

Bomaderry High School Annual Report



2015



8448

Introduction

The Annual Report for 2015 is provided to the community of Bomaderry 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.

Ms Jill Appleton
Principal

School contact details:

Bomaderry High School

127 Cambewarra Road

BOMADERRY NSW 2541

www.bhs.nsw.edu.au

bomaderry-h.school@det.nsw.edu.au

(02) 4421 0699

Message from the Principal

Bomaderry High School enjoys a high profile in the community as a successful public high school. It is an outstanding example of what can be achieved by a public school where motivated students are supported by a highly professional and dedicated staff.

Bomaderry High School provides students with the opportunity to achieve their maximum potential within an environment which lays stress on personal responsibility and tolerance for others. Through extensive participation in a wide range of activities, students are encouraged to develop their individual talents.

School background

School vision statement

Our school aspires to develop students who are socially responsible and active citizens in society. We provide students with the skills to achieve their best possible outcomes, through promoting a positive learning environment. We aim to raise standards in literacy and numeracy, whilst instilling work ethic and developing in each student an appreciation of learning. We engage students in technology and encourage them to develop 21st century employment skills.

Our students are culturally tolerant and understanding of differences. Our school is inclusive with opportunities for all students to achieve their potential. The curriculum offers a wide range of subjects, including opportunities for Gifted and Talented students, and support for students with additional needs.

The school is proactive in engaging the community and working together with parents to support students, whilst developing pride in our school. We endeavour to maintain strong communication links with parents using technology and face to face meetings. Our parents are actively involved in the school, in supporting students and promoting school programs.

We promote respect and positive behaviour, and support safe learning environments. Our students are taught civic responsibility, with an emphasis on developing strong character, resilience and thinking skills.

Our teachers know the students and how they learn. They are actively involved in professional development and engage professionally with colleagues, parents and carers, and the wider community. They provide individual student feedback and are aware of the progress of each individual student.

School context

Bomaderry High School is situated approximately one hour south of Wollongong, in a rural area on the South Coast. The school has excellent facilities including an industrial kitchen, woodwork and metal work rooms, several computer labs and two halls, including a sports gym.

There are 804 students, 62.1 teaching staff and 15.5 SAS staff. Aboriginal students constitute 10% of the student population.

Known as a consistent top ranking HSC school in the region, students have achieved success academically in a number of fields. This includes selection into National and International Science competitions. The school has also traditionally excelled in the Tournament of the Minds 'Maths and Engineering' section.

Performing arts, cultural and sporting endeavours are also promoted at the school, with students offered a wide range of activities. Many students have excelled in their chosen sport with some going on to represent NSW and/or Australia. The school is known throughout the region for success in the performing arts, with students able to join dance groups, bands, vocal ensembles and drama groups.

Cultural activities are offered for our Indigenous students, including Koori Dance and NAIDOC week celebrations. Currently, the school also runs an Asian Studies program and boasts a partnership with the University of Wollongong's International Students' unit, to promote Global Education at the school.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

For all schools (except those participating in the external validation - 2015 pilot):

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

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

Self-assessment in 2015 was used as a basis for the formulation of the 2015-2017 School Plan. In Term three, staff and parents took part in discussions to ascertain areas of improvement. These areas included improving literacy and numeracy skills, student engagement, community engagement, parent/school communication, student resilience and thinking skills. The groups also indicated a need to improve results in the top bands and to further develop global education programs.

The school has since been provided with data as part of the School Excellence Framework. This indicates the following:

- The School's overall attendance rate for all students is 88%.
- The proportion of students in the top two bands for Year 7 is 17%, which is equal to other similar schools from 2014-2015. (This is a quantitative measure which combines literacy and numeracy results.)
- The proportion of students in the top two NAPLAN bands in Year 9 was 12% for 2014-2015. (This is a quantitative measure which combines literacy and numeracy results.)
- 95% of students are above National minimum standards for Reading and Numeracy in Year 7.
- 93% of students are above the National minimum standards for Reading and Numeracy in Year 9.
- 63% of students qualified for an ATAR, as compared to 61% in similar schools.

This data supports the original staff discussions in further developing strategies to improve literacy and numeracy. There is also an indication that the school needs to further develop strategies to increase results in the top two bands.

The school also took on self-assessment through the 'Tell Them From Me' survey. This survey was unfortunately only completed by 28 parents. However, there was an indication that the school can improve parent communication and also differentiation in the classroom.

The above self-assessment assisted in the formulation of the 2015-2017 School Plan, details for which are discussed later in this report.

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

Strategic Direction 1

Develop a high performing school with the Focus on Teaching and Learning.

Purpose

To produce highly engaged students, focussed on improving their learning outcomes.

To enhance the capabilities of staff in promoting a vibrant learning culture which aims to inspire and motivate students in reaching educational goals.

To improve the school's 'learning culture' so that in all classrooms, the focus is on teaching and learning.

Overall summary of progress

The School Plan was developed collaboratively with staff and students across the second semester of 2015. While some projects have begun implementation, others are still in the investigation stage.

Strategic Direction 1 is progressing as planned. There are three project teams working in this area. The current progress is outlined below:

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
All beginning teachers completing accreditation. Increase in experienced staff seeking higher accreditation.	Investigated staff mentoring program at the school.	\$12,500.00
Aim to increase in HSC and NAPLAN results by 10% in top bands. Aim to decrease students in lowest NAPLAN/HSC bands by 20%.	Two strategies have been put in place to assist with this target. A Homework Centre has been established to cater for senior students. The school also has 6 teachers undertaking training in a specific program (LINK-S) geared to assist differentiation in verbal and written language used by staff in the classroom. The Aboriginal Homework Centre continued this year. A team of staff have begun examining the current assessment policies used across the school, in preparation for development of a new 'assessment for learning' policy.	\$10,000.00

Next steps

- To establish a staff mentoring program to further develop teacher skills and promote accreditation at higher levels.
- To develop an across the school 'assessment for learning' policy.
- To implement a new literacy and numeracy program.
- To appoint a literacy and numeracy co-ordinator.
- To imbed differentiation into all subjects.

