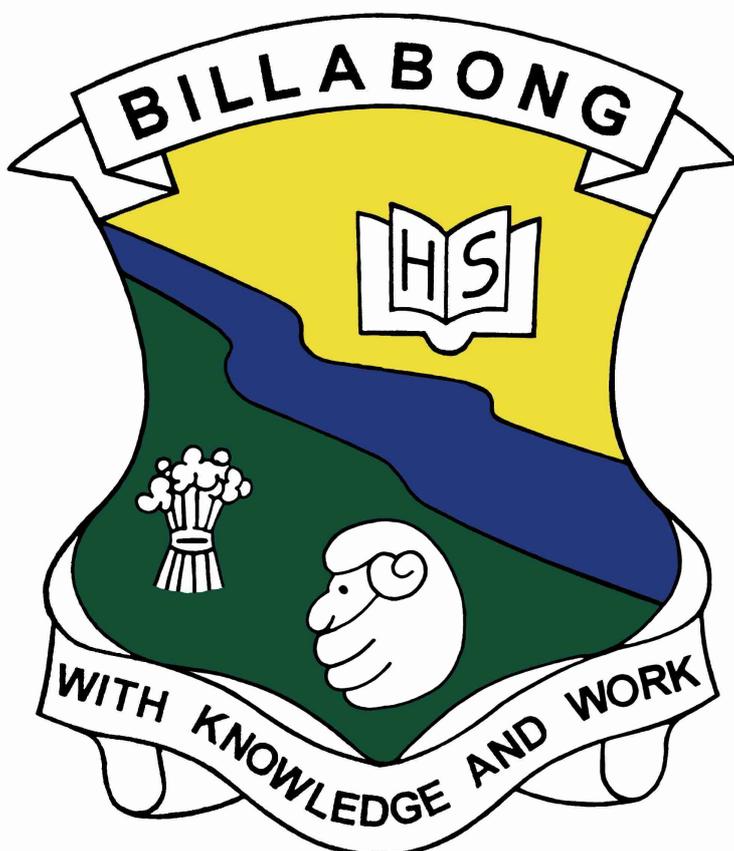


# 2020 Annual Report

## Billabong High School



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# Introduction

The Annual Report for 2020 is provided to the community of Billabong 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.

## School contact details

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## School vision

At Billabong High School student growth is at the centre of all our decision-making. Our professional staff value their impact, and high expectations drive continuous improvement and excellence in learning and teaching. Our school community works in partnership to support students in becoming the best that they can be, equipping them for the challenges of a complex global society.

## School context

Billabong High School is a comprehensive high school located in the Greater Hume Shire between Albury and Wagga Wagga. The school works in partnership with students and the community to seek high quality educational outcomes for all students. Priorities include pursuing excellence in line with the School Excellence Framework, driving literacy and numeracy growth, differentiation, and leadership development. The school has two Multicategorical Support Classes and a strong Learning Support culture. An ongoing focus is catering for the challenges faced by rural students and schools, and to this end, an innovative Aurora College learning facility was established in 2016 to provide selective school access for local gifted and talented students. An increased 'teaching and learning' focus, a growth mindset outlook, and increased reflective practice saw an improvement in student growth (7-9 NAPLAN) during 2016-2017. Further growth is expected in 2018 and beyond with the employment of a full-time Instructional Leader to support the instructional capacity of every teacher. The school balances the academic curriculum with a range of extracurricular programs to maximise educational opportunity for all students. Billabong High School exists on the traditional lands of the Wiradjuri people, and its Aboriginal Education Team works with the school community to improve student outcomes and cultural competencies for all. The school also values the support of a well-informed and proactive Parents & Citizens Association. Billabong's development in the areas of Learning Support, Aurora College and Instructional Leadership is fast earning the school a reputation as a Riverina leader in progressive and innovative practice.

## 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 school plan and annual report.

Our self-assessment process will assist the school to refine our school 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	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

## Strategic Direction 1

### Student Learning and Engagement

#### Purpose

To promote growth in learning and achievement for all students through a school community commitment to high expectations and the pursuit of excellence.

To achieve effective learning through an integrated approach to curriculum, teaching programs and practices.

To develop the essential literacy and numeracy skills needed for learning and for life, with assessment and reporting providing equity and opportunity for students to demonstrate learning excellence.

#### Improvement Measures

Whole school Year 7-9 Value-Add data indicates above state average growth.

