

Broken Hill High School

Annual Report



2016



8105

Introduction

The Annual Report for 2016 is provided to the community of **Broken Hill 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.

Paul Gauci

Relieving Principal

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Message from the Principal

Broken Hill High School had a successful year in 2016. It saw some outstanding results in the academic, creative arts, sporting and cultural fields and this Annual Report highlights some of these successes. However, more information can be found on the school's website and Facebook page. Broken Hill High School offers students a broad range of curriculum and works collegiately with Willyama High School to offer RASP subjects to overcome the barrier of isolation. We have introduced numerous programs in our school to enhance engagement and increased the high expectations of our staff and students. Broken Hill High School offers various Vocational Education and Training subjects and meets the academic needs of all students. Students also had the opportunity to represent the school at the ANZAC Day march, SES Cadet Program and School Musicals and Productions. This year, one of our students was selected to attend the NASA Space School and another student had the opportunity to follow the Acting Secretary of the Department of Education for a day. Students were also successful in the sporting arena with many students representing the West Darling region at NSW Combined High School Carnivals. Broken Hill High School's SRC were very active in 2016 and saw two students selected to be part of the leadership team at the NSW SRC Conference. SRC week was very successful and the team worked tirelessly to fundraise for various charities and their peers.

Message from the school community

The P&C continues to work to ensure the school has the additional financial backing and support for our children's educational future. In 2016, the school has seen many changes including improved access to the latest technology and support of Art, HSC, dance workshops, state Science and Engineering competition and regional and state sporting excursions that students attend every year. We continue with financial support of these students as well as students who represent the school, through the allocation of special achievement awards and through scholarships.

The P&C will maintain its focus on providing financial support to assist the school in every way possible. Committee members are very active within the school by assisting the canteen and fundraising for the benefit of our children's educational needs. In addition to events as indicated above, the P&C assists with acquisitions for all KLA's of textbooks and much needed resources they would otherwise struggle to purchase.

Thank you all for giving up your valuable time for this wonderful school and the ongoing involvement in other areas including the school management plan, working bees, stalls and the garage sale. The P&C will always be there to ensure the school remains able to provide the extra resources, which ensure our students are successful in future years. We are always on the look out for new members and meet on the third Monday of the month. All welcome.

Sandwich Hopcraft P&C President

School background

School vision statement

Broken Hill High School aims to assist in the development of well-balanced students who are capable of higher order thinking and flexible enough to meet the challenges of the future.

After consultation with the Parents and Citizens Association and the Student Representative Council plus extensive consultation with staff members, the following vision statement was developed.

Broken Hill High School is:

A caring inclusive school where students are supported to reach their potential in a changing world.

School context

Broken Hill High School is a comprehensive high school of 660 students (18% Aboriginal). Our school proudly includes IO/IS and multi-categorical support classes. There are very strong ties within both Broken Hill and the school community. These ties are evident through the actions of our P&C who make regular contributions to the school, our close relationship with the "Golden Oldies" ex students association, the support for existing programs that are targeting Aboriginal students, our SRC involvement in assisting numerous charities and community organisations, the support of local employers for excursions and student trips as well as work placements for our VET students.

Broken Hill High School has a reputation for academic excellence. Students leaving our school in Year 12 are succeeding in gaining university entrance, employment, traineeships, exploring TAFE options and other training opportunities. We expect students to achieve to the best of their ability or beyond. We have established welfare support mechanisms and teaching and learning experiences of a high quality to maximise student outcomes.

The school works strongly to overcome the issues raised by our isolated position. We utilise strategies that maximise student opportunities for success. Our strategies in many areas will be strengthened through the expenditure of Equity funding over the next 3 years.

