Billabong High School
Annual School Report 2014

8503
School context statement

Billabong High School is a Rural and Comprehensive High School located in Culcairn. It has a large drawing area and students come from ten primary schools. The majority of students bus to the school each day.

Principal’s message

This year was once again a successful one for the school. The students were given a positive learning environment to fulfill their academic potential in the classroom and to become involved in a wide range of extra-curricular activities.

At the whole school level there were a number of highlights. These included:

- The full implementation of the senior college to increase curriculum options for our seniors.
- The injection of significant Equity Funds into the school to enable us to provide additional support for our students.
- The successful establishment of the M.C (multi-categorical) class for students with identified special needs.

There were many outstanding student achievements during the year. These included:

- Duke of Edinburgh Gold Level Awards going to Jessikah McCarthy and Gemma Wall.
- Olivia Hall, April Lieschke and Alyce Parker being selected in the NSW U16 Girls AFL Team. Alyce was named as the best player of NSW and was selected as a National Representative.
- Sarah Bahr-Withers, Lucy Godde Victoria Leov and Mr Pilikas participated in the World Challenge Expedition to Borneo.
- The Show Team prepared the Grand Champion led steer at the Royal Melbourne Show.

The Annual School Report highlights and records the success of the year. I would like to congratulate all the students for their efforts during the year. You have ensured that our outstanding reputation continues.

I certify that the information in this report is the result of a vigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Phil Carroll
P & C and/or School Council message

The Billabong High School P & C meetings were held twice a term during 2014. These meetings were held in weeks three and nine. Attendance was consistent throughout the year. The members worked tirelessly to maintain an active P & C.

The P & C Executive for 2014 included:

President Mr George Mackinlay
Secretary Mrs Mary Liston
Treasurer Mrs Susan Wright.

The Canteen Committee was again very active and continued their great work on maintaining a healthy and viable school canteen. I would again like to acknowledge the wonderful work of Mrs Landman as canteen supervisor.

The Canteen Committee included:

President Mrs Jo Wall
Secretary Mrs Julia Muller
Treasurer Mrs Rita Bowler.

The P & C continued to support the school with regular commitments such as supporting the catering at the Henty Field Days, providing financial support for the School Captains to attend the Secondary School Student Leadership Program in Sydney and School Presentation Evening.

The major fund raising event held during the year was a wood raffle with strong support coming from all our local communities.

I would like to thank all the members who attended during the year and to everyone who supported the P & C in our on-going endeavors to help Billabong High School.

Mr George Mackinlay, President

Billabong High School P & C Committee

Student representative message

The SRC was an active, vibrant part of the school community in 2014. Many activities were held for students which enable them to engage with the student body and teachers.

These activities included continuing past traditions such as discos, which welcomed Year 7 in Term 1 and farewelled Year 12 in Term 3, Melbourne Cup Fashion Parade and the Footy Colours Day to raise funds for children living with cancer.

A number of new events were organised such as the popular Arm Wrestling mid-year and the Don’t Text and Drive Race and cake stall, which raised funds for signage. District Representatives also attended a number of meetings and video conferences and organised a Throw it in the Bin Competition as part of an environmental anti-littering campaign.

SRC members raise funds for Headspace Albury-Wodonga, donated to the Special Christmas Party for Children and Steward House and continued to support local primary schools via the annual Student Encouragement Award and Prize.

Within the school, the SRC made a significant contribution to the purchase of new netball uniforms, donated to the Presentation Evening, revamped the noticeboard and organised numerous BBQ’s to support the Transition Program.

The SRC thanks the student body and staff for their support this year.

Mrs Julia Mackinlay
SRC Coordinator
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

Management of non-attendance

Billabong has a range of strategies in place to handle non-attendance by students. These include:

- Follow up of absences by roll call teachers.
- Intervention by the Year Advisers and Senior Executive.
- Weekly visits and intervention by the HSLO.
- Formal attendance plans put in place.
Phone checks on attendance.

Regular messages about attendance in information going home to parents, for instance, the school newsletter.

Reminders given on assembly.

