

2022 Annual Report

Ballina Coast High School



8195

Introduction

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

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

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School vision

Vision

Growing together, Creating futures

Movement

Through working collaboratively to create a flexible and dynamic educational environment, we have created a culture that nurtures, inspires, and challenges students and staff to find the joy in learning with the skills to make informed contributions as citizens and leaders.

Principles

Innovation is the cornerstone of our practice through:

- * Collaborative and authentic learning communities
- * Open, flexible, personalised, and integrated learning through a team-based approach
- * Knowing, understanding, and supporting students to develop capabilities to achieve their personal best
- * Building a sustainable future.

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

Vision

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Movement

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School context

Ballina Coast High School is a comprehensive secondary school with a Support Unit that has seven classes, located in Ballina in northern New South Wales. The student population is around 905 and has been heavily impacted by COVID, flooding, and house prices, both for rental and buying. has been increasing over the last two years. Consequently, numbers have decreased over the last two years but we expect these to grow steadily again. Only 1% of students have a background where English is an additional language or dialect (EAL/D) and 16% identify as having an Aboriginal background. Students participate in a wide range of learning experiences focusing on collaborative learning for academic improvement and excellence.

The school's staffing entitlement in 2022 is 69 teaching staff and 12 non-teaching staff. The school also employs a Business Manager and two Technical Support Officers from school funds. 99% of our staff made a choice to be at this school. There is a small turnover of staff at this time.

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

Students represent the school across the area in a wide range of sporting activities, with both state and regional representation.

The school's equity funding will be used to support programs developed in the 2022- 2025 Strategic Improvement Plan. The school is committed to improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data collection, analysis, and use which underpins our belief in individualised and differentiated learning. Involvement in the Mathematics Growth Project and Covid funding will continue to support the growth of students. Through targeting attendance and effective classroom practice, consistency, and high expectations, we will improve student engagement in Stages 4 and 5. Effective classroom practices have been shown in research to lead to enhanced learning outcomes for students. There will also be a focus on Higher School Certificate performance including staff professional learning around the deeper analysis and use of data to develop both individual and group support programs. Each faculty will develop ways of deepening the knowledge base of their students

In 2022 as a result of our external validation and qualitative and quantitative data, gathered from HSC, NAPLAN, TTFM, and Scout, Ballina Coast High School has committed to two key processes to support staff and students. Firstly, The Berry Street Educational Model will be delivered to all staff over the next twelve months. Secondly, we have initiated involvement in Safeguarding our Kids Together program, and this will focus on staff well-being..

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Targeted Sports Program

The TSP students experience quality coaching and provided a variety of sports specific learning experiences throughout the year. It is one of BCHS's flagship programs, hence the detailed report. The program is designed to foster the sports people of tomorrow and help our students on their athletic journey. We aspire to help students reach their potential and where possible align them with sporting pathways that may provide future opportunities or careers. The program complements BCHS, FNC and NSW CHS sports teams and encourages personal excellence. Students in the program must maintain high attendance, behaviour expectations and represent their school with pride. The key student outcomes for TSP in 2022 at BCHS were:

Surfing: Mentor - J Moore / Coach - Michael Crisp Keenan Crisp - WSL Junior rankings (top 32 surfers world wide) 25th in first event. Ethan Crisp - FNC Surfing Monty Moore - FNC Surfing

Soccer/Football: Mentor - J Smeal (Coach - Albert Moses)

Boys Futsal side - U16's North Coast Champions Molly Walsh - QLD National Premier League (Players Award), Far North Coast Football Team, North Coast Football Team, U23s Gold Coast United 2023. European Football (soccer) tour.

Thomaz Westaway - CHS North Coast Football Team, Northern Rivers Premier League 2022/2023. Aidan Mortorana - Far North Coast Football Academy, Gold Coast United 2023 team. Ash Edwards - Far North Coast Football Academy Kyla Radford - Fr North Coast Football Academy Levi Meldrum - North Coast Football (Shadow player) & Far North Coast Football Team Callum McDonald - Far North Coast Football Team Sola Minegishi - NSW U16s Football Team 2022.

