Introduction

The Annual Report for 2016 is provided to the community of Byron Bay 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 school 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.

Peter King
Principal

School contact details

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6685 8188
School background

School vision statement

Our Purpose

We passionately educate, inspire and nurture our students so that the future is theirs.

Our Vision

We passionately develop educational excellence in our students by providing dynamic and innovative teaching and learning programs which allow students to achieve their potential and experience personal success. We bring inspiration, opportunity and enrichment to every BBHS student.

Our students develop their sense of belonging to BBHS and our wider community by celebrating respect and understanding of each other’s culture, ethnicity, age, gender, sexuality, religion and ability. We foster our students’ appreciation of their responsibilities to others and an understanding of their individual and collective responsibility for the environment, equity and social justice.

Our students are confident, flexible, empowered and have a strong commitment to themselves, their future and their community. Our students develop and sustain genuine relationships based on honesty, respect and integrity.

We harness and promote the unique position of BBHS and celebrate its diverse and united community. We serve the community of Byron Bay by delivering outstanding educational programs for students which enrich and cultivate their academic, creative, social and personal development.

We ensure shared decision making underpins the school’s culture of innovation, mutual support, critical reflection and collective accountability.

We maintain a safe and purposeful learning environment by providing comprehensive welfare programs and a supportive, caring environment.

School context

We respectfully acknowledge the Arakwal people of the Bundjalung nation, on whose land we learn and work together.

BBHS is the school of choice in the Byron Bay area and we value our outstanding reputation in the community.

Byron Bay is one of Australia’s famous tourist destinations. It is acclaimed for its beaches, art, fashion, food, music, designers, film makers, writers, athletes, actors and healers. Byron Bay has the highest percentage of creative people per capita in Australia and our students reflect this richness. Our school plan directly addresses the directions our students, parents and staff feel are most important for our school.

Our school's FOEI (Family occupation and education index) is 60 compared to the state average of 100. This means our school ranks in the top 20% of socio economically advantaged schools in NSW.

The school enjoys high quality facilities in a beautiful bush and beach setting. The school is renowned for and extremely proud of its strong community support and connectedness.

Byron Bay High School executive and staff are committed to 21st century learning pedagogies. Our students’ learning is enriched by an exceptional creative and performing arts program. We run extension academic, sporting and cultural programs.

We pride ourselves on developing outstanding citizens who have a strong sense of empowerment and add value to society.
Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

Learning

Our school analysed the difference between the average NAPLAN scores of low SES students (students in the bottom half of SES statewide) and high SES students (students in the top half). Negative values indicate that low SES students have lower average scores than high SES students.

In Yr 7 the relative performance of our low SES students was only 7.4% lower than high SES students. This compared to the average in NSW government schools of 62% lower. We performed more than four times better than other schools in NSW with a similar FOEI to BBHS (~32.5%).

In Yr 9 the relative performance of our low SES students was only 15.7% lower than high SES students. This compared to the average in NSW government schools of 58% lower. We performed two times better than other schools in NSW with a similar FOEI to BBHS (~30.4%).

Our school analysed the difference between the average NAPLAN scores in Yr 7 & 9 of Aboriginal students and non-Aboriginal students.

In Yr 7 the relative performance of our Aboriginal Yr 7 students was only 13.5% lower than non-Aboriginal students. This compared to the average in NSW government schools of 58% lower. We performed more than two times better than other schools in NSW with a similar FOEI to BBHS. (~32.1%)

In Yr 9 the relative performance of our Aboriginal Yr 9 students was only 1% lower than non-Aboriginal students. This compared to the average in NSW government schools of 57% lower. We performed more than twenty five times better than other schools in NSW with a similar FOEI to BBHS. (~5.9%)

The attendance of Aboriginal students at BBHS is just 1% lower than the attendance of non Aboriginal students. This compared to the average in NSW government schools of 11% lower for non-Aboriginal students. We performed more than five times better than other schools in NSW with a similar FOEI to BBHS. (~5.9%)

Our school analysed the proportion of students achieving in the top two bands of NAPLAN in Reading and Numeracy.

