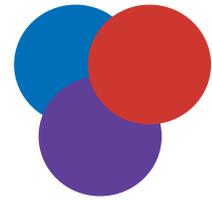


Barrenjoey High School Annual Report



2015



BARRENJOEY HIGH SCHOOL

8454

Introduction

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

Ian Bowsher

Principal

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Message from the Principal

This section of the Annual Report provides the principal with an opportunity to convey a personal message to parents/caregivers and the school community. It also provides an opportunity to celebrate significant achievements in the school during 2015. (It may also include messages from school parent and/or community groups and from student representatives.)

As you will read within the pages of this Annual School Report, Barrenjoey continues to mature as a highly respected, functioning and supportive community secondary school. The results contained in this document highlight the successes of just one year - 2015. However, it would be incorrect to believe that what happened throughout 2015 was solely the result of just one years work. Our success is due to the ever-increasing belief by our learning community of what is possible with hard work, commitment and dedication across the six years students are in our care.

My Graduation address to Year 12 metaphorically reflects the educational journey we are all on. The subsequent results that occur, both along the way



and at the journeys end are reported within this Annual School Report.

My address elaborated two stories, both, within the creative spectrum.

In the world of Music, a song written by Tim Freedman and Greg Walker from The Whitlams - Keep the Light on, is a tearful piece about a charming wastrel, a fellow who's been off the rails. The song writer hopes he will, one day get his act together, find the light and not end up completely lost and in serious trouble.

Our world is constantly littered with such time bombs, and many of us will find ourselves 'off the rails' in one way or another - at some stage in our lives.

I implore you to carefully consider the lyrics. It starts with the lines....

"We stumble into each other's lives and we knock some things over", and

"We run in and fall out, fumble around for the key"

All of us 'metaphorically' bump around sometimes, clumsily knocking things over, or not having the key handy at the right moment – symptomatic of being in an unfamiliar environment and not being sure of how to deal with it.

The song is crammed with metaphors:

“The horses won't move up the rail” and “Your sadness, a thief, waits in the hallway”

...All designed to suggest that life doesn't always work out the way you think! However, this is normal and all of us experience it, so the line -

“I'll always keep the light on for you”, is as much about resilience as it is illuminating the future.

But importantly it's about support and acceptance – being there for you, and being there for others.

“You can't see the beautiful way when you're burning so bright”.

Don't ever be so proud as to never ask for assistance, seek help and search for comfort.

Experience life, and expect to fail sometimes, but let your light shine so others can remain with you through good and bad, thick and thin, successful and challenging.

My second story, remains in the realm of creativity, but leans towards the exhibition side of the fence, Visual Art.

In Vienna this year I went to a pop art exhibition. Our guide was particularly fond of Andy Warhol, a pretty famous guy - sometimes called the king of the Pop-Art movement. I must admit, that while I knew his name and some of his iconic work I didn't know much about him.

Warhol was born in 1928 and died in 1987, two years shy of his 60th birthday. He was born in Pittsburgh to poor immigrants. As a young child he became quite sick, developed hypochondria and was largely bedridden. He became a school outcast, socially awkward and found it impossible to relate to others. During this time he turned to drawing, listening to the radio and collecting pictures of movie stars.

Warhol later commented that it was this time that was very important in his development. He managed to get himself off to Art school, graduated with a Fine Arts degree; painted, sketched, took pictures and made movies and short films... but it was his early adoption of the silk screen-printing process as a technique for making paintings that arguably made him famous.

Why am I interested in him? I suppose it's because - here's a sickly child, that didn't fit in but also didn't

give up. He stuck to his passion, or maybe discovered it, and despite much criticism (especially early in his career) became one of the most famous American artists.

His art appears repetitive, many screen prints of the same or similar things and because it was art of the 'popular culture' it was viewed as, “blatantly mundane commercialism”.

He defined his art as 'consumer imagery', and that he wanted it to reflect the everyday items people consumed, read, commented on or used.

During Warhol's lifetime and for a good while after his death, the art world could not decide whether he was superficial or deep, subversive or conservative, boring or provocative. The lack of consensus contributed to

his fame, because they all agreed that at least his art was original and highly distinctive.

But, despite the comments and criticism, Warhol always continued to do what he loved, he persevered, he excelled and he celebrated his life by living his dream.

I suppose the obvious message here is to follow your dream and success will follow. But maybe both his and my true comment is more about commercialism, in that: while it's all the same – it's also different.

You're all the same as students of Barrenjoey, yet you're all different as people. Different in every way possible, size, shape, colour, background, abilities, strengths, weaknesses, ideas, values, motivations and dreams.

There are so many categories of 'difference', that there is a time and a place for everyone to be successful and celebrated within all areas of 'difference'.

This report does just that - it celebrates students' individuality while at the same time commenting on the success that results when a group of individuals come together.

Throughout 2015 we developed innovative programs in numeracy and literacy, including after school Mathematics extension and remediation programs and an improved (targeted) approach to students with learning needs. These initiatives have grown to the extent that in 2015 students benefitted from; a



fully staffed Senior Study with expert literacy tuition, individual report interviews and progress tracking, reworked Wellbeing and Award processes, strengthened after school tutoring by qualified external providers, extension classes in Years 7 to 10 and accelerated HSC course in Legal Studies, Ancient History and Engineering Studies. In 2016 the transition program with our local primary schools will be significantly strengthened, an English Learning Continuum will be forged between us, Avalon and Bilgola Plateau Primary schools, electronic Individual Learning Plans will advance further. Teachers will enter into collegial learning approaches through mentoring programs, shared faculty plans and goals with Personal Development Plans and multiple lesson observations.

The physical facilities were also developed throughout 2015 with a number of projects taking place. These included the refurbishment of the Learning Support staffroom, installation of an electronic school sign, painting works, bag storage systems, purpose built server and archive rooms, refurbished bike rack area as well as the major

development to the front of the school with construction of new garden beds, synthetic grass playground areas and a mini-soccer field. In 2016 the infrastructure will continue to improve with the refurbishment of the Administration block through the installation of new glass entrance doors and electronic screen to promote our students and recognise them under the new Award process, along with continued planning for the new Performance Space which will take up to four years to complete. In 2016 the main building project will be the creation of the fully operational café in the old kitchen space in the hall to complement the delivery of the new VET Stage 5 Hospitality training course.

I am proud of Barrenjoey's achievements throughout 2015. Our purpose, in concert with parents and the wider community, is to consistently deliver quality education within a calm, welcoming and nurturing environment, and we believe we are succeeding. Specifically our aim is to develop a 'personalised education experience' where Barrenjoey students are active, lifelong learners and most importantly, responsible for their own learning.

School background

School vision statement

Our vision, in concert with parents and the wider community, is to consistently deliver quality education within a safe and nurturing environment where we foster opportunities for students to contribute to the ethos of the school.

Our aim is to develop respectful future citizens and leaders with a self-awareness exuding pride and confidence, students who are active, lifelong learners who embrace responsibility.

Barrenjoey aims to provide an individually tailored school experience that is created from consistent processes, innovative strategies and enriched with relevant teaching practices.

Barrenjoey aims to support the wellbeing of all students while consistently rewarding student effort, setting high expectations and promoting academic rigour.

The community can expect Barrenjoey to be a comprehensive centre for academic and creative excellence.

School context

Barrenjoey is a proud community, comprehensive high school with an exceptional geographic position, which influences the character of the school.

Barrenjoey is an integral part of a cosmopolitan, artistic and creative community. As a progressive high school we have developed a unique balance between creative excellence, academic achievement and social awareness.

Barrenjoey is a school that recognises and celebrates excellence on a regular basis. Success is experienced in many pursuits and we are proud of the variety of opportunities provided for all students. Programs are developed that genuinely strengthen the partnerships between students, parents, staff and the Barrenjoey learning community.

The Parents and Citizens of Barrenjoey are highly involved with the school, forming an important link between all members of the Barrenjoey community, underpinning the value 'relationships' hold in an area with such a strong sense of identity.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

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. Through Executive Development Days and meetings throughout the year, the Executive Team was able to examine the School Plan alongside the Schools Excellence Framework to determine the level of progress made across the school.

In relation to the Community domain:

There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities.

There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.

Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.

Curriculum provision meets community needs and expectations and provides equitable academic opportunities.

Teachers involve students and parents in planning to support students as they progress through the stages of education.

Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents.

Practices are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them to learn.

School analysis of student performance data is provided to the community on a regular basis.

The school leadership team engages the school community in reflecting on student performance data.

The school leadership team builds the collective capacity of the staff and school community to use data to inform strategic school improvement efforts.

The use of school facilities is optimised within the local community, to best meet the needs of students and the local community.