Effective assessment, feedback and reporting tools are in place, with a clear focus on articulation of growth.

#### Progress towards achieving improvement measures

##### Process 1: Literacy and Numeracy

Facilitate the implementation of the Literacy and Numeracy Strategy 2017-2020.

Develop a common language for teaching and learning around literacy and numeracy.

Instructional Leader (IL) to work with staff in developing the explicit teaching of literacy in stage 4.

Evaluation	Funds Expended (Resources)
<p>The instructional Leader position continues to enhance the learning culture within the school by ensuring a focus on quality teaching and learning.</p> <p>External data including NAPLAN, Best Start and Check in demonstrate improvements in literacy and numeracy growth.</p>	<p>A dedicated Instructional Leader position.</p> <p>A Literacy and Numeracy team.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional learning (\$50611.00)</li><li>• Socio-economic background (\$270000.00)</li><li>• Low level adjustment for disability (\$183756.00)</li></ul>

##### Process 2: Curriculum Development

Instructional Leader to lead all staff in ongoing professional learning in effective practice in curriculum planning, assessment and feedback.

Evaluation	Funds Expended (Resources)
<p>The dedicated Instructional Leader role should be an integral part of the 2021-2024 School Improvement Plan.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional learning (\$50611.00)</li><li>• Socio-economic background (\$270648.00)</li></ul>

#### Next Steps

A strategic focus on improving teaching practice.

## Strategic Direction 2

### Teacher Quality and Reflective Practice

#### Purpose

To build a high performing teaching staff where professional standards and evidence-based practice drive expert implementation of the curriculum.

To create a learning culture where teachers expertly integrate technology to enhance student outcomes.

To create a culture of collaboration and feedback, where reflective teachers work together to assess their impact, driving continuous improvement in classroom learning and teaching.

#### Improvement Measures

All teaching staff can readily plot their teaching capabilities against the APST, with an increase in the number of staff working towards higher accreditation.

An effective BYOD policy is implemented across the school where staff use technology to enhance learning and service delivery.

The number and quality of classroom observations improves each year beyond PDP minimum requirements.

#### Progress towards achieving improvement measures

##### Process 1: Teaching Standards

The school has a high performing teaching staff as measured against the Australian Professional Standards for Teachers. Capacity is continually developed to ensure every student experiences high-quality learning and teaching.

Evaluation	Funds Expended (Resources)
The majority of staff can plot themselves against the APST. Several staff are seeking higher accreditation. Pivot surveys demonstrated enhanced engagement with the Standards.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>Professional learning (\$56111.00)</li><li>Socio-economic background (\$270648.00)</li></ul>

##### Process 2: Technology

Technology that supports learning is available and expertly integrated into lessons by teachers.

Evaluation	Funds Expended (Resources)
A review of existing processes and structures was prompted as a result of Covid-19 and online learning.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>Professional learning (\$0.00)</li><li>Socio-economic background (\$0.00)</li></ul>

##### Process 3: Classroom Observations

The Instructional Leader and Classroom Observations Team will embed an explicit system for collaborative classroom observations, effective practice and feedback to drive and sustain ongoing improvement in teaching practice and student outcomes.

Evaluation	Funds Expended (Resources)
A "knowledgeable other" initiative was established to provide a structure for classroom observations.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>Professional learning (\$50611.00)</li></ul>

## Strategic Direction 3

### Leadership

#### Purpose

To build leadership capacity at all levels in order to drive a self-sustaining and self-improving community of learning.

To proactively engage in partnership with parents and the broader community to foster a school-wide culture of high expectations and a shared sense of responsibility for student learning.

To create a culturally competent school that aligns with the Aboriginal Education Policy; developing knowledge, skills and attitudes that ensure Aboriginal students match or better the outcomes of the broader student population.

#### Improvement Measures

All executive staff and aspiring leaders can accurately assess and plot their progress against leadership descriptors on the Australian Professional Standards for Teachers or Principals.

Community satisfaction and confidence in the school is comparably higher than previous years, as indicated by positive feedback in surveys.

90% of staff show sustained positive growth in knowledge of the Aboriginal Education Policy and confidence in a range of cultural competencies.

