pour staff expertise back into TPL opportunities created for staff at BCHS. The model of powerful TPL being initiated and led by teaching staff is very important to me in creating both staff ownership and value in what is being experienced rather than top-down structures determining both the path and destination of potential TPL for staff teaching improvement. Integration with CESE What works Best - modules delivered to staff support a data-driven focus of TPL however it has been my intention to use these understandings as a platform for solutions-driven TPL delivered to staff, by staff.

Staff introduced to Learning Walks Collaborative practices embedded into cross curricula learning Staff complete What Works Best professional learning. Staff use learning intentions and measures of success in all lessons. Staff gather feedback from students on their teaching to inform and reflect on where to next. All staff use PDPs to inform practice and professional Learning	Barriers to progress as cliché'd as it appears, were related to covid-related disruptions and this was identified as no excuse for a lack of momentum in areas such as 'Explicit Teaching.' If anything, Covid-19 has highlighted the need for flexibility and adaptability in the way lessons are delivered to students. Further to this the way we as educators deliver engaging lessons utilising the open learning at BCHS has to be an amalgam of techniques garnered from differing modes of delivery to maximise student engagement. Staff feedback data: This was an imperative tool to gauge the initial staff response to the rollout of '5 Fundamentals' in Term 1 of 2021. Since then Sentral data has complemented this in regard to student engagement patterns relating to structural aspects of the lesson addressed by the Five Fundamentals. '5 Fundamentals' staff survey Term 1 2021 - demonstrated 70.3% of teaching had implemented all of the aspects and 100% of MESH teaching staff had implemented at least 3 of the aspects. Data gaps that existed were minimal considering that much of the information derived from student disengagement patterns was from a centralised point using 'Wellbeing' data from Sentral. Furthermore, any gaps that existed were anecdotal in nature and these were filled with staff survey data. Classroom management: Implementation of school-wide '5 Fundamentals'. The use of staff survey data and senior exec feedback demonstrates widespread utilisation of the system. Significant reductions in students out of seats toward the end of lessons are also a testament to this process. Wellbeing data on the use of Year 8 MESH monitoring has reduced significantly regarding student disengagement since seating plans have been recommended to support student behaviour in classes. This widespread adoption by teachers in the school has led to greater consistency among staff. Feedback from staff indicated that 70.3% of staff had implemented 3 or more of these strategies (see Fig 7.). This success was corroborated in the case of Year 8 MESH with reductions in Yellow Monitoring books for lesson disengagement behaviours, in particular, the seating plans were highly successful. Explicit teaching: In regard to the implementation of the teaching template designed for learning spaces at BCHS with a number of other staff, there has been a widespread integration of this into teaching practice. The following KLAs are utilising this template in their lessons; HSIE, Maths, English. The overall aim will be to see this integrated across all MESH KLAs. Examples and teaching samples of these are on the Explicit Teaching drive available to all staff. Funding allocated to both Classroom Teaching and Explicit Teaching leadership was utilised in 2021 to form a team comprising four key staff. Teacher release time was important in achieving both the drive and also observation and reflection time on real-world implementation of the template in classrooms. There were no real negatives except the obvious take-up of staff who may or may not feel the need to implement the Five Fundamentals however upon discussion felt that selective use of these was beneficial to complimenting their strategies already in place. In regard to explicit teaching, the positives have been for teachers to differentiate with ease and perform a range of teaching strategies that see great successes in student engagement in the open learning spaces and conversely in the traditional settings afforded in demountable classrooms. Collaboration and resourcing are good starting points for discussion and professional growth for staff. Professional learning led by staff is very important when considering the meaningful integration of this and promoting ownership in the process of professional development. Staff being more actively involved in decisions regarding their own upskilling and further to this seeing this implemented by their peers.

Staff introduced to Learning Walks Collaborative practices embedded into cross curricula learning Staff complete What Works Best professional learning. Staff use learning intentions and measures of success in all lessons. Staff gather feedback from students on their teaching to inform and reflect on where to next. All staff use PDPs to inform practice and professional Learning	Text: Doug Lemov 'Teach Like a Champion' 2010- has informed the elements implemented into the teaching template as a means for teachers to engage students more actively using proven strategies of explicit teaching e.g. lesson hook, exit buy-outs, reflection procedures, etc. Text: Jocko Willink 'Extreme Ownership' 2018 - research on the effectiveness of decentralised leadership strategies including promoting ownership of upskilling and allowing staff to lead other staff - empowerment technique e.g. especially important considering Learning Walks for 2022 and Explicit Teaching drive resources and strategies. Consistency of take-up by staff and conversely the lack thereof has been an issue Timelines were surpassed early on in the year allowing more scope to observe and gather information including opportunities to collaborate with other executive staff for initiatives in 2022. Throughout 2021 BCHS has undergone a number of significant changes including the impacts the Covid-19 pandemic has had on disrupting the teaching and learning of staff and students both locally and abroad. A major direction for executives has been the promotion of a sense of consistency both in supporting student learning but also to enhancing quality teaching and outcomes. Central to this has been a focus on What Works Best, supported by CESE module. Professional learning has been an initiative to promote both reflection and implementation of data-backed strategies to promote a positive teaching and learning outcomes for all staff, informed by all staff. There is the staff who, of their own passion for the betterment of education at BCHS, have volunteered both their own time and their extensive knowledge of resources to formulate the Explicit Teaching Team.
SEF Progress Measures Learning Culture-Delivering in high expectations and attendance Curriculum-Sustaining and growing but delivering in curriculum provision and differentiation Assessment is Sustaining and growing but needs evidence to support Learning and Development- Sustaining and growing but delivering at collaborative practices. Professional Standards-Sustaining and growing but delivering for improvement of practice Effective Classrooms-Lesson Planning is at Sustaining and growing but at delivering with explicit teaching, feedback, and classroom management Educational Leadership is at delivering the attention needed in instructional leadership, high expectations culture, performance management development, and community engagement.	**High Expectations** Professional learning 'What works Best' CESE module - High Expectations after a presentation by the DP at a whole school Staff Development Day in April 2021. From this presentation, the staff was asked to complete the 'What works Best' CESE Module - High Expectations which was assessed by the executive. 95% of staff have completed this online Professional learning. The next step was the creation of a staff Google survey with 5 key questions. The purpose of this survey was to gain an understanding of what staff learned from the TPL and also what they do in their everyday practice. **Feedback** Presented on Feedback at Term 3 Week 3 full Staff meeting. All staff completed CESE Module on Feedback We gathered information about current feedback trends in staff The feedback CESE module was very valuable and gave a clear foundation for further discussion of feedback at BCHS. COVID was a significant disruptor as it limited whole staff time and therefore the work that could be done to develop whole school norms. The most useful data was the information about staff completing the CESE module and self-reflection on their feedback processes. The missing data was how this is being implemented in classrooms and how this is impacting student achievement across the school. We were hoping to see a greater awareness of the importance of feedback in the teaching in the school with a specific focus on feedback on the process of learning. This was limited due to the impact of COVID. We were unable to implement as much of the concept as possible and will undertake this in 2022. The original timeframe of this initiative was too short, even without the impact of COVID on its implementation. The planned second session to occur sometime in Term 4 was only the opening in ensuring staff knowledge

SEF Progress Measures	of feedback as a process and how this could look in their classrooms. We didn't take into account the monitoring and reflection process throughout a teaching span (preferably a full Term).
Learning Culture-Delivering in high expectations and attendance	As such, next year we hope to offer this second session, clarifying how this might look in practice (one area of weakness in the CESE modules is their limited classroom examples) and then capture data on this after a full term (so preferably by the end of Term 2) in a google form. We would analyse this data to identify any gaps in practice and implementation and then possibly further sessions as needed to either the whole staff or select groups.
Curriculum-Sustaining and growing but delivering in curriculum provision and differentiation	
Assessment is Sustaining and growing but needs evidence to support	
Learning and Development- Sustaining and growing but delivering at collaborative practices.	
Professional Standards-Sustaining and growing but delivering for improvement of practice	
Effective Classrooms-Lesson Planning is at Sustaining and growing but at delivering with explicit teaching, feedback, and classroom management	
Educational Leadership is at delivering the attention needed in instructional leadership, high expectations culture, performance management development, and community engagement.	