Post-school destinations

<table>
<thead>
<tr>
<th>Post-school destinations</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
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<tbody>
<tr>
<td>seeking employment</td>
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<tr>
<td>employment</td>
<td>3</td>
<td>2</td>
<td>39</td>
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<td>36</td>
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<tr>
<td>unknown</td>
<td></td>
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</table>

Year 12 students undertaking vocational or trade training

Seventeen percent of Year 12 students undertook Vocational or Trade Training Courses during the year. Areas of training included:

Animal Studies
Beauty
Community Services
Electro technology
Hospitality
Information and Digital Technology
Primary Industries.

Year 12 students attaining HSC or equivalent Vocational educational qualification

One hundred percent of the students undertaking Vocational or Trade Training Courses attained a HSC or equivalent Vocational Education qualification.

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
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<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>5</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>24</td>
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<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.8</td>
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<tr>
<td>Teacher Librarian</td>
<td>1</td>
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<tr>
<td>Teacher of ESL</td>
<td>0</td>
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<tr>
<td>School Counsellor</td>
<td>0.4</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>43.2</td>
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The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There is one member of staff with an Indigenous background. Mr Tony Nelson is the Head Teacher of TAS, PDHPE and Computing Studies.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
<td>25</td>
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Professional learning and teacher accreditation

Thirty three percent of staff are members of the NSW Institute of Teachers.
Two staff members completed their maintenance of professional accreditation during the year. This takes place every five years of being an institute member.

Staff took part in a wide range of learning activities during the year. These included School Development Days, local, regional and state training opportunities, network days, online training.

Professional Learning Funds were used in the following areas:
- Beginning Teachers
- Use of ICT
- Literacy and Numeracy
- Quality Teaching and Learning
- Career Development
- Syllabus Implementation
- VET Training
- Morgan Country Learning Community Meetings, including an evening presentation

Mandatory training.

**Beginning Teachers**

In 2014 there was one permanent beginning teacher and two beginning teachers who were employed on a temporary basis.
Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
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<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>351626.81</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
<td>1145393.58</td>
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<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<tr>
<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
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<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td>Total expenditure</td>
<td>889180.14</td>
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<tr>
<td>Balance carried forward</td>
<td>256213.44</td>
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A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

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.

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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

Average score, 2014

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
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<tbody>
<tr>
<td>4</td>
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<td>477.8</td>
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Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in Band</th>
<th>Percentage in Bands</th>
<th>School Average 2011-2014</th>
<th>SSG % in Band 2014</th>
<th>State DEC % in Band 2014</th>
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<tbody>
<tr>
<td>4</td>
<td>11</td>
<td>16.2</td>
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<tr>
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<td>16</td>
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<td>32.1</td>
<td>15.4</td>
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</tr>
<tr>
<td>6</td>
<td>18</td>
<td>26.5</td>
<td>26.5</td>
<td>17.7</td>
<td>13.2</td>
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<tr>
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<td>12</td>
<td>17.7</td>
<td>32.1</td>
<td>9.2</td>
<td>2.9</td>
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<tr>
<td>8</td>
<td>9</td>
<td>13.2</td>
<td>15.4</td>
<td>2.9</td>
<td>1.0</td>
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<td>2</td>
<td>2.9</td>
<td>2.9</td>
<td>4.0</td>
<td>1.0</td>
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</table>
NAPLAN Year 7 - Numeracy

**Average score, 2014**

<table>
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<tr>
<th>Band</th>
<th>School</th>
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<th>State DEC</th>
</tr>
</thead>
<tbody>
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<td>521.8</td>
<td>516.7</td>
<td>542.9</td>
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**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Band</th>
<th>Number in Band</th>
<th>Percentage in Bands</th>
<th>School Average 2010-2014</th>
<th>SSG % in Band 2014</th>
<th>State DEC % in Band 2014</th>
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<tbody>
<tr>
<td>4</td>
<td>2</td>
<td>3.0</td>
<td>24.7</td>
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<td>17</td>
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<td>25.6</td>
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<tr>
<td>6</td>
<td>18</td>
<td>26.9</td>
<td>23.5</td>
<td>23.3</td>
<td>22.1</td>
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<td>19</td>
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<td>2</td>
<td>22.1</td>
<td>33.3</td>
<td>20.6</td>
<td>10.9</td>
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NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
Year 9 NAPLAN Writing