#### Overall summary of progress

The 2017-2020 School Plan embedded the strategies and initiatives required to ensure the success of the Billabong High School improvement journey. The creation of the dedicated Instructional Leader position provided teachers with the opportunity to improve their practice

#### Progress towards achieving improvement measures

##### Process 1: Leadership Development

Student leadership opportunity will be promoted across the school, and staff capacity-building and opportunity will be supported through a strong leadership focus. This includes the use of Leadership and High Performance resources and involvement of staff in the Lead Initiative program.

Evaluation	Funds Expended (Resources)
Several staff achieved relieving positions in higher duties thereby developing leadership capacity across the school.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• (\$0.00)</li></ul>

##### Process 2: Engaging with our Community

The SEF will guide the enhancement of communication and engagement initiatives and the introduction of new strategies.

Evaluation	Funds Expended (Resources)
School diaries continue to be purchased annually to support learning.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$270648.00)</li></ul>

##### Process 3: Aboriginal Education

Implement a sustained whole school professional learning program guided by the Aboriginal Education Policy, fostering enhanced levels of cultural competence in staff and students.

Evaluation	Funds Expended (Resources)
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**Progress towards achieving improvement measures**

Staff have engaged with professional learning opportunities and thereby improved their cultural competence.

Professional learning budget

**Funding Sources:**  
• Professional learning (\$56611.00)

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Wendy Murdoch salary. <b>Funding Sources:</b> • Aboriginal background loading (\$21 058.00)	Progress was made but the situational analysis conducted in late 2020 indicated a need to ensure Aboriginal Education was a key activity within the 2021-2024 School Improvement Plan.
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> • Low level adjustment for disability (\$183 756.00)	The Special Education faculty developed strong and effective strategies to address the learning needs of students. A successful application was made for a third MC class that will be established in 2021.
<b>Quality Teaching, Successful Students (QTSS)</b>		Not applicable.
<b>Socio-economic background</b>	Instructional Leader.  Laptop computers for students  Trolleys  Storage devices  My On  Accelerated Reader  <b>Funding Sources:</b> • Socio-economic background (\$270 643.00)	Socio-economic funding provides multiple opportunities across a range of areas. The allocated resources were used effectively to support students needs. This included the purchasing of additional laptops for student use in classroom, additional lockers to encourage students to bring their own devices. Maths Space, accelerated Reader and diaries for every student were tools employed to support student learning.
<b>Support for beginning teachers</b>	Funding allocation  Period allowance  Instructional Leader  <b>Funding Sources:</b> • Support for beginning teachers (\$0.00)	As a result of the ongoing support of beginning teachers, an improvement in the quality of teaching practice is evident. It is apparent they are comfortable in seeking advice when necessary and feel supported within the school.

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	208	200	199	191
Girls	178	183	192	183

## Student attendance profile

School				
Year	2017	2018	2019	2020
7	94	91.7	93	92.3
8	89.6	89.1	86.7	92
9	86.7	88.8	87.6	89
10	87.5	83.2	85.7	88.3
11	85.7	86.3	82.6	91.2
12	90.3	88	87.1	84.8
All Years	89.1	87.9	87.1	89.7
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

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. 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.

## 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	12	4	10
Employment	15	20	64
TAFE entry	1.5	0	11
University Entry	0	0	11
Other	17	7	0
Unknown	1.5	2	4

## Year 12 students undertaking vocational or trade training

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40.35% of Year 12 students at Billabong High School undertook vocational education and training in 2020.

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

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79.2% of all Year 12 students at Billabong High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	6
Classroom Teacher(s)	25.9
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	8.98
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 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	517,882
<b>Revenue</b>	6,569,366
Appropriation	6,464,002
Sale of Goods and Services	13,557
Grants and contributions	78,716
Investment income	411
Other revenue	12,681
<b>Expenses</b>	-6,643,895
Employee related	-5,878,148
Operating expenses	-765,748
<b>Surplus / deficit for the year</b>	-74,529
<b>Closing Balance</b>	443,353

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	177,333
<b>Equity Total</b>	475,462
Equity - Aboriginal	21,058
Equity - Socio-economic	270,648
Equity - Language	0
Equity - Disability	183,756
<b>Base Total</b>	5,322,904
Base - Per Capita	97,029
Base - Location	36,059
Base - Other	5,189,817
<b>Other Total</b>	325,859
<b>Grand Total</b>	6,301,559