Strategic Direction 3: Learning and Engagement

Purpose

Every student is known, valued and cared for and they attain one year's academic growth for every year at school.

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.

- Every student is known, valued and cared for
- Voice and Choice in Learning

Resources allocated to this strategic direction

Socio-economic background: $50,000.00
Location: $10,000.00
Integration funding support: $2,000.00

Summary of progress

Q How have each of the activities supported the overall SEF elements of learning and engagement? Difficulties arose with the impact of COVID and attendance data shows this. However, the hubs contributed greatly to staying connected with our students across the community.

D What data was used to evaluate the impact? Attendance, a survey across HUBs, and data from the NCCD impact.

What themes emerge from the data? We still have work to do to increase attendance.

I Where to next to increase learning and engagement at BCHS? Continue to develop engaging programs such as Creative and Performing Arts Targeted Program, STEM, and FLEX.

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 the attendance of students from 83.64% to 84% by 2022. Increase sense of well being from 62.89 to 65% (State average is 66%). Increase sense of advocacy each year.	Attempts were made to raise the profile of regular attendance so that all stakeholders see the importance. This occurred through tpl, visual reminders, methodical monitoring, and liaising with relevant stakeholders. The approach, led by HT Admin was based on strategies developed by the DoE Attendance Matters website/. All staff completed professional learning and can articulate our expectations and value of regular attendance. She will continue to explore strategies to promote regular attendance. In 2022 the HT will continue to lead by exploring strategies to continue to raise awareness and to get more staff involved in monitoring and improving attendance. The attendance policy will be revid=sed and modified to have a concise flowchart and overview of procedures that will be published to the whole school community. The impact of covid continues to play havoc with growth towards our targets.
SEF Progress Measures Learning Culture-Delivering in high expectations and attendance Wellbeing-Delivering in individual learning needs and behaviours	**Learning Hubs and Wellbeing** Learning Hubs ensure that the well-being of students is explicitly supported by their Learning Coach. Ballina Coast High School Learning Hub program is a key part of our well-being and learning structure. It aims to ensure that every student is known, supported, and has a positive experience at high school. Each Learning Coach is assigned to a cohort who works with a

Curriculum-Sustaining and growing but delivering in curriculum provision and differentiation Assessment is Sustaining and growing but need evidence to support Learning and Development- Sustaining and growing but delivering at collaborative practices. Professional Standards-Sustaining and growing but at delivering for improvement of practice Effective Classrooms-Lesson Planning is at Sustaining and growing but at delivering with explicit teaching, feedback and classroom management	team of fellow Learning Coaches, Head Teachers, and Year Advisers. They provide individual support, and community links, and oversee learning and well-being for those students within their Hub. Students meet each day throughout the year with their Learning Coach for 25 minutes. The Hub Program is pivotal to the well-being and future-ready success of students at Ballina Coast High School. This innovative practice ensures that each student has the opportunity to meet with a Learning Coach to provide support and guidance as well as address administrative or social issues as they arise. The Learning Coach is the first port of call for all students and parents. They are the connection between the school and the home. By having a group of approximately 20 students the Learning Coach is best positioned to be the liaison between the school and the student and the parent. As a part of the Learning Hub program, Learning Conferences are scheduled twice per year. Learning Conferences are a three-way conversation between the student, parents/carers, and their learning coach. They occur twice a year and focus on discussing work samples are learning goals. The Student-Led conferences complement the traditional Parent-Teacher Nights to engage the students and parent/carers in receiving and providing feedback. Student Lead Conferences are attended by the student, parent/guardian, learning coach, and other adults the student would like to present. The Learning Coach facilitates the meeting, but the student is in charge. This process encourages open dialogue and encourages self-reflection of the learning process. Due to Covid restrictions, only one Learning Conference could be held. Staff surveyed students and parents on the importance of Learning Conferences. Parents were supportive of the conferences and identified that they liked these to supplement traditional parent-teacher interviews. Year 7 and 8 parents were the majority of those that responded. The school has implemented an evidence-based change to improve whole school practices, resulting in improvement in wellbeing and engagement to support learning. We have a newly appointed WHIN and the Student Support officer position is being finalised. In 2021 the position of Head Teacher Wellbeing was filled and more streamlined processes for wellbeing procedures were implemented. This included the referral processes for Counsellors, Jullum Centre, Wellbeing Health in Schools, LasT, and HT Wellbeing. The Collaborative Response Model (CRM) was continued in the Hub Team meetings and low tier intervention was identified prior to LasT intervention often using Quality Teaching Practices. Restrictions due to covid meant that many outside providers and onsite activities had to be either postponed or canceled, including the second scheduled Learning Conference. **Evidence of process quality and Impact** As a way to engage students in both their learning and to assess well-being and their new experience at high school, the Head Teacher-Wellbeing, leads the coordination of a cross-curricular student-centered celebration of learning. All faculties were involved in the process and used Hub and HSIE time to ensure the success of the Discovery, *"Who am I?"* Hub Challenge. Students presented what they had discovered about their learning in a "*minute to win it*" typesetting. The excitement in the room and the willingness of students to participate, even when they had not fully prepared, was testimony to this innovative way to both disseminate information and reflect on the term with their peers. This activity and the following "*Hubaque"* and self-evaluation show wellbeing initiatives in the leadership of whole-school programs. This was monitored through the chosen pieces of work that students decided to present and liaising with year 7 teachers to prompt students in the most appropriate choice to enhance engagement and self-confidence. The outcome for students was a positive well-being experience at BCHS Hub is an important time to connect with students and celebrate culture and diversity. This is written into the scope and sequences across all stages. Whilst teaching HUB every Monday students are encouraged to perform

SEF Progress Measures	Acknowledgement of Country and check-in. Students are not only willing to participate but have had to make a roster of who is responsible for leading due to popularity. Check out is also another important process so one can gauge how HUB students have been during the week as well as gain insight into their lives and community. The Head Teacher-Wellbeing, lead the current year 9 HUB team to implement these strategies and ensured they are programmed into HUB scope and sequence. Both students and teachers have reported that they have gained a stronger bond both with and amongst students involved. As a priority for 2022, the Head Teacher-Wellbeing will work with HUB teachers to ensure that Stronger Smarter Principles are written into all stages program of study by attending team meetings and revising the scope and sequences. Hub surveys were sent out to all years and the results showed that students identified it as a valuable time for well-being. The time of the day for Hub will move in 2022 due to staff and student input.
Learning Culture-Delivering in high expectations and attendance	
Wellbeing-Delivering in individual learning needs and behaviours	
Curriculum-Sustaining and growing but delivering in curriculum provision and differentiation	
Assessment is Sustaining and growing but need evidence to support	
Learning and Development- Sustaining and growing but delivering at collaborative practices.	
Professional Standards-Sustaining and growing but at delivering for improvement of practice	
Effective Classrooms-Lesson Planning is at Sustaining and growing but at delivering with explicit teaching, feedback and classroom management	

Qualitative and quantitative data were analysed in order to gain information on student well-being as a balanced approach is more than simply numbers. Student wellbeing data such as *Tell Them From Me* survey results, school-based data, attendance and referral data as well as learning and behaviour programs were interpreted in order to gain a deeper knowledge of our placement on the School Excellence Framework and determine our focus for the School Improvement Plan. Data from TTFM indicates that the sense of wellbeing is 62.89%. As a priority, the Head Teacher-Wellbeing has embedded Positive Education into Hub lessons and organised external agencies to work with targeted youth. We have implemented Youth Adolescent Mental Health, Chrysalis, and Links to Learning to improve wellbeing. The Police School Liaison Officer has been a valuable resource for proactive talks on wellbeing as well as addressing areas of concern as they arise. Increasing advocacy and a sense of belonging are also improvement measures identified in the SIP. Leading Learning Conferences and ensuring these are valuable and valid experiences help students to be more in control of their learning. Working with HUB teachers and modeling best practices in the process of conferencing have ensured that there is a streamlined process that achieves a successful outcome.

