

2022 Annual Report

Bega High School



8165

Introduction

The Annual Report for 2022 is provided to the community of Bega High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Bega High School

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Message from the principal

Bega High School truly represents our local community, we are truly comprehensive, and we are proud. We challenge our students to embody our local society's skills, positivity and values while exploring the greater world around us.

With the world re-opening from isolation from COVID-19, our staff have been planning and organising academic excursions, camps, sports and experiences for students to learn externally again.

Whilst we disliked the mandatory isolation periods that kept students away from school. We are now back into the full swing of teaching and learning here at school.

2022 has seen staff and students continue to contribute to enriching students' lives with exciting classroom content and extra curricula activities. Students have experienced school camps with every year group enjoying time-out of school learning with their year group. Students participated in outdoor education with the Duke of Edinburgh award program, Outward Bound and SLR hikes. The school has now invested in equipment to help make Outdoor Education an integral key within the curriculum.

2022 has been a challenging year. However, students have discovered a wide range of sporting pursuits with success in cross-country, athletics, swimming, mountain biking, cricket, rugby league, snow sports, football, equestrian, Aussie Rules and Basketball. This has been enabled, facilitated and promoted by the dedicated staff of Bega High School, who ensure our students have the opportunities of the larger metro centres.

I hope you enjoy reading the Annual School Report and that you find the information informative.

Message from the school community

Bega High School Parents & Citizens (P & C)

At Bega High School P & C we work closely with the Principal and staff to obtain the best outcomes for our children. In doing so we support the school in creating and maintaining a supportive and safe learning environment.

In recent times the P & C have been involved with the beautification of the school through tree planting and the installation of water stations. The P & C want to empower parents and caregivers to contribute to the success of Bega High School by participating in discussions about school policies (for example mobile phone use), planning events (social and fund raising) and supporting the needs of our teachers and children. We would like to hear your ideas for 2023 and how we can improve on the best high school in the Bega Valley (if not the best in NSW).

We meet at the school on the second Tuesday of every month from 5.30 -6.30 pm. Our current executive Melinda, Rebecca, David, Gerard and I look forward to welcoming you to our friendly and non-scary get togethers.

Thank you to all parents and caregivers for making 2022 a successful year for all at Bega High School.

Paul Farrell

P & C President

Message from the students

Bega High School Student Representative Council

The school year of 2022 has been successful for Bega High School. This is our first full year returning after the pandemic, isolation, and quarantine. It is noticeable that students have prospered both academically, and socially. Different cohorts have been interacting throughout the year, creating a positive and supportive atmosphere from a student perspective. All events, such as sporting carnivals and creative projects, have further supported the students, allowing enjoyment at school and a sense of pride in representing Bega High School. The number of attendees and participants in these events indicates the enthusiasm of all students throughout the 2022 school year.

Bega High School aims to provide an inclusive environment for students and staff. We feel this has resulted in the school becoming a place for people of any background and identity. As school captains, we will continue to enforce these values. As students, we have enjoyed this school year. We will endeavour to continue being positive role models to the entire school. Our captain's projects are well underway. Two projects are long-term school improvements, and the two other projects are events planned throughout the 2023 school year.

We will continue advocating positivity and aim to improve the social environment, embracing our role as school captains. We are excited to undertake our positions.

School Captains

School vision

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

We value improvement and growth through:

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

School context

Established in 1952 in the heart of Bega's commercial and residential precinct, Bega High School is a comprehensive rural high school that draws students from all parts of the Bega Valley Shire. The closest government secondary school is 50 kilometres away and the school's geographical drawing area ranges from Tathra (15 kilometres to the east), Cobargo (40 kilometres to the north), through to Wolumla (20 kilometres to the south) and Bemboka (40 kilometres to the west). The current enrolment is 745 students, including 10% Aboriginal students. A Special Education faculty comprises multi-categorical, emotional disturbance, mild intellectual disability and severe intellectual disability classes. The wide-ranging curriculum includes school-based and TAFE-based vocational education, and students follow various learning pathways exemplified by the range of school-based traineeships and apprenticeships for Stage 5 and 6. The school's most recent situational analysis identified three key areas for improvement. Our approach involves the evaluation of explicit teaching, student support, professional learning and consistent improvement to ensure students are at the centre of our activities. These drive our strategic directions of **Student growth and attainment**, a **Learning culture of high expectations** and **Educational leadership**.