Strategic Direction 2

To develop students as socially responsible citizens equipped with 21st century global employment skills.

Purpose

To support and encourage students in developing 21st century employment skills, so they can contribute to their communities.

To develop student understanding of cultures and people they will encounter in the global work environment.

To ensure students develop digital literacy skills and understand digital citizenship, enhancing work capabilities necessary for the 21st century.

Overall summary of progress

The School Plan was developed collaboratively with staff and parents across the second semester of 2015. While some projects have been implemented, others are still in the investigation stage.

Strategic Direction 2 is progressing as planned. There are three project teams working in this area. The current progress is outlined below:

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
<p>All faculties have developed digital units and use them effectively in teaching.</p> <p>Increase of students in top bands by 10%.</p> <p>Decrease of discipline issues by 20%.</p> <p>Increase in attendance by 50%.</p>	<p>Actual targets cannot be measured until full implementation of the program.</p> <p>The school has a team investigating the possibility of a BYOD program at BHS. All staff have been trained on the use of iPads in teaching.</p> <p>All staff have been trained on the use of Google Apps and implementation in using these Apps has begun in all faculties.</p>	\$18,000.00
<p>Global education embedded in all faculties.</p> <p>Sister school relationship developed with a school in North East Asia.</p>	<p>The school's Asia program continued this year and the school applied for the Korea Bridge project.</p> <p>At the start of 2016, we were accepted into the program which enables us to establish a relationship with a school in South Korea.</p>	\$6,000.00
<p>Communicating Technology Literacy Initiative Leadership</p>	<p>An across faculty program in English and HSIE has been developed to teach 21st century employment skills.</p>	\$2,000.00

<p>Increase in leadership roles for students via establishment of additional leadership groups.</p> <p>Decrease in discipline entries and suspensions by 20%.</p>	<p>A Year 10 Leadership group has been established. The group organise and run training sessions for sporting groups. This is proving to be successful.</p> <p>The Bro Speak program has been investigated and commences in 2016.</p>	<p>\$1,000.00</p>
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Next steps

A BYOD program will be implemented at the school. This will involve the development of student/parent contracts for use of devices and demonstration sessions for parents. The school will also investigate digital citizenship programs.

4E teachers are working towards teaching programs rich in collaboration and critical thinking.

Surveys will be completed by students regarding 21st century employment skills.

The school will send a staff member to Korea and host a staff member as part of the development of a sister school relationship in Korea.

The school's Asia program will continue in collaboration with five partner primary schools.

Ensure all assessments are placed online for parent/student access.

Investigate peer support programs.

Strategic Direction 3

Strengthen community partnerships to support student learning.

Purpose

To promote student success and encourage others to succeed.

To encourage community partnerships that will enhance student learning and citizenship.

To enhance relationships between school and community to collaboratively promote best outcomes for students. This will include better digital communications.

Overall summary of progress

The School Plan was developed collaboratively with staff and students across the second semester of 2015. While some projects have been implemented, others are still in the investigation stage.

Strategic Direction 3 is progressing as planned. There are three project teams working in this area. The current progress is outlined below:

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Truancies decline by a target to be determined by the project team. 80% of parents happy with school communication. Increase in completion of assessments (target to be determined by project team).	A company has been contracted to develop the school's web page. This process began at the end of 2015. The school investigated the use of an APP to assist with parent communication. The target related to parent communication will be measured after implementation of the program.	\$8,000.00
Increase in community involvement in the school. Increase in community partnerships.	A team has started to investigate the formation of an alumni group at the school.	\$2,000.00

Next steps

The school's new webpage should go 'live' during Term 2, 2016.

The school communication APP will also be available for parent use in first semester 2016.

The school will investigate a centralised computer system, although the future use of such a system will be dependent on the Department's planned IT program changes.

The school's Alumni group will be established.

Partnerships will be developed with local businesses.

Key initiatives and other school focus areas

This section includes:

- Key initiatives (from School planning template B).
- Policy requirements such as Aboriginal Education, Multicultural Education and Anti-Racism Education.
- Initiatives and other school focus areas which may not have been included in the School Plan such as Early Action for Success, student leadership, partnerships and projects.

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<p>Aboriginal background funding</p>	<p>A teacher was employed for 2 days per week in Terms 1 and 2 to update the Personal Learning Plans for all Indigenous students. The teacher worked closely with the Aboriginal Education Officer to ensure the plans were completed.</p> <p>Sista Speak was fully funded to provide additional support to female Indigenous students. This included release time for an Indigenous teacher to work with the group.</p> <p>Funds were provided to supply uniforms, exercise books, stationery and payment for subject fees. This ensured all Indigenous students had access to essential equipment and equity of access to all courses at the school. The provision of uniform was an important equity issue.</p> <p>Additional funding for the employment of Student Learning Support Officers to assist Indigenous students in the classroom.</p> <p>The salary to employ a full time Aboriginal Education Officer.</p>	<p>\$167,000.00</p>
<p>Socio-economic funding</p>	<p>Funds for individual students to purchase books, stationery, uniform, emergency lunches, emergency hygiene items, calculators.</p> <p>Assistance to families requiring funds for excursion costs.</p> <p>Additional ICT was purchased for whole school access including 3 Comm Boxes for classroom use.</p> <p>Additional Student Learning Support Officer time was purchased to assist students identified as requiring additional support in literacy in the classroom. These funds ensured that every student was able to access the full range of activities at the school and had all essential equipment for learning.</p>	<p>\$85,000.00</p>

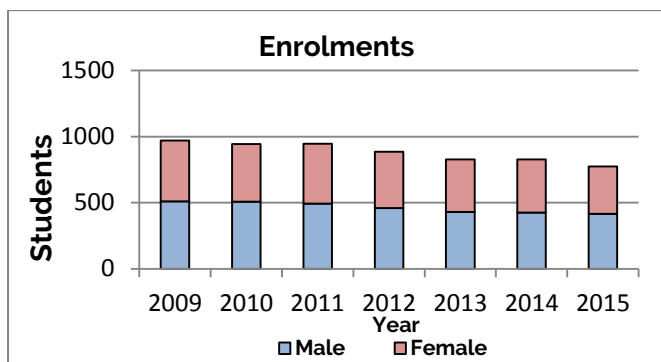
Key initiatives (annual)	Impact achieved this year	Resources (annual)
<p>Low level adjustment for disability funding</p>	<p>Students identified with behaviour disorders or learning difficulties in main stream classes were given support via modified lessons, and additional Student Learning Support Officer time. The teachers of students identified as requiring modified lessons were given release time from class to create differentiated learning programs. The Student Learning Support Officers were assigned to students requiring additional assistance on a roster basis. The funds also enabled some students to study modified course content for mandatory courses in Year 10, 11 and 12.</p>	<p>\$28,000.00</p>
<p>Support for beginning teachers</p>	<p>Teachers in the first 3 years of their career were given assistance with achieving accreditation with the Board of Studies Teaching and Educational Studies. The head teacher of their faculty worked with a Deputy Principal and head teacher in charge of accreditation to support the beginning teachers.</p> <p>The teachers were given access to mentoring, professional development, and in their first year, a slightly reduced teaching load to ensure they were afforded a good foundation for future career development.</p>	<p>\$8,670.00</p>

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

There has been a lower than expected demographic growth in the residential catchment area for Bomaderry High School.



Student attendance profile

Attendance rates remain within historical norms although 1.7% lower than in 2014.

All staff play a role in monitoring and recording attendance whether it be through morning roll call which is held at the morning assembly in the quad (subject to weather) or within each individual classroom.

The school assigns considerable resources to monitor non-attendance. This includes Mrs L Lett (Head Teacher Secondary Studies Relieving) with responsibility for overseeing all attendance and Mrs G Myers-Brown who monitors all partial absences. Both Head Teachers are given strong support by ancillary staff.

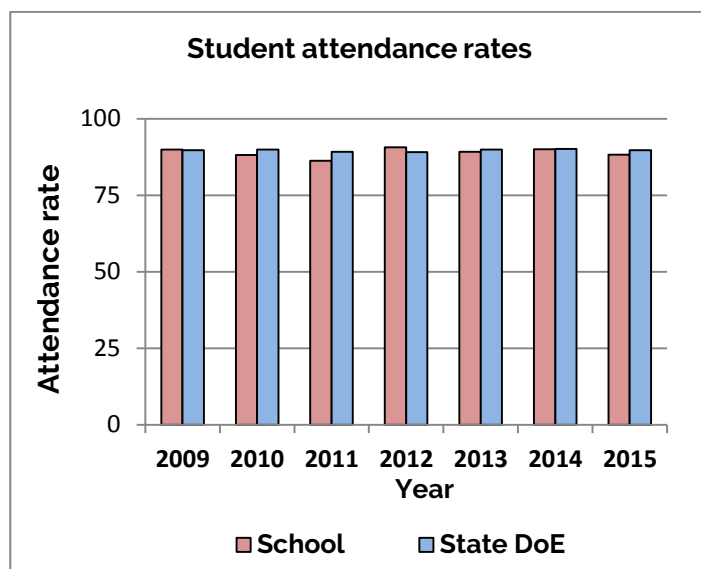
The school explores a variety of communication methods regarding attendance matters with parents/carers. This is ongoing throughout the school year.

Student attendance data is recorded in all student academic reports.

Staff have a close working relationship with the Home School Liaison Officer (HSLO) and the Aboriginal School Liaison Officer (ASLO) to ensure that students with major attendance concerns (and their families) are supported to remedy any issues or problems impeding regular attendance.

Student Attendance

School	Year	2009	2010	2011	2012	2013	2014	2015
	7	91.5	91.2	90.5	92.8	91.4	91.8	90.9
8	89.8	88.5	88.5	89.9	87.8	88.8	87.6	
9	89.3	87.9	84.7	88.3	88.0	88.3	85.5	
10	91.8	85.5	81.4	91.0	88.8	89.6	87.9	
11	91.1	89.2	87.9	90.5	90.1	91.9	90.4	
12	87.0	86.8	85.4	91.4	89.3	89.3	87.0	
Total	89.9	88.2	86.2	90.6	89.2	90.0	88.3	
State DoE	7	92.3	92.6	92.5	92.4	93.2	93.3	92.7
	8	90.0	90.5	90.1	90.1	90.9	91.1	90.6
	9	88.8	89.1	88.8	88.7	89.4	89.7	89.3
	10	88.7	88.3	87.1	87.0	87.7	88.1	87.7
	11	89.4	89.1	87.6	87.6	88.3	88.8	88.2
	12	89.4	89.8	89.2	89.3	90.1	90.3	89.9
	Total	89.7	89.9	89.2	89.1	89.9	90.2	89.7



Post-school destinations

Destination	Number	Percentage
University	44	39.3%
TAFE	25	22.3%
Apprenticeships	6	5.4%
Traineeships	3	2.7%
Private Colleges	6	5.4%
Defence	8	7.1%
Full Time Work	7	6.3%
Part Time Work	6	5.4%
Looking for Work	3	2.7%
Unknown	4	3.6%

Students completing their Preliminary Year and HSC at BHS continue to pursue a number of successful pathways to further education, employment and/or training as evident in the post destination locations of its students.

Of the 112 students sitting for and gaining their HSC, 105 have engaged in further education, training or employment. Six students completed the Life Skills program. 39.3% of students received UAC placements. Of these, 32% were intending to study at the University of Wollongong. Given our school's close association with the University of Wollongong, this is a very pleasing outcome.

14 students were intending to take a 'gap' year in 2016.

Year 12 students undertaking vocational or trade training

Of the 112 students who gained the 2015 HSC 30.4% commenced trade or vocational training. In addition some students who entered the Defence Force were intending to pursue trades within the Defence Force. The actual percentage is not known.

Year 12 students attaining HSC or equivalent vocational educational qualification

In 2015 100% of the year 12 cohort [112], were awarded the HSC.

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	NIL
Head Teacher(s)	12
Classroom Teacher(s)	43.2
Teacher of Reading Recovery	NIL
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher of ESL	NIL
School Counsellor	1
School Administrative & Support Staff	15.082
Other positions	
Total	76.282

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	91.2
Postgraduate degree	9.8

Professional learning and teacher accreditation

In 2015, Professional Development activities aligned with projects developed in the new School Plan (2015-2017). The two Deputy Principals attended a course on Professional learning Communities and knowledge gained at this course assisted in the development of school teams as part of the School Plan initiatives.

Staff leaders were appointed to drive projects in the School Plan in collaboration with staff and interested parents. All staff are involved in fortnightly meetings to develop ideas and strategies, and implement projects.

The school planning areas dictated where professional development money was spent. All staff were involved in professional development activities and these included training sessions in iPads, implementation of new technology in schools, Assessment for Learning, Habits of Highly Effective Teachers, Lesson Observation and Feedback, Industry Links and Teaching Practice.

School Development Days were devoted to development of the School Plan and mandatory training. The last two days were specific to the development of the BYOD program, with all staff trained on use of iPads to assist with teaching and creating engaging classrooms.

There are two beginning teachers currently completing their Accreditation.

School staff are being provided leadership opportunities in developing and managing the implementation of project area in the School Plan.

Financial information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2015 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.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	671,145.24
Global funds	560,924.22
Tied funds	613,482.15
School & community sources	237,644.29
Interest	19,851.50
Trust receipts	44,547.50
Canteen	0.00
Total income	2,147,594.90
Expenditure	
Teaching & learning	
Key learning areas	138,967.86
Excursions	86,492.12
Extracurricular dissections	84,525.06
Library	17,218.79
Training & development	4,407.02
Tied funds	480,534.03
Casual relief teachers	92,304.89
Administration & office	195,018.39
School-operated canteen	0.00
Utilities	126,008.01
Maintenance	73,770.36
Trust accounts	48,935.06
Capital programs	14,899.09
Total expenditure	1,363,080.68
Balance carried forward	784,514.22

School performance

NAPLAN

Academic achievements

In the National Assessment Program, the results across Years 7 and 9 literacy and numeracy assessments are reported on a scale from Band 4 to Band 10.

The achievement scale represents increasing levels of skills and understanding demonstrated in these assessments.

- Year 7: from Band 4 (lowest) to Band 9 (highest)
- Year 9: from Band 5 (lowest) to Band 10 (highest)

NAPLAN Year 7 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Year 7 student results in 2015 have seen an overall improvement when compared to Year 7 student results from 2013 and 2014. In all areas of literacy, the average student results are above the Statistically Similar Group (SSG) results. Results in Grammar and Punctuation are particularly strong when compared to the SSG.

At the time of testing, Year 7 students have attended Bomaderry High School for a little over one term. The school has links with partner primary schools to ensure literacy and numeracy is always a key target area.

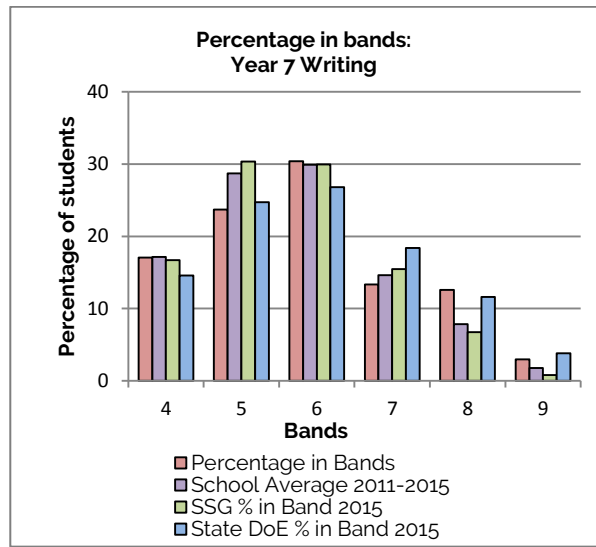
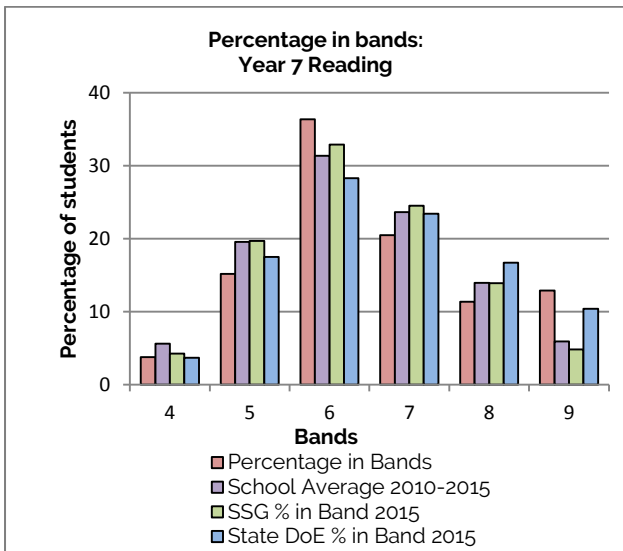
Overall student strengths and weaknesses for all students are subject to ongoing analysis to best support student growth. The school will be appointing a Coordinator of Literacy and Numeracy commencing in Term 2, 2016.

Year 7 NAPLAN Reading

	School	SSG	State DoE			
Average score, 2015	536.6	524.3	538.9			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	5	20	48	27	15	17
Percentage in Bands	3.8	15.2	36.4	20.5	11.4	12.9
School Average 2010-2015	5.6	19.5	31.4	23.6	13.9	5.9
SSG % in Band 2015	4.2	19.7	32.9	24.5	13.9	4.8
State DoE % in Band 2015	3.7	17.5	28.3	23.4	16.7	10.4

Year 7 NAPLAN Writing

	School	SSG	State DoE			
Average score, 2015	483.5	478.6	497.3			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	23	32	41	18	17	4
Percentage in Bands	17.0	23.7	30.4	13.3	12.6	3.0
School Average 2011-2015	17.2	28.7	29.9	14.6	7.8	1.8
SSG % in Band 2015	16.7	30.3	29.9	15.5	6.7	0.8
State DoE % in Band 2015	14.6	24.7	26.8	18.4	11.6	3.8