Average score, 2014

<table>
<thead>
<tr>
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<th>School</th>
<th>SSG</th>
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</thead>
<tbody>
<tr>
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Skill Band Distribution

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<td>Number in Band</td>
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<td>13</td>
<td>17</td>
<td>11</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>22.0</td>
<td>22.0</td>
<td>28.8</td>
<td>18.6</td>
<td>8.5</td>
<td>0.0</td>
</tr>
<tr>
<td>School Average 2011-2014</td>
<td>22.8</td>
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<td>21.5</td>
<td>18.4</td>
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<td>4.4</td>
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<tr>
<td>SSG % in Band 2014</td>
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<td>16.3</td>
<td>4.3</td>
<td>2.0</td>
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<tr>
<td>State DEC % in Band 2014</td>
<td>26.1</td>
<td>22.1</td>
<td>20.1</td>
<td>18.6</td>
<td>7.7</td>
<td>5.3</td>
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Year 9 NAPLAN Spelling

Average score, 2014

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<td>582.1</td>
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Skill Band Distribution

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<th>7</th>
<th>8</th>
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<th>10</th>
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<tbody>
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<td>14</td>
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<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Percentage in Bands</td>
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<td>21.7</td>
<td>23.1</td>
<td>31.7</td>
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<tr>
<td>School Average 2010-2014</td>
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<td>28.9</td>
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<td>1.7</td>
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<tr>
<td>SSG % in Band 2014</td>
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<td>16.7</td>
<td>30.2</td>
<td>26.0</td>
<td>9.1</td>
<td>5.3</td>
</tr>
<tr>
<td>State DEC % in Band 2014</td>
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<td>26.1</td>
<td>25.4</td>
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<td>12.2</td>
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Year 9 NAPLAN Grammar and Punctuation

Average score, 2014

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Skill Band Distribution

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<tbody>
<tr>
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<tr>
<td>Percentage in Bands</td>
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<td>15.0</td>
<td>6.7</td>
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<tr>
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<tr>
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Year 9 NAPLAN Numeracy

<table>
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<th>School</th>
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Skill Band Distribution

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<th>SSG % in Band 2014</th>
<th>State DEC % in Band 2014</th>
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<tr>
<td>5.2</td>
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<td>21.9</td>
<td>27.5</td>
<td>21.1</td>
<td>11.9</td>
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</tbody>
</table>

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).

Year 12 students sat the HSC Exams in 22 different subjects. It was the first time that students in the senior college sat for the exams. This meant we had students in Years 11 and 12 sitting the HSC Exams. The students performed equally well, no matter what year they were in.

Students performed best in the following subjects: English (Extension 1), Hospitality, Mathematics (Extension 1), Mathematics (General) and Society and Culture.

Summary tables and graphs are only provided for subjects that had ten or more students.
Other achievements

Arts

- Music classes run in Years 9 – 10 and 12.
- Visual Arts classes run in Years 7 – 10 and 12.
- Drama classes run in Years 9 – 10 and 12. Students in Years 7 – 8 had a taste of theatre through their studies of Shakespeare and other works.
- Students attended the Riverina Drama Camp.
Emily Jones performed in the choir at Schools’ Spectacular.

The school Debating Teams were very successful.

Students were involved in Public Speaking Competitions.

Seniors participated in the Lions Youth of the Year Competition.

Students were involved in a Dance Program at school.

Music students performed at major assemblies.

Sport

Alyce Parker was selected in the National Girls U16 AFL Team.

Olivia Hall, April Lieschke and Alyce Parker were selected in the NSW U16 Girls AFL Team that contested the National Championships in Sydney.