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

Self-assessment and school achievement

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

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

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

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

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Highly Performing Students
- Highly Connected Students

Resources allocated to this strategic direction

Professional learning: \$95,000.00

Per capita: \$180,000.00

Summary of progress

Staff completed professional learning in Scout data analysis of Naplan and check-in data to inform the need for professional learning in Reading and comprehension. Professional learning was developed through the guidance of the literacy and numeracy specialist and included staff sessions, resource development and application for each faculty and subject area through literacy representatives. Strong evidence of staff utilising co-developed resources within classes and students engaging with learning materials. To further develop staff learning, we will provide further professional learning for staff within reading and comprehension after analysis of check-in assessment, "word-of-the-week".

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 percentage of students achieving within the HSC top 2 bands by an uplift of 2.6%	22.57% of the results attained by the 2022 cohort were band 6 52.51% of results attained were within the top 3 bands
Increase the percentage of students in the top 2 bands in NAPLAN Numeracy by 3.7%.	2022 saw an increase of 2% of students in the top two bands
Increase the percentage of students in the top 2 bands of NAPLAN Reading by 3.3%.	2022 saw a decrease of 0.6% of students in the top two bands
Increase the percentage of Aboriginal students attaining the HSC by 6.4%.	6 students graduated with a HSC 2022, 5 students left school for full-time employment
Improve the percentage of students demonstrating positive well-being by an uplift of 2.7% to the lower bound target.	54% of students indicated positive well-being indicating an upward trajectory for the past 3 years and improvement towards the target

Strategic Direction 2: Learning culture of high expectations

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

English language proficiency: \$4,000.00

Low level adjustment for disability: \$269,000.00

Socio-economic background: \$237,899.72

Integration funding support: \$258,500.00

Location: \$114,500.00

Aboriginal background: \$80,091.00

Student support officer (SSO): \$96,000.00

Summary of progress

The Learning and Support team and Connect Teacher identified student needs by assessing learning outcomes and data from faculty representatives. Students received individualised learning plans and identified learning based on their data. Students have been mapped and tracked through the Literacy and Numeracy Progressions, where they have demonstrated growth. Our next steps will include delivering professional learning on The Literacy and Numeracy Progressions for all staff.

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 proportion of students attending school 90% of the time or more by 3.9% from baseline data towards the system-negotiated target.	45% of students have attended school 90% or greater
Improve the school's self-assessment level in the element of High Expectations Culture towards sustaining and growing against the School Excellence Framework.	The school has measured against the SEF at sustaining and growing
Increase the proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) by 2.7% from baseline data towards the system-negotiated target.	We are meeting system negotiated targets within, Wellbeing - Advocacy at school, Sense of belonging and Expectations for success
Increase in the percentage of students achieving at or above expected growth in NAPLAN Reading by 3.3%.	We are unable to measure expected growth due to COVID-19 isolation requirements
Increase the percentage of students	We are unable to measure expected growth due to COVID-19 isolation

achieving at or above expected growth
in NAPLAN Numeracy by 7.2%.

requirements

Strategic Direction 3: Educational leadership

Purpose

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

Initiatives

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

- Educational Leadership
- Evidence based teaching and learning

Resources allocated to this strategic direction

Professional learning: \$10,000.00

Summary of progress

- What did we do? senior executive led BHS Professional Learning Communities (PLC), developing staff knowledge and understanding in "Data Analysis", classroom observations, and differentiation. This enabled staff to be skilled in the identification of student needs and enabled a distributed leadership model. Semester 1 delivered the expected outcomes for staff. However, Semester 2 saw a delayed implementation due to staffing needs within the school.
- Next steps will include PLC model throughout semester 1, delivering reading and comprehension professional learning.

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
Improve the school's self-assessment level in the element of Educational leadership towards sustaining and growing against the School Excellence Framework.	The school measured against the SEF in Educational Leadership at sustaining and growing
Curiosity and Powerful Learning High Expectations audit measure the school at yes in all questions.	Assessment of High Expectations within the SEF has indicated Sustaining and Growing. Results from within C&PL audit has indicated yes in most questions

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$258,500.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bega High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations, High Performance, Quality Outcomes <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of staff to provide additional support for students who have high-level learning needs. • Release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP). • Staffing release to build teacher capacity around behaviour intervention/ curriculum adjustments. <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$255,899.72</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bega High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations, High Performance, Quality Outcomes • Positive Learning Culture • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Professional development of staff through literacy and numeracy specialist to support student learning. <p>Employment of additional teacher to work as a full-time Literacy mentor with students performing below the expected stage level.</p> <p>The allocation of this funding has resulted in the following impact: The allocation has resulted in 4 students accessing education and curriculum to further their progress within the Record of School Achievement (ROSA) credential. The Learning and Support Teacher (LST) has delivered consistent performance with transition programs for stage 3 to 4 students and targeted intervention in Minimum Standards and completion of HSC.</p> <p>After evaluation, the next steps to support our students will be: Identification of individualised and group intervention for students.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bega High School. Funds under this equity</p>