As a whole school-wide decision we implemented the evidence-based initiative of Yondr at Ballina Coast High School. Disconnection of students is one the biggest problems for student wellbeing. For every 1 face-to-face interaction students have they have 100 social media contacts. I have been integral in the implementation of the Yondr pouches through my commitment to the Wellbeing Team. I collaboratively wrote the Yondr policy into the Wellbeing policy and have surveyed students and staff on the process of implementation. Of the 56 staff respondents, 100 percent have stated that the implementation has been successful and ran smoothly. Data has indicated that 99% of staff have seen increased engagement by students in class and 98% have seen an increase in peer interaction in the playground. Resistance to this change by staff was witnessed by only 23% of staff. Likewise, students in Year 11 were surveyed. The majority of respondents felt there was more engagement in class and fewer distractions. A common comment was along the line of *"I thought it would be worse than it is*" and *"I got used to it fast… it's just how it is now".* This decrease in social media use and more personal interaction aligns with our focus on improving student wellbeing.

BCHS is a uniform high school in line with the NSW DoE Uniform Policy and as endorsed by the Friends of BCHS, SRC, and staff. At BCHS we aim to educate the whole child, not just academically but in the values of integrity, excellence, democracy, respect, responsibility, participation, care, and fairness. A whole-school wellbeing priority is an access to uniforms. The streamlined process of "*out of uniform*" clearly informed students of the protocols. Having a bank of uniforms available for students to change to has seen a reduction in the number of students out of uniform. Students who are having significant problems are happy to either change or receive the gift of a uniform. We have processes with the cleaners whereby we monitor lost property and uniforms are washed and returned in conjunction with Support Life Skills classes. *Uniform Swap* was initiated which has been an extremely

SEF Progress Measures	successful program where students can swap sizes of uniforms between junior and senior. Parental support for this has been positive and evidence of this can be seen in the positive feedback on Facebook as well as the number of uniforms being returned to the school to add to the pool. This process has given students ownership of their uniforms and solves the out-of-uniform excuse. Giving students choice and offering a solution has been beneficial to student well-being and pride in the school.
Learning Culture-Delivering in high expectations and attendance	
Wellbeing-Delivering in individual learning needs and behaviours	**Evidence of impact**
Curriculum-Sustaining and growing but delivering in curriculum provision and differentiation	HUB is a point of difference at BCHS and is valuable teaching and learning time that is used to develop strategies in order to ensure that all students are known valued and cared for. HUB allows all students to have an identified staff member that can be used as a point of contact as well as enhancing the learning culture that progresses each year. The successful implementation of Hub ensures that we are excelling on the SEF. BCHS is organised so that all students have a daily basis to meet with an identified staff member who can provide advice, support, and assistance to help them to reach their full potential. Students can access the HT Wellbeing if they do not feel a connection and we are proactive in changing HUB if wellbeing issues are perceived. In early 2021 a survey of Year 7 students, 100% stated that they felt supported in HUB and that their HUB teacher was someone they could approach for both learning and wellbeing needs. They could also identify a peer, year adviser, Deputy Principal, and others as someone they could approach. Staff were also surveyed on their perception of HUB where 99% of staff identified it as valuable for wellbeing. The HT Wellbeing will continue to work with Year Advisers to continually evolve the scope and sequence of HUB so as it reflects the need of a changing society and the needs of students. Evidence of this is the planned meetings to present the dangers of vaping. Vaping was identified in the Year 7 wellbeing survey as an area of concern and a proactive educator will present to all years with appropriate content. Other presentations on mental health, Cybersafety, Digital Thumbprints, and Risky Behaviour have also been prioritised.
Assessment is Sustaining and growing but need evidence to support	
Learning and Development- Sustaining and growing but delivering at collaborative practices.	
Professional Standards-Sustaining and growing but at delivering for improvement of practice	
Effective Classrooms-Lesson Planning is at Sustaining and growing but at delivering with explicit teaching, feedback and classroom management	
	As a leader of the well-being team, the Head Teacher-Wellbeing leads Restorative Practices. In 2021 the Head Teacher-Wellbeing presented to the whole staff at an SDD on Restorative Practices on two occasions. She also presented at Hub meetings to refine the process further. The Head Teacher-Wellbeing, modeled Restorative Practices when it comes to detentions in MESH, crisis management, returns from suspension as well as embedding the process into the Student Growth and Wellbeing Policy and Return from Suspension documents. It is key to our educational philosophy that punishment cannot be punitive. Staff are encouraged to have a meaningful conversation with any student as to what happened, why it happened, and in what ways can this be avoided in the future. Meaningful relationships are formed when open dialogue occurs, and this is a priority. Restorative Practice is critical to generative leadership as it helps students to reach their capabilities, being the foundation of high expectation relationships. The HT Wellbeing created a restorative questioning card and cheat sheets of ways to open discussion. As Head Teacher-Wellbeing, the goal is a planned and sustained program where the common language is always used in questioning. The Head Teacher-Wellbeing has designed and created a business card for students and teachers for both "when things go wrong" and "when someone gets hurt." We still have further to go in this area and is something that needs to be revisited in 2022. Having more staff trained in restorative practices has helped to spread the common language. It is also a method used in the Collaborative Response Model process for intervention.
	Implications for the next phase of this initiative/ strategic direction
	The HT Wellbeing completed reviewing and updating the Staff and Student Handbooks. These focus on student growth and learning and use language that promotes a positive mindset. The Learning Hub manual has also been revised and simplified, including suggested scope and sequences. The HT Wellbeing has written role statements for the WHIN and SSO and it will be an ongoing process whilst these newly appointed positions define their roles

SEF Progress Measures	with the Wellbeing and Learning and Support Teams. These documents are works in progress and will be continually updated. Positive Education, Mindfulness, Mental Health, and world issues will remain the focus in Hubs. Senior Hub to be reviewed with Ten Percent on Top initiatives as the focus in 2022. Youth Mental Health First Aid is a priority for 2022 as we had to cancel facilitation in 2021 due to Covid. Ten staff were trained as Youth Mental Health First Aiders in 2021. The core of Life and Love Bites junior facilitator training was also postponed to 2022. These are a priority for WHIN and HTW in 2022 as deemed by the Department of Health.
Learning Culture-Delivering in high expectations and attendance	

SEF Progress Measures left column (full):

Learning Culture-Delivering in high expectations and attendance

Wellbeing-Delivering in individual learning needs and behaviours

Curriculum-Sustaining and growing but delivering in curriculum provision and differentiation

Assessment is Sustaining and growing but need evidence to support

Learning and Development- Sustaining and growing but delivering at collaborative practices.

Professional Standards-Sustaining and growing but at delivering for improvement of practice

Effective Classrooms-Lesson Planning is at Sustaining and growing but at delivering with explicit teaching, feedback and classroom management

---

with the Wellbeing and Learning and Support Teams. These documents are works in progress and will be continually updated. Positive Education, Mindfulness, Mental Health, and world issues will remain the focus in Hubs. Senior Hub to be reviewed with Ten Percent on Top initiatives as the focus in 2022. Youth Mental Health First Aid is a priority for 2022 as we had to cancel facilitation in 2021 due to Covid. Ten staff were trained as Youth Mental Health First Aiders in 2021. The core of Life and Love Bites junior facilitator training was also postponed to 2022. These are a priority for WHIN and HTW in 2022 as deemed by the Department of Health.

Hubs will be surveyed once again in 2022 for both staff and students as we continue to build this well-being program.

Communication

Ballina Coast High School Hub and Learning Coach program is a key part of our well-being and learning structure. It aims to ensure that every student is known, supported, and has a positive experience at high school. Each Learning Coach is assigned to a cohort who works with a team of fellow Learning Coaches, Head Teachers, and Year Advisers. They provide individual support, and community links, and oversee learning and well-being for those students within their Hub. They are assisted when necessary, by Counsellors, WHIN, Student Support Officer, and the Learning and Support Team.