There are opportunities for students and the community to provide constructive feedback on school practices and procedures.

Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement.

In relation to the Learning domain:

Attendance rates are regularly monitored and action is taken promptly to address issues with individual students.

Well-developed and current policies, programs and processes identify, address and monitor student learning needs.

The school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning.

Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development.

Teachers differentiate curriculum delivery to meet the needs of individual students.

There are systematic policies, programs and processes to identify and address student learning needs.

Extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school's vision, values and priorities.

Individual student reports include descriptions of the student's strengths and areas of growth.

The school has aligned staff processes and school systems for collecting, analysing and reporting local and external data on student and school performance

Students use reflection on assessment and reporting processes and feedback to plan learning.

Assessment data to monitor achievements and gaps in student learning are used extensively to inform planning for particular student groups and individual students.

Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices.

The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence based practice.

Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement.

Teachers clearly understand and utilise assessment for learning, assessment as learning and assessment of learning in determining teaching directions, school performance levels and effectiveness.

Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice.

The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes. The school has effective professional learning for induction, teaching quality, leadership preparation and leadership development.

There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Teachers are actively engaged in planning their own professional development to improve their performance.

The school evaluates professional learning activities to identify and systemically promote the most effective strategies.

The school has a culture of supporting teachers to pursue higher-level accreditation.

Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals. Teachers work beyond their classrooms to contribute to broader school programs.

Monitoring, evaluation and review processes are embedded and undertaken routinely.

Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan.

School staffing ensures that full curriculum implementation and delivery requirements are met.

Systematic annual staff performance and development reviews are conducted.

The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations.

In relation to the Empowerment domain:

Positive and respectful relationships across the school community underpin a productive learning environment, and support students' development of strong identities as learners.

Students are taught to accept responsibility for their own behaviour as appropriate to their age and level of understanding, as expressed in the Behaviour Code.

The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing.

The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students.

There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community.

School and other facilities are used creatively to meet a broad range of student learning interests and needs.

Strategic Direction 1 COMMUNITY

The community will contribute to the ethos of the school and the creation of responsible citizens.

Purpose

To cultivate a school and local community that operates in a coordinated and respectful manner. To develop citizens who are aware of their legacy and responsibilities towards the establishment and maintenance of a shared ethos.

To ensure that our shared vision supports and contributes towards the growth of the wider Barrenjoey community.

Overall summary of progress

There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.

Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.

Teachers involve students and parents in planning to support students as they progress through the stages of education.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	
Communication	<ul style="list-style-type: none">Students have ownership of their goals and GPA (increased understanding of the GPA system) large number of parents attending the Report Breakfast etc.faculty plans all using data to guide their practice improved learning culture, students take the whole process seriouslySMART data individualised for each student and created by each teacher	\$3,500
Promotion	<ul style="list-style-type: none">increased enrolment in Year 7, started at 96, ended with 106. Percentage increase from Avalon and Bilgola schools.High rate of retentionincreased number of primary links and visits (Eng continuum, Yr 4 Exp Day, Step Up, Public Speaking links, Band Performances etc)improved community perception, comments from primary schools' staff, parents and other community membersAttendance and comments at Open Days	\$2,000 \$1,500

Next steps

Communication

- Classroom teacher to use individualised SMART and school data to guide their teaching
- Continued use and development of Sentral Portal to communicate student learning
- Use of new website to celebrate student success
- Effective use and promotion of the new Award structure, electronic promotion on school sign and in Administration foyer
- Implementation of six Parent/Teacher nights, one per cohort

Promotion

- Maintain existing primary school visits and links while investigating the addition of a sporting visit by Year 5 students and PDHPE/PASS students
- Mathematics curriculum continuum with primary school staff
- Combined staff development opportunities especially with Focus on Reading initiative
- Exploration of potential sharing within the Geography continuum
- Student promotion and connections through HSC achievers returning to their respective primary schools to be interviewed by existing primary school captains and new incoming Year 7 student

Strategic Direction 2 LEARNING

LEARNING

Students and staff will strive to become successful, inspired and engaged learners.

Purpose

To provide an enriching environment that promotes a love of learning where expectations are high for both students and staff. To provide extensive opportunities in order to be inspired, driven and engaged.

To develop self-directed and resourceful critical thinkers who are high performing, collaborative and dynamic while modelling continuous learning.

Overall summary of progress

Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development.

Extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school's vision, values and priorities.

The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes. The school has effective professional learning for induction, teaching quality, leadership preparation and leadership development.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	
Red Side	<ul style="list-style-type: none">successful English Continuum projectextension tasks for core subjects across Year 7-10 all developedStage 5 elective changes promoted and implemented increasing student choice and exposure to a variety of coursesaccelerated HSC courses expanded to two options and accessing a higher number of studentsNational curriculum fully implemented	\$5,000 \$10,000
Assessment	<ul style="list-style-type: none">Stage 6 Assessment summary of all tasks compiled on Webcal and for Year 12 on a termly basisfaculties reviewed the authenticity of all assessment taskscompletion of new assessment handbooks for studentsAll Year 7-10 assessment summaries reviewed and individual tasks linked on student portaldiscussion and initial planning for adjusted and modified assessments	

Next steps

Red Side

- Implementation and coordination of Numeracy project
- Evaluation of units of work within Stages 4 and 5
- Preparation and implementation of next National Curricula frameworks and newly adopted course to Barrenjoey, eg. IT - Multi-media, Hospitality - Food and Bev (cafe), Marine Studies and Year 7 ICT course
- Investigation into a common proforma for subject planning
- Implementation of a HSC 'experienced exam marker' mentor program to assist Stage 6 teachers
- Promotion of Claxton's work on the 4 R's and the overlap of the green and red sides of lesson planning

Assessment

- Review the link between the assessment and reporting processes
- Investigate into a common school approach to deliver effective and meaningful feedback to students
- Streamline the process of assessment task modification for Learning Support students' needs
- Investigate the possibility of 'rolling over' all year groups midway through Term 4
- Initiate, promote and develop all aspects of the Flexible Learning Day

Strategic Direction 3**EMPOWERMENT**

Students will develop into well-rounded individuals who embrace opportunities with a confident self-awareness.

Purpose

To create a safe and encouraging learning environment that fosters opportunities to cater for the specific needs of all students. To embed a multiplicity of practices with the wellbeing of the individual at the core of inclusive decision-making.

Overall summary of progress

Students are taught to accept responsibility for their own behaviour as appropriate to their age and level of understanding, as expressed in the Behaviour Code.

The school has productive relationships with external agencies such as universities, business, and industry and community organisations to improve educational opportunities for students.

School and other facilities are used creatively to meet a broad range of student learning interests and needs.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	
Wellbeing	<ul style="list-style-type: none"> completely revised Wellbeing policy following large team input, consultation and investigation newly developed staged and consistent process for all wellbeing programs development of new Anti-bullying policy training of all staff on the new policy development of a new junior-executive staffing level with the first position formed being that of a Wellbeing Coordinator 	\$3,000
Recognition of Achievement	<ul style="list-style-type: none"> completely revised student Award System developed following team input, Executive development, consultation and investigation 	\$2,000
	<ul style="list-style-type: none"> incorporation of Award System within the newly appointed Wellbeing Coordinator's role statement 	\$6,500
	<ul style="list-style-type: none"> modification of resources to initiate new card system for Award process, medals and promotional opportunities 	
	<ul style="list-style-type: none"> House system adjusted to incorporate numerous aspects of student recognition 	
	<ul style="list-style-type: none"> installation of new REC signs, electronic school sign and modified Peninsula Press to promote student's achievements 	\$12,000
	<ul style="list-style-type: none"> development of new website 	\$10,000

Next steps

Wellbeing

- Implementation of new Wellbeing policy through ongoing promotion with both staff and students
- Review staff policies
- Ongoing professional learning opportunities for staff in targeted areas including anti-bullying, self-esteem and anxiety management
- Delivery by Andrew Fuller to all staff on the psychological needs and differences of students and methods to optimise welfare assistance to students in order to enhance their school experience

Recognition of Achievement

- Implementation of new Awards policy through ongoing promotion with both staff and students
- Development of a monitoring process to document new school and community hours for new Award process
- Develop and implement the required procedures to recognise the level of Awards through Year Meetings and Formal assemblies, incorporating the House points and other necessary data collection processes
- Develop a consistent method and process to promote students' success in the Award policy electronically through school's website, administration foyer, school sign and Peninsula Press
- Install House Captains
- Investigate the establishment of a Guinness World Record through the REC Committee