<p>\$80,091.00</p>	<p>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"> • Positive Learning Culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of specialist additional staff Aboriginal Education Officer (AEO) to support Aboriginal students. <p>The allocation of this funding has resulted in the following impact: Aboriginal education focus has further developed students' access to curriculum support with reliable access to a designated staff member. This has proven to ensure 6 students attain HSC. Senior students have access to Senior Centre Learning Wellbeing (SCLW), wellbeing initiatives, tutorial support and resources. 2022 saw improved HSC results at Bega HS.</p> <p>After evaluation, the next steps to support our students will be: Continuation of AEO and strategic resourcing to improve access and retention for Aboriginal Students. Further expansion of the Junior Aboriginal Education Consultative Group.</p>
<p>English language proficiency</p> <p>\$4,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bega High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations, High Performance, Quality Outcomes <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional staffing intensive support for students identified in beginning and emerging phase. <p>The allocation of this funding has resulted in the following impact: Four students have assessment and implementation of adjusted learning to meet their needs in accessing the curriculum.</p> <p>After evaluation, the next steps to support our students will be: Continuation of the program and identification of students.</p>
<p>Low level adjustment for disability</p> <p>\$269,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Bega High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations, High Performance, Quality Outcomes • Positive Learning Culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers (SLSO). • Engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting. <p>The allocation of this funding has resulted in the following impact: All student accessing curriculum and resources to enhance connection</p>

<p>Low level adjustment for disability</p> <p>\$269,000.00</p>	<p>between school and community.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$114,500.00</p>	<p>The location funding allocation is provided to Bega High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations, High Performance, Quality Outcomes <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Technology resources to increase student engagement. <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in: students accessing distance education curriculum, differentiated curriculum and resources for the mainstream school setting. Students have increased subject choice.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$105,000.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Bega High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Performing Students • Educational Leadership • Highly Connected Students <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Formulation and delivery of combined network reading strategy with professional learning for executive staff with Lead Specialist. • Engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing. <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in: an increased capacity of all teachers to embed effective practices in explicit teaching resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be personalised and targeted professional learning in the form of reading, and comprehension.</p>
<p>COVID ILSP</p> <p>\$90,000.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>COVID ILSP</p> <p>\$90,000.00</p>	<p>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 student groups in literacy/numeracy. • Providing intensive small group tuition for identified students. <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in the majority of the students in the program achieving significant progress towards their personal learning goals. However, the program had been delayed due to teachers being re-allocated to teaching and learning within the school.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student needs. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>Student support officer (SSO)</p> <p>\$96,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Bega High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Positive Learning Culture <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Small group programs. <p>The allocation of this funding has resulted in the following impact: Increase in "students' sense of belonging" in Tell Them From Me. Students started the school day with breakfast, and student support.</p> <p>After evaluation, the next steps to support our students will be: Continue with the programs.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	317	309	301	320
Girls	379	339	356	356

Student attendance profile

School				
Year	2019	2020	2021	2022
7	89.4	90.8	86.3	79.8
8	84.5	88.6	83.0	74.5
9	83.5	84.9	82.7	75.6
10	77.3	84.9	77.7	76.4
11	83.2	86.0	78.2	74.7
12	79.8	88.0	83.6	80.0
All Years	83.0	87.2	82.2	76.7
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	20	4
Employment	0	21	27
TAFE entry	1	1	2
University Entry	0	0	25
Other	14	0	1
Unknown	0	1	1

Year 12 students undertaking vocational or trade training

36.07% of Year 12 students at Bega High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

94.8% of all Year 12 students at Bega High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent Vocational Education and Training Qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	51.2
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	21.68
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,431,184
Revenue	13,069,262
Appropriation	12,612,445
Sale of Goods and Services	201,369
Grants and contributions	245,014
Investment income	10,251
Other revenue	182
Expenses	-12,334,127
Employee related	-11,016,707
Operating expenses	-1,317,420
Surplus / deficit for the year	735,135
Closing Balance	2,166,319

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.

