

2023 Annual Report

Bellingen High School



8258

Introduction

The Annual Report for 2023 is provided to the community of Bellingen High School as an account of the school's operations and achievements throughout the year.

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

School contact details

Bellingen High School

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School vision

The Bellingen High School community is committed to improving the education of each individual student through high expectations, a respectful, inclusive and positive environment and the delivery of quality teaching and learning. We aspire to develop the growth of responsible, engaged and successful learners, focused on educational attainment, personal success and the acquisition of knowledge and skills for their future.

Every student and every teacher will be challenged to continue to learn and improve every year through strong foundations in literacy and numeracy, deep content knowledge and continual reflection on practice, process and product. We will strive to develop new skills and confidence in each student's ability to learn, persist, adapt, collaborate and become a responsible global citizen, as they learn to find and use their voice - both individual and collective - for the good of one, of many, of the wider community and their world.

School context

Bellingen High School is located in the Bellinger Valley and draws students from a number of small, scattered and diverse rural communities. It is a coeducational, 7-12, comprehensive high school with a current enrolment of 604 students, of which 47 are Aboriginal. The school community is proud of its strong tradition of academic, sporting and cultural excellence.

Bellingen High School is recognised as a creative community in areas such as Music, Art, design, creative writing, performance and technology. A committed and experienced staff continually enhance their specialist teaching capacity, lead extra curricula opportunities for every students to reach their potential.

The school is committed to continually improving effective classroom practices and quality teaching and learning experiences, with staff professional learning ensuring this. Literacy and numeracy, as well as Higher School Certificate (HSC) performance, will be enhanced through improved data analysis which will support individualised and differentiated learning and programming.

Bellingen High School is dedicated to implementing a wide range of wellbeing programs that target individuals, groups, cohorts and the whole school to foster growth, development, connection and success so that students and staff feel known, valued and cared for.

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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

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

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Working towards 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	Working towards Delivering
LEADING: School planning, implementation and reporting	Working towards Delivering
LEADING: School resources	Working towards Delivering
LEADING: Management practices and processes	Working towards Delivering

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Initiatives

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

- Reading
- Numeracy
- HSC Strategy: Excellence and Equity

Resources allocated to this strategic direction

Professional learning
Socio-economic background
Aboriginal background

Summary of progress

In 2023, Bellingen High School maintained a commitment to enhancing student learning outcomes, particularly in English and Mathematics. Through analysis of student achievement data, the school identified areas for improvement in numeracy and writing.

This year the school executive realigned leadership roles across the school and an additional executive was employed to support differentiation in the classroom. The school targeted explicit programs in English and Mathematics to support academic growth for all students and continuation of the reading, numeracy, and HSC strategy initiatives. The Mathematics Growth Team is transitioned into Bellingen High School with a strong focus on data-driven practice, mentoring, coaching, professional learning, and the explicit teaching of mathematics.

In 2024, school executive will maintain a strong focus on embedding explicit teaching, providing a process for lesson observations and feedback across faculties to strengthen explicit teaching practice and student learning achievement. To ensure consistent implementation across the school all staff will be involved in planning numeracy strategies in their teaching programs.

In 2023, HSC and future pathways were a significant focus for the school leadership team particularly senior classroom teachers. Most staff across all faculties engaged in the HSC Professional Learning Bites and High Leverage Teaching Strategies supporting explicit teaching of Stage 6 courses. In 2024, quality assessment tasks will be a focus for system review, in addition to increasing the number of staff involved in HSC marking opportunities. The Senior Academic Advisor position provides an open communication channel for all students to be supported through their HSC attainment and future pathways.

School staff were supported in professional learning and data analysis, informing individualised planning for students and refining personalised learning pathways. Staff were strategically aligned to implement cultural programs throughout the school year. Community engagement has been pivotal to the success of the schoolwide programs. Strong community partnerships remain a high priority for 2024 fostering educational aspirations and ongoing performance improvement throughout the school community.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Growth Reading:	In 2023, Bellingen High School achieved growth in reading from the baseline on all Reading Check-in assessments. Year 7 Reading Check-in Assessments scores are 1.0% above the state average. Year 8 Reading Check-in Assessments scores are 4.5% above the state average. Year 9

<p>To increase the percentage of students achieving at or above expected growth from the baseline by 6%.</p>	<p>Reading Check-in Assessments scores are 1.8% above the state average.</p>
<p>Numeracy:</p> <p>To increase the percentage of students achieving at or above expected growth from the baseline by 4%.</p>	<p>In 2023, Year 9 achieved 1.6% growth in average scaled scores in numeracy from the baseline. Year 7 Numeracy Check-in Assessments are 1.3% below the state average. Year 8 Numeracy Check-in Assessments are 1.6% below the state average. Year 9 Numeracy Check-in Assessments are 4.2% below the state average.</p>
<p>School Excellence Framework (SEF):</p> <p>Effective Classroom Practice - Sustaining and Growing</p>	<p>Bellingin High School has reported on the element of 'Effective Classroom Practice' to the level of delivering, measured by the School Excellence Framework V2.</p>

Strategic Direction 2: SD 2 Teaching and Leading

Purpose

Our teachers will evaluate their teaching and reflectively adapt their practice through high impact professional learning that reflects the key drivers of evidence informed pedagogy.

Initiatives

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

- Visible Learning
- Data Informed Practice
- Feedback

Resources allocated to this strategic direction

Socio-economic background
Low level adjustment for disability
Professional learning

Summary of progress

In 2023, Bellinghen High School teachers have been working to implement the Visible Learning principles of Learning Intentions and Success Criteria (LISC) into teaching and learning programs. The delivery of Visible Learning was impacted by staffing release, whereby some faculties continued implementation, however, other faculties were unable to complete the structured lesson observations and feedback sessions.

Additional support in 2024 will be a focus for staff to improve their practice in the analysis, and evaluation of formative and summative data. This support will also extend to the effective use of course performance descriptors to describe and assess student's levels of achievement.

The school leadership team has maintained a clear focus on supporting all teachers' professional development goals with planning for structured opportunities for teachers to teach students how to self and peer assess, and embed a process of reflecting on and monitoring their learning, which should be a future goal.

In 2024, the school leadership team will continue to strengthen the performance and development policy in a culture of high expectations for every staff member through transparent processes for the leadership team, embedding professional and reflective conversations around teaching performance and feedback.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
All staff complete Corwin Online for Learning Intentions and Success Criteria. Faculties meeting minutes indicate ongoing discussion around Learning intentions and Success Criteria. Trialing and evaluating of LISC processes.	Staff have embedded Learning Intentions and Success Criteria into their programs and units of work. The next step is to evaluate the efficacy of Learning Intentions and Success Criteria and its impact on students' learning and understanding.
School executive lead professional learning in faculty teams to enhance teacher capacity in the use of external data to inform teaching practice.	The executive are in the process of building their capacity to analyse and evaluate data in preparation for strengthening data informed practice.

Strategic Direction 3: Wellbeing

Purpose

To ensure all students are known, valued and cared for, we will implement evidence based wellbeing programs that connect students to their learning, empower them to succeed and enable them to flourish and prosper.

Initiatives

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

- Planned approach to Wellbeing
- Student Advocacy
- Attendance

Resources allocated to this strategic direction

Low level adjustment for disability
Student Support Officer
Aboriginal background
Integration funding support
Per capita

Summary of progress

In 2023, Bellinghen High School's planned initiatives faced staffing constraints, necessitating a reevaluation of progress measures. Due to these limitations, some of the planned initiatives were not fully implemented.

In 2023, daily attendance has steadily improved over the year. The school has invested significant resources in enhancing school-home communications relating to the importance of daily attendance and explaining all student absences promptly. Monitoring daily attendance will remain a focus in 2024 to reduce the occurrence of unexplained absences and improve student attendance. Students attending school less than 85% each week have individual attendance plans implemented and reviewed, often involving the Home School Liaison Officer. Data analysis of whole school attendance reflects improving attendance trends for students previously attending less than 80%. In 2024, the Attendance Team will continue to focus on improving outcomes for students currently below 90% attendance.

Tell Them From Me student survey results reflected 47% of students reporting a positive sense of wellbeing; Expectations for Success, Advocacy, and a Sense of Belonging at School. Data analysis reflects that Stage 4 has a lower positive sense of wellbeing, with Year 12 students highly represented at 54% of high advocacy and high expectations.

In 2024, the staff require a planned approach to school-wide wellbeing and reviewing of current targeted and universal wellbeing programs. The transition programs, restorative practices, peer mentoring, and wellbeing initiatives are to be developed and refined. In addition, Bellinghen High School will prioritise a whole school focus on future pathways for students, providing opportunities for Stage 4, 5, and 6 students to engage with tertiary institutions and explore opportunities available and beyond the local area.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Attendance 69% of students attending at greater than 90%	In 2023, 40% of students have attended at greater than 90%, this was a rise of 2.62% from 2022.
Wellbeing Proportion of students reporting a positive sense of wellbeing	In 2023, 47.58% of students reported having a positive sense of wellbeing at school.

(Expectations for Success, Advocacy, and Sense of Belonging at School) to be at or above 62%.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$530,621.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bellinghen High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Planned approach to Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> Additional staffing to assist students with additional learning needs. Consultation with external providers including but not limited to Allied Health Services, Department of Communities and Justice. Executive release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs). Release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support. <p>The allocation of this funding has resulted in the following impact: All identified students with additional learning and specialised health needs were well supported in accessing the curriculum and for wellbeing through the engagement of additional staff under the Integration Funded Program.</p> <p>After evaluation, the next steps to support our students will be: In 2024, these funds will continue to support all identified students requiring additional support.</p>
<p>Socio-economic background</p> <p>\$100,988.75</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bellinghen High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Reading Numeracy Visible Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> Professional development of staff through a focus on language features to support student learning. Engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy and numeracy needs of identified students. Teacher release to engage in evidenced-based professional learning. Employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs. Additional staff for supporting student learning and curriculum delivery. Staff release to increase community engagement <p>The allocation of this funding has resulted in the following impact: All identified students were well supported through the engagement of additional staff and appropriately supported to access the curriculum and engage fully in all school activities. Programs strengthening community engagement with Bellinghen High School including transition programs, and wellbeing initiatives all broadened school, home, and community relationships with supported future pathways for students. Student mentoring and leadership throughout the school are embedded in wellbeing programs. Additional teachers, administrative staff, and learning support staff were employed to engage students and support teachers.</p>

<p>Socio-economic background</p> <p>\$100,988.75</p>	<p>After evaluation, the next steps to support our students will be: In 2024, these funds will continue to support staff professional learning, strengthen wellbeing initiatives and community collaboration.</p>
<p>Aboriginal background</p> <p>\$63,396.26</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bellingen High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy • Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to deliver personalised support for Aboriginal students. • Employment of specialist additional staff Aboriginal Education Officer (AEO) to support Aboriginal students. • Employment of additional staff to support the implementation of Aboriginal Education programs and support improving attendance initiatives. <p>The allocation of this funding has resulted in the following impact: All identified students were well supported through the engagement of additional staff and resources to appropriately access the curriculum and engage in all school activities. The school revised systems and processes to ensure prioritising of students' wellbeing and engagement in their learning.</p> <p>After evaluation, the next steps to support our students will be: In 2024, these funds will continue to support all identified students and programs at Bellingen High School. The school will seek to further embed opportunities for mentoring and strengthening community engagement.</p>
<p>Low level adjustment for disability</p> <p>\$236,432.22</p>	<p>Low level adjustment for disability equity loading provides support for students at Bellingen High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Visible Learning • Data Informed Practice • Student Advocacy • Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engaging specialist staff to collaborate with classroom teachers to build capability in meeting the learning and engagement needs of identified students • Providing attendance and engagement support through the implementation of systems and processes across the school. • Engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting. • Whole school engagement in evidenced-based professional learning, Berry Street. <p>The allocation of this funding has resulted in the following impact: All identified students were supported through the engagement of additional staff and resources to access the curriculum and engage in all school activities.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Low level adjustment for disability</p> <p>\$236,432.22</p>	<p>In 2024, these funds will continue to support all identified students and programs at Bellinghen High School. Whole school monitoring of student learning and data analysis to identify progress to inform teaching and learning programs.</p>
<p>Location</p> <p>\$105,799.30</p>	<p>The location funding allocation is provided to Bellinghen High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: All identified students were well supported in the allocated resources to engage fully in all school activities.</p> <p>After evaluation, the next steps to support our students will be: In 2024, these funds will continue to support all identified students and programs.</p>
<p>Professional learning</p> <p>\$69,227.29</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Bellinghen High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Numeracy • Feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Teacher release for staff to engage in evidence-based professional learning. • Presentations by suitable and qualified facilitators to support students with specific health needs and engagement in learning. • Teacher release to collaborate with learning teams at other schools. • Additional staff release for supporting Stage 6 teachers' learning and curriculum delivery. <p>The allocation of this funding has resulted in the following impact: Staff were supported to engage in targeted professional learning and collaboration. An increased engagement in professional learning around the School Excellence Framework, new syllabuses, and HSC strategy was achieved.</p> <p>After evaluation, the next steps to support our students will be: In 2024, these funds will continue to support all staff professional learning and collaboration.</p>
<p>COVID ILSP</p> <p>\$84,632.58</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