Basketball: Mentor - M Smith / Coach - M Smith North Coast: Jay Oxland Cobin Rabbitt, Sasha Oxland, Nina Aboitiz Far North Coast: Jay Oxland, Cobin Rabbitt, Tully Andrjewski, Steven Cray, Nicholas O'Niell, Sasha Oxland, Nina Aboitiz, Sally Crethar, Mathilde Cheverton Under 15s NSWCHS KNOCKOUT 6th in State. Open Girls NSWCHS Knockout 12th in State. Australian School Basketball Championships: Open Boys 8th, Open Girls 4th Ex TSP Basketball Student Zoe Aboitiz selected into the Women's National Basketball League Div. 1 (WNBL1) for Gold Coast SeaHawks for 2023 season.

Rugby Codes: Mentor - A Haywood / Mentor - Dolphin Rugby Academy The Rugby Codes program provided an excellent pathway for younger students to develop their skills in both codes and we had a big injection of coaching knowledge through the Dolphins Rugby academy assisting in the early stages. This was the first year Rugby Codes returned after a break and saw an influx of 30 students keen to get involved. Some students had transferred to the rugby codes after spending a year in the S&C group from 2021. Student success from the program includes: Khallum Cook (Year 8) - Being selected in the FNC Rugby league and touch teams for CHS school sport, receiving player of the season for Byron/Lennox Dolphins and being named in the Northern Rivers Future Titans Under 13's train on squad. Coopa Wright (Year 7) - Impressing through TSP sessions, dolphins rugby academy coaches recruited Coopa for the representative program. Noah Eugarde (Year 7) - Represented the region and was selected for Far North Coast Rugby Union to play in the state championships. Caleb Berry (Year 7) - Represented the region and was selected for Far North Coast Rugby Union to play in the state championships. Fynn Watson (Year 8) - Represented the region and was selected for Far North Coast Rugby Union to play in the state championships. Isla Gillan (Year 9) - Isla was scouted for many pathways of the women's game, being selected in the Dolphins Rugby Academy and Far North Coast women's team to compete in the NSW Championships. Kordaie Ferguson (Year 8) - after improving his game and impressing, Kordaie was asked to play two years above his age group and represent Cabbage Tree Island in 15's and 17's age groups at the NSW Koori knockout and North coast tribal cup. All students in Rugby Codes were selected in the various BCHS Rugby league teams that represented at CHS carnivals. The 13's boys team were Northern Rivers Country Cup champions and advanced to the regional finals.

Strength and Conditioning: Mentor - H Schmidt. Will Hemsley (Yr7) - NSW CHS Swimming qualified for the final. Connor Ledgzin (Yr 7) - Successful in making the NC championships for Swimming, Cross Country and Athletics. Qualified for the NSW CHS Athletics championships and placed 3rd in U13 High Jump Sam Patch (Yr 9) - Successful in making the NC championships for Cross Country and Athletics. As well as representing the school in numerous sports. Jake Clarke (Yr 9) - Successful in making the NC championships for Cross Country and Athletics. Qualified for NCS CHS cross country and placed 30th in the competition. Marley Donald (Yr 7) - Qualified and participated in NSW CHS / North Coast in Swimming / Cross Country and Athletics. Won the Junior Sportsman of the Year. Angus Gunn (Yr 9) - Represented the school in FNC RL and Athletics, as well as other sporting BCHS Teams Sophie Gaskell (Yr 10) - Successful in representing the school for Cricket and NSW CHS for Swimming and Cross Country. Molly Walsh (Yr 11) - QLD National Premier League (Players Award), Far North Coast Football Team, North Coast Football Team. As a part of the soccer program joined in as well. Other students in the program also made significant improvements in their strength and movement quality. e.g. Push Ups went from 15 to 28 for a student additionally student's movements in the lifts like the Squat and Deadlift have increased dramatically to numbers in the 100 kg. Students have also been introduced into the olympic lifts.