Students most days throughout the year with their Learning Coach for 25 minutes. The Hub Program is pivotal to the well-being and future-ready success of students at Ballina Coast High School. This innovative practice ensures that each student has the opportunity to meet with a Learning Coach to provide support and guidance as well as address administrative or social issues as they arise.

The Learning Coach is the first port of call for all students and parents. They are the connection between the school and the home. By having a group of approximately 20 students the Learning Coach is best positioned to be the liaison between the school and the student and the parent. The Learning Coach knows the student and the family best and is able to be the facilitator for conversations and planning for the student learning of the student. The connection created in Year 7 is established and fostered in the growth of students to their graduation in Year 12.

High Potential and Gifted Education

Students, staff, and the community recognise that student wellbeing and engagement are important conditions for learning (SEF p3)

The evidence of activity for the High Potential and Gifted Education initiative takes several forms:
 • A broadening of personal knowledge of the nature of and implications for recognising and assisting HPGE students - completed TPL courses - ***CESE: Revisiting Gifted Education; High Potential and Gifted Education Policy canapé series - potential versus performance***
 • *Conducted a survey of all faculty heads, to determine a) awareness of the HPGE policy, b) the extent to which the policy is being implemented within faculties, c) future plans for incorporating the policy in programming and teaching practices, and d) assistance required for resourcing these plans.* https://docs.google.com/forms/d/1
 • Commencement of a process to identify HPGE students within the feeder primary schools, with a view towards accelerating their enrolment into Stage 4 at BCHS
 • A broader introduction of Acceleration programs across those KLAs which are suited to this form of extended progress.
 • Presentation of an SDD session, designed to increase general staff awareness of the HPGE policy and an explanation of the measures currently being adopted, as well as an outline of the best practice

SEF Progress Measures	recommendations for maximising the outcomes for these students. The TPL undertaken was most revealing and enlightening and proved to be a valuable reassurance of several of the practices already being undertaken to serve the needs of HPGE students, eg, acceleration and extension programs. The response to the faculty survey was encouraging, in that those who had responded indicated an enthusiasm to embrace the policy recommendations. The School Development Day activity was well received, with several members of staff and faculty heads indicating a willingness to be involved in further development of the HPGE strategies at BCHS. Any successes were largely due to ongoing support from senior executives and a level of enthusiasm expressed by staff members from a variety of faculties. At the time of writing, it was envisaged that a completed HPGE program would be presented for staff approval, utilising the specific planning tool approved by DoE. This has not occurred and will form part of future planning. The response of faculties within the school was not 100%. It was intended that funding be utilised to provide a release to enable planning sessions to be conducted with faculty heads on a one-to-one basis. This has not yet taken place. Difficulties? It would be too easy to lay the blame at the feet of 'COVID lockdowns', whilst these disruptions have played some part. In addition, however, the activity leader has allowed other duties to take priority and will need to re-energise the policy initiatives in the future. It was expected that each faculty would have, under the 'umbrella' of a school-wide plan, a clear set of strategies for recognising and assisting HPGE students. The changes have been piecemeal and irregular across the faculties of the school. Some KLAs lend themselves more readily to improving the outcomes for talented students, but the intention is that **all** faculties within the school will incorporate the relevant aspects of the policy, as is mandated. Successful outcomes at this stage include: • Enrolment of Year 6 students into BCHS Stage 4 • Introduction of self-selection of English course levels for Year 9 in 2022 • Strong enrolment in Mathematics Acceleration elective for Year 9 in 2021, continuing for Year 10 in 2022 • Continuation and broadening of the Targeted Sports program for 2022 • Continuation of successful productions of the MADD production for talented creative arts students As indicated earlier, funding has been provided for this initiative. These funds have been under-utilised as discussed above, in that proposed planning sessions have not taken place, other than in an *ad hoc* manner. **2022 Intentions** • Form a small planning group to utilise the HPGE Evaluation & Planning Tool, with a view toward developing a school-wide HPGE Plan • Encourage faculties to adopt a policy of **acceleration**, where possible, to further improve the outcomes for talented students. • Utilising the data provided through QuickSmart, NAPLAN, Check-In, and the like, we will seek to identify gifted and talented students **early** in their enrolment at BCHS. • Regularly present to staff best practice initiatives that can be employed within classes, through SDD presentations, staff meetings, and the like. • Use available funding to provide a release for faculty heads to engage in one-on-one planning with the activity leader **Communication** BCHS was already incorporating several successful measures to support the talented and gifted before the HPGE policy had been mandated. We should be using these successes as a means of 'spring boarding' into similar measures across the school. Research indicates that the very best outcomes for HPGE students occur when they are **identified as early as possible** and are given every opportunity to **accelerate their progress**, where possible and appropriate. The story for 2021 has been 'patchy' - other priorities (and some uncontrollable circumstances) have permitted this initiative to be not given the energy and attention that had been planned at the outset. 2022 must-see a revitalised effort to bring the entire school on
Learning Culture-Delivering in high expectations and attendance Wellbeing-Delivering in individual learning needs and behaviours Curriculum-Sustaining and growing but delivering in curriculum provision and differentiation Assessment is Sustaining and growing but need evidence to support Learning and Development- Sustaining and growing but delivering at collaborative practices. Professional Standards-Sustaining and growing but at delivering for improvement of practice Effective Classrooms-Lesson Planning is at Sustaining and growing but at delivering with explicit teaching, feedback and classroom management	

SEF Progress Measures	board.
Learning Culture-Delivering in high expectations and attendance	
Wellbeing-Delivering in individual learning needs and behaviours	**Targeted Sports Program had many successes, including**
	Soccer/Football:
Curriculum-Sustaining and growing but delivering in curriculum provision and differentiation	• Molly Walsh - QLD National Premier League (Players Award), Far North Coast Football Team, North Coast Football Team
	• Aidan Mortorana - Far North Coast Football Academy
	• Ash Edwards - Far North Coast Football Academy
Assessment is Sustaining and growing but need evidence to support	• Kyla Radford - Fr North Coast Football Academy
	• Levi Meldrum - North Coast Football (Shadow player) & Far North Coast Football Team
Learning and Development- Sustaining and growing but delivering at collaborative practices.	• Thomaz Westaway - Far North Coast Football Team
	• Callum McDonald - Far North Coast Football Team
	• Chloe-Jo Dodgson - Far North Coast Football Academy
Professional Standards-Sustaining and growing but at delivering for improvement of practice	
	Basketball:
Effective Classrooms-Lesson Planning is at Sustaining and growing but at delivering with explicit teaching, feedback and classroom management	This was the first time ever that 9 BCHS girls were selected for the NSW CHS Far North Coast Team and 5 BCHS Girls went on to represent NSW CHS North Coast team at NSW State Championships. Zoe Aboitiz represented NSW Country at the U/18 National Shootout early this year. This inspired the younger members of the TSP Basketball family to pursue their dreams. As COVID has affected the 2nd half of 2021. All U/15s competitions were canceled.
	Below are the achievements of TSP basketballers that had the opportunity to perform/compete.
	• Zoe Aboitiz (Yr. 12)- Represented NSW U/18 Country at National Shootout, NSWCHS Far North Coast Opens Basketball team, NSWCHS North Coast Opens Basketball team. Represented BCHS placing in the top 12 in NSWCHS Knockout (knocked out by eventual winners Hunter Sports High). Member of the BCHS team in local Ballina Basketball Association 'A' grade competition (Grand final winners). Member and awarded Most Valuable Player of the BCHS team that represented Ballina Basketball Association in the NSW Waratah Northern Junior League placing 3rd overall and gaining selection into the Ballina Women's representative team competing in the NSW Sunshine Coast Conference competitions (Winners). Trialing for the U/20 NSW State team in December 2021.
	• Jasmin Crethar (Yr. 12) - Represented NSWCHS Far North Coast Opens Basketball, NSWCHS North Coast Opens Basketball, Represented BCHS placing in the top 12 in NSWCHS Knockout (knocked out by eventual winners Hunter Sports High). Member of the BCHS team in local Ballina Basketball Association 'A' grade competition (Grand final winners). Member of the BCHS team that represented Ballina Basketball Association in the NSW Waratah Northern Junior League placing 3rd overall and gaining selection into the Ballina Women's representative team competing in the NSW Sunshine Coast Conference competitions (Winners).
	• Millie Grant-Frost (Yr. 11) - Represented NSWCHS Far North Coast Opens Basketball, NSWCHS North Coast Opens Basketball. Represented BCHS placing in the top 12 in NSWCHS Knockout (knocked out by eventual winners Hunter Sports High). Member of the BCHS team that represented Ballina Basketball Association in the NSW Waratah Northern Junior League placing 3rd overall. Member of the BCHS team in local Ballina Basketball Association 'A' grade competition (Grand final winners).
	• Sally Crethar (Yr. 10**)** - Represented NSWCHS Far North Coast Opens Basketball. Represented BCHS placing in the top 12 in NSWCHS Knockout (knocked out by eventual winners Hunter Sports High). As a 14/15-year-old she was a member of the BCHS team that represented Ballina Basketball Association U/18 girls in the NSW Waratah Northern Junior League placing 3rd overall. Member of the BCHS team in local Ballina Basketball Association 'A' grade competition (Grand final winners). Trialing for the U/18 NSW Country State team in early December 2021.