In Yr 7 35% of our students achieved in the top two bands of NAPLAN. This compared to the average in NSW government schools of 26%.

In Yr 9 24% of our students achieved in the top two bands of NAPLAN. This compared to the average in NSW government schools of 22%.

Leading

The school worked on the introduction of STEM and PBL in stage 4 curriculum. This involved significant professional learning for staff and the purchasing of additional resources. The school developed and resourced new learning spaces for the introduction of these courses in 2017.

The school executive led the implementation of a new 7 day cyclic timetable in 2016. The new timetable has enabled the development of better teaching and learning strategies and relationships with students.

The school executive led the introduction of peer observation and feedback for every teacher at BBHS.

The school executive continued work with the Principal School Leadership, Mr David Silcock, on the collaborative growth model. This model uses guiding questions to facilitate professional learning and continued growth. This initiative will continue in 2017.

We analysed the proportion of HSC students who receive an ATAR. At BBHS the proportion is 80% of HSC students who receive an ATAR as compared to the NSW government school average of 71%.

We analysed the proportion of Yr 10 students who went on to complete the HSC. At BBHS the proportion of Yr 10
students who went on to complete the HSC was 70% as compared to the NSW government school average of 65%.

Teaching

Our school revised teaching and learning programs and assessment tasks for Stage 4 students throughout 2016. This entailed the allocation of extensive professional learning resources.

The school implemented personal development plans for all teachers which included peer observation and feedback. This entailed the allocation of extensive professional learning resources. This collaboration is seen as a model for further work in 2017.

Early career and beginning teachers were developed and supported through the accreditation process with 4 teachers gaining their accreditation for professional competence and 2 teachers maintaining their accreditation. This meant that 22% of our workforce successfully completed their accreditation.

The school executive led the introduction of comprehensive assessment and course information for all students and parents. The creation of these booklets enabled a stronger partnership of learning between the school, our parents and our students.

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

For more information about the School Excellence Framework:

Strategic Direction 1
Excellence and Innovation

Purpose
To continually develop innovative teaching practices that engage, motivate and provide the necessary skills for 21st century learners. To create learning environments that encourage critical and creative thinkers leading to excellence in the classroom and beyond.

Overall summary of progress
Review Stage 4 Teaching and Learning Programs: outstanding progress in providing professional development to school wide staff in response to needs for updating teaching and learning programs. Outstanding progression in teachers modifying class work and assessment tasks to support students with learning difficulties or gifted and talented needs.
Monitoring and Analysing Attendance Data

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Funds Expended (Resources)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review Stage 4 Teaching &amp; Learning Programs: differentiation for GAT &amp; LS students</td>
<td>50 staff trained in 4MAT Basic Training (21hrs Registered PD)</td>
<td>Teacher professional learning funds: 4MAT Training – PD</td>
</tr>
<tr>
<td>Open door Faculty protocols and procedures for creating, delivering and registering quality Scope &amp; Sequences, Programs and Assessment Tasks for every unit of work.</td>
<td>Consistent increase of staff accessing Learning Support Team for assistance – differentiation / adjustments / modifications</td>
<td>Differentiation / Adjustments / Modifications – PD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gifted &amp; Talented – PD</td>
</tr>
</tbody>
</table>

Next Steps
Excellence and Innovation processes transform to deepen understanding for staff in areas of teaching and learning. These new areas are: staff participate in Google Classroom professional development to enable them to run the collaborative platform for students. Staff participate in Formative Assessment professional development to enable them to review and implement necessary changes to assessment tasks. Executive staff create a transparent procedure for registration of Scope & Sequences, units of work and assessment tasks.
Strategic Direction 2

Inspiration, Passion and Creativity

Purpose

To passionately inspire creative excellence in our students by providing dynamic and innovative learning programs which allow students to achieve their potential and experience personal success.

To bring inspiration, opportunity and enrichment to every BBHS student. To educate with connectedness to the real world so our students discover their passion.

To harness and promote the unique position of BBHS and celebrate its diverse and united community.