<p>COVID ILSP</p> <p>\$84,632.58</p>	<p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers/educators to deliver small group tuition. • Releasing staff to participate in professional learning. • Employing/releasing teaching staff to support the administration of the program. <p>The allocation of this funding has resulted in the following impact: Students were identified for additional support in reading comprehension and numeracy skill development under the COVID ILS program. Through the engagement of additional staff and resources, all student learning and growth was monitored and tracked supporting student engagement and achievement.</p> <p>After evaluation, the next steps to support our students will be: In 2024, any additional funds will continue to support all identified student programs at Bellinghen High School with enhanced communications for family informing and updating their child's learning achievement.</p>
<p>Per capita</p> <p>\$161,939.04</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Bellinghen High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Planned approach to Wellbeing <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Subsidising student excursions and incursions and resources for student engagement in school learning, specialised programs and wellbeing initiatives. <p>The allocation of this funding has resulted in the following impact: Through the additional funding, programs and resources were delivered for students to access learning and wellbeing initiatives.</p> <p>After evaluation, the next steps to support our students will be: In 2024, these funds will continue to support students and programs at Bellinghen High School.</p>
<p>Student Support Officer</p> <p>\$99,516.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Bellinghen High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance <p>Overview of activities partially or fully funded with this Staffing - Other include:</p> <ul style="list-style-type: none"> • Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies. • Support transition, between schools and post-school enrolments by working with transition coordinators and external providers. • Student Support Officer (SSO) contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention. • Coordination of Breakfast Club and other student based whole school well-being initiatives. • Support the implementation of all school wellbeing initiatives and special celebration and acknowledgement days. <p>The allocation of this funding has resulted in the following impact: Through the engagement of additional staff, programs were delivered to support student wellbeing schoolwide.</p>

Student Support Officer

\$99,516.00

After evaluation, the next steps to support our students will be:

In 2024, the Student Support Officer will continue to support students and programs at Bellingham High School, focussing on improved collaborative team based approaches.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	293	287	286	292
Girls	299	306	330	327

Student attendance profile

School				
Year	2020	2021	2022	2023
7	91.9	85.3	86.3	85.3
8	88.9	84.2	80.3	80.9
9	89.2	79.6	83.6	77.0
10	87.1	79.0	78.1	78.3
11	84.2	79.8	80.1	75.1
12	88.2	85.9	79.9	82.9
All Years	88.7	82.1	81.8	79.8
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

Attendance

NSW student attendance data in 2020 is not comparable to other years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with

previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	9	6
Employment	40	82	35
TAFE entry	60	9	10
University Entry	0	0	48
Other	0	0	0
Unknown	0	0	1

Year 12 students undertaking vocational or trade training

30.43% of Year 12 students at Bellingen High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

90.6% of all Year 12 students at Bellingen High School expected to complete Year 12 in 2023 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)	7
Classroom Teacher(s)	35.7
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	11.48
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 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	711,291.72
Revenue	9,786,970.53
Appropriation	9,359,973.48
Sale of Goods and Services	142,672.96
Grants and contributions	266,569.62
Investment income	16,519.47
Other revenue	1,235.00
Expenses	-9,396,366.37
Employee related	-8,230,581.24
Operating expenses	-1,165,785.13
Surplus / deficit for the year	390,604.16
Closing Balance	1,101,895.88

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2023 SBAR Adjustments (\$)
Targeted Total	502,668
Equity Total	400,817
Equity - Aboriginal	63,396
Equity - Socio-economic	100,989
Equity - Language	0
Equity - Disability	236,432
Base Total	7,278,952
Base - Per Capita	161,939
Base - Location	105,799
Base - Other	7,011,214
Other Total	617,383
Grand Total	8,799,821