SEF Progress Measures	• Nina Aboitiz (Yr. 9) - Represented NSWCHS Far North Coast Opens Basketball, NSWCHS North Coast Opens Basketball. Represented BCHS placing in the top 12 in NSWCHS Knockout (knocked out by eventual winners Hunter Sports High). Member of the BCHS team that represented Ballina Basketball Association in the NSW Waratah Northern Junior League placing 3rd overall. Member of the BCHS team in local Ballina Basketball Association 'A' grade competition (Grand final winners). Trialing for the U/18 NSW Country State team in early December 2021.
Learning Culture-Delivering in high expectations and attendance	
Wellbeing-Delivering in individual learning needs and behaviours	• Sasha Oxland (Yr. 9) - Represented NSWCHS Far North Coast Opens Basketball, NSWCHS North Coast Opens Basketball. Represented BCHS placing in the top 12 in NSWCHS Knockout (knocked out by eventual winners Hunter Sports High). As a 14/15-year-old she was a member of the BCHS team that represented Ballina Basketball Association U/18 girls in the NSW Waratah Northern Junior League placing 3rd overall. Member of the BCHS team in local Ballina Basketball Association 'A' grade competition (Grand final winners). Trialing for the U/18 NSW Country State team in early December 2021.
Curriculum-Sustaining and growing but delivering in curriculum provision and differentiation	
Assessment is Sustaining and growing but need evidence to support	
Learning and Development- Sustaining and growing but delivering at collaborative practices.	• Mathilde Cheverton (Yr. 9) - Represented NSWCHS Far North Coast Opens Basketball. Represented BCHS placing in the top 12 in NSWCHS Knockout (knocked out by eventual winners Hunter Sports High). Represented Ballina Basketball Association U/16 girls in the NSW Waratah Northern Junior League. Member of the BCHS team in local Ballina Basketball Association 'A' grade competition (Grand final winners).
Professional Standards-Sustaining and growing but at delivering for improvement of practice	• Tristah Brunker (Yr. 8) - Represented NSWCHS Far North Coast Opens Basketball. Represented BCHS placing in the top 12 in NSWCHS Knockout (knocked out by eventual winners Hunter Sports High). Represented Byron Bay Basketball Association U/16 girls in the NSW Waratah Northern Junior League.
Effective Classrooms-Lesson Planning is at Sustaining and growing but at delivering with explicit teaching, feedback and classroom management	• Lillian Beadman (Yr. 8) **-** Represented NSWCHS Far North Coast Opens Basketball. Represented BCHS placing in the top 12 in NSWCHS Knockout (knocked out by eventual winners Hunter Sports High).
	BCHS Boys were selected into the NSW CHS Far North Coast Team and 2 BCHS Boys went on to represent NSW CHS North Coast team at NSW State Championships.
	• Damian Rocjevic (Yr.12) - Represented NSWCHS Far North Coast Opens Basketball team, NSWCHS North Coast Opens Basketball team. Represented BCHS placing in top 2nd in North Coast in NSWCHS Knockout. Member of the BCHS team in local Ballina Basketball Association 'A' grade competition (Grand final winners). Gained selection into the Ballina Men's representative team competing in the NSW Sunshine Coast Conference competitions. Trialing for the U/20 QLD State team for 2022.
	• Jay Oxland (Yr.11) - Represented NSWCHS Far North Coast Opens Basketball team, NSWCHS North Coast Opens Basketball team. Represented BCHS placing in top 2nd in North Coast in NSWCHS Knockout. Member of the BCHS team in local Ballina Basketball Association 'A' grade competition (Grand final winners). Member of the BCHS team that represented Ballina Basketball Association in the NSW Waratah Northern Junior League placing 1st overall (Div. 2). Gained selection into the Ballina Men's representative team competing in the NSW Sunshine Coast Conference competitions. Trialing for the U/20 NSW State team for 2022.
	• Cobin Rabbitt (Yr.11) - Represented NSWCHS Far North Coast Opens Basketball team, NSWCHS North Coast Opens Basketball team. Represented BCHS placing in top 2nd in North Coast in NSWCHS Knockout. Member of the BCHS team in local Ballina Basketball Association 'A' grade competition (Grand final winners). Member of the BCHS team that represented Ballina Basketball Association in the NSW Waratah Northern Junior League placing 1st overall (Div. 2). Gained selection into the Ballina Men's representative team competing in the NSW Sunshine Coast Conference competitions. Due to Heart conditions, has pulled out of trialing for the U/20 NSW State team for 2022.
	• Nicholas O'Neill (Yr.11) - Represented NSWCHS Far North Coast Opens Basketball team. Represented BCHS placing in top 2nd in North Coast in NSWCHS Knockout. Member of the BCHS team in local Ballina Basketball Association 'A' grade competition (Grand final winners).
	• Kurt Watson (Yr.11) - Represented NSWCHS Far North Coast Opens

SEF Progress Measures	Basketball team. Represented BCHS placing in top 2nd in North Coast in NSWCHS Knockout. Member of the BCHS team in local Ballina Basketball Association 'A' grade competition (Grand final winners).

SEF Progress Measures

Learning Culture-Delivering in high expectations and attendance

Wellbeing-Delivering in individual learning needs and behaviours

Curriculum-Sustaining and growing but delivering in curriculum provision and differentiation

Assessment is Sustaining and growing but need evidence to support

Learning and Development- Sustaining and growing but delivering at collaborative practices.

Professional Standards-Sustaining and growing but at delivering for improvement of practice

Effective Classrooms-Lesson Planning is at Sustaining and growing but at delivering with explicit teaching, feedback and classroom management

---

Basketball team. Represented BCHS placing in top 2nd in North Coast in NSWCHS Knockout. Member of the BCHS team in local Ballina Basketball Association 'A' grade competition (Grand final winners).
 • Marley Waples (Yr.10) - Represented BCHS placing in top 2nd in North Coast in NSWCHS Knockout. Member of the BCHS team in local Ballina Basketball Association 'A' grade competition (Grand final winners).
 • Steven Cray (Yr.9) - Represented BCHS placing in top 2nd in North Coast in NSWCHS Knockout. Member of the BCHS team in local Ballina Basketball Association 'A' grade competition (Grand final winners). Member of the BCHS team that represented Ballina Basketball Association in the u/16 NSW Waratah Northern Junior League placing 1st overall (Div. 2). Gained selection into the Ballina Men's representative team competing in the NSW Sunshine Coast Conference competitions. Trialing for the U/18 NSW State team in December for 2022.
 • Luca Barriskill (Yr.9) **-** Represented BCHS placing in top 2nd in North Coast in NSWCHS Knockout. Member of the BCHS team in local Ballina Basketball Association 'A' grade competition (Grand final winners). Member of the BCHS team that represented Ballina Basketball Association in the u/16 NSW Waratah Northern Junior League placing 1st overall (Div. 2).