The success of the Sporting Excellence in 2022 has seen the number of applications for 2023 exceed 23 which is a great sign of the positive outcomes the program has. The involvement of outside resources/personnel to assist staff with quality sporting programs assisted with delivery of high quality, professional/elite expert coaching programs to provide appropriate pathways so that students can achieve/excel beyond the realms of the school grounds. The BCHS TSP sporting programs instil a strong culture of responsibility and leadership, producing role models for other BCHS students to follow/look up to within the school and wider school community. It offers opportunities for staff, students and parents to strengthen relationships by working together, which encourages communication and friendships with all involved. The TSP creates connections with providers in QLD. The trip for the end of Year to the Aqua splash was a success and saw 60 students attend and have a great day.

These programs are year-long and are a continuation/ extended as the student athletes progress and achieve short goals. The challenge has been for students to maintain their high levels of attendance during the season of team sports and avoid students skipping due to tiredness, offering alternate activities or recovery options. The program was somewhat also restricted due to the flooding that took place during the beginning of 2022 which impacted venues and student's attendance.

Additional activities provided by the program included; Nutrition seminar in Term 1 which included healthy cooking and eating session Gala day V Alstonville HS Assistance with Primary School sports days Bond University visits to their high-performance unit and included testing and recovery sessions Sports award assembly was successful and positive for all students receiving so positive feedback on a great year's effort. The Friendly Gala Day's strengthened the relationships

within the Ballina Shire's School communities. These also acted as fundraisers for the TSP students' future competitions that were to be held in Sydney and other venues. The students gained lifelong skills in 'events management' and the value of the 'Volunteer', which is another important aspect behind the scenes of sport. This was enabled by the healthy relationship of staff of schools and with the staff of the Ballina Shire Community facilities used. To engage the community, we offered a Nutrition seminar, BOND university visits which were a hit with the students. Often to offer quality presenters and seminars it requires a large cost which is a challenge to get all students involved. The early mornings can sometimes be a challenge for all students to get to, this does mean that some of our best athletes cannot attend.

The engagement of the students in the program is evident. With many students signing up for each year and not dropping out. Often the TSP program has the students who are also selecting our PDHPE elective highlighting an engagement in the subject and career path. The growth of students in the program increased from 88 in 2020 to 95 in 2021 and in 2022 105 students. With many students signing up for each year and not dropping out. Often the TSP program has the students who are also selecting our PDHPE elective highlighting an engagement in the subject and career path. This is evident through the increase in elective selection of Year 9/10 students with us having 4 elective classes in Year 9.

There is no needs-based funding though through the Sporting Schools Grants we have secured \$7,500 in funding for the program in 2022. An additional \$4000 was secured through another NSW Health Grant which helped to upgrade some gym equipment. The number of students selecting the Elective subjects in PDHPE PASS, DEA (S&C) and Outdoor Ed as well as SLR and PDHPE in Senior Stage 6. The growth of DEA (S&C) has been fantastic with the elective now having four stage 5 classes. We have 3 external coaching providers contact us about the program and wish to use the facilities and hire them with a collaboration in our resources and program.

Students joined the program during the year as they have seen it in action and liked what they saw. Negative impacts are the challenges of trying to run the program on a tight budget and not charge the students too much while still offering lots of training, games and experiences. With the popularity of the program we have looked to add MTB to the program in 2023 and increase the scope and depth of what we offer to all students. The survey of the enjoyment and what they like best about the programs and what keeps them coming back.

We currently have issues with linking the early class timetable to the Sentral data on the student's attendance so currently it is hard to keep a digital record and we must stick to paper for true data on student attendance throughout the year and sessions e.g. 95% attendance. Something to investigate and look up next year. We will be looking to access and better use Sentral when completing VTR etc for games. To maintain and possibly improve the student participation numbers we need to use Sentral data and also highlight the strength of the program for future students and parents coming to the school.