Key initiatives and other school focus areas

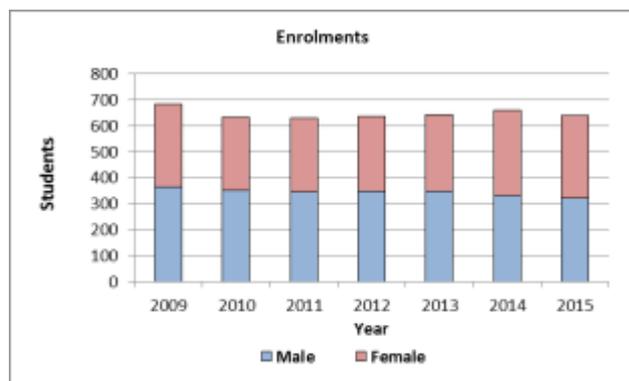
Key initiatives (annual)	Impact achieved this year	Resources (annual)
<p>Aboriginal background funding</p> <p>Supporting of 11 Aboriginal students at Barrenjoey High School</p>	<ul style="list-style-type: none"> Development of school resources and establishment of network to share staff and students initiatives in Aboriginal education Personal learning plans developed for all Aboriginal students. Plans are available for all staff to view regarding the learning and welfare support of the students. One on one support for Aboriginal students available through Aboriginal Liaison 	\$1,364
<p>English language proficiency funding</p> <p>Specially trained staff members to provide learning support to identified students.</p>	<ul style="list-style-type: none"> Ongoing assessment via internal/external methods reveal positive impact on students' English language proficiency 	\$2,864
<p>Socio-economic funding</p> <p>Funding distributed on a needs basis to students/families who apply for financial support</p>	<ul style="list-style-type: none"> Students requiring socio economic support are provided with a maximum amount of funding enabling these students to be involved in all learning opportunities provided by Barrenjoey High School 	\$16,032
<p>Targeted students support for refugees and new arrivals</p>	<ul style="list-style-type: none"> No students are in this category at Barrenjoey High School 	\$Nil
<p>Low level adjustment for disability funding</p> <p>Specific teacher funding for identified students</p>	<ul style="list-style-type: none"> Increased staff, student and parent awareness of Nationally Consistent Collection of Data (NCCD) for students with disabilities and collection of data for NCCD Identification of students requiring low level adjustments and development of LST procedures for identified students Review meetings with parents, students and LST to evaluate academic and social progress of students 	\$14,297
<p>Support for beginning teachers</p> <p>A timetabled formal program implemented. An informal mentoring program initiated.</p>	<ul style="list-style-type: none"> Five first year staff and one second year staff member. Given time to develop teaching and learning programs. Mentoring program by experienced peers. 	\$33,227
Other school focus areas	Impact achieved this year	Resources (annual)
<p>LEIP</p> <p>(Learning educational Innovation Projects) Building leadership capacity of staff across Peninsula Community of Schools</p>	<ul style="list-style-type: none"> A six month program involving 29 staff, whereby participants undertake an action research project linked to their school plan 	\$40,000

Mandatory and optional reporting requirements

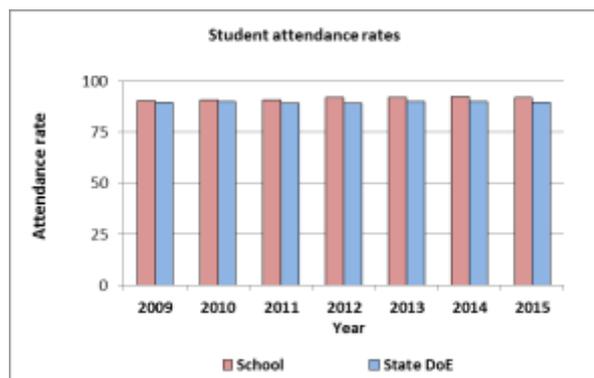
Student information

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

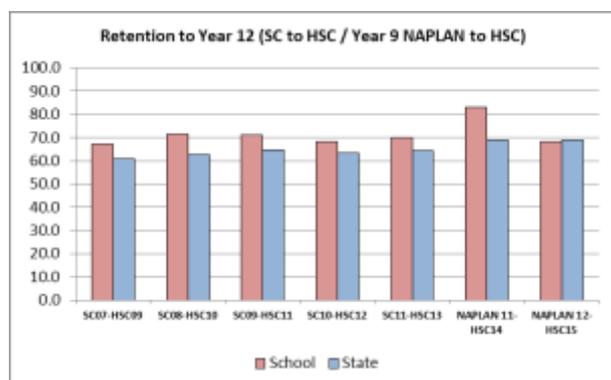
Student enrolment profile



Student attendance profile



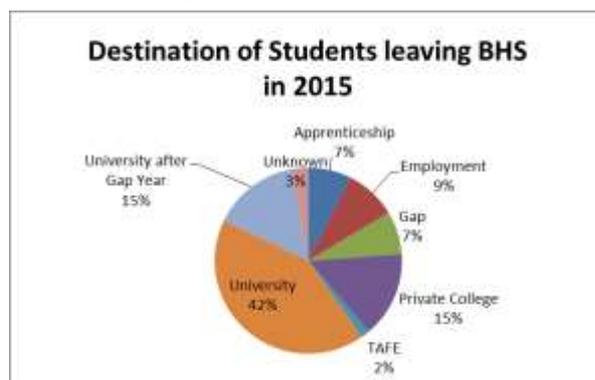
Retention Year 10 to Year 12



Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
seeking employment	0%	1%	0%
employment	0%	0%	9%
TAFE entry	0%	3%	2%
university entry	0%	0%	42%
other	0%	0%	37%
unknown	0%	0%	3%

Year 12 students undertaking vocational or trade training



Of our 66 students: 28 are currently enrolled and attending University courses; 11 are attending either TAFE or private colleges, 3 have started an apprenticeship, 15 are having a GAP year but most are enrolled to attend University/TAFE in 2017 and three ex-students are working.

Year 12 students attaining HSC or equivalent vocational educational qualification

One-hundred percent of Year 12 candidates attained the HSC in 2015.

25% Year 12 students undertook vocational / trade training in 2015:

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)	1
Assistant Principal(s)	0
Head Teachers	8
Classroom Teacher(s)	44
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administrative & Support Staff	8
Total	53

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

Composition	% of Staff
Non Aboriginal Composition	98.4%
Aboriginal Composition	1.6%

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	9
NSW Institute of Teachers	15

Professional learning and teacher accreditation

Teacher Professional Learning at Barrenjoey High School in 2015 included a range of mandatory, whole school and teacher focused initiatives. Differentiation of teaching and learning programs was a whole school focus. Led by the school Learning and Student Support team, staff were upskilled in ways to differentiate programs and how to record adjustments made for individual students. Technology skills were developed with cloud training and Google Apps.

Barrenjoey continue to forge strong links with the Peninsula Community of Schools through various teacher professional learning opportunities. We joined Staff from Narrabeen Sports High School and Pittwater High School in participating in action research projects through a course called Leading Educational Innovative Projects (LEIP). Staff conducted research around a range of educational issues including the English Continuum (K-10), resilience and lateness to school. This also involved

mentoring from educational innovator, Simon Breakspeare. The success of the LEIP project has meant that it will run again in 2016.

Professional development for Beginning Teachers and Proficient teachers in their maintenance phase of accreditation was led by the newly appointed Head Teacher Teaching and Learning. This supported thirteen proficient staff to maintain proficiency and four beginning teachers to commence the process of seeking accreditation.

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.

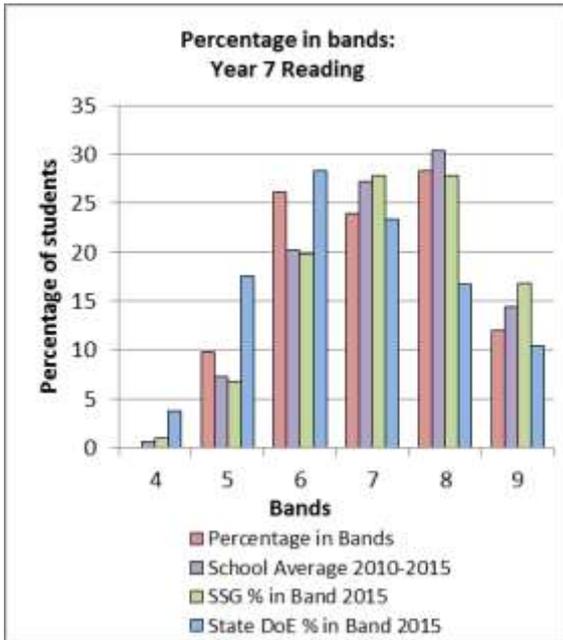
Date of financial summary	30/11/2015
Income	\$
Balance brought forward	244303.49
Global funds	587818.45
Tied funds	213633.73
School & community sources	847292.62
Interest	7185.94
Trust receipts	120144.92
Canteen	0.00
Total income	2020379.15
Expenditure	
Teaching & learning	
Key learning areas	242572.83
Excursions	204129.75
Extracurricular dissections	204179.83
Library	10432.45
Training & development	0.00
Tied funds	200379.05
Casual relief teachers	91885.22
Administration & office	352840.58
School-operated canteen	0.00
Utilities	103054.75
Maintenance	87638.28
Trust accounts	130989.27
Capital programs	162383.60
Total expenditure	1790485.61
Balance carried forward	229893.54