Touch Football:

The Touch Football program provided an excellent pathway for mainly younger students to excel in Touch Football. This led to BCHS representative Touch Football teams being highly successful in all age categories. Both the Boys and Girls U15 teams were defeated at the FNC zone gala day. 5 Boys and 6 Girls were selected in the FNC zone teams. 4 boys and 1 girl were then selected in the North Coast Touch Football teams, including two TSP students (Dylan Watkins and Hunter Smith). Our Open Touch Football teams were also highly successful. The Opens Boys have crowned North Coast Champions in the CHS knockout competition and were due to play a match against Sydney East in order to progress to the state finals, however, Covid interrupted this. This team included 2 TSP students. The Opens girls progressed to the 4th Round of the CHS knockout. 5 Boys and 4 Girls were selected for the Opens North Coast Touch Football teams, including 1 TSP student (Hunter Smith).
 • **Hunter Smith** - North Coast U15 and Opens representative. Represented BCHS in the U15 and Opens CHS Knockout Teams. Opens making it through to the 5th round.U15 were FNC champions
 • **Dylan Watkins** - North Coast U15 Representative. Represented BCHS in the U15 CHS knockout and were FNC champions. Plus a member of the 15 yr. under BCHS Rugby league team that qualified for the NSW CHS State Championship final rounds. Won a scholarship to Palm Beach Currumbin High School to further his pathway in football codes.
 • **Alliera James** - FNC U15 Representative. Represented BCHS in the U15 CHS knockout and were FNC champions.

Strength and Conditioning:

Four students (Yr 7 and 8) - Will Shepard, Angus Gunn, and Baxter Turner in the program were a part of the U14's RL side which qualified for the final 8 teams in the State K/O and achievement only previously completed once by the school, unfortunately, due to Covid, this competition was canceled.

Daykin Stanger (Yr 10) - Nominated for a North Coast Blue award. Which is the highest sporting honor for an HS student in Sport in our Sporting region. He was selected in the NC and NSW Hockey sides though unable to represent due to Covid at Aust Champs

Blake MacQueen (Yr 9) - Represented North Coast in Australian Rules and was vice-captain for the side. He was the player of the NSW CHS Carnival and narrowly missed out on being selected on the NSW side. He is also playing outside of school in the Queensland premier division for Aussie Rules.

Aaron Tremayne (Yr 8)- Has been golden gloves in boxing and undefeated, though fights have been limited due to Covid. He was new to the program

SEF Progress Measures	and his father wished to join due to word of mouth and knowing that the program is successful.
Learning Culture-Delivering in high expectations and attendance	Fynn Watson (Yr 7)- Selected and represented the North Coast in both Swimming and Cross Country for the under 12's age group.
Wellbeing-Delivering in individual learning needs and behaviours	Molly Walsh (Yr 10)- QLD National Premier League (Players Award), Far North Coast Football Team, North Coast Football Team
Curriculum-Sustaining and growing but delivering in curriculum provision and differentiation	Other students in the program also made significant improvements in their strength and movement quality. e.g. Push-Ups went from 15 to 28 for a student.
Assessment is Sustaining and growing but need evidence to support	Involvement of outside resources/personnel to assist staff with quality sporting programs. This assisted with the delivery of high-quality, professional/elite expert coaching programs to provide appropriate pathways so that students can achieve/excel beyond the realms of the school grounds. The BCHS TSP sporting programs instill a strong culture of responsibility and leadership, producing role models for other BCHS students to follow/look up to within the school and wider school community. Opportunities for Staff, Students, and parents to strengthen relationships by working together, which encourages communication and friendships with all involved.
Learning and Development- Sustaining and growing but delivering at collaborative practices.	
Professional Standards-Sustaining and growing but at delivering for improvement of practice	
Effective Classrooms-Lesson Planning is at Sustaining and growing but at delivering with explicit teaching, feedback and classroom management	We have created connections with providers in QLD though due to Covid these couldn't be fulfilled. Numbers for the program were strong and increased even with breaks due to Covid. These programs are yearlong and are a continuation/ extended as the student-athletes progress and achieve short goals.
	COVID Restrictions toward the latter half of the year canceled many competitions (e.g.: NSWCHS Finals Touch Football, Australian Schools Basketball Championships) and all U15 NSW CHS trials. The program was significantly restricted due to Covid-19 restrictions, Lockdowns, and also Level 3 restrictions making the program unable to be delivered in much of Term 3 and 4.
	Evidence of process quality not only outlines what was done but also how well it was done. This helps to make a judgment about the quality of implementation. Implementation of 'Friendly Gala Day's to strengthen the relationships within the Ballina Shire's School communities. These also acted as fundraisers for the TSP students' future competitions that were to be held in Sydney and other venues. The students gained lifelong skills in 'events management and the value of the 'Volunteer', which is another important aspect behind the scenes of sport. This was enabled by the healthy relationship of staff of schools and with the staff of the Ballina Shire Community facilities used. To engage the community and students we had enabled a local Nutritionist and also made connections with Bond university for the delivery of programs which will be continued next year. They were unable to complete these due to Lockdowns and border issues. We were unable to complete many of the outside-of-school competitions, seminars, and events due to **Covid-19**. Hopefully, in the coming year, this can be implemented. Border restrictions also limited access to services. The engagement of the students in the program is evident. With many students signing up for each year and not dropping out. Often the TSP program has the students who are also selecting our PDHPE elective highlighting an engagement in the subject and career path.
	The growth of students in the program increased from 88 in 2020 to 98 in 2021. With many students signing up for each year and not dropping out. Often the TSP program has the students who are also selecting our PDHPE elective highlighting an engagement in the subject and career path. This is evident through the increase in the elective selection of Year 9/10 students with us having 4 elective classes in Year 9.
	There is no needs-based funding though through the Sporting Schools Grants I have secured $7,500 in funding for the program in 2021. The number of students selecting the Elective subjects in PDHPE PASS, DEA,

SEF Progress Measures	and Outdoor Ed as well as SLR and PDHPE in Senior Stage 6. We have 3 external coaching providers who contact us about the program and wish to use the facilities and hire them with collaboration in our resources and program. Students joined the program during the year as they have seen it in action and liked what they saw. Negative impacts are the challenges of trying to run the program on a tight budget and not charge the students too much while still offering lots of training, games, and experiences. The number of students in the programs and the levels of success they have in their sport. The survey of the enjoyment and what they like best about the programs and what keeps them coming back. We currently have issues with linking the early class timetable to the Sentral data on the student's attendance so currently, it is hard to keep a digital record and we must stick to paper for true data on student attendance throughout the year and sessions e.g. 85% attendance. Something to investigate and look up next year. To maintain and possibly improve the student participation numbers we need to use Sentral data and also highlight the strength of the program for future students and parents coming to the school. To access more student involvement the cost structure of the program will change so there is a training and game fee of $200 and then there will be add-on events e,g, Bond UNI visit which will be user pays. This will keep more students playing and participating but not having to spend a lot more cash for things they may not want to do.From the data on parent payment for the program, it is clear that 20-30% of participants find it hard to cover the cost. With this information in 2021 reduced costs may help us to get more students and have payments easier to make. The use of parent/student surveys on the Sports and effectiveness of the program, allows BCHS to see ahead as to which programs we want to run each year and how we best cater to the needs of the students. Having the right person in the right position on the Bus (E.g. Staff leading the program) is the most effective way to get growth and positive outcomes for the TSP Sports and Programs. Using the data from Touch in 2021 and then the surveys in 2022 it will look like Rugby Codes will come back in as the 5th Sport and replace Touch as we should get greater uptake and also have secured coaching through the local Dolphins Rugby Academy.Our students benefit from having the right coaches in the right positions and having a lower entry to participation cost will mean more students who will be successful in the program participating and succeeding. We have to improve the quality of the Oval and also the weight room as currently, this limits our ability to run the programs in the way we would like. At times the oval is too long and can hinder the performance of the students and games. The gym can only really hold 10-15 students and deliver the program without modifications, which are currently made. Allocation of teaching in lieu times has been effective for the staff leading programs. Using Sentral allows me to keep track of students in the programs and then staff feedback highlights what is working well and then engagements. Completing surveys of the sports wanted in 2022 has seen that Rugby Codes will make a comeback and this be interesting to hopefully solidify a 5th solid sport in the program.
Learning Culture-Delivering in high expectations and attendance Wellbeing-Delivering in individual learning needs and behaviours Curriculum-Sustaining and growing but delivering in curriculum provision and differentiation Assessment is Sustaining and growing but need evidence to support Learning and Development- Sustaining and growing but delivering at collaborative practices. Professional Standards-Sustaining and growing but at delivering for improvement of practice Effective Classrooms-Lesson Planning is at Sustaining and growing but at delivering with explicit teaching, feedback and classroom management	