Overall summary of progress

Performance & Development frameworks focus on teacher professional learning & growth (Collaborative Growth)

In 2016 all staff completed performance and development plans in relation to their own personal growth. Head Teachers worked with staff to refine and develop these plans. All staff completed pre observation meetings with their Head Teacher followed by classroom observations. Head Teachers then used the generative dialogue to explore personal growth in the areas of the teachers choosing. Staff then reviewed their PDP's for the second semester.

In the second semester staff went through the same process with a peer staff member from another faculty in the school. Peers used the generative dialogue to explore the classroom observations and assist in deriving effective feedback for the teacher. The school conducted a peer observation and feedback survey which was completed by 46 staff members at the end of the year with the following conclusions;

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Funds Expended (Resources)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance &amp; Development frameworks focus on teacher professional learning &amp; growth</td>
<td>73% of staff completed an effective pre observation conference. 83% of staff conducted an effective post observation conference. 65% of staff used the generative dialogue's reflective questioning techniques to explore their personal growth. 74% of staff felt the observation and feedback process was effective in allowing them to reflect on their own professional development.</td>
<td>16 teacher relief days were expended in semester one. 10 teacher relief days were expended in semester two.</td>
</tr>
</tbody>
</table>

Next Steps

In 2017 the Collaborative Growth model will be extended to all teaching staff through an EOI process. All the executive staff will continue to use the collaborative growth model. BBHS will share the model with the executive staff of Mullumbimby and Alstonville High Schools.
Strategic Direction 3

Engagement and Collaboration

Purpose

To develop and sustain genuine relationships based on honesty, respect and integrity. To provide an environment where positive relationships flourish built on trust, respect, collaboration, communicationand shared purpose.

To develop our students sense of belonging to BBHS and our wider community by celebrating respect and understanding of each other’s culture, ethnicity, age, gender, sexuality, religion and ability. To foster our students’ appreciation of their responsibilities to others and an understanding of their individual and collective responsibility for the environment, equity and social justice.

Overall summary of progress

In 2016 Byron Bay High School continued to implement Sentral applications to improve administrative processes across the school.

In 2016 further work was done to ensure all year levels can access information about their Courses and Assessments across the year.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Funds Expended (Resources)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use digital resources to improve organisation and communication.</td>
<td>Period by period marking has enriched the accurate data available to staff, students and families around student participation. This data has been published on all school reports. Non attendance in scheduled classes is reported to parents and caregivers in a more timely and accurate manner. The Parent Portal continues to provide more relevant data and information for parent and caregivers. All staff have been trained in the use of Sentral Messaging to assist in school to home communication. Wellbeing applications have been utilised to manage the workflow of the Learning and Support and Student Welfare teams in the school.</td>
<td></td>
</tr>
<tr>
<td>Communicate assessment and course information for all Year levels to the school community</td>
<td>The Year 7 – 9 booklets now contain more detailed information for each course. All 2017 booklets (Years 7–12) were updated and published early in Term 1 2017. These booklets are given in hard copy, published on the school website and Parent Portal and also emailed to all Parents and Caregivers.</td>
<td></td>
</tr>
</tbody>
</table>

Next Steps

In 2017 the Engagement and Collaboration Team intend to work on strategies to positively impact on the engagement of students in Years 9 and 10 (Stage 5). The team will look at three strategies.

1. Improving access to Key Technologies that support teaching and learning programs.

2. Implementation of a strategy to routinely gather and respond to feedback from all students in Years 9 and 10 at the end of their courses.

3. Implementation of a strategy to increase the inclusion of local people and resources in the teaching and learning of Year 9 and 10 (Stage 5) programs.
<table>
<thead>
<tr>
<th>Key Initiatives</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal background loading</td>
<td>All thirty eight Aboriginal students had a personalised learning plan created, implemented and evaluated. The school employed tutors in English, Maths and Science. Teacher, parent and student feedback was collated and evaluated.</td>
<td>$18,508</td>
</tr>
<tr>
<td>English language proficiency</td>
<td>Developing and consolidating EALD students were identified and supported through additional staffing resources. SLSO assisted EALD students to gain necessary English language skills.</td>
<td>$15,178</td>
</tr>
<tr>
<td>Low level adjustment for disability</td>
<td>BBHS expended all $130K is supporting students with low level disabilities in the classroom. The learning support team and school learning support officers adjusted teaching programs and supported teachers in the classroom to differentiate lessons.</td>
<td>$44,454</td>
</tr>
<tr>
<td>Socio–economic background</td>
<td>Uniforms, learning resources, subject fees and excursions were supported on an individual case by case basis. This enabled the full participation of low SES students in BBHS extra curricula opportunities and curriculum programs.</td>
<td>$39,040</td>
</tr>
</tbody>
</table>
As the graph above demonstrates there continues to be strong growth in student enrolments at Byron Bay High School. This improvement has led to enrolments increasing from 647 in 2009 to 844 in 2016.

The gains in attendance made from 2011 (86.8%) to 2015 (89.2%) were not maintained in 2016. The school will need to address the issue of attendance in 2017.

Six Year 12 students completed the Hospitality course, sixteen completed Entertainment, eight completed Beauty Therapy, one completed Automotive, one completed Primary Industries, one completed Animal Studies, one completed Business Studies, one completed Information and Digital Technology, one completed Aviation and one completed Workplace Communication studies.

This represents 31% of Year 12 students taking a vocational course.

105 students attained the HSC in 2016.

### Post-school destinations

<table>
<thead>
<tr>
<th>Proportion of students moving into post-school education, training or employment</th>
<th>Year 10%</th>
<th>Year 11%</th>
<th>Year 12%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeking Employment</td>
<td>3</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Employment</td>
<td>7</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>TAFE entry</td>
<td>2</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>University Entry</td>
<td></td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

### Year 12 students undertaking vocational or trade training

- Six Year 12 students completed the Hospitality course.
- Sixteen completed Entertainment.
- Eight completed Beauty Therapy.
- One completed Automotive.
- One completed Primary Industries.
- One completed Animal Studies.
- One completed Business Studies.
- One completed Information and Digital Technology.
- One completed Aviation.
- One completed Workplace Communication studies.

This represents 31% of Year 12 students taking a vocational course.

### Year 12 students attaining HSC or equivalent vocational education qualification

105 students attained the HSC in 2016.

### Workforce information

#### Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>FTE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teacher(s)</td>
<td>9</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>41.5</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.9</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administration &amp; Support Staff</td>
<td>11.08</td>
</tr>
<tr>
<td>Other Positions</td>
<td>1.7</td>
</tr>
</tbody>
</table>

*Full Time Equivalent
There are currently two indigenous persons employed at Byron Bay HS.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>17</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Early career and beginning teachers were developed and supported through the accreditation process with 4 teachers gaining their accreditation for professional competence and 2 teachers maintaining their accreditation. This means that 22% of our workforce have successfully completed their accreditation.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Income</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>$239,527.43</td>
</tr>
<tr>
<td>Global funds</td>
<td>$737,235.12</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$389,408.12</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$679,962.33</td>
</tr>
<tr>
<td>Interest</td>
<td>$8,476.56</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$47,321.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>$234,809.42</td>
</tr>
<tr>
<td>Total income</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>$208,986.95</td>
</tr>
<tr>
<td>Excursions</td>
<td>$352,628.11</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>$153,614.37</td>
</tr>
<tr>
<td>Library</td>
<td>$11,899.53</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>$0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$401,132.96</td>
</tr>
<tr>
<td>Short term relief</td>
<td>$182,184.23</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>$287,980.70</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>$187,238.15</td>
</tr>
<tr>
<td>Utilities</td>
<td>$137,671.58</td>
</tr>
<tr>
<td>Maintenance</td>
<td>$51,247.98</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>$52,619.67</td>
</tr>
<tr>
<td>Capital programs</td>
<td>$31,594.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>$0.00</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

A full copy of the school’s financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 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.

Yr 7 Literacy data
Yr 7 Numeracy data

Please refer to the attached graphs for the distribution of students across different bands for Year 7 Reading and Year 9 Numeracy. The graphs illustrate the percentage of students in each band, with green bars representing the school average for 2014-2016 and orange bars showing the actual results for the current year. The data indicates that the school’s performance is consistent with the state average, with a slight increase in the number of students achieving higher bands in Year 9 Numeracy.

Delete text not required.
Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).
Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Sixty two parents responded to the Tell Them From Me survey.

Overall satisfaction with the school is very high. Parents feel welcome and informed about their child’s progress. Parent’s support their child’s learning at home and the majority of parents wanted less homework from the school. Parents firmly believe that the school supports learning and positive behaviour. Parents are confident that the subjects their children want to study are available at the school. Overwhelmingly parents felt that BBHS was a safe and inclusive school for their child.

Parental satisfaction is also indicated by the attendance and comments made at P & C meetings, parent information evenings and parent teacher interviews. The school’s reputation within the community is very high. This level of community satisfaction has been demonstrated this year by a steady increase in enrolments over the last five years. Byron Bay High School has developed a reputation as the school of first choice in Byron Bay.

Three hundred and seventy nine students responded to the Tell Them From Me survey. Students felt accepted and valued by their peers. They enjoy positive relationships with their peers. Students have a positive sense of belonging at BBHS. Student have friends at school they trust and who encourage them to make positive choices. Students overwhelming felt that their education would benefit them personally and would have a strong bearing on their future. They value their schooling outcomes. They felt optimistic about their school and their future.

Half of the students at BBHS felt highly challenged and highly confident of their skills in their subjects. This compares favourably to the NSW secondary school average of 42%.

Policy requirements

Aboriginal education

We incorporate into our teaching programs outcomes designed to educate all students about Aboriginal history, culture and current Aboriginal Australia. We recognise and celebrate significant annual events such as NAIDOC week.

Mrs Michelle Lowe was the leader of the school’s Indigenous Education committee in 2016. She assisted staff in promoting an Aboriginal perspective across all faculties and has individually assisted and supported Aboriginal students with academic and welfare issues. The team developed and implemented individual learning plans for all Aboriginal students at BBHS. They managed the expenditure of $30,000 of Norta Norta funding.

Multicultural and anti-racism education

Multiculturalism is part of the cultural heritage of Byron Bay High School due to its location as a draw card for tourists from all over the world. As such the region and the school have a sensitivity to, and understanding of cultural differences. There are many language backgrounds other than English in the homes of students at Byron Bay High.

Several programs explicitly teach about racism and discrimination including the mandatory history and personal development, health and physical education courses in Years 7 to 10.

The school has appointed and trained an Anti–Racism Contact Officer.

Other school programs

Italy 2016

In April, 18 Yr 10 and 11 students and two teachers travelled to Italy for our cultural exchange with Pietro Scalcerle, which is a language based school in Northern Italy. Students were billeted out into host families and spent two weeks living within the family, attending school and visiting the local towns and cities.

Students visited Venice and the Venetian Islands, the Dolomites, Verona and explored the town of Padua. We had a day trip to Lake Garda, a visit to the Duomo and of course shopping. Our final three days were spent in Rome.

This was a wonderful excursion and allowed students to eat amazing food, see incredible history/art/architecture and make new friends.

Year 7 students visited Broken Head Nature Reserve supported by Local Elders, to learn about managing our fragile environment and preserving it for the future generations.

Year 8 students took part in an excursion to Minyon Falls investigating the subtropical rainforest ecosystem and water courses.

Year 10 students investigated coastal processes and dune formation through fieldwork at Tallow in comparison to the gold coast. Mr Lyons coordinated the South Passage.

Sailing excursion where students spent three night aboard a yacht in Moreton Bay sailing and enjoying a range of land and sea based activities.

The 7–11 camp to Evans Head took place over three days involving the peer mentors who trained by Mr Lyons.

The Outdoor Education team took a group of year 8
students camping along the NSW/QLD border between Binna Burra to O'Reillies for three days.