The following students were Riverina Representatives in 2014:

Girls

Olivia Hall – AFL
Rachel Hensel – Bowls
Isabella Law – Soccer
April Lieschke – AFL
Alyce Parker – AFL, Swimming
Emma Parker – Cricket (second at State Carnival)
Layne Parker- AFL Cross Country
Georgie Schulz – AFL
Nakita Singe – AFL, Netball

Boys

Aidyn Ebner - Boccia
Brodie Hall – Bowls
Hayden Honeywill – Boccia
Kyle Lansdown – Boccia
Deklan Mankowsky – Boccia
Bradley Merkel – Boccia
James Pitson – AFL
Dylan Pumpa – Cross Country
Damian Wardius – Athletics
Matthew Wenke – Cross Country
Andrew Yates – AFL.

Outstanding Sportsperson Awards

Year 7 Matthew Bender Stefanie Cook
Year 8 Corey McCarthy Alyce Parker
Year 9 James Pitson Nakita Singe
Year 10 Harrison Macreadie Georgie Schulz
Year 11/12 Isaac Muller Emma Parker.

India Ross received the 2014 Pierre de Coubertin Award.

Zone Age Champions- Alyce Parker – Swimming and Athletics. Matthew Bender – Athletics.

Triple Age Champions- Alyce Parker and Matthew Bender.

Harry Gardiner Memorial Award for Sportsperson of the Year – Alyce Parker.

Overall House Carnival Competition Winner – McKay.
Significant programs and initiatives – Policy and equity funding

Aboriginal education

2014 NORTA NORTA Report

2014 was another busy year for the NORTA NORTA Program. Billabong High had targeted support for Aboriginal and Torres Strait Islander students. This took various forms.

- Creation of Personalised Learning Plans for each student.
- Assistance in Literacy and Numeracy.
- In class support for Years 7 and 8.
- Occasional withdrawal to help with assignments.
- Two students completed their White Card through an Aboriginal Training Centre.
- Attendance at the Albury-Wodonga Careers Expo.
- Membership of the local AECG (Aboriginal Education Consultative Group).

We also had one of our students take on the role of Acknowledgement of Country at each assembly. Seth did a great job taking on this responsibility.

NAIDOC Week was celebrated with an assembly addressed by Mr Darren Moffitt. He is a retired Australian soldier who has completed an artwork commissioned by the Royal Australian Navy to honour Indigenous Service personnel. He is a well-respected member of our local Indigenous community and spoke about the role of Indigenous men and women who have ‘fought in defence of country’. The presentation was well received by staff and students and he joined the Indigenous students for a light lunch afterwards. Badges and wristbands were available on the day.

To finish off the year we awarded several Proud and Deadly Awards to our students for Leadership (1), Sport (1), Student Leadership (1), Cultural Participation (1) and Encouragement (5).

Multicultural education and anti-racism

The role of Anti-Racism Contact Officer (ARCO) continues to be promoted within the school and community. Mrs Anquetil has been in this role for a number of years now and is highly respected in the position.

Teaching Programs have been developed to promote cross cultural understanding and skills.

The school, through the SRC, continues to support an overseas sponsor child.

Aboriginal background

A range of initiatives took place under equity funding to improve learning outcomes for Aboriginal students. These included:

- Mentoring
- Career planning and development
- White Card training.

The school is very fortunate to have Mrs Wendy Murdoch work with our students.
Socio-economic background

Billabong received socio-economic based funding for the first time in 2014. This funding enabled the school to support students in a wide range of initiatives. These included:

- Mentoring of senior students
- Subsidising excursions
- Supporting students with uniform, books and elective fees.
- Providing TSO support
- Purchasing learning devices for student use
- Professional learning for staff.

These initiatives successfully helped students to access and engage with their learning.

Improving literacy and numeracy national partnership

As part of our continued participation in the Improving Literacy and Numeracy National Partnerships Program the school received a grant of $87,689 for 2013 – 2014. This grant was given to over 400 public schools in NSW and was designed to improve student performance in the junior years. Billabong’s participation required the school to analyse the effectiveness of the current whole school approaches to literacy and to develop a series of actions to improve the literacy outcomes for a targeted group of students.

