

2021 Annual Report

Northern Beaches Secondary College Balgowlah Boys Campus



8851

Introduction

The Annual Report for 2021 is provided to the community of Northern Beaches Secondary College Balgowlah Boys Campus as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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

Northern Beaches Secondary College Balgowlah Boys Campus

Maretimo St

Balgowlah, 2093

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

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

9949 4200

Message from the principal

It is with great pride that I present this 2021 report detailing the achievements of our comprehensive boys' school. One of our best ever results in external tests, assessments and competitions confirmed the trend of continual academic improvement. This was best reflected in the HSC results in which this school achieved the rank of 71st in the state for all NSW schools. The 2nd highest performing government comprehensive school in NSW. The school's motto "By Effort We Achieve" is imbued in the school culture, creating a unique environment where personal best is expected. A powerful alliance of talented staff and highly supportive parents have ensured that the school continues to go from strength to strength. Our curriculum is challenging and differentiated with all courses expecting the highest possible outcomes. The school's successes in sport were once again outstanding being named the champion sporting school in the zone. Amongst many outstanding individual performances throughout the year a number really stood out. Students were selected to represent Australia in Water Polo, Baseball and Swimming. We were once again state champions in sailing. The water polo, basketball, volleyball, rowing and touch teams all progressing through to state finals. The extensive co-curricular and leadership programs allow opportunities for students to fulfil their interests and develop citizenship. In the realm of performing arts the school performed at evenings such as the annual concert and drama production, both outstanding productions. Students also participated in regional debating drama and dance festivals.. The active recognition of student voice through the Junior and Senior Leadership Teams and other leadership pathways has enhanced student wellbeing and helped achieve a positive school ethos. In 2021 school and community funding has been acquired to refurbish 20 classrooms and a new STEMs facility. I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Paul Sheather

School vision

Our motto "By Effort We Achieve" is imbued in the school culture creating a unique environment where personal best is expected. Our vision is to provide the type of opportunities to develop *articulate, confident young men equipped with the skills to be accomplished citizens in our global society*. Every teacher and every student will be challenged to continue to learn and improve every year.

School context

Balgowlah Boys Campus is a comprehensive boy's school of 1200 students located on the southern end of Sydney's Northern Beaches. We are part of the Northern Beaches Secondary College, which provides our students with opportunities to access a wide range of enrichment and curriculum choices, including a comprehensive range of academically challenging HSC subjects. The school has an active Parents and Citizens (P&C) Association which supports the school in its provision of resources and extracurricular activities.

The school's reputation as a consistently high performing school stems from its drive for continual improvement. Balgowlah Boys has been a lighthouse school for explicit teaching strategies to build a strong foundation in literacy and numeracy.

A comprehensive situational analysis has been conducted which led to the development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, and parents. The school has committed to foster partnerships with cultural institutions, local businesses, community groups and universities to enrich the learning experience of its students and enable the best preparation for higher education and career pathways. It will introduce greater curriculum flexibility in stages 5 and 6 to be more responsive to student needs and aspirations.

The school is committed to continually improve classroom learning with teacher professional learning as the key driver. The school will further develop its "Shared Practice", a collaborative professional learning of best practice to enable and enhance teacher efficacy. To continue to develop all teachers in the explicit delivery of writing and critical thinking across the school.

The school will introduce the Teacher Mentor program and to improve student engagement in stages 4 and 5. It is committed to continually improving effective classroom environment through quality teaching practices with teacher professional learning being the key to ensuring this.

Balgowlah Boys Campus is recognised for its culture of high expectation which is embedded into each of the Strategic Directions. In developing our Strategic Improvement Plan, a situational analysis was undertaken where students, parents, the local AECG and staff were consulted.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Strategic Direction 1: Student growth and attainment

Purpose

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

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.

- New and Beginning Teacher Professional Learning
- Explicit Delivery of Writing
- Explicit Delivery in Faculties
- Numeracy across school
- Guided Reading
- Data Analysis Informing Learning Support
- Explicit Delivery of Critical Thinking