Society & Culture students visited Djanbung Permaculture Gardens and Rainbow Power Company as part of their social and cultural world introduction.

Marine Studies classes achieved their Bronze Medallions and NSW Boat Licences.

Mrs Lowe coordinated a team of students to plant and maintain a Native Bush Tucker garden along with establishing a Compost Recycling Initiative.

Achievements in the Arts

2016 saw a growth of creativity and performance opportunities in music. For the first time in several years, a school band was started up with much interest from the new Yr7’s and 8’s, featuring five clarinets, singers and a rock band line up. The band went on to perform at the end of term 2 at the Murwillumbah Festival of Performing Arts and came back clutching a gold medal for their under 14s band category, performing ‘Smoke on the Water’ as an instrumental and Adele’s ‘Rolling in the Deep’.

STAGE 4 SHOWCASE – In June, the tradition of presenting a stage 4 showcase continued at the school; featuring a wide variety of talented new students. The event was produced by students from the Year 12 VET Entertainment course; gaining valuable experience of real life performance production, including lighting and audio management. Acts included several high quality dance pieces including a new dance ensemble performance, school band performances, individual solos and duos and culminating in a grand finale of the whole of year 7 singing as a massed choir from the stage. Songs included special tributes to David Bowie and Prince. The hall and walls were decorated by a stunning display of stage 4 visual arts including sculpture, ceramics, drawings and paintings for families to admire before and after the performance. There was even a fire show outside and food being served.

DAY 3 SESSIONS – 2016 also saw the starting up of several new performance events for all students, especially for senior music students. The Yr 12 Vet Entertainment students were tasked with the job of organising and running as part of their work experience hours, weekly lunchtime performances. The outdoor ‘Day 3 sessions’ situated outside the music block, proved very popular and a wide variety of musical acts of all ages and genres were showcased to a friendly audience. For some, this has been their first public performance and they have gained confidence from the experience.

FESTIVALS – Isha Law–Stocker and Rhett James from Yr 12 and a year 8 band, ‘East Atlantic’ got to perform at 2016 Bluesfest high school showcase alongside selections from 2 other local schools. Additionally East Atlantic and Yr 9 singer songwriter Isabella Cox went on to win Youth Mentorship opportunities at Mullumbimby Music Festival. The school also presented an hour of music at the M.M.F. youth stage featuring a variety of Byron students, each performing original material, some for the first time in public. It is great to see new partnerships with local festivals developing, providing first class, real world experiences for our students.

ASSEMBLIES– Each term has seen performance–based whole school assemblies where handpicked selections of performers were able to perform in front of the whole school. This and all other events have proved very popular and successful and are hoped to continue through 2017 and beyond. Musical items are also being regularly included at all formal and special assemblies.

Visual Arts continues to be a popular subject amongst the students at BBHS. All classes were at full capacity in 2016 including 3 elective year 9 Visual Art classes, 2 elective year 10 classes plus 2 full capacity Preliminary Visual Arts classes and a large HSC Visual Arts class. Photography is also very popular with students as a creative arts subject.

The Stage 4 Junior showcase held in Term 2 was a CAPA collaboration with a block buster presentation of Music Performances, Dance and Visual Arts. The School Hall venue hosted an on stage variety performance with Visual Arts adorning the entrance way to the performance area. A large part of the School Hall was transformed into exhibition space showcasing a wide variety of sculptural, ceramic, printed, painted, collage and film work from every first semester art student from Yrs 7 to 9.

In the courtyard Yr 11 undertook a collaborative project designed to encourage a sense of ownership and belonging within the CAPA cohort. The mural project was a replica of Van Gogh’s ‘Starry Night’ executed on the large sliding door entrance to the Visual Arts Studio.

A senior excursion saw years 11 and 12 travel to QAGOMA where students saw a retrospective exhibition of Cindy Sherman’s photographic works. The purpose of the QAGOMA visit was to allow the students to participate in a conference with curators and guest speakers. The conference was also attended by other schools, with some joining in via a video link. Cindy Sherman is a prominent contemporary American artist whose postmodern art practice is world–renowned.