Funding sources	Impact achieved this year
Integration funding support $388,567.00	Integration funding support (IFS) allocations support eligible students at Ballina Coast High School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Literacy and numeracy growth • Voice and Choice in Learning **Overview of activities partially or fully funded with this targeted funding include:** • Matlit • Quick Smart Numeracy • Leveled Literacy Intervention **The allocation of this funding has resulted in:** increased number of students having individual support in improving their literacy and numeracy. **After evaluation, the next steps to support our students with this funding will be:** To structure the program in 2022 so that it is more focused on our Year 7 students in also supported by training SLSOs in the delivery of programs.
Socio-economic background $211,000.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Ballina Coast High School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Literacy and numeracy growth • Leading Evaluation, Evidence and Data across the school • Every student is known, valued and cared for • What Works Best-Effective Learning Environments **Overview of activities partially or fully funded with this equity loading include:** • additional staffing to implement MacqLit, Levelled Literacy Intervention, and Quick Smart to support identified students with additional needs • professional development of staff through Berry Street Model and Collaborative Response to support student learning • employment of additional staff to support the implementation of the above programs. • providing students without economic support for educational materials, uniform, equipment and other items **The allocation of this funding has resulted in:** More targeted attention to students to develop growth in literacy and numeracy Years 7-9. More students being supported in their learning through the use of the Collaborative Response process. Increased numbers of students having differentiated learning. Increased funding to support students. Increased Personalised Learning Plans. Dedicated Learning centre. **After evaluation, the next steps to support our students with this funding will be:** Continuing to create more opportunities to support staff in differentiating the curriculum. The pilot of Berry Street Model Staff Professional Learning in Berry Street model, Turning Policy into Actin

Socio-economic background	and writing PLPs.
$211,000.00	
Aboriginal background	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ballina Coast 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 population, while maintaining cultural identity.
$134,200.65	
	Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Literacy and numeracy growth
	Overview of activities partially or fully funded with this equity loading include: • creation of school literacy resources embedding local language • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff in EAL/D leadership positions to enhance EAL/D pedagogy
	The allocation of this funding has resulted in: A targeted and strategic approach to support our Aboriginal students in completing their HSC, increased literacy and numeracy growth, and a considered focus on attendance.
	After evaluation, the next steps to support our students with this funding will be: Work still needs to be done on increasing the regular attendance of our Aboriginal students at school. While COVID and floods have had a significant impact, we still need to ensure that the messaging remains clear regarding attendance.
English language proficiency	English language proficiency equity loading provides support for students at all four phases of English language learning at Ballina Coast High School.
$13,357.50	
	Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Literacy and numeracy growth
	Overview of activities partially or fully funded with this equity loading include: • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support
	The allocation of this funding has resulted in: Students experience a sense of belonging and understanding in the classrooms.
	After evaluation, the next steps to support our students with this funding will be: Continue wth support via funding.
Low level adjustment for disability	Low level adjustment for disability equity loading provides support for students at Ballina Coast High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.
$379,000.00	

Low level adjustment for disability $379,000.00	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Literacy and numeracy growth **Overview of activities partially or fully funded with this equity loading include:** • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention of MacqLit, Quicksmart and LLI to increase learning outcomes • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • support for students with Life Skills; Individual Learning Plans/Profiles; HSC Special Provisions **The allocation of this funding has resulted in:** Significant engagement in learning and improved literacy and numeracy outcomes Differentiated curriculum Disability Confirmations Increase in IFS. **After evaluation, the next steps to support our students with this funding will be:** Continue to upskill teachers to provide differentiated curriculum Increased leadership by Year Collaborative Response Teams
Location $10,000.00	The location funding allocation is provided to Ballina Coast High School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Every student is known, valued and cared for **Overview of activities partially or fully funded with this operational funding include:** • technology resources to increase student engagement **The allocation of this funding has resulted in:** Increased Learning from Home from students not accessing technology and use of laptops **After evaluation, the next steps to support our students with this funding will be:** A reduction in Learning From Home may enable us to see an increase in for excursions which we will be able to use these funds.
COVID ILSP $71,489.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • providing intensive small group tuition for identified students who were… • releasing staff to participate in professional learning

COVID ILSP $71,489.00	**The allocation of this funding has resulted in:** Students were well supported to develop literacy and numeracy skills Tracking and mapping of students with low literacy and numeracy occurred **After evaluation, the next steps to support our students with this funding will be:** Continue with the programs

Student information

Student enrolment profile

	Enrolments			
Students	**2018**	**2019**	**2020**	**2021**
Boys	440	486	520	492
Girls	356	369	431	414

Student attendance profile

School				
Year	**2018**	**2019**	**2020**	**2021**
7	91.8	91.9	92.3	87.6
8	87.4	89.4	90	83.4
9	82.5	87.3	88.9	80.2
10	82.3	83.8	86.9	80.6
11	83	84.2	83.5	71.2
12	92.5	91.9	87.4	76.5
All Years	86.3	87.8	88.3	80.7
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	1	10	12
Employment	8	17	32
TAFE entry	9	5	8
University Entry	n/a	n/a	23
Other	17	10	12
Unknown	1	10	13

In Year 10 we had 166 students with 59 leavers. In Year 11 we had 1255 students with 80 leavers. In Year 12 we had 104 students who completed their HSC/Year 12. 23% received university offers.

Over the course of the last two years, the increasing prices for rental and purchase of accommodation in Ballina, along with the impact of COVID, has seen a number of families move from the area.

Year 12 students undertaking vocational or trade training

38.03% of Year 12 students at Ballina Coast High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

80.6% of all Year 12 students at Ballina Coast 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)	11
Classroom Teacher(s)	54
Learning and Support Teacher(s)	2.4
Teacher Librarian	1
School Counsellor	2
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 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	1,743,319
Revenue	14,439,574
Appropriation	13,785,916
Sale of Goods and Services	267,522
Grants and contributions	383,921
Investment income	2,216
Expenses	-14,109,780
Employee related	-12,722,825
Operating expenses	-1,386,955
Surplus / deficit for the year	329,794
Closing Balance	2,073,113

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	665,828
Equity Total	1,002,282
Equity - Aboriginal	211,862
Equity - Socio-economic	385,218
Equity - Language	13,358
Equity - Disability	391,844
Base Total	10,533,977
Base - Per Capita	246,430
Base - Location	9,353
Base - Other	10,278,194
Other Total	895,139
Grand Total	13,097,226