School performance

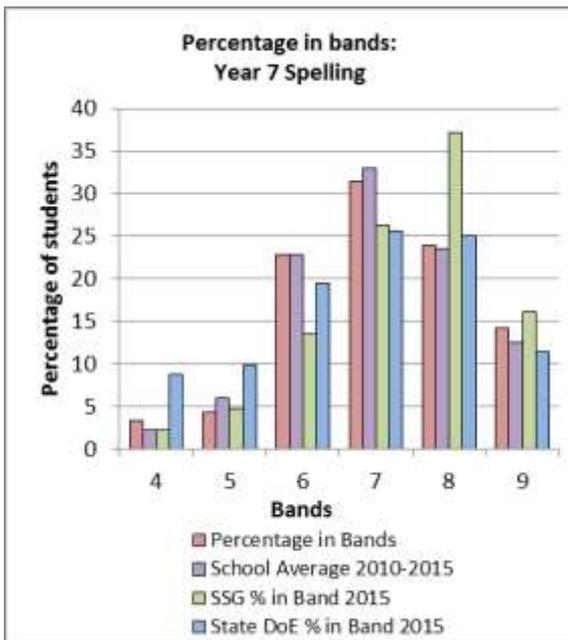
NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

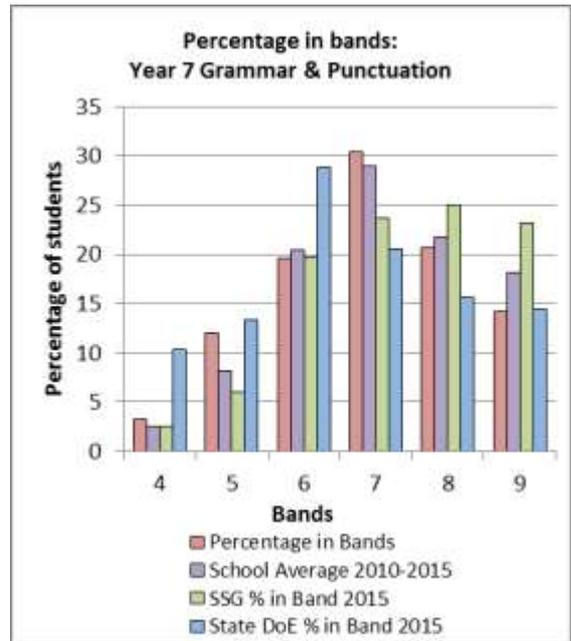
NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)



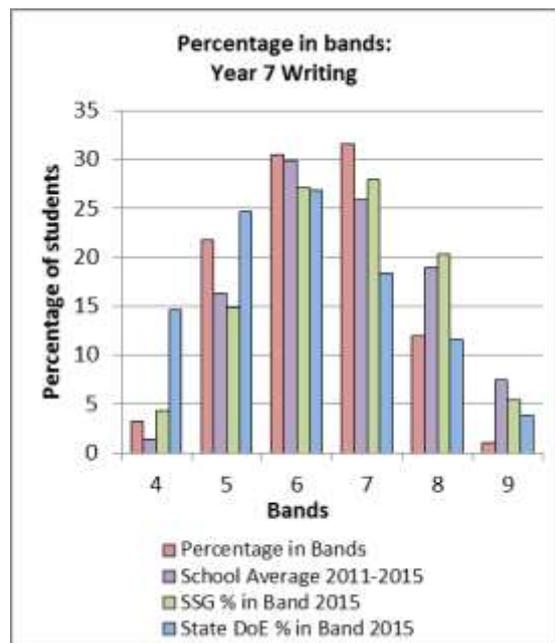
64% of students were placed in the top 3 bands for Reading compared to 50% of the State.



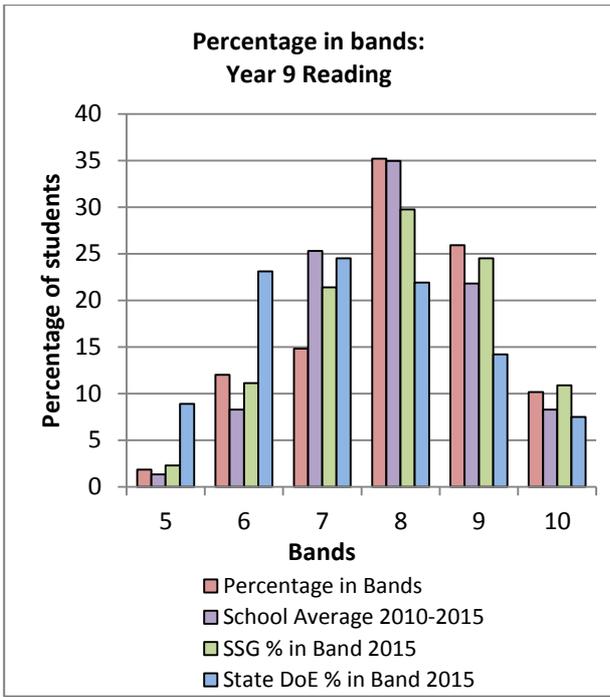
70% of students were placed in the top 3 bands for Spelling compared to 62% of the State.



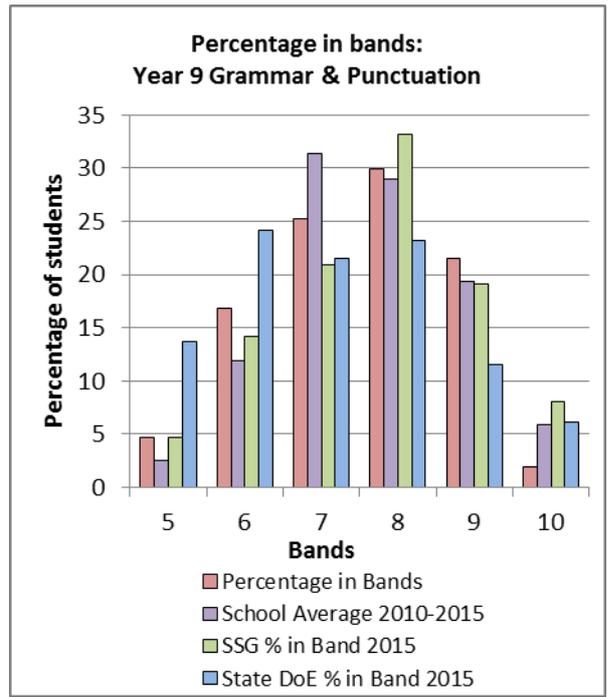
66% of students were placed in the top 3 bands for Grammar & Punctuation compared to 50% of the State.



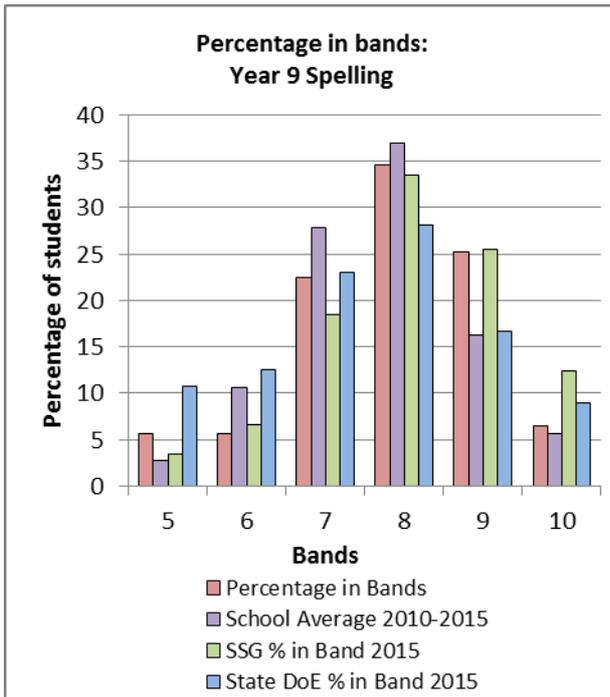
45% of students were placed in the top 3 bands for Writing compared to 33% of the State.



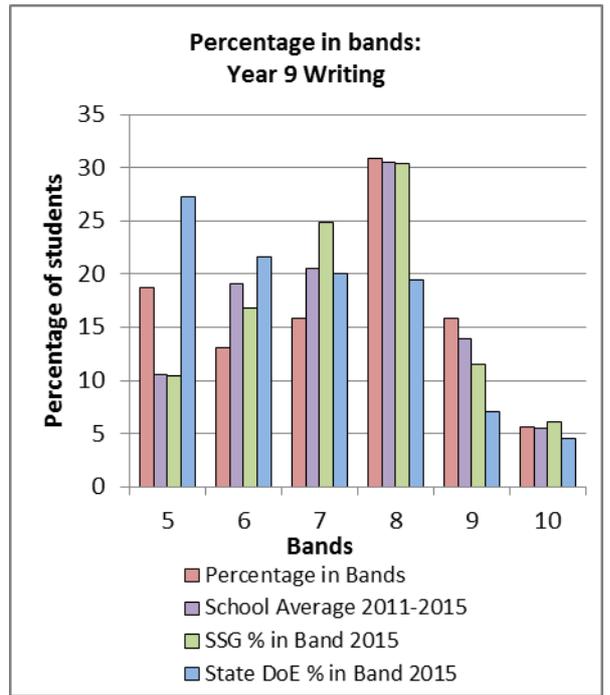
36% of students were placed in the top 2 bands for Reading compared to 21% of the State.



23% of students were placed in the top 2 bands for Grammar & Punctuation compared to 17% of the State.

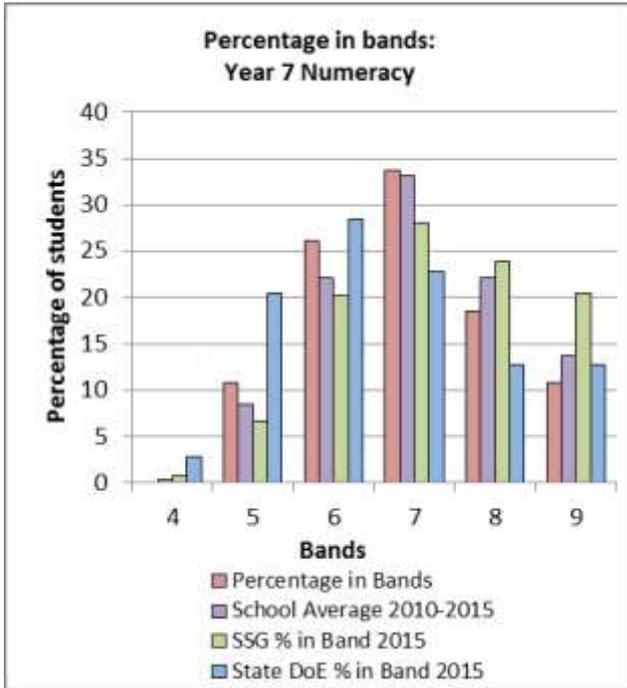


32% of students were placed in the top 2 bands for Spelling compared to 25% of the State.

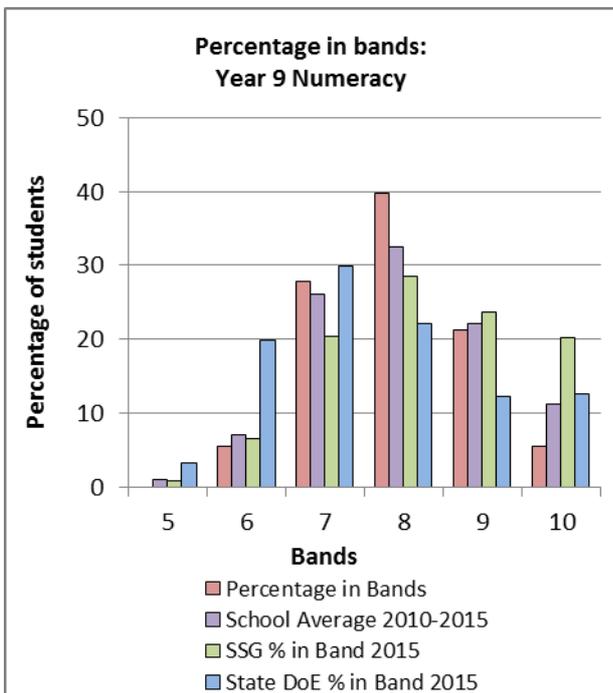


22% of students were placed in the top 2 bands for Writing compared to 12% of the State.

NAPLAN - Numeracy



63% of students were placed in the top 3 bands for Numeracy compared to 48% of the State.



67% of students were placed in the top 3 bands for Numeracy compared to 47% of the State.

Higher School Certificate (HSC)

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

Congratulations Barrenjoey HSC Students – 2015

In the 2015 Higher School Certificate (HSC) Examinations, Barrenjoey HS has received the best results in the past decade. This is an effort that all students, staff, parents and community members should be justifiably proud of Jim Colley - Major Works Boat

66 Year 12 students sat for the HSC across 317 examinations, and 20 accelerated Year 11 students sat their HSC in one subject, Legal Studies.

25 results (7.4%) were placed in the top band, Band 6. This is equal to last year and continues the solid results of the past 7 years.

126 results (37.7%) were in the second band, Band 5. This is the highest in at least the past decade and only the second time ever to exceed the number of Band 4 results.

108 results (32.6%) were in the third band, Band 4.

In total 78% of all HSC results were placed in the top three bands. This is also the highest percentage in the past 10 years, displaying terrific improvements for all students.

Of the 66 candidates, 17 students received results in the top band. That's more than one in four students, and a further 43 received results in Band 5. This is an incredible display of student depth. 68% of students received scores in the top two

On an individual level, 4 students (James, Samantha, Kate and Imogen) were placed in the top band for a multiple of courses.

Three students scored almost the perfect marks for individual subjects: Kirra – 98 for IT – Timber, Claudia and Samantha – 96 for French Beginners

In total an incredible 11 students (17%) received all their results in the top two bands. This amounts to great recognition for their hard determined work.

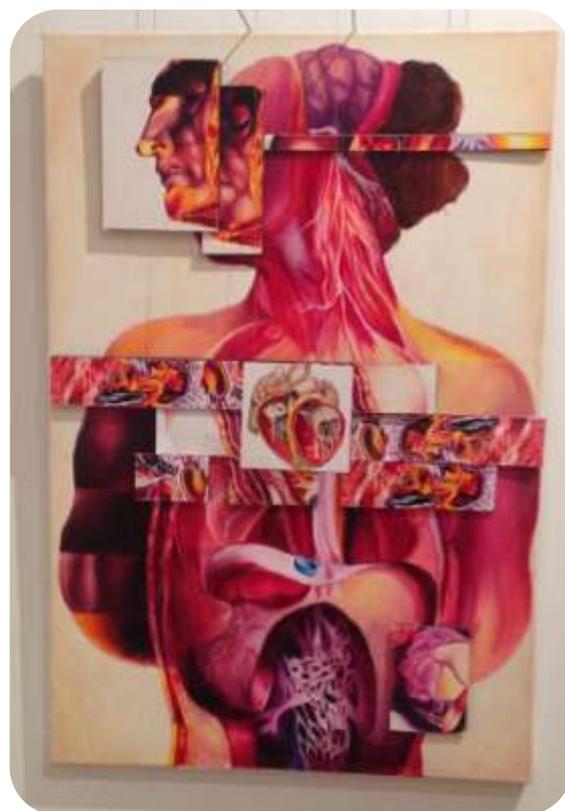
Furthermore and amazingly, 65 results were only one or two marks away from achieving at least one higher grade. A target that we will continue to set for next year's Year 12; to gain 2 extra marks in all that they are assessed on!