Resources allocated to this strategic direction

Beginning teacher support: \$8,000.00

Professional learning: \$80,000.00

Low level adjustment for disability: \$65,000.00

Integration funding support: \$80,000.00

English language proficiency: \$17,859.00

Socio-economic background: \$10,000.00

Aboriginal background: \$1,000.00

Summary of progress

The school continued and expanded its focus on explicit teaching across the school, incorporating a TPL, professional learning, mentoring and lesson observation to improve teacher understanding of both subject specific literacy and how this manifests itself in each learning area. Specifically, the school focused on the explicit teaching of writing in the Science faculty, observing significant statistical gains in student learning outcomes. This included the literacy coordinator working directly with the Head Teacher to develop the composition of demonstrable writing outcomes as learning outcomes, and increasing teachers capacity to develop explicit teaching in Science in a manner that is consistent across the school. The HT encouraged and led collaborative development of writing exemplars, with all staff contributing, in order to achieve a consensus for best practice. This was facilitated by the redesign of teaching units/programs and scope and sequencing across all stages of Science, where a writing focus and analysis of data reshaped assessment. Students achieved positive growth in all stages, dramatically increasing the % of top band responses and increasing the mean in all year groups. The process invites ongoing development of teacher expertise in this area to ensure all teachers are able to develop quality teaching practices across the faculty.

Beginning in Term 2 in 2021, this process remains in its infancy in PDHPE. Staff and HT were targeted for professional learning and the school and PDHPE staff are in the process of developing their capacity to deliver explicit teaching in the classroom. A transition of leadership has assisted this process but continued development and resources are essential for the future development and success of this program in this learning area. The school will also begin to address writing in TAS, with a specific focus on the explicit teaching of writing and teacher expertise across the faculty. As with Science, the school will look to encourage a collaborative approach to the development of subject specific written exemplars, incorporating the Seldon Method to facilitate a homogeneous approach to writing across the school.

The school focus on Stage 4 reading has also resulted in improved reading outcomes, while recognising the need to continue a focus on specific areas of reading comprehension, including character, audience and textual purpose.

The school failed to meet numeracy targets for 2021. Although the school experienced increased growth in the top bands by 7% and is commensurate with the most successful schools in the state in terms of growth, we recognise the need to improve learning outcomes for the lower bands. Future plans will need to consider the continued professional development of new staff, as well as the review and analysis of specific teaching content relevant to geometry and measurement.

Across the school, the ongoing influx of new staff will require a continued emphasis on explicit teaching and the teaching of writing in whole school and faculty based professional learning. Commensurate with ongoing focus on teacher development and data analysis, we foresee the need to incorporate mentoring and lessons observation, in order to provide opportunities for new teachers to observation, reflect upon and incorporate best practice.

Explicit Delivery

- Professional Learning for New and Beginning Teachers:

Several TPLs and two observational rounds were held for new and beginning teachers. New staff had the opportunity to observe experienced teachers across KLAS, focusing on a variety of explicit teaching and learning strategies. After the observational rounds, new teachers were surveyed. Results indicated that new teachers found these opportunities highly valuable and were able to successfully implement these strategies into their lessons.

- Professional Learning for Whole School Explicit Instruction:

Numeracy and Literacy TPLs were delivered at the start of the year, with a focus on whole school explicit instruction.

PDHPE worked closely with the Learning Community Team, developing and refining their delivery of explicit instruction through crafting model responses.

During remote learning, an online platform was used to deliver TPL on whole school explicit instruction. Staff were able to view these videos at flexible times, and also have the ability to review them at their discretion.

- Critical Thinking:

The critical thinking team attended multiple PD opportunities and the school is currently developing a plan to effectively embed these strategies across the whole school. Critical Thinking techniques are currently well established in HSIE and are currently being developed in Science, TAS and English.

Subject Specific Professional Learning for Science and PDHPE Faculties

Science scope and sequences, programs and demonstrable outcomes were effectively implemented and delivered to Stages 4 and 5. In conjunction, with the Deputy Principal of Curriculum, professional development opportunities were provided within the faculty, building capacity in all science teachers to write and deliver high quality responses in science using correct metalanguage and a sophisticated writing style. Student results across Years 7-10 showed a significant increase, indicating the focus of writing in science resulted in improved understanding by students and consequently academic results.

Data Analysis Informing Learning Support

Internal and external (NAPLAN/Minimum Standards) was effectively analysed to determine target areas for improvement, allowing differentiated strategies to be developed and implemented, providing specific support to various student groups, including under-performing students, students with disabilities, EAL/D students and indigenous students. Some students were also provided the opportunity to have one on one support, resulting in an increase confidence within these students, allowing all students the opportunity to achieve academically.

Numerous professional learning opportunities were conducted throughout the year, ensuring that all teachers has the capacity and support to differentiate for students. Teacher feedback indicated that this professional learning was highly effective.

Guided Reading

A Stage 4 and 5 formalised reading plan was created, however, progress has been impacted due to COVID-19 and remote learning. Some aspects of this program were implemented, such as audio books, e-books etc. that students were able to access from our online database. Reading activities were also embedded into daily ELAN programs.