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.
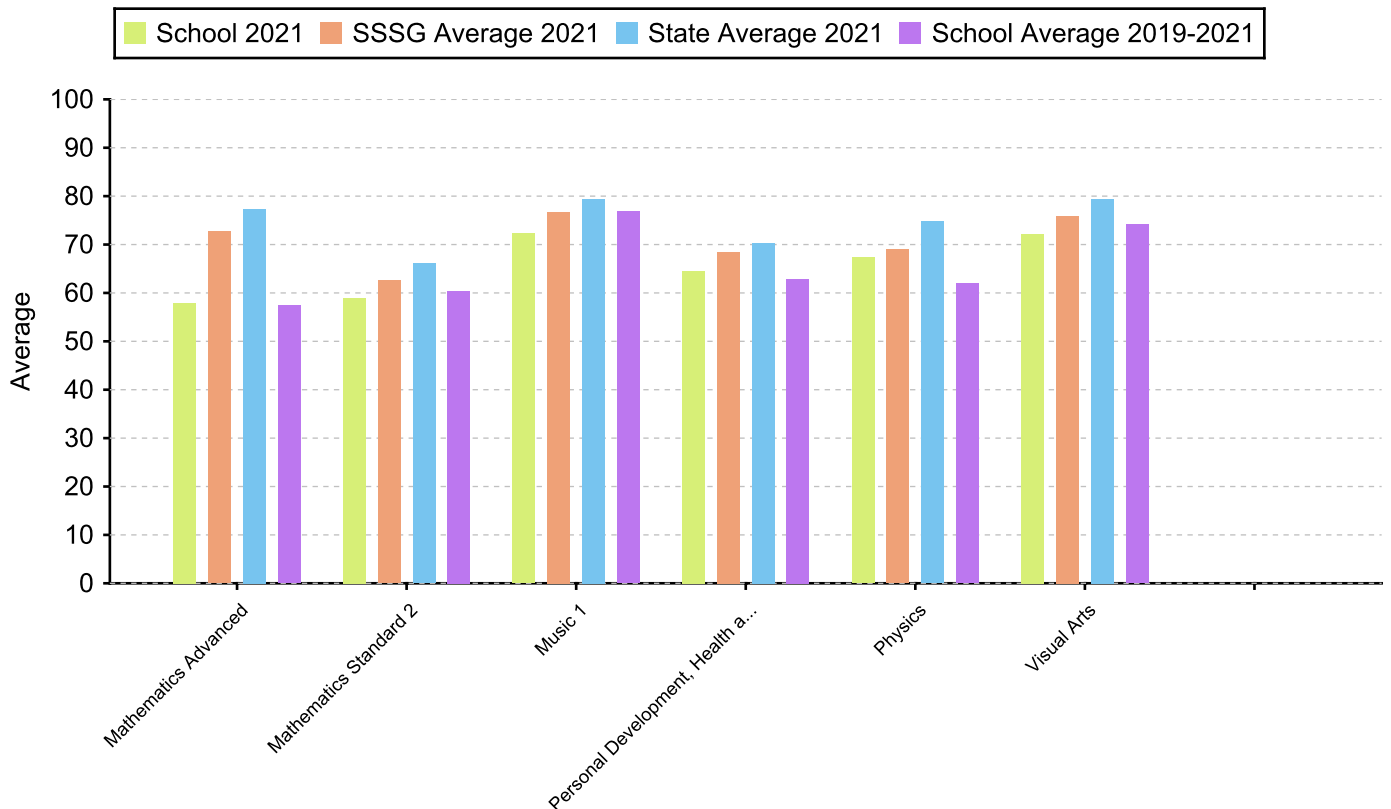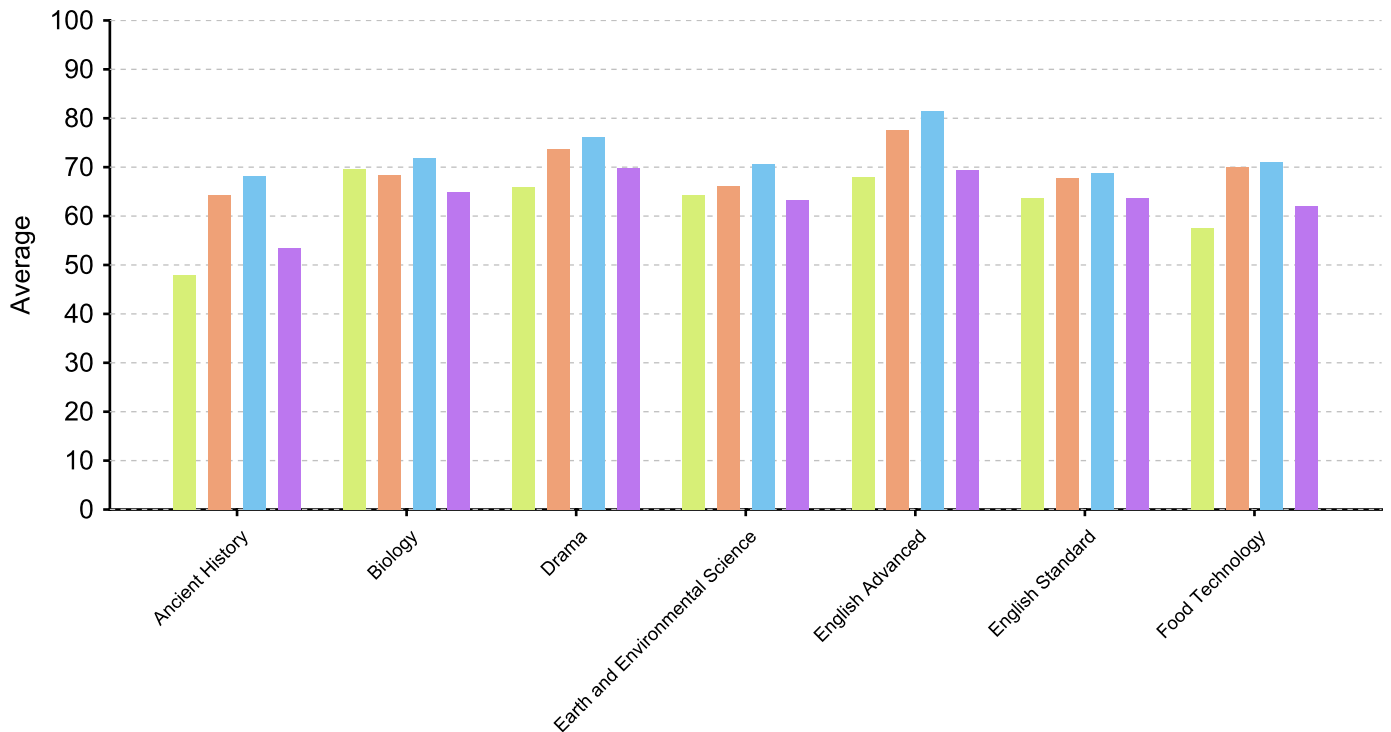
Subject	School 2021	SSSG	State	School Average 2019-2021
Ancient History	48.0	64.3	68.1	53.5
Biology	69.6	68.4	71.9	64.8
Drama	66.0	73.7	76.1	69.9
Earth and Environmental Science	64.4	66.1	70.6	63.3
English Advanced	67.9	77.7	81.4	69.4
English Standard	63.6	67.9	68.8	63.8
Food Technology	57.5	70.0	71.0	62.0
Mathematics Advanced	57.9	72.7	77.4	57.4
Mathematics Standard 2	58.9	62.6	66.1	60.4
Music 1	72.3	76.8	79.4	76.8
Personal Development, Health and Physical Education	64.5	68.4	70.3	62.9
Physics	67.3	69.0	74.8	62.0
Visual Arts	72.2	75.9	79.4	74.1

Ballina Coast High School 8195 (2021) Printed on: 21 June, 2022

Parent/caregiver, student, teacher satisfaction

Teachers report that they appreciate the level of collaboration within the school. They also enjoy sharing new pedagogies with staff from other schools which leads to improvements in student learning. The instructional leaders and executive team facilitate learning conversations, lesson observations, and feedback, modeling of specific practices to drive school improvement practices.

According to the Tell Them From Me surveys, there are elements of student satisfaction that are in need of addressing. These include having a positive sense of belonging within the school, where a response of 55% compares to a state average of 81%. 77% of students indicated they enjoy positive relationships at the school, but only 58% report being interested and motivated.

Parental participation in school programs has been greatly impacted by the Covid pandemic, and this is reflected in responses regarding school satisfaction. The community has strongly indicated that it is eager to support and collaborate with the school, and is willing to enhance its involvement wherever possible. This is an area that the school looks forward to improving in 2022.

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.