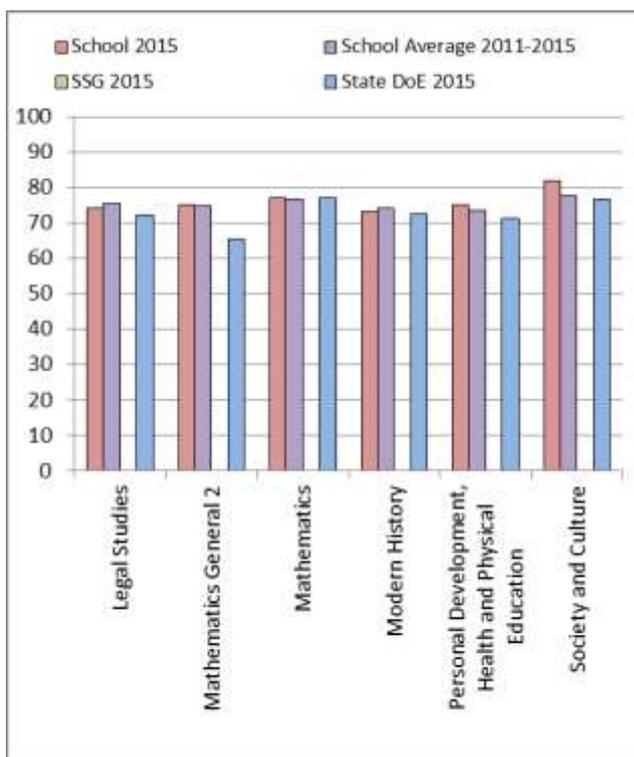
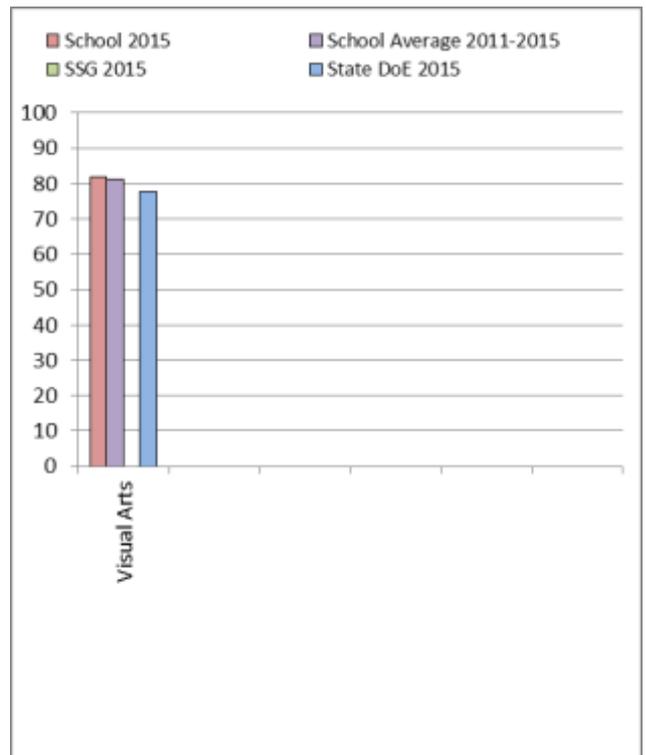
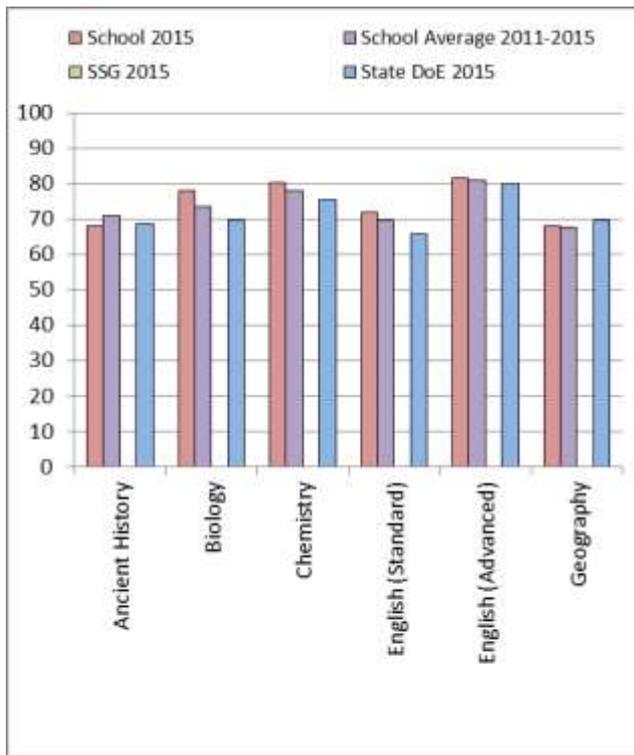
Seventeen subjects (61%) achieved results above the state average but special mention must go to Industrial Technology – Timber, French (Beginners), General Mathematics, Earth & Environmental

Science and Biology where subject results impressively scored more than 5% above the state mean.

Congratulations to the students who have worked so hard this year and took 'up the challenge' of getting involved with the Tutoring Program, Study Skills and other initiatives, as well as working effectively in the Senior Study and taking the Reporting and Interview processes so seriously.

Congratulations to the sensationally talented HSC teaching staff who have worked so diligently with the students throughout 2015.





English

Advanced English results in the top 2 bands were 60%. Congratulations to Samantha Cramer, Kate Grunseit, Claudia Harrison and Imogen Reay on achieving Band 6.

English Extension 1 students performed well achieving 100% in the top 2 bands (E4). Congratulations again to Kate Grunseit and Imogen Reay for achieving the highest level.

English Extension 2 results were particularly pleasing with 80% of those in the course gaining results in the top 2 bands.

English Standard was pleasing with 60% of students achieving results in the top 3 bands compared with 42% in the State.

Mathematics

In General Mathematics 64% of Barrenjoey students were placed in the top 3 bands compared to 50% of the state. Congratulations to Olivia Curnow for achieving Band 6

77% of students in Mathematics achieved results in the top 3 band. James Colley, Alicia Jones and Kate Grunseit are to be congratulated on achieving a Band 6 result.

In Mathematics Extension 1 100% of students placed in the top two bands compared to 84% of the state.

Science

83% of students in Physics were placed in the top 3 bands compared to 65% State average.

In Biology 70% of students were placed in the top 3 bands. Congratulations to Imogen Reay on achieving a Band 6 result.

In Chemistry solid results were achieved with 90% in the top 3 bands compared to 72% in the State. Congratulations to Imogen Reay on achieving a Band 6 result.

In Senior Science 50% of Barrenjoey students were placed in the top 3 bands.

In Earth and Environmental Science 100% of Barrenjoey students were placed in top 3 bands compared to 73% in the State. Congratulations to Niam Kaufmann on achieving a Band 6 result.

Human Society & Its Environment (HSIE)

Ancient History 57% of students were placed in the top 3 bands.

Business Studies 63% of Barrenjoey students achieved results in top 3 bands.

Legal Studies 74% of students achieving top 3 bands

In Modern History 71% of students were placed in the top 3 bands.

Society and Culture 100% of students gaining a top 3 bands. Congratulations to Anna Blackwell, Bethany Graham and Sarah Walstab for achieving Band 6 result.

Geography 63% of students were placed in the top 3 bands.

History Extension 100% of students were placed in the top 2 bands compared to 86% of the state.

Creative & Performing Arts (CAPA)

Visual Arts 93% achieving results in the top 3 bands. Congratulations to Tyler Kennedy and Sarah Oughtred for achieving Band 6 results.

Drama 85% of students were placed in the top 3 bands.

In Music 71% of students were placed in the top 2 bands compared to 88% in the State.

PDHPE/LOTE

PDHPE results were slightly above State average with 43% receiving results in the top 2 bands compared to 30% in the state.

French Beginners 100% were placed in the top 2 bands compared to 45% in the State.

Vocational Education & Training (VET)

Pleasing results were achieved in Hospitality with 100% of Barrenjoey students placed in the top 3 bands compared to a State average of 67%.

Technological & Applied Studies (TAS)

Results in Industrial Technology (Timber) 77% achieving results in the top 3 bands compared to 54% State average. Congratulations to James Colley, Samuel Dunwoodie, Kirra Jeffcoat and Kira Van Druten for achieving Band 6.

Engineering Studies 83% of Barrenjoey student achieved in the Top 3 bands compared to 70% in the State.

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 students staff and parents were surveyed in regards to the structure of the senior timetable.