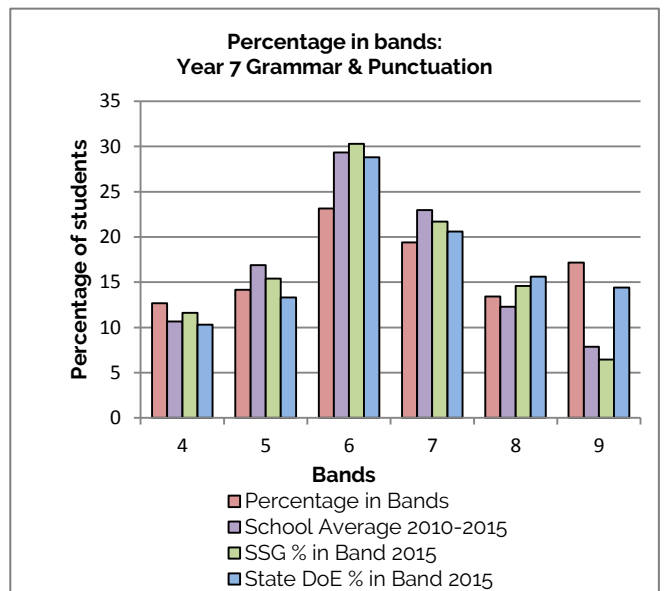
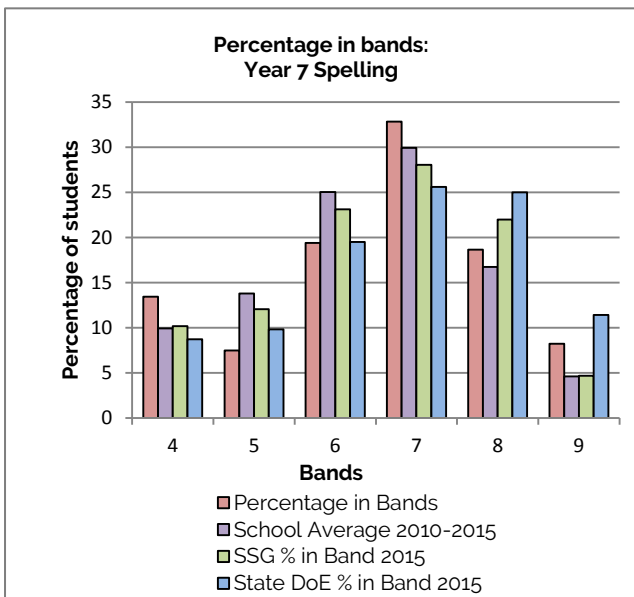


**Year 7 NAPLAN
Spelling**

	School	SSG	State DoE			
Average score, 2015	532.0	529.9	547.3			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	18	10	26	44	25	11
Percentage in Bands	13.4	7.5	19.4	32.8	18.7	8.2
School Average 2010-2015	9.9	13.8	25.0	29.9	16.7	4.6
SSG % in Band 2015	10.2	12.0	23.1	28.0	22.0	4.7
State DoE % in Band 2015	8.7	9.8	19.5	25.6	25.0	11.4

**Year 7 NAPLAN Grammar and
Punctuation**

	School	SSG	State DoE			
Average score, 2015	533.1	516.5	535.0			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	17	19	31	26	18	23
Percentage in Bands	12.7	14.2	23.1	19.4	13.4	17.2
School Average 2010-2015	10.7	16.9	29.3	23.0	12.3	7.9
SSG % in Band 2015	11.6	15.4	30.3	21.7	14.6	6.4
State DoE % in Band 2015	10.3	13.3	28.8	20.6	15.6	14.4



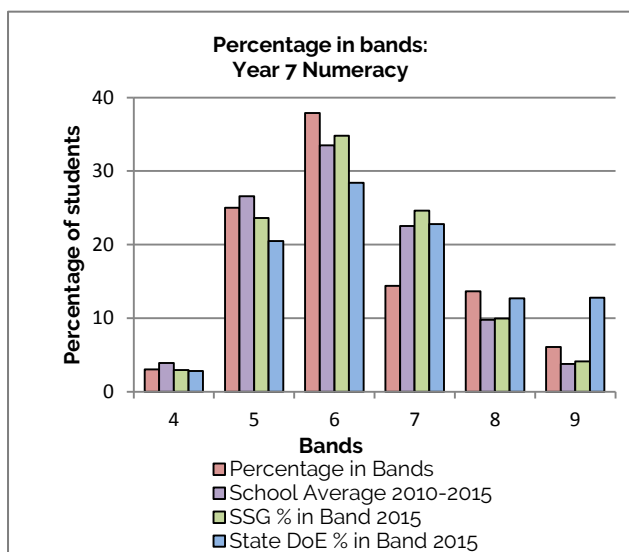
NAPLAN Year 7 - Numeracy

The NAPLAN results for Year 7 numeracy show a continuous upward moving trend since 2013. Average scores are comparable to the Statistically Similar Group (SSG) with 52% of students achieving greater than or equal to their expected growth this year.

Only 3% of Year 7 performed below the minimum standard.

Year 7 NAPLAN Numeracy

	School	SSG	State DoE			
Average score, 2015	517.4	517.9	540.4			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	4	33	50	19	18	8
Percentage in Bands	3.0	25.0	37.9	14.4	13.6	6.1
School Average 2010-2015	3.9	26.6	33.5	22.5	9.8	3.8
SSG % in Band 2015	2.9	23.6	34.8	24.6	9.9	4.1
State DoE % in Band 2015	2.8	20.5	28.4	22.8	12.7	12.8



NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

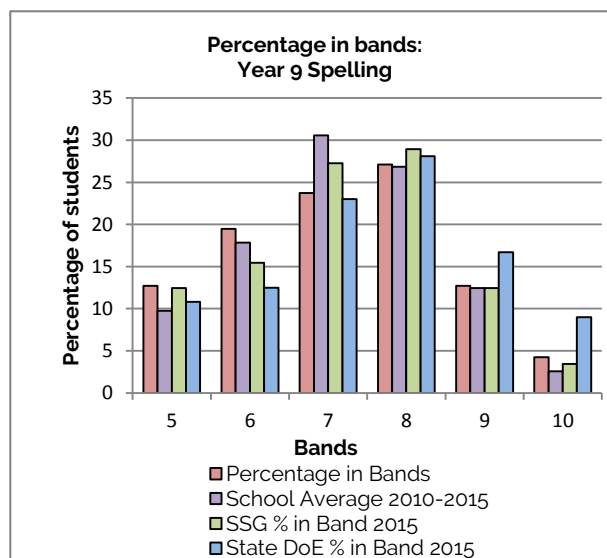
The Year 9 data shows that the cohort average scores are similar or just below the same Statistically Similar Group (SSG) for Reading, Spelling, Grammar and Punctuation, whilst above for Writing. Further detailed analysis of the data undertaken by BHS staff indicates that average student growth from Year 7 has been very strong. Spelling grew by 7.5 above average DoE schools scaled growth score (37.9 school score growth against 30.4 DoE score growth). Grammar and Punctuation grew by 6.2 scaled growth score above DoE schools (35.7 school score growth

against 29.5 DoE score growth) and Writing grew by a very pleasing 25.2 scaled growth score above DoE schools (47.5 school score growth against 22.3 DoE score growth). This result in Writing reflects the success of the whole school focus that has been undertaken in writing over the past few years.

The Reading result indicates that growth in this cohort was 3.2 scaled growth points below DoE schools (34.5 school score growth against 37.7 DoE score growth). Should this result start to trend, then this may be an area that the school Literacy and Numeracy team and staff may need to specifically address as we move through the new school planning cycle.

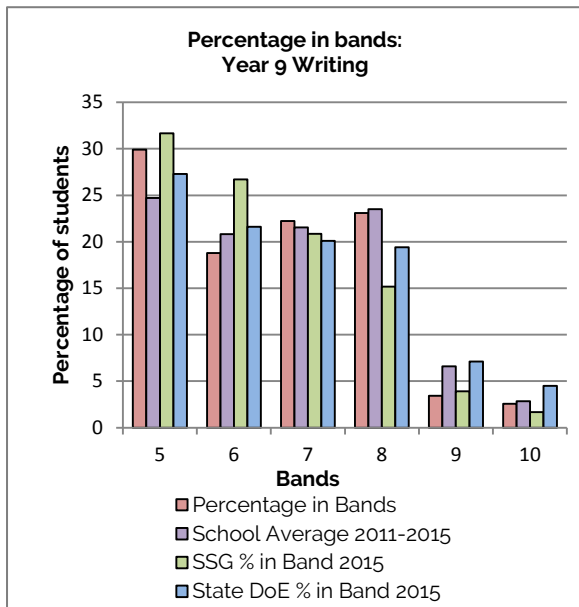
Year 9 NAPLAN Spelling

	School	SSG	State DoE			
Average score, 2015	561.5	565.5	583.6			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	15	23	28	32	15	5
Percentage in Bands	12.7	19.5	23.7	27.1	12.7	4.2
School Average 2010-2015	9.7	17.8	30.6	26.8	12.4	2.5
SSG % in Band 2015	12.4	15.4	27.3	28.9	12.4	3.4
State DoE % in Band 2015	10.8	12.5	23.0	28.1	16.7	9.0



Year 9 NAPLAN Writing

	School	SSG	State DoE			
Average score, 2015	510.7	506.8	526.3			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	35	22	26	27	4	3
Percentage in Bands	29.9	18.8	22.2	23.1	3.4	2.6
School Average 2011-2015	24.7	20.8	21.6	23.5	6.6	2.8
SSG % in Band 2015	31.7	26.7	20.8	15.2	3.9	1.7
State DoE % in Band 2015	27.3	21.6	20.1	19.4	7.1	4.5

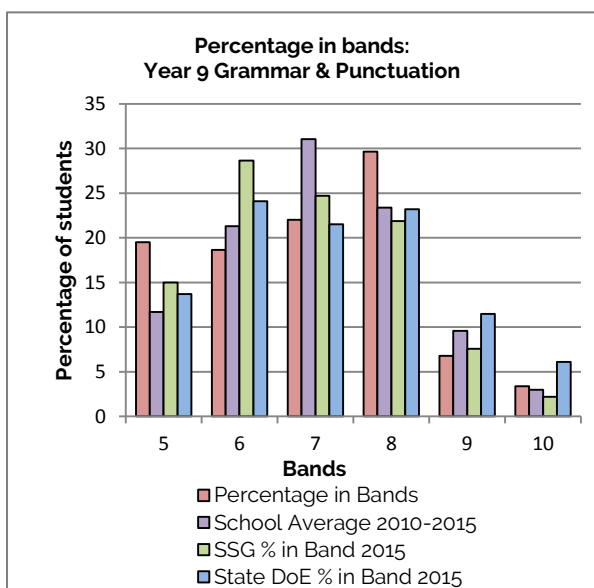
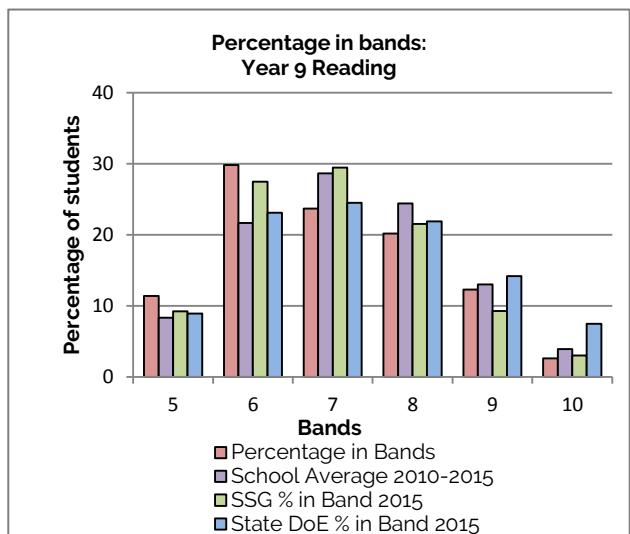