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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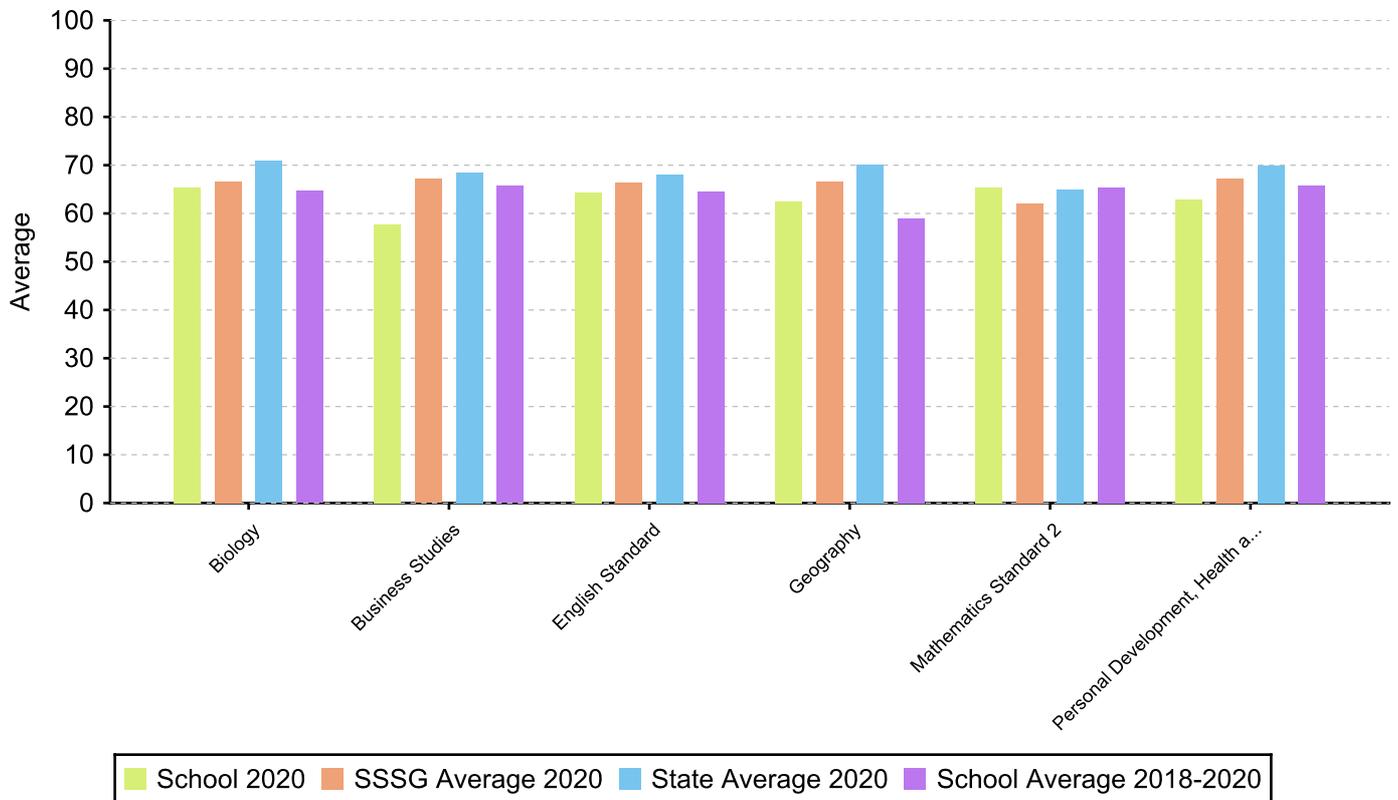
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

# 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 2020	SSSG	State	School Average 2018-2020
Biology	65.3	66.7	70.8	64.6
Business Studies	57.8	67.1	68.6	65.7
English Standard	64.4	66.4	68.1	64.6
Geography	62.5	66.6	70.1	59.0
Mathematics Standard 2	65.4	62.1	64.9	65.4
Personal Development, Health and Physical Education	62.9	67.3	69.9	65.8

## Parent/caregiver, student, teacher satisfaction

Data collected from the 2020 Situational Analysis demonstrated parents were mostly satisfied with the school. They reported trusting the school leadership to continue to drive school improvement and did not feel the direction of the school needed to change. They were mostly happy with the facilities but felt the school toilets were due for an upgrade. Parents also reported they feel welcome when they visit the school, they can speak easily with their child's teachers and they are informed about their child's behaviour at school.

# Policy requirements

## Aboriginal Education Policy

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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

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All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.