Current Situation

- 6 subjects
- PCS line on Monday and Thursday afternoons, proposed to start at 2.30 next year till 4.30pm
- TAFE line on Tuesday afternoon
- Practical line/VET line on Wednesday afternoon till (2.00 - 5.30pm)
- On average 7 lessons in Snr Study (fortnight)
- Extension classes usually on pd. 0

Issue

- Students often unhappy with PCS options, unwilling to travel to other schools, If selected more often the subject that is dropped
- Dislike finishing school after 5.00pm, which for some can happen 3 times a week
- Numerous Senior Study lessons that are not used well (while in Year 11, especially early on)
- Major Work time difficult to access outside of class
- Many missed lessons due to other subject/school commitments, eg. Excursions, tasks, study skills
- Huge step-up from Year 10

Considerations

- Remove PCS lines
- To make seniors more independent and utilise time more efficiently
- Access and use of Snr Study when needed
- Minimise disruptions to lessons
- Time to provide specialised opportunities, skills, major works, excursions, mentoring, tutoring, assessment assistance,
- Deliver a flexible, university style model

Proposal

Option 1 – 7 Lines without PCS

What Option 1 might look like

	Monday	Tuesday	Wednesday	Thursdy	Friday
0					
1	✓	✓	✓	✓	✓
2	✓	✓	✓	✓	✓
3	✓	✓	✓	✓	✓
4	✓	✓	✓	✓	✓
5	✓			✓	✓
6	✓	TAFE option	SVET option	✓	
7					

Option 2 – 6 Lines, 4 Day per week, weekly Flexible Learning Day

What Option 2 might look like

	Monday	Tuesday	Wednesday	Thursdy	Friday
0					
1	✓		✓	✓	✓
2	✓	Flexible Learning Day	✓	✓	✓
3	✓		✓	✓	✓
4	✓		✓	✓	✓
5	✓			✓	✓
6	✓	TAFE option	SVET option	✓	
7					

Option 3 – 7 Lines, 9 Day fortnight, Flexible Learning Day per cycle

What Option 3 might look like

Week A	Monday	Tuesday	Wednesday	Thursday	Friday	Week B	Monday	Tuesday	Wednesday	Thursday	Friday
0						0			✓		
1	✓		✓	✓	✓	1	✓	✓	✓	✓	✓
2	✓	Flexible Learning Day	✓	✓	✓	2	✓	✓	✓	✓	✓
3	✓		✓	✓	✓	3	✓	✓	✓	✓	✓
4	✓		✓	✓	✓	4	✓	✓	✓	✓	✓
5	✓			✓	✓	5	✓			✓	✓
6	✓	TAFE option	SVET option	✓	✓	6	✓	TAFE option	SVET option	✓	✓
7						7					

Week A and Week B differ

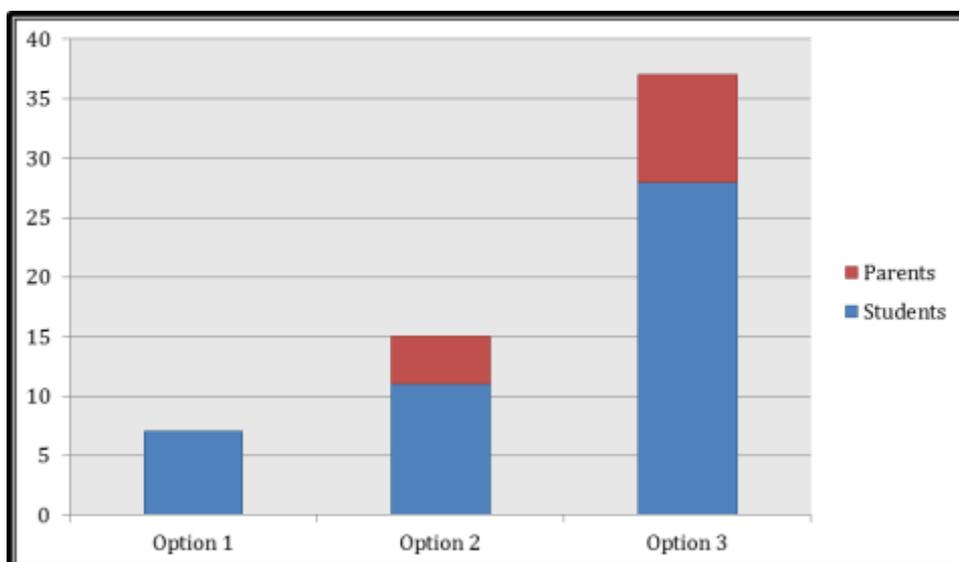
Survey Results

Likes

- Flexibility
- Specialty access
- Independence
- Provides motivation to work
- Time for major Works
- Innovation
- 7 lines to increase subject choice
- Scattered Snr Stdy periods
- Provides options on Flexi day
- Tutoring/mentoring possibilities
- Pd 0 for Extension
- Pd 6 better for teenagers than Pd 0
- Solid block of study time
- Less free periods
- Not travelling to study
- Flexible study day
- SS times
- More independence
- Easier transition to snr years/TAFE
- Mirrored weeks
- Assessments not affecting class times
- Extra time to dedicate work towards
- Finish times

Dislikes

- Removal of PCS line
- Non-independent learners wasting time
- Length of day for Extension kids
- 1 Flexi day a week too much 'free' time
- Loitering students in Avalon
- Longer Fridays
- Overcrowding od SS on Flexi days
- Voluntary options will opt out, should make some mandatory
- Need tight boundaries, limits
- Kids working shifts
- Less SS time
- No PCS
- 6 periods / long days
- Alternative weeks confusing
- Misusing Flexi days
- Procrastination during whole days
- Longer days in general
- Rather Pd 0 than Pd 6
- Missing school day
- Too many study periods
-



Policy requirements

Aboriginal Education

Barrenjoey High School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education.

KLA's across the school have programmed units of work to include Aboriginal cross-curriculum content throughout.

A student meeting group coordinated by a member of staff meet on a regular basis throughout the year with a view to:

- Value and acknowledge the identities of Aboriginal students.
- Provide supportive and culturally inclusive learning environments for Aboriginal students.
- Assist Aboriginal students to access educational opportunities in a range of settings.
- Engage and motivate Aboriginal students for successful participation in education.

Barrenjoey High School teachers and students continue to participate in NAIDOC week activities such as the "One Community Many Stories" sleep over with cultural activities on Thursday 25th June at Avalon Public school.

'White Headed Dolphin' three stories books illustrated and printed for PCS school libraries by the PCS students in NAIDOC week guided by Gai-mariagal descendant Dennis Foley.

Nangai Mai certificate to our year 12 Aboriginal student Decoda AK for his community and leadership contribution to Barrenjoey High School.

Year 12 Individual Sponsorship Program for Aboriginal students Abbey B, Decoda AK and Bronte C. Personalised tutoring timetable for each student catered to individual learning needs funded by Aboriginal sponsorship fund.

Personalised learning plans for all Aboriginal students attending Barrenjoey High School.

AECG awards ceremony for student achievement awarded to Marley H and Cooper DK held at Gawura Aboriginal Learning Centre Sunday, 16 November.

Selected Photography and Visual Arts students joining an indigenous guide from the Aboriginal Heritage Office through one of Sydney's most archeologically significant sites, Angophora Reserve in Avalon for the Cultural Mapping project, work to be showcased on Market Day and Guringai Festival.

Multicultural Education and Anti-racism

There is a school wide emphasis on ensuring that all faculties include appropriate multicultural perspectives in teaching and learning programs.

As a school we celebrated our cultural diversity through Harmony Day.

Students at Barrenjoey High School may choose to study Japanese or French throughout Stages 4 or 5. We also have many students throughout Stage 6 studying various languages through Open High School

Barrenjoey High School has one trained Anti-racism Contact Officer whose role includes developing student awareness of the processes for dealing with any instances of racism and promoting the value of an inclusive school community.

Other school programs

Creative and Performing Arts (CAPA)

- Our vision in CAPA is to support all students through collaboration to strengthen and improve learning outcomes to further promote the contemporary Barrenjoey story.

Music

- 2015 was another successful year for the Music Department. All elective classes worked hard and many outstanding results were achieved. The Extension Music Program ran in both Years 7 and 8 which promises a very strong foundation for the future of Music at Barrenjoey HS.
- Elective enrolment across the year groups are strong with students representing Barrenjoey at all levels of performance. Both Junior and Senior MADD Nights were very successful, with enough performers rehearsed and ready to fill more than the two shows. Soloists, bands and ensembles performed at many events such as Avalon Market day and formal assemblies. A highlight was then PCS music festival titled Broadway On the Peninsular where the Jazz band took control with Maddie Walker on vocals and the outstanding duo of Lara Duncan and Lillian Hellmann also performed.

- Selected music students participated in Song Makers 2015, a two day composition workshop with international industry professionals. Real world industry experiences are part of the Year 12 music course and this included studio recording session at the Mona Vale Music studios.

- A new initiative this year was the opportunity for talented student to perform in the community through Yoda a local Avalon



restaurant. Three students performed an individual acoustic set for the patron on a Wednesday evening in the back room. The venue was a great success and gave the students a real taste in performing for a variety of audiences.

- Josh Hughes and Andrew Funnell are our concert and jazz band directors respectively. The Band had a great tour to Melbourne and back up the East Coast, including the Snowy Mountains and Canberra.
- Specialist music tutors continue to challenge and improve the musical skills of so many students at Barrenjoey HS, so they can perform with confidence in class, band or other venues.

Dance

Dance continues to be enthusiastically supported by many students at Barrenjoey. In 2015 the Dance Ensemble included 17 Year 7, 8 and 9 students. They were choreographed by Michelle Garrard who is a dedicated and talented teacher at Avalon Public School.

- During the year the students performed at the Sydney Dance Festival which is an annual event that provides students with the opportunity to perform Dance in a professional theatre environment. They also performed at the Junior MADD TAS night and for Avalon Public School in term 4.