This initiative will be implemented in 2022 for the entirety of the year.

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
NAPLAN Top 2 Bands - Reading The percentage of students achieving in the top two bands to be moving	<ul style="list-style-type: none">• 51.08% of students achieved in the top two bands in NAPLAN reading indicating progress yet to be seen toward the lower-bound target.• 59.33% of students attained results in the top two bands demonstrating progress yet to be seen toward the lower bound target.

<p>towards the school's lower bound system-negotiated target in Reading of 50.8%</p> <p>HSC Top 2 Bands</p> <p>The percentage of HSC course results in the top two bands to be moving towards the school's lower bound system-negotiated target of 50.8%</p> <p>Attendance</p> <p>The percentage of students attending school more than 90% of the time to be above the school's lower bound system-negotiated target of 81.1%</p>	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has increased by 6.62%.
<p>NAPLAN Top 2 Bands - Numeracy</p> <p>The percentage of students achieving in the top two bands to be moving towards the school's lower bound system-negotiated target in Numeracy of 70.2%</p>	<ul style="list-style-type: none"> • 58.08% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen toward the lower-bound target.
<p>NAPLAN Expected Growth - Reading</p> <p>The percentage of students achieving expected growth in NAPLAN Reading moving towards the school's lower bound system-negotiated target of 89.1%</p>	<ul style="list-style-type: none"> • The percentage of students achieving expected growth in reading decreased 74.29% indicating progress yet to be seen toward the lower bound target.
<p>NAPLAN Expected Growth - Numeracy</p> <p>The percentage of students achieving expected growth in NAPLAN Numeracy moving towards the school's lower bound system-negotiated target of 95.35%</p>	<ul style="list-style-type: none"> • Percentage of students achieving expected growth in numeracy decreased to 75.71% indicating progress yet to be seen toward the system-negotiated target.

Strategic Direction 2: Towards a Flourishing Community

Purpose

To develop whole school processes that support the wellbeing of all student and staff so they can connect, succeed and thrive.

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.

- Student Mentoring
- Whole school classroom management Professional Learning (PL)
- Referral Process

Resources allocated to this strategic direction

Socio-economic background: \$40,000.00
Low level adjustment for disability: \$45,000.00
Professional learning: \$10,000.00
English language proficiency: \$30,000.00
Integration funding support: \$30,000.00
Aboriginal background: \$5,000.00

Summary of progress

Student Mentoring

A detailed and comprehensive program has been built on canvas. The tasks collect student data and goals via google forms. This personalised data has been added to student profiles of year 10 students who took part in the program. Lockdown restricted the success of the program in 2021 and limited the students we could mentor. Successful progress made in mentoring in 2021 is as follows

- Formal scope and sequence built including relief schedule for mentoring teachers
- Team of dedicated mentor leaders has collaborated on and built a flexible program for the needs of Balgowlah Students
- Highly resourced program has been built on canvas that will allow future mentors/mentees to take part in the program
- DATA collection setup so that individual student needs and goals can be communicated to all staff

Next stage of the program is to run it without interruption to stage 5 and collect valuable data for whole school use. Mentored students see an increase in attendance and decrease in poor behaviour data as a result of the program.

Whole school classroom management Professional Learning (PL)

Highly successful whole school SDD was centred around 'What Works Best at Bally'
<https://docs.google.com/presentation/d/1Yr0vdre7i-U3JZ3-rPPbStC7vjkyLIfpUUDCiRWDIHc/edit?usp=sharing>

This has built common approaches to classroom management that tie High Expectations, Explicit Instruction, and Engaging Pedagogy to classroom management. Specifically this SDD put a lens on the best practices regarding classroom management occurring at Balgowlah. This has given staff

- a common approach to classroom management
- increased efficacy in managing behaviour
- collaborative channels for observation and professional discussion.

The next stage is to continue shared approaches to practice with targeted observations for new scheme, early career teachers, experienced staff, and school leaders. Future SDD in this area driven by same underpinning concepts.