To access more student involvement the cost structure of the program will change so there is a training and game fee of \$200 and then there will be add on events e.g. Bond UNI visit which will be user pays. This will keep more students playing and participating but not having to send a lot more cash for things they may not want to do.

Having the right person in the right position on the Bus (E.g. Staff leading the program) is the most effective way to get growth and positive outcomes for the TSP Sports and Programs. Using the data from Touch in 2022 and then the surveys on 2023 we will implement the MTB on a trial basis and also keep rugby codes which was a great success. Our students are benefiting from having the right coaches in the right positions and having a lower entry to participation cost will mean more students who will be successful in the program participating and succeeding.

We have to improve the quality of the Oval and also the weight room as currently this limits our ability to run the programs in the way we would like. At times the oval is too long and can hinder the performance of the students and games. The gym can only really hold 10-15 students and deliver the program without modifications, which are currently made. Allocation of teaching in lieu times has been effective for the staff leading programs.

Using Sentral keeps track of students in the programs and then staff feedback highlights what is working well and then engagements. Fear of staffing funding being reduced is always in the back a great program and it may be limited due to the number of staff or the costs involved.

Strategic Direction 1: Student growth and attainment

Purpose

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

Through developing innovative, inclusive and purposeful teaching and learning practices we will increase student engagement and outcomes

Australian Professional Standards for Teachers; 1, 2 and 4

1. Know students and how they learn
2. Know the content and how to teach it
4. Create and maintain safe and supportive learning environments

Initiatives

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

- Literacy and numeracy growth
- Improving our HSC student outcomes

Resources allocated to this strategic direction

Integration funding support: \$490,978.00

Socio-economic background: \$20,000.00

Per capita: \$54,000.00

English language proficiency: \$14,420.50

Summary of progress

In 2022 we targeted every student in the area of literacy by instigating a vocabulary of twenty words for each unit across the curriculum. Staff completed pre and post testing and we saw an uplift in results. In 2022 we also created accelerated classes in Mathematics and English in year 9 and 10 and we anticipate seeing evidence of impact in the coming years. Learning Support continued to deliver Mat Lit, Quick Smart and LLI. This was hindered by unavailable staff during the course 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
• Increase the percentage of year 7 and 9 students achieving in the top 2 bands of NAPLAN to be above the baseline system negotiated target for numeracy at 18% .	While there has been some movement of students in the moving from middle to top bands, it has not been reflective across all areas. In 2023 greater attention will be given to this through School Strategic Support.
2. The proportion of students achieving in the top 2 bands for NAPLAN Reading shows an uplift of at least 5.9% points from the baseline.	The literacy team has worked on improving our vocabulary across all areas and this is showing results in fields such as spelling. There is more work to be done.
3. The proportion of students achieving in the top 2 bands of the HSC demonstrates an uplift beyond the system generated school baseline data.	The floods and staffing impacted significantly on our senior students, particularly our HSC students. However, more work needs to be done on analysing results of the HSC and working towards short term and long term improvements.

4. The proportion of students achieving in the top 3 bands of the HSC demonstrates an uplift beyond the system generated school baseline data.	The floods and staffing impacted significantly on our senior students, particularly our HSC students. However, more work needs to be done on analysing results of the HSC and working towards short term and long term improvements.
5. Increase the proportion of Aboriginal students attaining their HSC while maintaining their cultural identity.	We have seen an increase in the number of Aboriginal students continuing on to Year 12 and completion of HSC. WE now need to focus on developing our links to further education such as university to see more Aboriginal students pursue this pathway.
6. Increase the percentage of Year 8 and 9 students achieving expected growth in numeracy through the Check-In assessment from 2022 results.	Numeracy growth is happening and this has been as a result , we believe, of the teachers in the Maths Growth Project.
7. Increase the percentage of Year 8 and 9 students achieving expected growth in reading through the Check-In assessment from 2022 results.	Reading continues to be problematic and in 2023 our Literacy and Numeracy team is targeting this area for further professional learning.
8. Increase the percentage of Aboriginal students achieving the top 3 bands in NAPLAN reading	While we are seeing some movement we are no where near meeting our targets in this area.
9. Increase the percentage of Aboriginal students achieving the top 3 bands in NAPLAN numeracy	While we are seeing some movement we are no where near meeting our targets in this area.