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

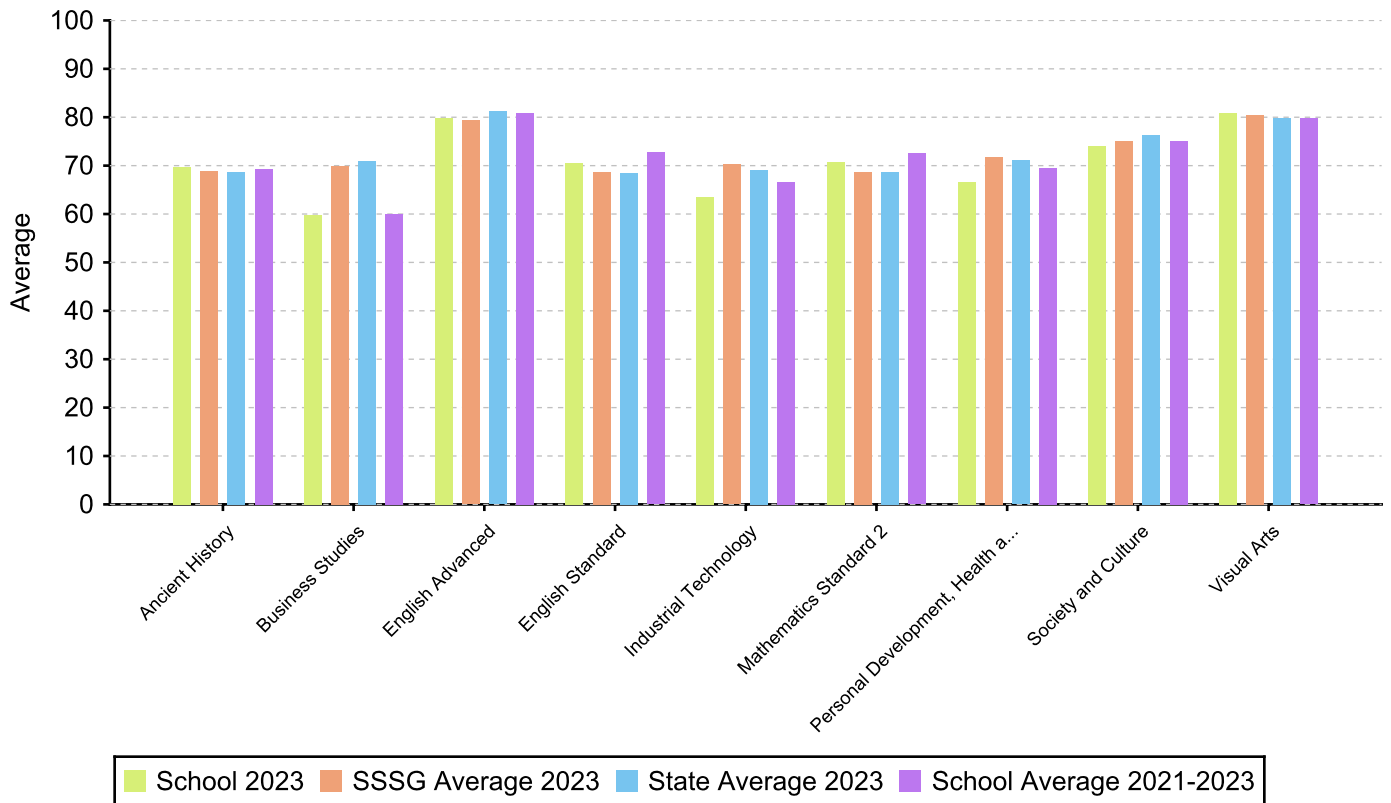
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2023	SSSG	State	School Average 2021-2023
Ancient History	69.7	68.8	68.7	69.3
Business Studies	59.8	69.9	70.9	59.9
English Advanced	79.9	79.3	81.2	80.8
English Standard	70.5	68.8	68.5	72.7
Industrial Technology	63.5	70.2	69.1	66.6
Mathematics Standard 2	70.7	68.7	68.7	72.5
Personal Development, Health and Physical Education	66.6	71.8	71.0	69.6
Society and Culture	74.1	75.1	76.3	75.1
Visual Arts	80.9	80.5	79.8	79.7

Parent/caregiver, student, teacher satisfaction

Student feedback has proven that advocacy at school is an area of focus. Students feel supported and safe at Bellingin High School. Expectations for success and a sense of belonging have improved. In 2023, the Tell Them from Me Survey will continue.

Feedback from parents and community members as gauged from interviews, focus group meetings and parent-teacher meetings recognises the positive school culture at Bellingin High School. Areas for growth include improving student attendance in school and supporting families to engage with family support services. Parents/carers have indicated that the electronic permission notes are more timely and the use of emails is effective communication to update details and prompt communication regarding absences. Yarn-ups have been well received by the community.

The People Matters survey indicated staff felt supported in the direction the school is taking in teaching, learning, and well-being. Flexible working arrangements declined as schools resumed back to onsite learning and increased satisfaction with technology and inclusive workplaces. All students, parents, and staff commented on the impact of a range of interruptions to learning, and by Term 4, 2023 most learning and extracurricular activities had resumed.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.