Billabong focused on literacy in the junior years. The following measures were implemented during 2014:

Staff professional learning:

- Peer Coaching – to foster teacher collaboration and shared responsibility for student outcomes.
- The National Partnerships program requires the placement of targeted students on the Literacy Continuum. BHS joined the ESES (Every Student Every School) network established by Mr Dave Crelley, Principal of Tumbarumba High School. A number of staff received intensive training and practise in placing students on the Continuum. This knowledge was then used to further develop BHS school staff skills and a day was held where a cross faculty group evaluated and plotted student performance and progress along the continuum.
- The Literacy Continuum was also the focus of a shared staff development with the schools that make up the Morgan Country Community of Schools. This allowed us to collaborate with our feeder primary school colleagues, and to develop a shared understanding of the literacy continuum, and better facilitate a smooth transition for students moving from Year 6 into Year 7.
- Many staff took advantage of courses delivered in the DET online training framework – specifically Understanding Autism Spectrum Disorders and Understanding Dyslexia and Significant Difficulties in Reading.

Targeted literacy interventions:

- The exemplar MultiLit Program (Making up Lost Time in Literacy) one on one intervention for students experiencing difficulties with reading. A trained MultiLit tutor was employed to deliver this program.
- Peer Reading Program. This program uses students from Year and teams them with a
junior student for individual tutoring for reading and comprehension.

- A number of students were identified in Year 7 requiring significant intervention strategies to improve their literacy. A literacy specialist was employed to deliver an explicit reading program for 6 hours a week for three terms. This program, along with extensive YARC testing, provided both quantitative and qualitative data. The data informed teaching practices and demonstrated the effectiveness of this program.

**Multi Categorical Class Establishment**

- 2014 saw the establishment of our Multi Categorical Class and the appointment of Mr Cameron Abood as the classroom teacher. This class includes students with a range of disabilities who were offered many diverse learning opportunities and practical activities throughout the year. The students participated in alternative Multi Sports days as well as achieving success in the Boccia Competition, winning their local heat (Riverina Champions) and travelling to Sydney to compete in the State Finals. In addition to this, the students took part in an Interpretive Dance Workshop at Wewak St School Albury.

- The LST provided valuable support to the student body in many other areas of the school, including: Applying for Disability Provisions for HSC students, referring students for ADHC assessments for Post School Transition, Supporting students at TAFE, Job Coaching for work experience, and transitioning prospective Year 7 students. In addition, several specific programs were implemented to provide opportunities for Community Access, Travel Training and Banking.

- The NCCD (Nationally Consistent Collection of Disability Data) was completed again in 2014 for BHS students. This data will be updated and collected each year to inform school funding and levels of support for individual students.

- Direct assistance to students in their classrooms has once again been provided by our dedicated School Learning Support Officers: Anne Maher, Christine Davies, Debbie Eady, Chris Davenport and Leanne Anderson.

The Learning Support Team would like to thank the following people in our community who have provided work experiences for our students: Shantelle and Todd Miller (Culcairn Foodworks), The Culcairn Men’s Shed, The Billabong Café and Stuart Weile from the Culcairn Butchery.

Ms Sandra Taylor (Learning and Support Team Coordinator)

Ms Narelle Morgan (Learning and Support Teacher)

**Livestock Team 2014**

The Billabong High School Livestock Team again attended Henty Show, Canberra Royal Show, the Holbrook Wool and Sheep Fair and Melbourne Royal Show to exhibit the school’s South Suffolk Sheep and bought in steers.
Abundant success was bestowed upon our team at all shows, but the highlight of the year was Melbourne Royal where we won the Champion Ewe and Reserve Champion Ram, the best Group of three and the Sires Progeny Group with our sheep, as well as the Heavy Weight Champion with a steer. That steer then went on to win the Supreme Champion Live Exhibit of the show our of 186 animals.

The Livestock Program continues to cater for students of a range of abilities who all share an interest in animals and the agricultural industry. The skills and confidence they develop and the responsibilities they take on preparing and presenting animals, assists these students in many other aspects of their learning and life.