Strategic Direction 2: Quality Teaching and Collaboration Excellence in Teaching through Collaborative Practices

Purpose

The school situational analysis identified the need for greater teacher professional learning driven by High impact Professional Learning. Involving strong and authentic partnerships with AECG, Bunjum, parents, carers and continuing to connect with our community is central to quality teaching, learning, and collaboration. This has again been supported by the Sef-sa in 2022

Through developing an explicit focus on excellence in teaching with strong purposeful professional development programs and collaborative relationships we will increase student engagement and learning outcomes.

Australian Professional Standards for Teachers; 1, 3 and 5

1. Know students and how they learn
3. Plan for and implement effective teaching and learning
5. Assess, provide feedback and report on student learning

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.

- Quality Teaching Environments
- Safeguarding Kids Together

Resources allocated to this strategic direction

Socio-economic background: \$85,000.00
Low level adjustment for disability: \$120,000.00
Professional learning: \$47,000.00
Aboriginal background: \$197,661.00

Summary of progress

While our intentions were specific and explicit targets, this was hampered greatly by the floods in 2022. We had transient students, unfilled qualified staff and a significant number of staff and students with mental health needs. We undertook towards the end of the year, Safeguarding Kids Together and this gave us a platform to plan for 2023. We also began the training with the Berry Street Educational Model.

Some learning walks occurred but it was limited.

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
Data from Learning Walks informs teacher learning and practice	We are committed to ensuring our staff collaborate and share. All our work is on Google Classrooms and staff and students use this accordingly.
Collaborative practices guide and inform teaching and learning programs	The Berry Street Model has reaffirmed the importance of Learning Intentions and Measures of Success as a significant factor in classroom practice. In 2023, we will be revisiting our agreed protocols and targeting this as an area of professional growth for all teachers.
What Works Best professional learning is evident in the classroom practice.	100% staff set their own professional goals. 100% staff met the Australian Teaching Standards.
Staff use learning intentions and measures of success in all lessons	

Staff gather feedback from students on their teaching to inform and reflect on where to next.