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
<p>Mentoring For Student Achievement</p> <p><i>Due to covid we were not able to successfully run mentoring in semester 2. We have been able to set up a high quality program and scope and sequence for use in 2022</i></p> <p>Data collection system for mentoring set up using google forms. Student data added to student profiles for year 10 students.</p> <p>Program is set up and ready to run in 2022. Results and data is delivered to all staff.</p> <p>Students and staff selected for 2022 mentoring program</p>	<p>Due to Covid lockdowns we were not able to run mentoring in semester 2. Students have been selected for 2022 program with consultation from Year advisors and staff. Resources and data collection systems have been aligned and clear scope and sequence has been built for staffing, and program outcomes. Program is ready to launch for its first full year in 2022. The aim is to give students a deeper understanding of their learning goals and needs whilst giving staff a greater connection to the stage 5 body through active mentoring and data collection.</p>
<p>Whole school classroom management Professional Learning (PL)</p> <p>SDD dedicated to sharing best practice at Balgowlah. Presentation given to all staff and students from a diverse group of teaching staff. This has created shared practices that tie Wellbeing and Welfare to High Academic Expectations and Explicit Pedagogy.</p> <p>Day was Delivered by Deputies and hand picked staff. It has given staff a clear understanding of the classroom wellbeing practices that work in the context of Balgowlah Boys.</p> <p>https://docs.google.com/presentation/d/1Yr0vdre7i-U3JZ3-rPPbStC7vjkyLIfpUUDCiRWDIHc/edit?usp=sharing</p>	<p>Staff Surveys indicate that 36/51 of staff surveys found the professional development useful for their practice. 35 staff indicated that they had implemented strategies from the TPL into their practice. Resources for delivering this PL were created and will be utilised with new Balgowlah Boys staff in 2022. Staff survey indicates that teachers found the program useful and have implemented into their practice. See teacher responses to the TPL below;</p> <p><i>Wellbeing and my approach to struggling students. Greater rapport and student outcomes.</i></p> <p><i>When teacher know what works best they are better able and more likely to engage students and teach them to achieve quality outcomes.</i></p> <p><i>Influences the classroom activities I programmed and led to increased engagement</i></p> <p><i>Getting more/better ideas on what works from others at Bally</i></p> <p><i>By listening and analyzing i was able to compare my own teaching practice to those of accomplished teachers and introduce new and effective strategies.</i></p> <p><i>Classroom management and being able to control younger classes and enhance a positive learning environment.</i></p> <p><i>Insights into how teachers from other faculties incorporate explicit instruction, quality teaching, building quality relationships with students into their practice has shown me how I can compliment my own practice using some of these strategies.</i></p>
<p>Referral Process</p> <p>Referral processes for wellbeing/welfare are implemented. Google forms are built and refined. Referral process is communicated to staff and parents. General wellbeing is handled by teaching staff, difficult wellbeing cases are triaged by HT Wellbeing, HT Learning Support, Counsellors, YA's and Deputies. Clear data and documentation is used by all staff.</p> <p>Sentral entries indicate that ALL</p>	<p>The referral process has been used by year advisors, the HT Wellbeing, and Learning Support, to gather important student information regarding the wellbeing and welfare needs of students. The process has allowed us to process and triage the needs of over 140 students. The process indicates that teaching staff and parents are using the referral forms.</p> <p>This has enabled us to get the right support for students, using a combination of counsellors, year advisors, wellbeing staff, learning support and senior executive to monitor student needs. All referrals have been actioned and monitored at regular Wellbeing team meetings. The referral process has allowed us to proactively assist students in need by connecting students to support. This has mitigated negative incidents by allowing us to de-escalate incidents with partnership between parents, support networks and the school.</p>

students who have been referred have been followed up and offered ongoing support. See data here
<https://docs.google.com/spreadsheets/d/1dFRHTrkwOd39MQu4Bhqag2uyUFeobBeG/edit?usp=sharing&ouid=111005583587098061214&rtpof=true&sd=true>

Parents are using referral forms and student data is kept on profiles and google drive.

Data indicates a significant reduction in negative incidents at school with comparative term 4 results from 2019-and 2020. In 2019 there were 121 negative attendance issues and 330 Behavioural Issues recorded. 2020 saw 169 Negative Attendance issues with 469 Behavioural incidents. A sharp reduction in negative incidents has occurred in the same timeframe in 2021- with 86 attendance issues (large push from exec to clamp down on attendance) and 144 behavioural incidents.

Strategic Direction 3: Student Success Beyond Beyond Bally

Purpose

To empower students to identify and continue their learning pathway to become confident, articulate and skilled citizens.

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.

- Flexibility in curriculum delivery
- Enhanced community partnerships
- Beyond Bally Learning and Study Skills Centre

Resources allocated to this strategic direction

Socio-economic background: \$20,000.00

Aboriginal background: \$7,186.79

Low level adjustment for disability: \$1,000.00

Refugee Student Support: \$923.04

Summary of progress

Due to COVID-19 pandemic in term 3 2021, the flexibility curriculum was unable to be programmed. Student data and mentoring was unable to occur face to face due to remote learning.

The acceleration of targeted students did not occur, due to COVID-19 restrictions. The Curriculum and Learning Team has progressed in this target for 2022, with three students enrolled for accelerated students in 2022.

Entrepreneurial program was introduced in Term 2021 through a partnership with Seven Mile and the DET Regional Industries and Education Pathways. Survey data suggested student satisfaction, with many students offered post school opportunities through this authentic learning experience.

Mural Projection was initiated in Term 2 with an Indigenous artist, however, it was not implemented due to ongoing COVID-19 restrictions. Senior Leadership and The P and C in conjunction with Bunnings and Dulux Paint led a whole school initiative to paint and refurbish the classrooms of G Block. this connected staff, parents and students allowing for personal growth and a deeper student connection to the school as well as fostering a quality learning environment for students.

In term 2 2021, a cross KLA Learning Centre for students where they are taught study and organisational skills to effectively support them in being successful, confident and articulate learners was introduced. Support was provided once a week according to stage levels in all subject areas by opening Learning Centre. This engaged Bally Old Boys who voluntarily provided mentoring which created a connection within the alumni community. This assisted and provided positive role models as well as developing a flourishing learning community. During lockdown, this program continued and the learning centre occurred remotely. Additionally, study packs were provided to all students to support these skills whilst learning remotely.

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
Delivery of Flexible Curriculum, Model	• As changes to curriculum were unable to occur there was little to no progress regarding curriculum flexibility. At the end of 2021, the Curriculum

Delivery of Flexible Curriculum, Model	and Engagement team was initiated with the intention of identifying and providing innovative curriculum for students using student voice and mentoring.
<ul style="list-style-type: none"> Enhanced Community Partnerships 	<ul style="list-style-type: none"> Entrepreneurs program successfully ran (student survey attached) in term 2 2021. Students were asked to take an in depth survey after the program to get some data regarding how they felt about the program and the experience overall. The was overwhelmingly positive. Encouraging the team to expand the program college-wide in 2022. <p>https://sevenmile.typeform.com/report/UfRGHyV4/cjlUXfTS1VmDXf</p> <ul style="list-style-type: none"> Highly valued celebration of ATSI culture in the Mural art project 2021 Year 12 ATSI school leavers were supported through access to early university access School has subscribed to "Our Mob" learning platform TPL for ATSI coordinator through NBLA education network
<p>Beyond Bally Learning and Study Skills Center</p> <p>Parent Curriculum Forums</p> <p>In 2021 we have held multiple parent forums that will become a part of the School Calendar moving forward. These include</p> <ul style="list-style-type: none"> Year 12 Assessment and HSC Seminar Year 11 Preliminary Assessment and Curriculum Meeting Year 11 Subject Change-Year 12 Expectations Year 10- Individual Parent Meetings-Subject selection Year 7 parent meet and greet Year 8 subject selection Forum <p>Community Painting Program</p> <p>Senior Leadership and The P and C in conjunction with Bunnings and Dulux Paint led a whole school initiative to paint and refurbish the classrooms of G Block. this connected staff, parents and students allowing for personal growth and a deeper student connection to the school.</p>	<p>The Real world learning experiences were introduced in 2021, including entrepreneurial program, the US Election High Potential Gifted and Education Program. The outcome of both projects included modified student subject choices, opportunities for involvement in real world scenarios to facilitate understanding of future careers goals and increased engagement in subject areas.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$147,517.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Northern Beaches Secondary College Balgowlah Boys Campus in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Delivery of Writing • Whole school classroom management Professional Learning (PL) • Numeracy across school • Referral Process • Guided Reading • Data Analysis Informing Learning Support • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release for targeted professional learning around differentiation <p>The allocation of this funding has resulted in: Significant growth data in 2021 NALAN data for 43 identified students in reading and numeracy. Increased activities uploaded on Canvas for differentiation of faculty content.</p> <p>After evaluation, the next steps to support our students with this funding will be: Further HIPL for teachers on differentiation of tasks for students with moderate to high disabilities</p>
<p>Socio-economic background</p> <p>\$70,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Northern Beaches Secondary College Balgowlah Boys Campus who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Mentoring • Whole school classroom management Professional Learning (PL) • Flexibility in curriculum delivery • Numeracy across school • Beyond Bally Learning and Study Skills Centre <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Student Mentor Program to support identified students with additional needs • professional development of staff through Student Engagement TPL activities to support student learning • staff release to increase community engagement in the Bally Futures program. • employment of additional staff to support Sage 5 VET program implementation. <p>The allocation of this funding has resulted in: Student Mentor Program development; including process for identification of students, staff training modules and funding model</p> <p>After evaluation, the next steps to support our students with this funding will be: Due to Covid this program was incomplete. To be trialed again in 202.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning</p>

<p>\$13,186.79</p>	<p>needs of Aboriginal students at Northern Beaches Secondary College Balgowlah Boys Campus. 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.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Enhanced community partnerships • Referral Process • Data Analysis Informing Learning Support <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional learning support staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (LaST) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with cultural immersion. <p>The allocation of this funding has resulted in: Enhancement of Personalised Learning Plans fr Aboriginal students. Cultural immersion project; Aboriginal Mural in the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: Personalised Learning Plans fr Aboriginal students were enhanced to include community consultation. The school mural project was successful in immersing students in their culture and connecting with local community.</p>
<p>English language proficiency</p> <p>\$92,706.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Northern Beaches Secondary College Balgowlah Boys Campus.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Analysis Informing Learning Support • Whole school classroom management Professional Learning (PL) • Referral Process • Explicit Delivery of Writing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted, individualised literacy support • 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 <p>The allocation of this funding has resulted in: The employment of additional staff to support delivery of targeted, individualised literacy support has resulted in significant growth and progression of targeted EAL/D students. Increased activities for subject specific literacy uploaded on Canvas for differentiation across faculties.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

English language proficiency \$92,706.00	Ongoing HIPL around differentiation as Covid prevented a lot of the face to face learning in 2021.
Low level adjustment for disability \$151,518.00	<p>Low level adjustment for disability equity loading provides support for students at Northern Beaches Secondary College Balgowlah Boys Campus in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Mentoring • Data Analysis Informing Learning Support • Numeracy across school • Guided Reading • Explicit Delivery of Writing • Beyond Bally Learning and Study Skills Centre • Referral Process • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging learning support staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists <p>The allocation of this funding has resulted in: Significant growth data in 2021 Check-in data for identified students in reading and numeracy. Increased support activities uploaded on Canvas for differentiation of faculty content.</p> <p>After evaluation, the next steps to support our students with this funding will be: Further HIPL as Covid prevented much of the face to face PL that was originally planned for 2021.</p>
Refugee Student Support \$923.04	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Beyond Bally Learning and Study Skills Centre <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release time to engage staff in targeted professional learning • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in: Significant growth in reading and numeracy check in data. Staff training round impact of trauma, learning and wellbeing needs of refugee students</p> <p>After evaluation, the next steps to support our students with this funding will be: Targeted support for refugee students around vocab for subject specific writing.</p>
COVID ILSP \$30,974.94	The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.

<p>COVID ILSP</p> <p>\$30,974.94</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for students identified on Canvas (non completion of online work) • employing staff to provide online tuition to student groups in literacy/numeracy. <p>The allocation of this funding has resulted in:</p> <p>Funds enabled explicit instruction for students identified on Canvas around non completion of online work. Students were given online conferencing to recover.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>2022 funds will be used to deliver small group face to face recovery tutorials.</p>
--------------------------------------	--

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	906	1038	1143	1175
Girls	0	0	0	0

Student attendance profile

School				
Year	2018	2019	2020	2021
7	94	91.6	94.9	93.2
8	91.9	90.1	92.8	91.9
9	91.4	88.4	93.9	90.5
10	89.4	87.3	92.2	91.9
11	92.9	82.9	96	91.9
12	93.6	91.1	95	92.8
All Years	92.2	88.8	94	91.9
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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

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

with previous years.

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

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0.4	5.6	N/A
Employment	N/A	1.2	12
TAFE entry	N/A	4.8	7
University Entry	N/A	N/A	77
Other	N/A	N/A	4
Unknown	N/A	N/A	N/A

Year 12 students undertaking vocational or trade training

28.46% of Year 12 students at Northern Beaches Secondary College Balgowlah Boys Campus undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

97.5% of all Year 12 students at Northern Beaches Secondary College Balgowlah Boys Campus 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)	13
Classroom Teacher(s)	60.8
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.2
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	13.77
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	1,820,381
Revenue	13,512,111
Appropriation	12,522,503
Sale of Goods and Services	173,811
Grants and contributions	806,630
Investment income	2,879
Other revenue	6,288
Expenses	-13,434,737
Employee related	-11,612,738
Operating expenses	-1,821,998
Surplus / deficit for the year	77,374
Closing Balance	1,897,755

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	148,440
Equity Total	281,053
Equity - Aboriginal	7,187
Equity - Socio-economic	29,640
Equity - Language	92,707
Equity - Disability	151,519
Base Total	11,127,099
Base - Per Capita	281,695
Base - Location	0
Base - Other	10,845,404
Other Total	689,328
Grand Total	12,245,920

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

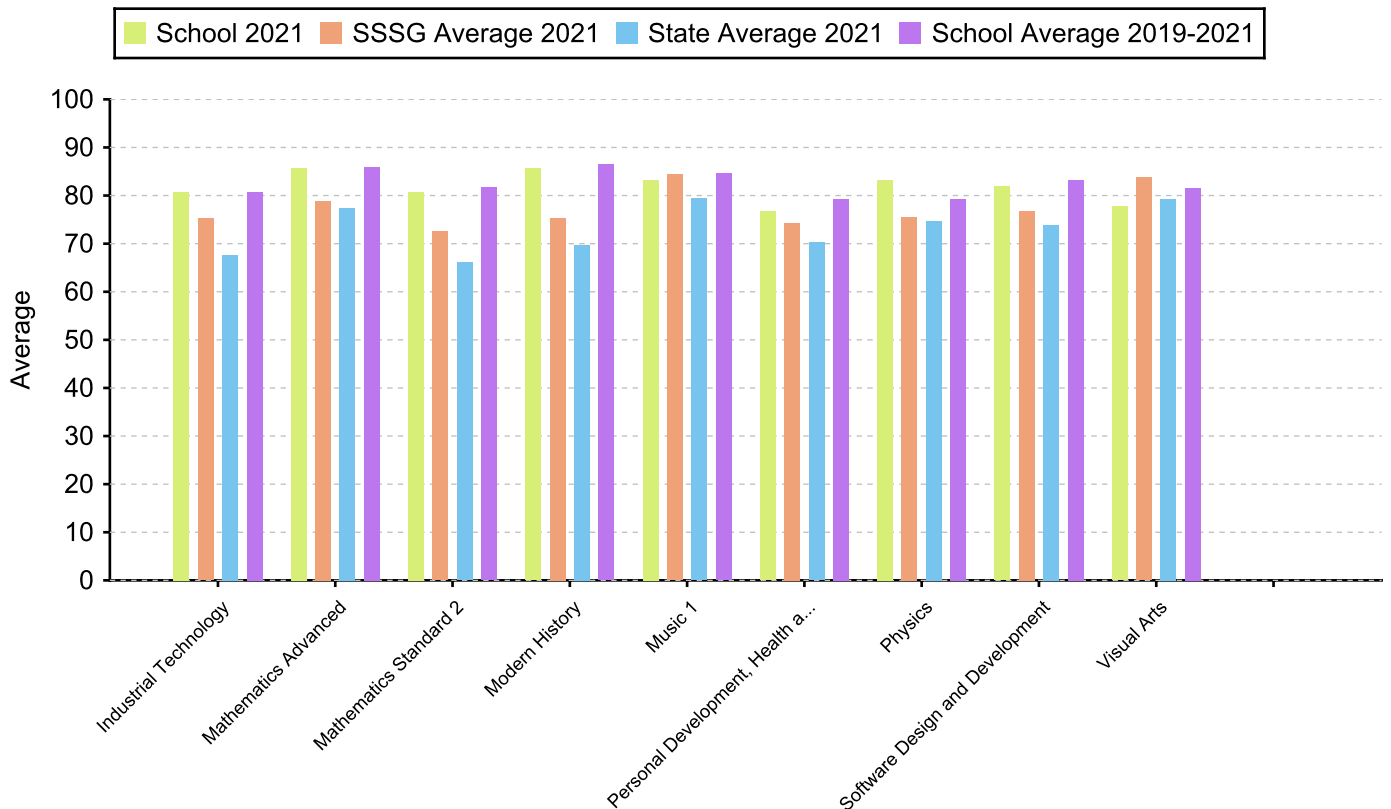
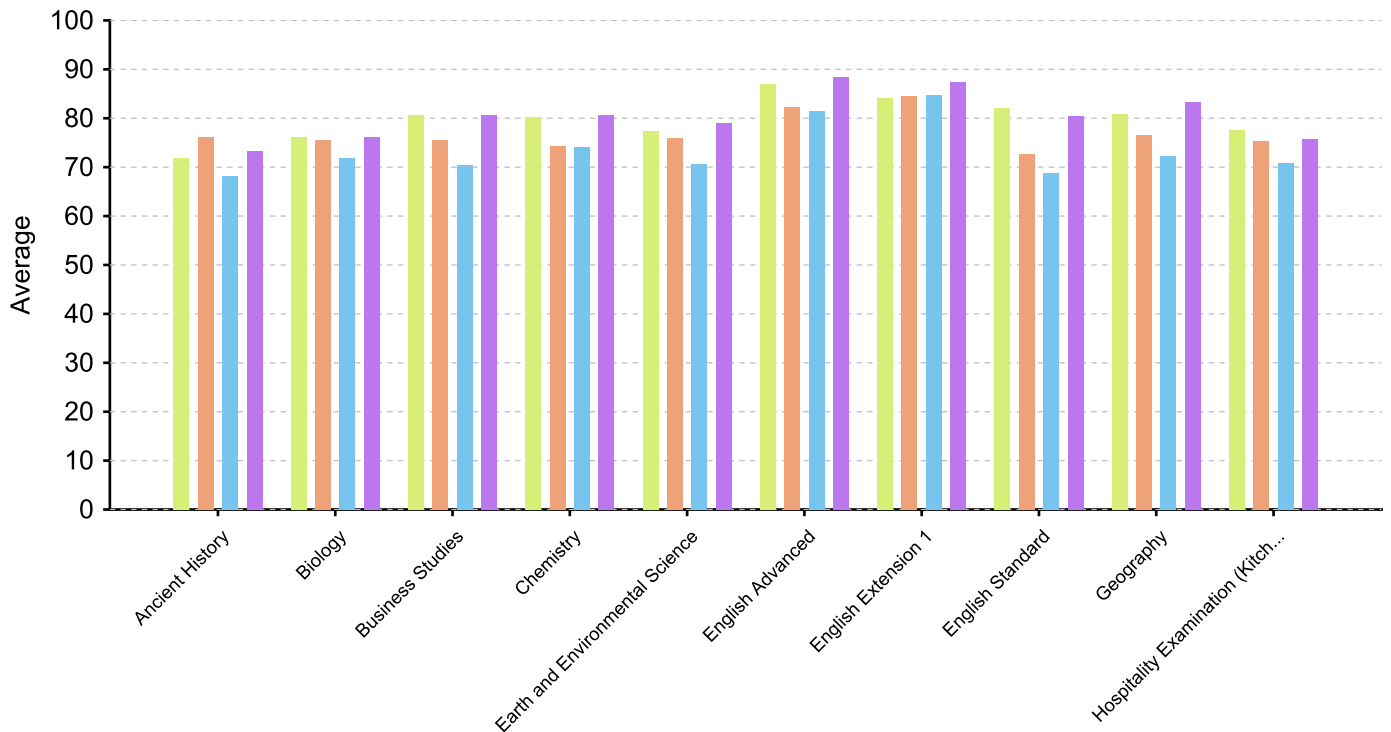
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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	71.9	76.1	68.1	73.2
Biology	76.2	75.5	71.9	76.2
Business Studies	80.7	75.5	70.4	80.7
Chemistry	80.2	74.3	74.1	80.6
Earth and Environmental Science	77.4	76.0	70.6	78.9
English Advanced	87.0	82.3	81.4	88.4
English Extension 1	84.2	84.6	84.8	87.5
English Standard	82.0	72.7	68.8	80.5
Geography	80.9	76.6	72.4	83.3
Hospitality Examination (Kitchen Operations and Cookery)	77.6	75.4	70.8	75.7
Industrial Technology	80.8	75.2	67.7	80.7
Mathematics Advanced	85.8	78.9	77.4	85.9
Mathematics Standard 2	80.8	72.5	66.1	81.7
Modern History	85.6	75.4	69.7	86.4
Music 1	83.2	84.4	79.4	84.6
Personal Development, Health and Physical Education	76.7	74.3	70.3	79.3
Physics	83.2	75.6	74.8	79.3
Software Design and Development	81.9	76.9	74.0	83.3
Visual Arts	77.7	83.8	79.4	81.6

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. A report of the responses is presented below. All groups within the school community stated they were happy with the running of the school. In particular, students and staff acknowledge the culture of high expectations and high achievement. Students indicated that they feel physically and emotionally safe at the school and that their teachers help them to achieve their personal best. The results indicated a high level of satisfaction with the school's programs. Particular support was given to the range of opportunities for students to be involved in sport, musical performance and drama programs within the school.

Policy requirements

Aboriginal Education Policy

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.