- The performances have been polished, original and vibrant and were a credit to all students involved.

Visual Arts and Photography

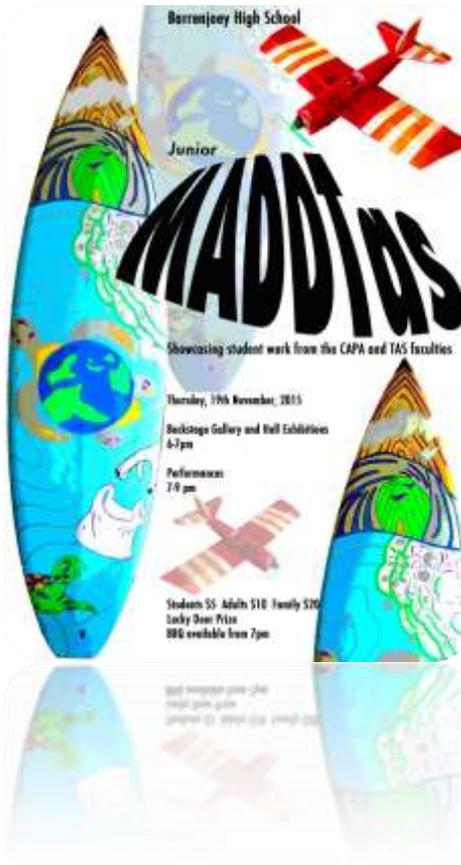
- Barrenjoey students with the assistance and guidance of staff have continued a strong commitment to excellence throughout the year.

- Extension classes in Year 7 participated in the World's Biggest Challenge. Their surfboard design paid homage to the PCS Green Sea Turtle campaign. "WBC Footprint Free" exhibition was on display at Warringah Mall throughout September to November 2015. The Year 8 class worked with local artist Guy Hawson and created new mini-murals in A, B and D blocks based on the subjects located in those blocks.

- Students exhibited many times during the year, highlights being the open night and Junior Madd Night displaying the work by Year 7's in landscape printmaking and portraits in clay. The Year 8's showed their masks and fantasy ceramics. With the Year 9's creating abstract paintings and animal themed printmaking and sculpture for the exhibition. While the Year 10's showed their expertise in printmaking and sculpture in the Back Stage Gallery.

- Also a Barrenjoey students' artwork/poster showcased on the Manly Ferry, for the 'We all stand on Sacred Ground' art exhibition throughout NAIDOC week. Additional to this Visual Art students participated in the "One Community Many Stories" Art Exhibition at Avalon Public school. The collection of artworks reflected the Guringai Festival's theme, "Story of Place", the Reconciliation theme, "Thankyou" and the 2015 NAIDOC theme, "We all Stand On Sacred Ground: Learn, Respect and Celebrate." Artworks also contributed in PCS Travelling Art show. Finally some Year 7 students exhibited in the 2nd Intergenerational Art exhibition at the Wesley Mission, Narrabeen during late 2015 and into 2016.

- Senior MADD and TAS night was an excellent evening featuring HSC Music, Drama and Visual Arts performances and artworks. The evening was hosted by Year 12 drama student's Nic Parker and Allan Magonezos. Art teacher Mrs Allyson Lenaghan presented



HSC bodies of Work that strongly demonstrated both conceptual strength and refinement of technique across a range of art forms. In the HSC exam 2 band 6's were achieved in Visual Arts by high achieving Tyler Kennedy and Sarah Oughtred. The People's choice awarded for Visual Arts went to Olivia Curnow for her collection of works based on a botanical theme and the TAS People's choice went to Kirra Van Drutton for her day bed. However, the Art Express nomination went to Tyler Kennedy for her figurative drawing/ painting titled "Strikhedonia: Identity". The P and C have subsequently purchased her artwork for the school collection.

- Pittwater council initiated a new art exhibition at the REC centre called "Fresh Art". The HSC artworks from local school were exhibited in January 2016. Finally the "Express Yourself 2015" at Manly art gallery nominated 6 students artworks from Barrenjoey HS. Those students being Olivia Curnow -COW, Niam Kaufmann-Printmaking, Will Kollmorgen-Sculpture installation, DJ Wall-painting, Kaitlin Woulfe-sculpture installation and Allan Magonezos-photography and Digital media.

- Excursions were held for Year 9 Visual Arts and Photography students to Taronga Zoo on to supplement and enrich work for the "Hybrid Animals" and "Zoology" programs. The Year 12 Photography excursion went to the Australian Centre for Photography in Paddington and the AGNSW to see the "Body Parts" exhibition. Students were also involved in various art, film and photographic competitions during the year to engage them.
- Planning has also begun for the Visual Arts staff as they embrace the new 100 hour stage 5 electives by programing for 2016 in Graphic Arts and Ceramics visual design subjects.

Drama

- In 2015, Year 12 Drama students hosted their own Performance Night for friends and family in August, showcasing their Group and Individual Projects. Both Senior and Junior MADD TAS Nights this year hosted exemplary group and individual performances.



- All Drama students from Years 9, 11 and 12 enjoyed a live theatre performance at The Belvoir St Theatre of Tennessee William's The Glass Menagerie. Barrenjoey HS students were also extremely lucky to experience an informative question and answer session with the director Eamon Flack, after the show. Additionally, Year 11 and 12 attended the BOSTES HSC Drama showcase OnStage; a wonderful opportunity to witness the best performance pieces from the 2014 HSC students from across the state. In both cases, the experience of live theatre is both inspiring and educational for the students, who leave the theatre starry-eyed and motivated to produce their own devised work.



Sport

2015 was another fantastic year for Sporting achievement at Barrenjoey High School. Teams were formed and contested CHS Knockout competitions in Netball, Rugby League, Rugby Union, Soccer, Tennis and Touch Football with varied success and much experience for future competitions.

In the Warringah Zone Grade Sport competition, held every Wednesday in Terms 2 & 3, the Senior Girls Netball Team went undefeated all season and dominated their Superzone Grand Final against North Shore Zone Champions Davidson High 54-32.

The U14 and U16 9-a-side Rugby League Peninsula Cup team were both runners up in their respective after school competitions and look forward to another massive year in 2016.

Other Outstanding Sporting Achievements for 2015 were:

Sydney North Regional Representative at CHS Cross Country: Madison Hyde

Sydney North Regional Representative at CHS Cross Country and NSW Representative at All Schools: Tom Colley

CHS Representative Cricket: Jonah Anderson

CHS Representative Sailing: Heidi Whitlock

CHS Representative Snowboarding: Tamara Cowley

CHS Representative Softball: Kira Van Drueten

CHS Representative Surfing: Darcy Crump

CHS Representative Surfing: Marlon Newling

CHS Representative Touch Football: Finn Heath

CHS Representative Cricket: Jonah Anderson

Junior Sportswoman: Isabella Graham

Junior Sportsman: Tom Colley

Senior Sportswoman: Amara Eddie

Senior Sportsman: Ryan McDonald

Vocational Education & Training (VET)

- Vocational Education and Training continues to be a success at Barrenjoey High School with the number of courses to three areas of study as well as the organisation of Stage 5 to start a Hospitality Food and Beverage course in 2016. Entertainment has been offered to students for Year 12, Hospitality in Years 11 and 12 and this year Construction was taught in Year 11. In each framework a number of activities took place for students to obtain a holistic approach to their area of study.



- Our Entertainment students were given the opportunity to partake in workplace activities at The Royal Easter Show with the class going out to Homebush for an orientation evening where many of our students were successful with their application and worked at the event. Students in Entertainment were also invaluable with the set up and coordination at the various functions including MADD (Music and Dance and Drama) – both Junior and Senior nights.
- Year 12 Hospitality students participated in workplace which occurred in a variety of restaurants, cafes and clubs for their hours

in industry. This experience is invaluable for our students and compliments their in-school lessons. Lucas Freilich, Year 11 student in Hospitality competed in the World Skills competition in 2015 and came First in the Second Heat for Commercial Cookery. This was a great accomplishment for Lucas who wishes to work in this industry after his HSC.

- Georgia Dale from Year 12, 2015 obtained an apprenticeship at China Doll at Woolloomooloo Wharf after completing her Certificate II in Hospitality Kitchen Operations at Barrenjoey High School.
- This year Construction was offered at Barrenjoey High School and students had placement in a number of jobs in this field. Students obtained their white card prior to working in this industry and work health and safety was paramount during their time in class.
- The expertise and enthusiasm shown by teachers of Vocational Education and Training is always inspiring for our many students who choose to participate in a variety of fields of study. Barrenjoey High School will continue to expand in Vocational Education and Training in 2016.