	2022 SBAR Adjustments (\$)
Targeted Total	258,423
Equity Total	609,419
Equity - Aboriginal	80,101
Equity - Socio-economic	255,900
Equity - Language	4,241
Equity - Disability	269,178
Base Total	10,396,803
Base - Per Capita	180,171
Base - Location	114,361
Base - Other	10,102,272
Other Total	649,457
Grand Total	11,914,102

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School performance - NAPLAN

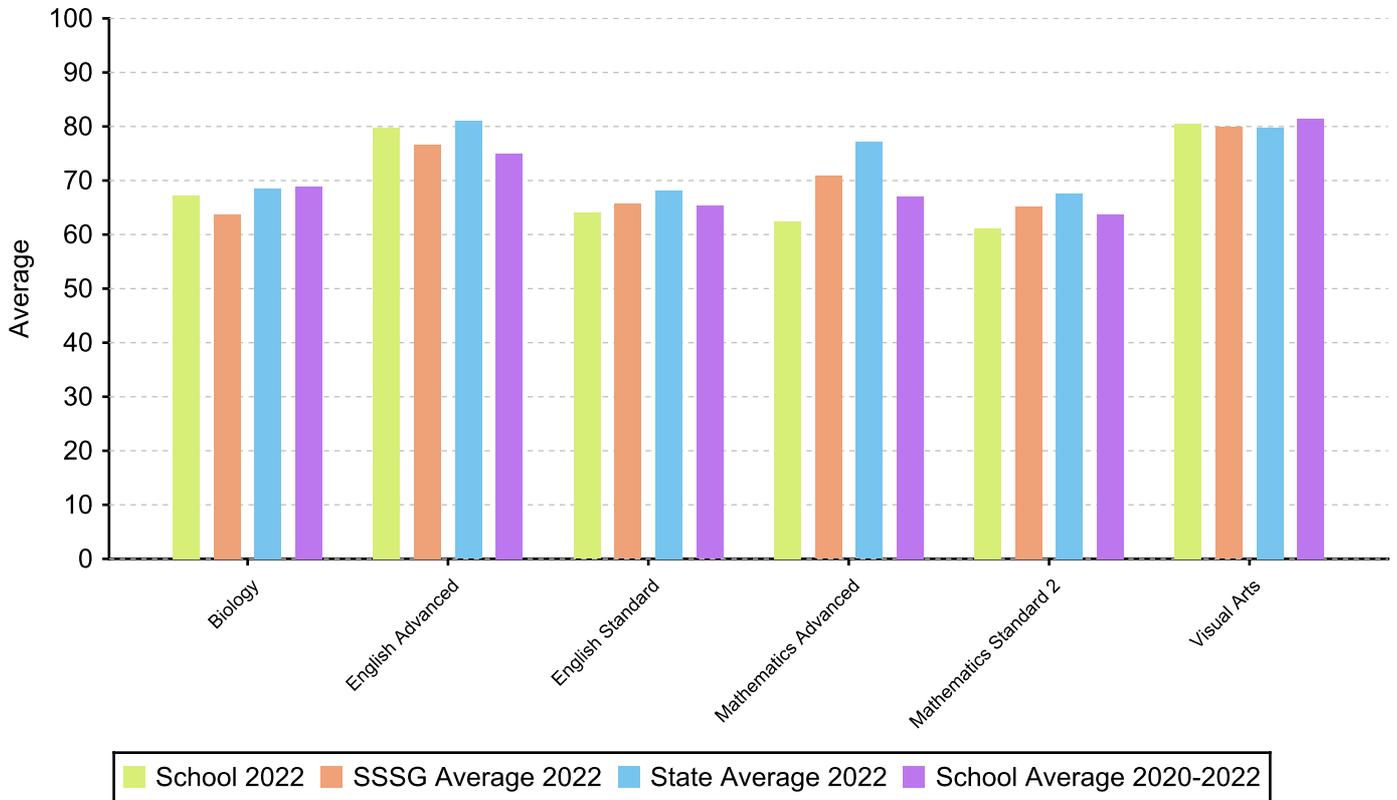
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 2022	SSSG	State	School Average 2020-2022
Biology	67.3	63.8	68.5	68.9
English Advanced	79.8	76.6	81.0	74.9
English Standard	64.0	65.7	68.1	65.3
Mathematics Advanced	62.5	70.9	77.1	67.0
Mathematics Standard 2	61.1	65.2	67.6	63.7
Visual Arts	80.5	79.9	79.8	81.5

Parent/caregiver, student, teacher satisfaction

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

Tell Them From Me (TTFM) has indicated that "parents feel welcome" 6.2%

Student feedback has proven that Advocacy at School continues to improve.

Expectations for Success & Sense of belonging continues to improve.

The People Matter Employee Survey indicated significant improvement in teacher responses to questions on senior managers and role clarity, whilst areas around salary, and time management are areas for development.

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.