New Curriculum 2014

Marine Studies

2014 saw the introduction of a new course for senior students (Marine Studies). At a time of pressure on the marine environment there is a recognised need to deliver sound marine educational programs through formal structures within state and national curricular. At Billabong High School, we have also chosen to incorporate fresh water environments as a part of the course.

The Marine Studies course fosters links to tertiary study and vocational pathways. In addition it brings a wide range of marine based leisure experiences in a safe setting. Students at Billabong High have embraced this course in a positive manner. The establishment of a 240 litre freshwater breeding tank provided students with a regular activity of water monitoring and maintenance of a balanced marine environment. African cichlid breeding has had mixed success. Boating rules, an awareness of marine ecosystems and aquaculture have all been covered with class activities, excursions and the support of the local community.

Solar Car

For 5 months Year 9 students - David Damschke, Jedariah Lieschke, Tyler Rogers and Adam Binskin were busy preparing our dinosaur themed solar powered car called - Solar-saurus Rex. We were lucky enough to have Kotzurs on-board as mentors who provided much needed industry experience. Sid, Braedan and Matt were all excellent role models for our students and full of excellent ideas. Our car this year was constructed out of fibreglass, which cut down substantially on weight and was rigid enough to get the power down to the tarmac. Our car weighed in 20% lighter than our predecessor.

The weeks and months rolled around all too quickly. During this time the Year 9 students, Mr Torocsik and the Kotzur engineers were all working frantically on the car. The Year 9 boys were responsible for soldering, cutting, and designing the car from the ground up.

Race day had finally arrived, and the Solar-saurus Rex team were ready to get out on the track and show the competition that we meant business. We arrived early and decided to do some practice laps and for the students to get accustomed to the track layout before the official race. Once the car was put on the track, the airbrushed themed solar car was truly a sight to behold, it was moving around the track beautifully and we could see the fear on our competitions faces.

Unfortunately, our car was hit hard from behind when we were stationary by another team’s car, which later proved to be a major problem. (Little did we know that it had inadvertently cut a wire which was hidden beneath our solar panel, which prevented our solar panel from working correctly.) At the time we realised we were dropping voltage, and tried in vain to fix the problem. It was a true testament to our team spirit that we never gave up. We tried in vain to swap out our servo and rewire a different battery.
pack hoping to rectify the problem, all to no avail. We missed the first 15 minutes of the race. Eventually our car made the track and the crowd got right behind us. Our car was running beautifully for six minutes at a time, whilst the batteries were fresh and then slowly lost power because of the earlier collision.

In order to finish the race, we needed to charge our batteries off Matt’s Ford which took at least 10 minutes every time. We finished in second last position with a respectable 39 laps completed. We did record the 3rd fastest lap time out of 14 competitors on the track which showcased the fact that our car would have been a real force to be reckoned with.

The Solar-saurus Rex team should feel very proud of their efforts. I would like to thank Kotzurs for being on board and supporting our team. I would also like to thank Sid, Matt and Braedan for all their time and effort they put into the car. It was a team effort and we can all hold our heads high.

Mr Dan Torocsik, Team Co-ordinator

Volunteering

Volunteering is an integral part of the culture of Billabong High School, where students find ample opportunity to give service in many and varied ways. Examples include: the Peer Tutoring Program, canteen roster, school farm, catering, messenger duty, coaching school teams, donating blood, reader/writer for exams and umpiring at sporting events.

Students were also given opportunities to volunteer during the sport afternoon. This group consisted of approximately thirty students from Years 8 to 10, who were able to clock up some hours during sport time on a Wednesday afternoon. Activities that they participated in included: Clean Up Australia Day, making birthday cakes for Henty Community Centre, Computers for Seniors at Culcairn Library, assisting with activities at Culcairn Early Childhood Centre, Culcairn Primary School and St Joseph’s Catholic School, working in the Anglicare Op Shop, as well as gardening, caring for animals and assisting in the library at school.

A very popular volunteering opportunity was befriending the aged at Kiltearn House, where the students performed weekly concerts and introduced a variety of board games to the residents.