2016 saw our students participate in the Ocean Shores Art Expo– a showcase for regional schools and community artists in the Byron region. Stage 4 and 5 students entered in all categories in the “What Matters” themed exhibition. Byron High School’s high standard of work was acknowledged with first prize in the senior printing, painting and sculptural categories of the exhibition. The collaborative works of year 9 and 7, winning first and second prizes respectively in the mixed media section.

Our students also entered art works in the 2016 Bangalow Show. As in past years many prizes were awarded to the students in many categories. Their participation and success demonstrated the strong link the school has with its surrounding communities.

The HSC student’s results continue to be outstanding.
with two band 6 results (Cameron Nuttall and Nickolla Clark), eight band 5 results and six band 4 results. It’s worth noting that no student’s HSC marks were below 71%.

Achievements in Sport

2016 has been an outstanding year for sport at Byron Bay High School. Some highlights include being North Coast champions for Swimming for the 4th year in a row, FNC Cross Champion school for the 5th year running and our junior boys and girls basketball teams both making NSW State Championship Finals.

We welcomed Yr 7 to our teams and quickly discovered that our pool of talent just got a whole lot bigger, with many talented athletes among them.

We have had representatives in the sports of swimming, cross country, athletics, soccer, basketball, cricket, AFL, rugby Union, rugby league, rugby 7s, Hockey, futsal, beach volleyball, touch football and netball. We have also had students represent at state titles outside of school competition in surfing and internationally in Brazilian Jjitsu with amazing results.

Our swim team this year had thirty students competing at North Coast and we were once again crowned North Coast Champions. Twenty three of those athletes going on to compete at the NSW Championships. A special mention to Gaby Kay for her 50 m 17 years girls freestyle bronze medal.

FNC Cross Country champion school for the 5th year running, with five age champions. Thirty one students represented at North Coast level, ten students and two teams going on to qualify for NSW State Championships.

In Athletics BBHS sent a team of seventy students to compete at FNC resulting in three age champions and a team of twenty five qualifying for North Coast championships. Cori Hardy and Jake Fitzpatrick achieving North Coast Age champions for 2016.

Ten athletes qualified for the NSW Championships with outstanding results. Special mention to Cori Hardy and Jake Fitzpatrick who qualified for 5 events each, a heavy schedule at such a high level. Jake would go on to compete at All Schools with distinction and Cori receiving a North Coast sports recognition award, a prestigious award.

Our team sports have also had outstanding success and some of those highlights were

Soccer Open Boys and girls North Coast champions. Our Bill Turner Cup teams both getting to round five, our best result at the school thus far. Seven of our senior boys and two of our senior girls selected for Far North Coast Soccer team with Louie and Rhett James and Griffin Bambach going on to represent North Coast at the NSW State Soccer Championships.

In Basketball our 15s Girls and Boys teams qualified for the NSW State Championships, a first for our school. Our Opens teams played with distinction, four boys and two girls qualifying for the Far North Coast team with Joe Beckers going on to represent North Coast at the state championships.

Our AFL 15s were North Coast Finalists and five boys selected for the Far North Coast team with Connor Congdon, Riley Buckland, Flynn Peterson and Judd Batson all selected for the North Coast team.

In Waterpolo both junior and senior boys and girls teams represented at Far North Coast with distinction. Freya Peacock and Mya Atkins Healy were selected to represent the North Coast at NSW State championships where their team placed 6th.

Our opens boys cricket team made the Far North Coast finals. Brady Fuhrmann and Jacob Cox were both selected for the Far North Coast team and Jacob Cox was selected to represent North Coast at the NSW state championships.

Our opens girls netball team made the Far North Coast final, the best result in many years and with a young squad the future looks bright for these girls.

In Hockey Cori Hardy once again represented the North Coast at the NSW State championships.

Congratulations must go to all the students who participated at sports carnivals and who were selected in zone knock out teams. A special thanks must be extended to staff who coached teams and parents who have supported our students in their sporting endeavours.