All staff use PDPs to inform practice and professional Learning

Strategic Direction 3: Learning and Engagement

Purpose

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

Initiatives

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

- Learning and Engagement
- Know our students

Resources allocated to this strategic direction

Student support officer (SSO): \$96,233.00

Socio-economic background: \$45,000.00

Professional learning: \$70,000.00

Per capita: \$66,000.00

Location: \$9,500.00

Low level adjustment for disability: \$15,000.00

Integration funding support: \$174,777.00

Summary of progress

Attendance was heavily impacted on by the floods. In 2022 we became part of an Attendance Program and are working assiduously as a team, supported by external people, to improve our attendance data. Having no HSLO in the last terms did hamper us.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the attendance of students from 83.64% to 84% by 2022.	BCHS has a targeted attendance program that is led by HT Administration. We continued to have difficulties with staff marking rolls correctly and attention was given to their professional development in this area. Attendance is also highlighted every Friday in Hub
Increase sense of well being from 62.89 to 67% (State average is 66% using Tell Them From Me annual data.	<p>Learning Hubs</p> <p>As a point of difference, we need to ensure they are used as teaching time...learning time, and developing strategies to support all students to be known, valued, and cared for and to progress their learning every year.</p> <p>We have dedicated staff time for the Hubs to meet each Tuesday and they design their scope and sequence and complete the Collaborative Response program.</p> <p>The impact of the floods certainly created a number of challenges for staff and students, the most impactful being loss of homes.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$665,755.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Ballina Coast 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"> • Literacy and numeracy growth • Know our students <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • implementation of targeted programs to differentiate teaching and learning programs • staffing release for targeted professional learning around <p>The allocation of this funding has resulted in the following impact: Individual students being supported to achieve their potential and to feel safe and happy at school.</p> <p>After evaluation, the next steps to support our students will be: Using the IER procedures, ensure that we are having enough staff and expertise to complete the individual plans so that all students and their needs are met.</p>
<p>Socio-economic background</p> <p>\$150,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ballina Coast High School who may be experiencing educational disadvantage as a result of their socio-economic background.</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"> • Literacy and numeracy growth • Quality Teaching Environments • Safeguarding Kids Together • Know our students <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 BSME and CR to support student learning • employment of additional staff to support Literacy and Numeracy program implementation. • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Individual students being given targeted and explicit support. Engagement of parents and carers in educational decisions to support their child. Lessening the impact of the floods on mental health and educational needs</p> <p>After evaluation, the next steps to support our students will be: To continue to recognise the ongoing impact of the floods on our young people and hence the implementation of the BSMS to support trauma informed teaching and learning.</p>
<p>Aboriginal background</p> <p>\$197,661.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ballina Coast High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p>

<p>Aboriginal background</p> <p>\$197,661.00</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"> • Quality Teaching Environments <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • employment of specialist additional staff (SLSO) to support Aboriginal students • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: Staff at BCHS have all completed a Turning Policy into Action and had cultural awareness training. We are seeing more Aboriginal Perspectives embedded in our curriculum.</p> <p>After evaluation, the next steps to support our students will be: Ensuring 100% Aboriginal students have an authentic and meaningful PLP.</p>
<p>English language proficiency</p> <p>\$14,420.50</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Ballina Coast 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"> • Literacy and numeracy growth <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 initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement Individual Educational Plans for all EAL/D students <p>The allocation of this funding has resulted in the following impact: WE only had a small cohort of ESL students in 2022. They were supported by an ESL teacher.</p> <p>After evaluation, the next steps to support our students will be: While the ESL teacher only had a 0.2 load, we employed her 1.0 as a librarian and she was readily available each day to support our ESL students who felt connected and supported by her.</p>
<p>Low level adjustment for disability</p> <p>\$135,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Ballina Coast High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</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"> • Quality Teaching Environments • Know our students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • 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

<p>Low level adjustment for disability</p> <p>\$135,000.00</p>	<p>implementing speech and OT programs developed by specialists</p> <p>The allocation of this funding has resulted in the following impact: All students with identified needs being supported in the classroom and all staff supported in their teaching of these students.</p> <p>After evaluation, the next steps to support our students will be: Continue to highlight the use of Cheat Sheets with staff so they are well positioned to meet the individual learning needs of all their students.</p>
<p>Location</p> <p>\$9,500.00</p>	<p>The location funding allocation is provided to Ballina Coast 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"> • Know our students <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • student assistance to support excursions • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: These funds were used to support needs based excursion and technology resources for students, specifically flood affected students.</p> <p>After evaluation, the next steps to support our students will be: The vouchers that were given to all students certainly supported our families and young people in 2022. We will continue to support our young people through what ever funds are needed.</p>
<p>Professional learning</p> <p>\$117,000.00</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 Ballina Coast 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"> • Quality Teaching Environments • Safeguarding Kids Together • Know our students <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Targeted professional learning <p>The allocation of this funding has resulted in the following impact: Staff used their PDPs to target professional learning to meet their needs. Whole school TPL was focused on SGKT and BSEM.</p> <p>After evaluation, the next steps to support our students will be: We will continue to have staff identify their own professional learning through their PDPs.</p>
<p>COVID ILSP</p> <p>\$163,272.00</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 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>