Two students were presented with the Black Opal Award in the DEC Volunteers Award Scheme, rewarding them for the completion of 150 hours of voluntary service.

Duke of Edinburgh’s Award Report

2014 proved to be Billabong High School’s most successful year to date in terms of the Duke of Edinburgh’s Award. Two year 12 students successfully completed their Gold Level Awards and as such became the first Billabong students to achieve this milestone while enrolled as a student. Jessikah McCarthy completed her award in time to have it presented at Government House in what was a very well organized and regal event. Gemma Wall also completed her Gold level requirements and is still awaiting notification of her presentation.

In 2014, 28 students began the award with nine of these completing their Bronze and continuing on to Silver level in 2015. Another six students completed their Silver level and are pursuing their Gold award before the end of 2015, which would be an outstanding result for these students and demonstrate their high level of organizational skills and determination to achieve such a worthwhile outcome. The reduction in numbers at each level of the award reflects just how much time and effort is required to complete the award while completing their studies and various other commitments.
School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Student, parent and teacher surveys.
- Meetings.

School planning 2012-2014:

School priority 1

Maintaining a broad and diverse curriculum at Billabong High School.

Outcomes from 2012–2014

- Introduce the new 7 – 10 National Curriculum in English, Mathematics, Science and History.
- Increase the diversity of curriculum offerings at the school.

Evidence of achievement of outcomes in 2014:

- National curriculum introduced according to BOSTES guidelines and timeframes.
- Senior college fully operational in Term 4 2014.

Strategies to achieve these outcomes in 2014

- Faculty planning and implementation of the new 7 – 10 National Curriculum.
- Whole school planning for phase 2 of the senior college.
- Transition to full senior college on 10 November 2014.

School priority 2

School Attendance

Outcomes from 2012–2014

- Attendance Policy to be reviewed.
- Attendance to be in line with Regional and State levels.

Evidence of progress towards outcomes in 2014:

- School Policy implemented.
- Attendance rates.

Strategies to achieve these outcomes in 2014:

- Consolidate all attendance strategies to maintain or improve by 0.5% the student attendance at the school.

School priority 3

Literacy and Numeracy improving.

Outcomes from 2012–2014

- Literacy and Numeracy levels to be at or above Regional and State benchmarks.

Evidence of progress towards outcomes in 2014:

- NAPLAN results consistent with the previous year.
• Positive outcomes in Value Adding in Year 7 and 9 NAPLAN results.

• Significant improvement in results of students in 7(3).

**Strategies to achieve these outcomes in 2014:**

• Continued participation in the Literacy and Numeracy National Partnership.

• Professional learning around the Literacy and Numeracy Continuums.

• Establishment of a Literacy class in Year 7.

• MultiLit a focus in Years 7 – 8.

• Continuation of the Peer Reading Program.

**Parent/caregiver, student, and teacher satisfaction**

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents were positive about the achievements of the school during 2014. Areas highlighted included:

• The very successful move to the senior college. Very important to have a wide and diverse curriculum for a school of this size.

• The school grounds are continuing to look good.

• The school is prepared to try new initiatives such as a Twilight Swimming Carnival in 2015.

• Parents would like to see greater promotion of the school and all that takes place.

The staff expressed high levels of satisfaction with the school across a range of areas including:

• Expectations we have of our students.

• Support given to students with special needs.

• The condition and appearance of school buildings and grounds.

The students expressed high levels of satisfaction with the school across a range of aspects including:

• Students represent the school with a great deal of pride and success.

• The school uniform is good.

• It is a safe environment.

• There is a wide range of extra-curricular activities available.

The students would like to see the school promote and publicise its successes more widely.

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Phillip Carroll, Principal
George Mackinlay, P & C President
Michelle Godde, Science Head Teacher
Sue Anquetil, Student Volunteer Program
Sandy Taylor, Learning Support
Narelle Morgan, Learning Support Teacher
George Mackinlay, Sports Coordinator
Dan Torocsik, Sola Car Challenge
Wendy Murdoch, Norta Norta Coordinator
Rolf Iszmail, Marine Studies

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: