

2022 Annual Report

Northern Beaches Secondary College Balgowlah Boys Campus



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Introduction

The Annual Report for 2022 is provided to the community of Northern Beaches Secondary College Balgowlah Boys Campus as an account of the school's operations and achievements throughout the year.

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

School contact details

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Message from the principal

It is with great pride that I present this 2022 report detailing the achievements of our comprehensive boys' school. Once again, our school achieved outstanding results in external tests, assessments and competitions continuing the trend of academic improvement. This was best reflected in the HSC results in which this school achieved the rank of 7th in HSC for all comprehensive schools in the state. The school's motto "By Effort We Achieve" is imbued in the school culture, creating a unique environment where personal best is expected. A powerful alliance of talented staff and highly supportive parents have ensured that the school continues to go from strength to strength. Our curriculum is challenging and differentiated with all courses expecting the highest possible outcomes. The school's successes in sport were once again outstanding being named the champion sporting school in the zone. Amongst many outstanding individual performances throughout the year a number really stood out. Students were selected to represent Australia in Water Polo, Rugby Union, Baseball and Swimming. We were once again state champions in water polo, touch football and rowing. The school captain, Seb Bush was selected as the NSW Sportsman of the year. The extensive co-curricular and leadership programs allow opportunities for students to fulfill their interests and develop citizenship. In the realm of performing arts the school performed at evenings such as the annual concert and drama production, both outstanding productions. Students also participated in regional debating drama and dance festivals. The active recognition of student voice through the Junior and Senior Leadership Teams and other leadership pathways has enhanced student wellbeing and helped achieve a positive school ethos. In 2022 school and community funding has been acquired to refurbish a further 20 classrooms and an upgrade to the School Hall. I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Paul Sheather

School vision

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

School context

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

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

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

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

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

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

Self-assessment and school achievement

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

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

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

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

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Professional learning: \$20,000.00

Integration funding support: \$70,000.00

Low level adjustment for disability: \$52,000.00

Per capita: \$10,000.00

English language proficiency: \$20,000.00

Summary of progress

- TPL for explicit delivery of writing was held for all faculty representatives. Faculties developed extended response exemplars and delivered to stage 5&6. Students samples were collected and reviewed by senior executive.
- Teams from PDHPE and HSIE participated in a series of HITPL with instructional leaders to enhance explicit delivery of writing for stage 6. Evidence from teacher feedback surveys and data analysed from 2022 HSC results in course areas.
- Nine new and beginning teachers participated in a series of Instructional Rounds; "Engaging Boys in the Classroom", "Explicit Delivery of Content"; "Writing and Teaching".
- All staff participated in an introductory "Numeracy Across KLA" professional learning. The Numeracy Team developed a whole school TPL and resources from the HUB. Due to lack of casual relief TPL was unable to go ahead to complete this Activity in 2022. This will be re-scheduled in term 1 2023.
- The Numeracy Team developed a Reading Across KLA resources from the HUB. Due to lack of casual relief TPL was unable to go ahead to complete this Activity in 2022. This will be re-scheduled in term 1 2023.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
NAPLAN Top 2 Bands - Reading Improvement in the percentage of students achieving in the top two bands to be at or above the school's lower bound system-negotiated target in Reading of 50.8%	41.3% of students achieved in the top two bands in NAPLAN reading indicating progress yet to be seen toward the lower-bound target. of 48%. While this figure is significantly below the target, Balgowlah Boys transitioned to online testing in 2022 and this makes comparisons of data difficult.
Attendance Improvement in the percentage of students attending school more than 90% of the time to be above the school's lower bound system-	43.6% of students attended for 90% or more of the year in 2022. This data was severely impacted by Health Orders.

negotiated target of 81.1%	
Increase the percentage of HSC course results in the top two bands to be above the school's lower bound system-negotiated target of 50.8%	56.3% of students achieved in the top 2 bands in the 2022 HSC. This places the school 7th in the state amongst comprehensive high school.
NAPLAN Top 2 Bands - Numeracy Improvement in the percentage of students achieving in the top two bands to be at or above the school's lower bound system-negotiated target in Numeracy of 70.2%	57% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen toward the lower-bound target. While this figure is significantly below the target, Balgowlah Boys transitioned to online testing in 2022 and this makes comparisons of data flawed. When you compare Balgowlah's to state figures, Balgowlah Boys average Numeracy score is 20 points above similar schools and 56 points above state average. Students of this comprehensive school scoring significantly higher than state.
NAPLAN Expected Growth - Reading The percentage of students achieving expected growth in NAPLAN Reading moving towards the school's lower bound system-negotiated target of 89.1%	No growth data available in 2022
NAPLAN Expected Growth - Numeracy The percentage of students achieving expected growth in NAPLAN Numeracy moving towards the school's lower bound system-negotiated target of 95.35%	No growth data available in 2022

Strategic Direction 2: Towards a Flourishing Community

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Flexible Funding for Wellbeing Services: \$5,000.00

Integration funding support: \$5,000.00

Student support officer (SSO): \$5,000.00

Low level adjustment for disability: \$7,000.00

Summary of progress

- Mentoring Program has now been integrated into the Year 10 Careers Program for 2023.
- New staff observe expert teachers in the Bally context and Shared practice at SDD regarding High Expectations is continued and built upon by HT's and staff
- Significant progress made in the referral process which has now been streamlined.

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
Mentoring For Student Achievement 2 year 10 Cohorts have gone through the program (>50 Students). Data is used to inform classroom practice and subject selection. A decrease in behavioural issues and increased attendance is mapped against cohort's data. 5-10% improvement in attendance/behaviour data Staff are comfortable and confident in working through the CANVAS resources Staff are further supported by specific mentor teacher training sessions.	Program impacted due to staffing issues. Program has now been integrated into the Year 10 Careers Program for 2023. This will allow us to collect data from every student in Year 10 and and used to support the transition into either Stage 6 or to post school opportunities.
Whole school classroom management Professional Learning (PL) <ul style="list-style-type: none">• New staff observe expert teachers in the Bally context• Shared practice at SDD regarding High Expectations is continued and built upon by HT's and staff	TPL for staff have been run with an emphasis on high expectations and explicit instruction. Focus has been placed on teachers providing engaging lessons and feeling confident in building relationships and dealing with difficult behaviour. Sessions for new teacher induction and formal check ins completed. Staff have been instructed on new Behaviour Support Management Policy.

<ul style="list-style-type: none"> • A 5% decrease in referrals for stress and anxiety from students. • Survey data from staff indicate a 5% decrease in stress and anxiety. • Instructional lead teachers filmed to demonstrate their best practices. The 'Bally Videos of Best Practice' can be added to Canvas and used as ongoing reflective tool for all staff. • Practical TPL on every day school processes. 	<p>DP and HT Wellbeing have now set up Sentral notifications to assist teachers in recording the support they have offered in the classroom prior to escalating behaviours of concern to their HTs.</p>
<p>Referral Process</p> <p>Student self referral forms are built and used by students. 5% increase in student self referrals.</p> <p>Use data from teacher referrals to provide staff with PD or support. Links to be included in referral form to provide internal or external support.</p> <p>Strategic wellbeing policy referral. Processes in building confidence and capacity.</p> <p>Staff accountability and provocativeness in both wellbeing and the referral process. Whole school face to face TPL.</p> <p>TPL instructional videos available on Canvas staff TPL page explicitly on referral processes (when to refer) , N-Award processes, behaviour management systems, logging Sentral data).</p>	<p>Significant progress made in the referral process which has now been streamlined.</p> <p>Parent and Teacher referrals communicated to school community and increase in referrals is evident allowing Wellbeing staff to be assigned to work on individual Wellbeing matters.</p> <p>Wellbeing Team currently working on Positive Reward system with focus on communication to Parents and students to promote positive behaviour.</p>

Strategic Direction 3: Student Success Beyond Beyond Bally

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Aboriginal background: \$8,000.00

Refugee Student Support: \$923.04

Socio-economic background: \$12,000.00

Summary of progress

Flexibility of curriculum delivery was further developed in 2022 with an acceleration program for targeted students in stages 5 and 6. Students were accelerated into stage 5 French and Stage 6 Music 2 courses. The Curriculum Team introduced a HPGE Mentor program to support accelerated students and co-ordinate timetabling and assessment.

The Entrepreneurial program was introduced into Year 10 through a partnership with Seven Mile and the DET Regional Industries and Education Pathways. Survey data indicated high levels of student satisfaction, with many students offered intern opportunities with partner business. A Balgowlah team won the state SevenMile Entrepreneurial Competition.

The ATSI Mentor Team developed and installed a First Nations Mural. The program was funded by the P&C, consultation was through the local AECG and Indigenous students led the installation of native fauna and flora from their country.

The cross KLA Learning Centre for students where they are taught study and organisational skills to effectively support them in being successful, confident and articulate learners was introduced. Support was provided once a week according to stage levels in all subject areas by opening Learning Centre. This engaged Bally Old Boys who voluntarily provided mentoring which created a connection within the alumni community. This assisted and provided positive role models as well as developing a flourishing learning community.

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
Facilitation of acceleration pathways for stages 5 and 6.	11 students were accelerated in two courses in 2022. 8 students into Preliminary Music 2 and 3 students into year 10 French. This is the first time this program has been introduced into the school.
Introduction of new Vocational and Education subjects into stage 5 and 6.	Two new VET subjects were introduced into 2022, ITD and Entertainment, this lifted the number of students studying VET subjects in Year 11 by 18%.
Introduction of community specialists into KLA's.	90% of Indigenous students participated in the school's first Aboriginal artist in residence program. The mural was installed in 2022 in the canteen courtyard. A member from NSA presented to year 12 Physics students on space travel and rocketry.
Introduction of Beyond Bally Program of	The "Beyond Bally Program" ran in 2022 with community and ex-students

presenters and tutors for after-school groups.

volunteers. 85 students attended these sessions in 2022.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$185,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Northern Beaches Secondary College Balgowlah Boys Campus in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • New and Beginning Teacher Professional Learning • Student Mentoring • Numeracy across school • Data Analysis Informing Learning Support • Explicit Delivery of Critical Thinking • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for targeted professional learning around [course] • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] • consultation with external providers for the implementation of [strategy] <p>The allocation of this funding has resulted in the following impact: Quality teacher professional learning around data analysis to identify students with learning deficit. Quality teacher professional learning in differentiating for students with moderate to high level of support needed.</p> <p>After evaluation, the next steps to support our students will be: Professional learning for new and beginning teachers in supporting high need students. Further development of shared resources for supporting these students across all KLA.</p>
<p>Socio-economic background</p> <p>\$24,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Northern Beaches Secondary College Balgowlah Boys Campus who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Beyond Bally Learning and Study Skills Centre • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Beyond Bally Tutoring <p>Small group Learning Assistance for KLA specific literacy.</p> <p>The allocation of this funding has resulted in the following impact: 83 students participated in Beyond Bally tutoring in after school tutorials throughout 2022. Survey of students indicated greater confidence in preparation for assessments. Targeted students demonstrated significant improvement in check-in data for 2022.</p> <p>After evaluation, the next steps to support our students will be: Further use of student performance data to identify areas of deficit in literacy.</p>
<p>Aboriginal background</p> <p>\$8,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Northern Beaches Secondary College Balgowlah Boys Campus. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p>

<p>Aboriginal background</p> <p>\$8,000.00</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"> • Enhanced community partnerships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in the following impact: Community involvement with a cultural inclusion activity - Aboriginal Mural. Consultation with local community. Collaboration with local indigenous artist.</p> <p>After evaluation, the next steps to support our students will be: Develop further cultural recognition and immersion activities.</p>
<p>English language proficiency</p> <p>\$20,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Northern Beaches Secondary College Balgowlah Boys Campus.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Analysis Informing Learning Support <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: While funding was available, due to lack of supply of support staff these initiatives had limited opportunity in 2022.</p> <p>After evaluation, the next steps to support our students will be: Funding to be rolled over into 2023 and these initiatives will be re-started.</p>
<p>Low level adjustment for disability</p> <p>\$59,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Northern Beaches Secondary College Balgowlah Boys Campus in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • New and Beginning Teacher Professional Learning • Whole school classroom management Professional Learning (PL) • Explicit Delivery of Critical Thinking <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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: While funding was available, due to lack of supply of support staff these initiatives had limited opportunity in 2022.</p> <p>After evaluation, the next steps to support our students will be: Funding to be rolled over into 2023 and these initiatives will be re-started.</p>

<p>Professional learning</p> <p>\$20,000.00</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 Northern Beaches Secondary College Balgowlah Boys Campus.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • New and Beginning Teacher Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Instructional rounds for new and beginning teachers <p>The allocation of this funding has resulted in the following impact: While funding was available, due to lack of supply of support staff these initiatives had limited opportunity in 2022.</p> <p>After evaluation, the next steps to support our students will be: Funding to be rolled over into 2023 and these initiatives will be re-started.</p>
<p>Refugee Student Support</p> <p>\$2,023.04</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Beyond Bally Learning and Study Skills Centre • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release time for staff to provide targeted support to students, including mentoring and tutoring <p>The allocation of this funding has resulted in the following impact: All refugee students in the school had a ILP developed by the Learning Support Team. Students were withdrawn in small groups for support with subject specific literacy support.</p> <p>After evaluation, the next steps to support our students will be: Provide additional and ongoing literacy support for these students.</p>
<p>Student support officer (SSO)</p> <p>\$5,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Northern Beaches Secondary College Balgowlah Boys Campus</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Mentoring <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Additional teacher employed to mentor stage 5 students through wellbeing and careers classes. <p>The allocation of this funding has resulted in the following impact: 30 targeted Year 10 students had fortnightly meetings with a mentor that developed their learning goals and supported them with careers education. These students were then given the opportunity to be part of the RAISE mentoring program.</p> <p>After evaluation, the next steps to support our students will be: Continue this program into 2023, further developing the data used to identify students in need.</p>

<p>COVID ILSP</p> <p>\$20,000.00</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 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 <p>The allocation of this funding has resulted in the following impact: While funding was available, due to lack of supply of support staff these initiatives had limited opportunity in 2022.</p> <p>After evaluation, the next steps to support our students will be: Funding to be rolled over into 2023 and these initiatives will be re-started.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	1038	1143	1175	1171
Girls	0	0	0	0

Student attendance profile

School				
Year	2019	2020	2021	2022
7	91.6	94.9	93.2	87.7
8	90.1	92.8	91.9	86.4
9	88.4	93.9	90.5	85.2
10	87.3	92.2	91.9	84.7
11	82.9	96.0	91.9	89.5
12	91.1	95.0	92.8	89.5
All Years	88.8	94.0	91.9	86.9
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	0.5	5.8	N/A
Employment	N/A	2.8	8
TAFE entry	N/A	5.2	16
University Entry	N/A	N/A	72
Other	N/A	N/A	4
Unknown	N/A	N/A	N/A

Year 12 students undertaking vocational or trade training

29.41% of Year 12 students at Northern Beaches Secondary College Balgowlah Boys Campus undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

95.2% of all Year 12 students at Northern Beaches Secondary College Balgowlah Boys Campus 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)	13
Classroom Teacher(s)	60.6
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.2
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	14.77
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	1,897,755
Revenue	14,082,347
Appropriation	12,858,229
Sale of Goods and Services	204,508
Grants and contributions	984,055
Investment income	30,418
Other revenue	5,138
Expenses	-13,764,127
Employee related	-12,059,803
Operating expenses	-1,704,324
Surplus / deficit for the year	318,220
Closing Balance	2,215,975

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	179,703
Equity Total	306,952
Equity - Aboriginal	7,358
Equity - Socio-economic	27,414
Equity - Language	109,128
Equity - Disability	163,052
Base Total	11,380,704
Base - Per Capita	296,798
Base - Location	0
Base - Other	11,083,907
Other Total	833,981
Grand Total	12,701,340

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

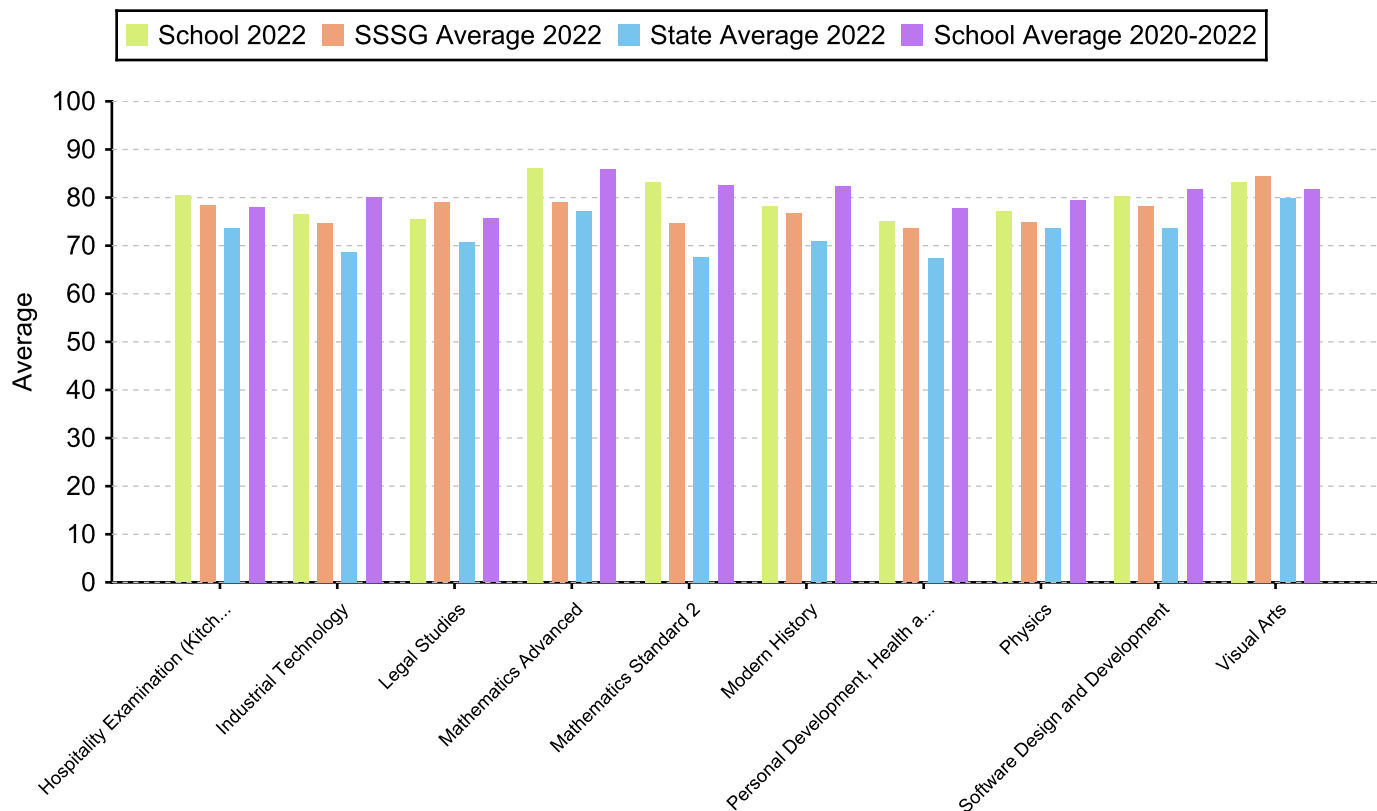
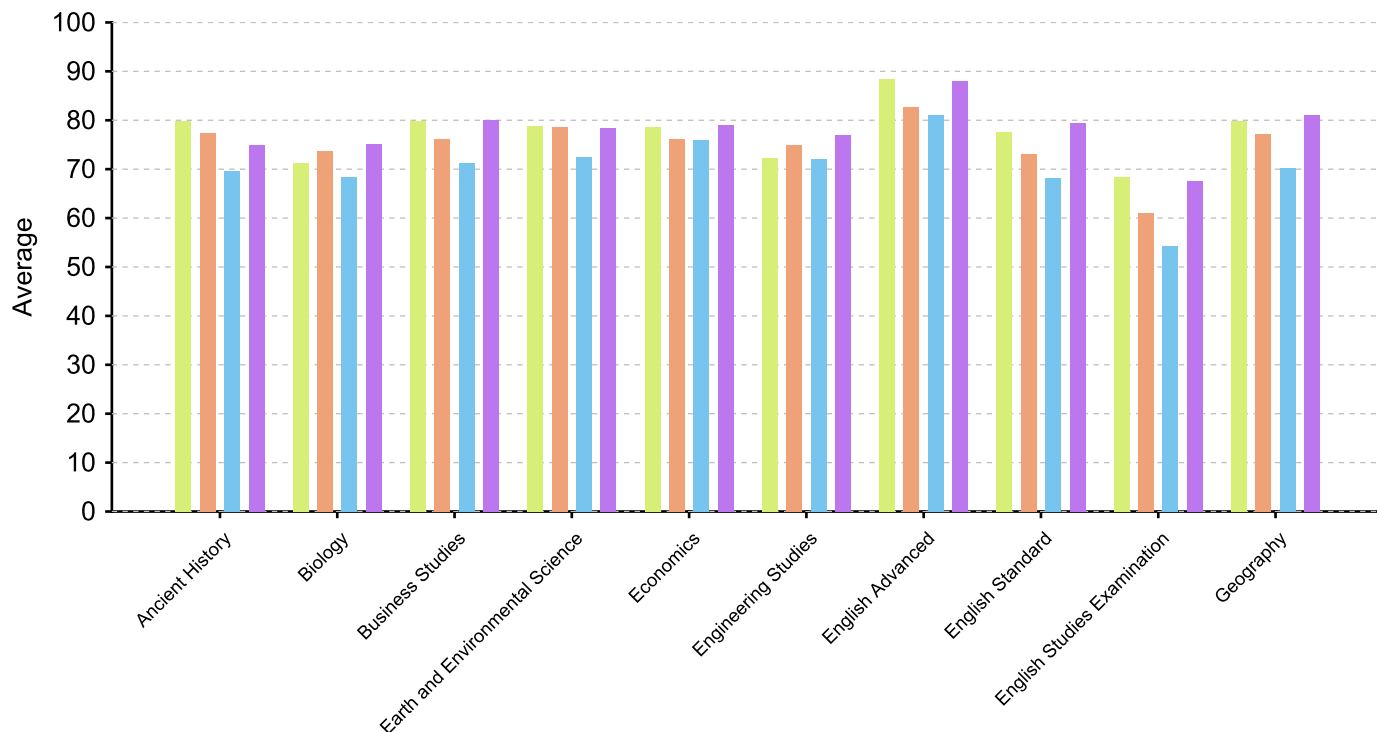
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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
Ancient History	79.8	77.4	69.6	74.9
Biology	71.2	73.8	68.5	75.1
Business Studies	79.8	76.2	71.2	80.1
Earth and Environmental Science	78.9	78.5	72.5	78.5
Economics	78.7	76.2	76.0	79.1
Engineering Studies	72.3	74.9	72.0	77.1
English Advanced	88.4	82.7	81.0	88.0
English Standard	77.6	73.0	68.1	79.4
English Studies Examination	68.3	61.1	54.3	67.6
Geography	79.9	77.2	70.2	81.1
Hospitality Examination (Kitchen Operations and Cookery)	80.4	78.4	73.7	78.0
Industrial Technology	76.5	74.7	68.6	80.1
Legal Studies	75.6	79.0	70.8	75.7
Mathematics Advanced	86.1	79.0	77.1	86.0
Mathematics Standard 2	83.3	74.6	67.6	82.7
Modern History	78.2	76.8	70.9	82.4
Personal Development, Health and Physical Education	75.2	73.6	67.5	77.8
Physics	77.1	74.8	73.5	79.5
Software Design and Development	80.3	78.2	73.7	81.8
Visual Arts	83.3	84.5	79.8	81.8

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. The school utilises the Tell Them from Me survey and a report of the responses is presented below.

All groups within the school community gave positive feedback for sense of belonging within the school. In particular, students and staff acknowledge the culture of high expectations and high achievement. Students indicated that they feel physically and emotionally safe at the school and that their teachers help them to achieve their personal best. They also reported that they are pleased with the ongoing improvements in the physical environment of the school and the increasing technology provided. The results indicated a high level of satisfaction with the school's programs.

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.