<p>COVID ILSP</p> <p>\$163,272.00</p>	<ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: Some support for students as not being able to find staff to deliver programs saw us not spend the funds fully.</p> <p>After evaluation, the next steps to support our students will be: Great initiative to support students.</p>
<p>Student support officer (SSO)</p> <p>\$96,233.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Ballina Coast 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"> • Know our students <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Student Programs and individualised support • Community engagement and education <p>The allocation of this funding has resulted in the following impact: The Student Support Officer has established meaningful trusted relationships with 50% of the student population. The student Support officer is integral to our Wellbeing team and leads SRC at BCHS</p> <p>After evaluation, the next steps to support our students will be: In 2023 the the SSO will continue to work closely with the HT Wellbeing to deliver programs to meet our students needs.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	486	520	492	467
Girls	369	431	414	403

Student attendance profile

School				
Year	2019	2020	2021	2022
7	91.9	92.3	87.6	81.2
8	89.4	90.0	83.4	80.3
9	87.3	88.9	80.2	74.8
10	83.8	86.9	80.6	73.5
11	84.2	83.5	71.2	72.5
12	91.9	87.4	76.5	76.7
All Years	87.8	88.3	80.7	76.6
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	1	14	17
Employment	3	21	35
TAFE entry	12	9	7
University Entry	n/a	n/a	20
Other	n/a	2	5
Unknown	3	4	16

With travel restrictions eased we had more students choosing to travel overseas and not take up their University places or employment immediately after leaving school. We had 23 School Based trainees in things such as Dental Assisting, Allied Health, Electrotechnology, Animal Care, Automotive, Hospitality, and Business. Our school was part of the EPP program which gave students access to expos such as The Aviation Expo, Switch On, and additional TAFE Tasters.

Year 12 students undertaking vocational or trade training

53.61% of Year 12 students at Ballina Coast High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

91% of all Year 12 students at Ballina Coast 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)	11
Classroom Teacher(s)	54
Learning and Support Teacher(s)	2.4
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	21.37
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	1,887,117
Revenue	15,849,200
Appropriation	14,947,591
Sale of Goods and Services	329,266
Grants and contributions	539,739
Investment income	24,248
Other revenue	8,356
Expenses	-14,741,395
Employee related	-13,351,130
Operating expenses	-1,390,265
Surplus / deficit for the year	1,107,805
Closing Balance	2,994,921

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	665,755
Equity Total	987,815
Equity - Aboriginal	196,970
Equity - Socio-economic	388,586
Equity - Language	14,421
Equity - Disability	387,837
Base Total	10,931,564
Base - Per Capita	241,162
Base - Location	9,287
Base - Other	10,681,115
Other Total	1,361,924
Grand Total	13,947,058