Year 9 NAPLAN Reading

	School	SSG	State DoE			
Average score, 2015	555.9	557.4	573.1			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	13	34	27	23	14	3
Percentage in Bands	11.4	29.8	23.7	20.2	12.3	2.6
School Average 2010-2015	8.3	21.7	28.6	24.4	13.0	3.9
SSG % in Band 2015	9.2	27.5	29.5	21.5	9.3	3.0
State DoE % in Band 2015	8.9	23.1	24.5	21.9	14.2	7.5

Year 9 NAPLAN Grammar and Punctuation

	School	SSG	State DoE			
Average score, 2015	545.9	544.8	561.5			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	23	22	26	35	8	4
Percentage in Bands	19.5	18.6	22.0	29.7	6.8	3.4
School Average 2010-2015	11.7	21.3	31.0	23.4	9.6	3.0
SSG % in Band 2015	15.0	28.6	24.7	21.9	7.6	2.2
State DoE % in Band 2015	13.7	24.1	21.5	23.2	11.5	6.1



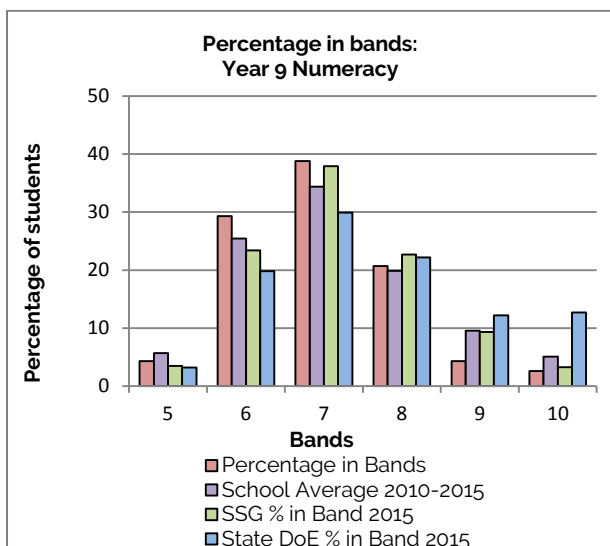
NAPLAN Year 9 - Numeracy

67% of students achieved greater than or equal to the expected growth from the 2013 results (their Year 7 achievement). 91% of students improved their performance with 24% scoring in the 75th and above percentile.

Aboriginal student performance is comparable to that of the state, with a 10 point higher standard deviation compared to DoE.

Year 9 NAPLAN Numeracy

	School	SSG	State DoE			
Average score, 2015	554.0	564.9	590.6			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	5	34	45	24	5	3
Percentage in Bands	4.3	29.3	38.8	20.7	4.3	2.6
School Average 2010-2015	5.7	25.4	34.4	19.9	9.6	5.1
SSG % in Band 2015	3.5	23.4	37.9	22.7	9.3	3.3
State DoE % in Band 2015	3.2	19.8	29.9	22.2	12.2	12.7



HSC: Course Summary Table cont...

Engineering Studies	66.1	67.1	-	75.2
English (Standard)	65.1	63.8	64.4	65.7
English (Advanced)	75.0	76.8	75.2	80.1
Food Technology	66.5	68.8	-	68.4
Geography	74.1	69.9	65.7	69.6
Industrial Technology	59.4	65.7	66.7	67.7
Mathematics General 2	64.3	63.2	63.5	65.4
Mathematics	66.6	68.7	65.7	77.1
Modern History	62.4	70.9	66.1	72.5
Personal Development, Health and Physical Education	71.6	72.0	70.5	71.3
Physics	64.4	66.5	64.2	72.1
Senior Science	67.0	71.7	67.2	69.2
Textiles and Design	70.8	73.6	-	75.7

Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

A broad curriculum choice is offered to senior students to ensure that post-secondary vocation and personal student interest are accommodated.

All Key Learning Areas (KLAs) spend considerable time analysing course data to ensure best student outcomes.

Outstanding achievement was attained by Samantha Mackay who gained first place across the state in Textiles and Design.

Isabella Mason was also nominated for Dance Exemplary program in a variety of strands.

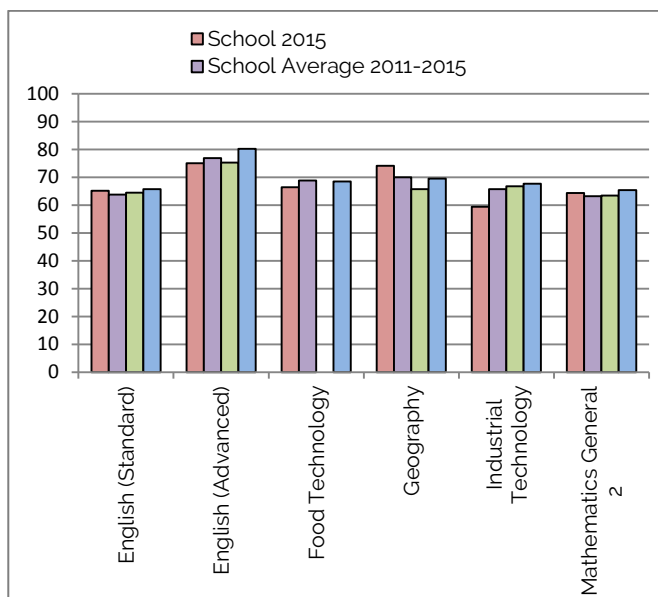
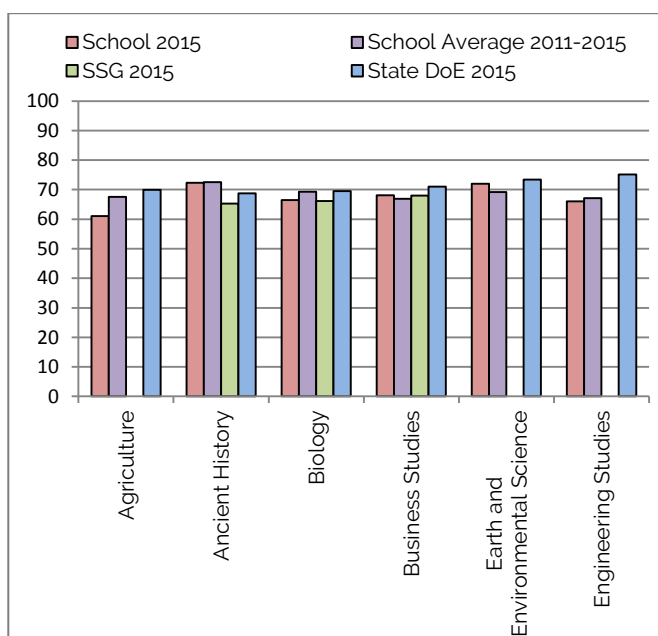
70% of HSC subjects recorded student marks above the Statistically Similar Group (SSG). Of particular note were Ancient History, Earth & Environmental Science, Geography, Mathematics and Personal Development, Health & Physical Education.

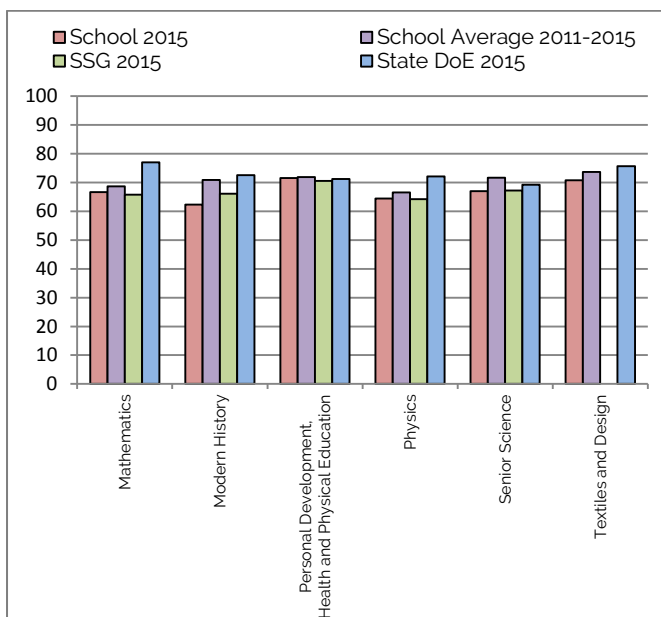
A number of subjects with small class sizes (below 10 students) such as Dance, Drama and Music also achieved excellent overall results.

HSC: Course Summary Table

Course	School 2015	School Average 2011-2015	SSG 2015	State DoE 2015
Agriculture	61.0	67.5	-	69.9
Ancient History	72.3	72.5	65.3	68.8
Biology	66.5	69.3	66.2	69.5
Business Studies	68.1	66.9	67.9	71.1
Earth and Environmental Science	72.0	69.2	-	73.4

HSC: Course Summary Graphs





Parent/caregiver, student, teacher satisfaction

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

Their responses are presented below.

In 2015, the school participated in the 'Tell Them From Me Survey'. The survey provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. The survey includes eight separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (ie: strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

Whilst the survey was only completed by 28 parents, there were indications of areas the school could improve. These include marks of:

- 5.5 Parents being informed about school activities.
- 5.3 Parents being informed about their children's progress at school.

The school is attempting to address the above with the development of the school's webpage and a school APP which will instantly send notifications of events to parents.

- 5.9 Teachers taking account of child's needs, abilities and interests.
- 5.8 Teachers trying to understand and learning needs of students with special needs.

Part of the new School Plan is the development of technology and teaching which should further promote differentiation and ensure engagement of all students in the classroom.

Parents were more satisfied with the school's progress in the following areas:

- 7.4 Teachers expect my child to work hard.
- 7.6 Teachers expect my child to pay attention in class.
- 7.9 My child is clear about the rules for school behaviour.
- 7.3 School reports are written in a language I can understand.

As only 28 parents completed this survey, it does not provide a true indication of the thoughts of the majority of parents. It is hoped that in the future, better communication will result in a higher rate of completion.

Policy requirements

Aboriginal education

The school offered NORTA NORTA in-class tutoring to Year 8 and 10 students who received marks below minimal standards in all areas of the NAPLAN tests. The tutor also operated the homework centre in collaboration with a teacher and the AEO.

Individual senior tutoring was offered to Aboriginal students in Years 11 and 12. Tutors were employed in subject specific areas to assist students with completion of tasks and understanding of class work.

The school operated the Sista Speak program. This program was developed by the AEO (Brooke Stewart) and Mrs Julie Mehic. Aboriginal girls participated in weekly workshops related to culture, self-esteem and aspirations. The girls attended the Wellness Festival and participated in projects to build team work and resilience.

The school's NAPLAN results indicated some good areas of growth for Aboriginal students. 30.8% of Year 9 students received Band 8 Spelling, with 7.7% receiving Band 9. In Numeracy, there were no Aboriginal students in the lower Band 5, with 25% receiving scores across bands 8-10.

Year 7 scores in Reading and Numeracy showed a decrease in the percentage of students receiving the lower Band 4. In 2014, 18.8% of students received a Band 4 Reading, while in 2015 this was only 5.6%. In numeracy in 2014, 11.8% of students gained a Band 4 result, with only 5.3% gaining this result in 2015.

The school continued the Koori dance group and also investigated the implementation of a Bro Speak program for 2016.

Multicultural Education

The school continued the Asian Immersion program in collaboration with five partner primary schools. This program involved high school and primary school students working on projects related to studies of Asian countries. The students met at least once during the first semester.

In addition to these activities, the school's partnership with the International Students' Unit of the University of Wollongong, enables contact with students from other countries. The international University students spent two days in Term one 2015 at BHS talking to students about their countries. They returned in Term three to deliver cultural workshops at the Asian Expo, which provided a range of Asian based activities to students in Years 5-11.

As part of the program, all faculties teach aspects of Asia in their programs.

Mrs Hing and Mrs Parsons travelled to the University's Cultural Festival in September with students from Years 5-11. The school also began discussions to develop a sister school relationship with a school in Asia.