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

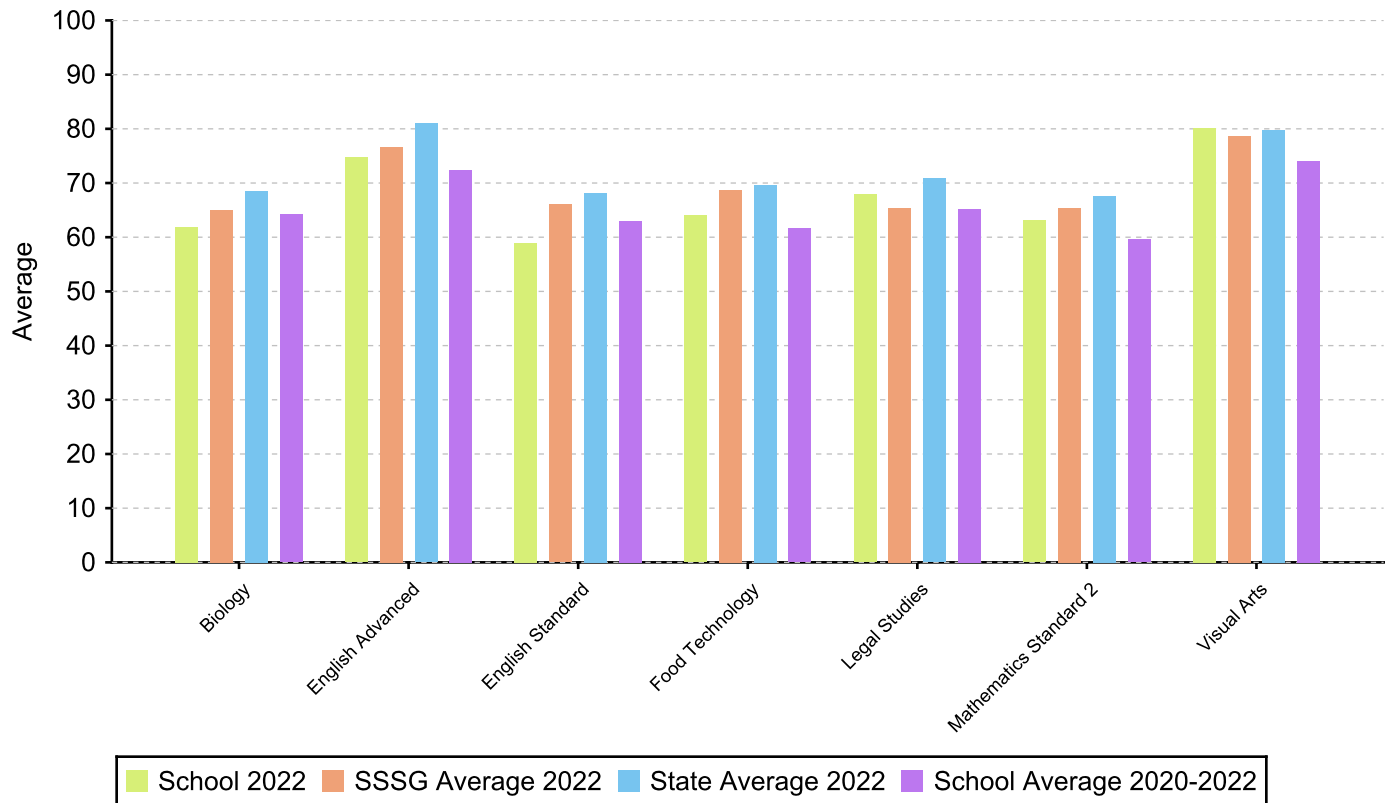
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 2022	SSSG	State	School Average 2020-2022
Biology	61.9	65.0	68.5	64.2
English Advanced	74.7	76.6	81.0	72.3
English Standard	58.9	66.0	68.1	63.0
Food Technology	64.0	68.7	69.7	61.6
Legal Studies	67.9	65.4	70.8	65.2
Mathematics Standard 2	63.1	65.4	67.6	59.6
Visual Arts	80.1	78.6	79.8	74.1

Parent/caregiver, student, teacher satisfaction

The 2022 TTFM survey indicated parents involvement with the school. Thirty four parents completed the survey. While 2022 was an exceptional year for our community in terms of COVID impact, housing prices, limited rental and the impact of flooding on our communities, the results on the survey could not be seen as atypical. We have only a few parents and carers who attend our Friends of Ballina Coast High School. Our parents and carers are supportive of our school and facebook activity comments attest to this. Parents and carers do come and speak to us if unhappy and we share a common goal of trying to do the best for their child. Our students results from the TTFM survey came from 266 students. Again, trauma had played a significant role in the lives of many in 2022 and the Learning Hub Coach was a continual and consistent support for our students. We continue to show growth in cultural awareness but still need to develop aspirations for a large portion of our students. Only about 40% students felt challenged in their classes and confident in their skills. Sixteen staff completed the survey identifying us above the norm in areas of inclusivity and collaboration.

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.