An important issue that is currently affecting our future direction is the reducing student population in Broken Hill. This is impacting on school structure and curriculum. To combat this we have established the RASP initiative with Willyama High School sharing senior classes and utilising innovative technologies with a mix of face to face teaching. Faculties and the school will focus on quality teaching and learning initiatives and the priorities in this plan while keeping an eye on the long term learning needs of students who live in an isolated rural setting.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated:

In the element of Learning Culture, the school is using well-developed current policies that strengthen and assist us in working towards the school's learning priorities. This can be seen in the implementation of various current evidence based programs such as ALARM and our work around the literacy continuum. Further evidence can be found in the work of our Learning and Support Team and Head Teacher Welfare. Positive and respectful relationships are evident within the school and confirmed by the data analysed from PBL and our schools revised anti-social behaviour and anti-bullying policies.

In the element of Wellbeing, through the PBL processes and the implementation of school based policies the school not

only identified aspects contributing to wellbeing in the delivery of teaching and learning, but was able to work towards students to accepting responsibility for their own behaviour. Through carefully planned and implemented lessons, the students, staff and broader school community are encouraged to understand the behaviours, attitudes and expectations that enhance wellbeing. The recent introduction of a Clontarf partnership has further strengthened the respect for cultural identity.

In the element of Curriculum and Learning, the school uses systematic policies, programs and processes to identify and address student learning needs and this can be seen in our work around the literacy continuum and in the detailed work of our Learning and Support Team. In addition to this, the processes around transition to Year 7 include the transmission of literacy continuum data from partner primary schools. This enhances the existing programs. Our learning alliances with other schools and businesses can be seen in the alternate programs offered by the school to offset the identified barriers caused by geographic isolation.

In the element of Assessment and Reporting, staff continually analyse both internal and external assessment data including sources such as National Consistent Collection of Data and NAPLAN results. This is evident through the dynamic Learning and Support Team, the use of the Literacy Continuum across all Key Learning Areas and the various alternative programs the school offers both engaged and disengaged students. Principles of consistent assessment and teacher judgement are strengthened through lesson observations.

In the element of Student Performance Measures, staff continually work hard to increase the students results through Quality Teaching. Shown through the NAPLAN results we have majority of the students at or above the minimal national standard.

In the element of Effective Classroom Practice, the school is continually evaluating classroom practice and introducing new and exciting strategies to raise student outcomes. An example of this is ALARM. Personalised Learning Plans for ATSI students and Personalised Learning and Support Plans are completed annually and provide teachers strategies and information regarding the individual student that assists in their classroom practice. Broken Hill High School Executive have also recently introduced a Classroom Discipline Monitoring Sheet (policy) that provides staff and students clear guidelines on consequences for poor behaviour in class.

In the element of Data Skills and Use, the use of data in the literacy continuum evidence set shows that there are areas where data is being well used. To move substantively forward, the school determined that this would need to be replicated in more key learning areas and across a greater number of grades.

In the element of Collaborative Practice, our teams at Broken Hill High School provide a collaborative approach for all staff. ALARM, PBL, SRC and the Aboriginal Education teams continually present at Staff Development Days and staff meetings. This ensures all staff are aware and up-to-date with the progress of successfully delivering these programs within their classrooms. The SRC are very active within our school and organise many fundraising days for various charities and also provide the students and staff with fun activities during SRC week. The introduction of the PDP process and the compulsory observations have also seen an increase of collaboration within and across KLAS.

In the element of Learning and Development, Broken Hill High School staff had the opportunity to participate in various Professional Learning activities. These are included with common staff development days with all schools in Broken Hill, staff meetings, faculty meetings and external professional learning courses. The Head Teacher Mentor has provided new and beginning teachers with support in the classroom and completed many professional learning sessions with these teachers. All staff have a PDP with three to five professional goals to continue their development in learning. All of these processes need more time to become embedded to see improved student learning outcomes.

In the element of Professional Standards, staff were accredited at Broken Hill High School with the assistance of a Head Teacher Mentor and their supervising teachers. All staff have a PDP to ensure goals are set and relevant professional learning to the school and their personal goals are met. Lesson observation sheets have a clear focus on the Professional Standards and this gives the opportunity for staff to gain and provide feedback around these standards. Teachers are provided with relevant professional learning.

In the element of Leadership, staff are continual leaders in their teaching and the executive of the school lead by example. The SRC is very active within the school and the popularity of becoming an SRC Representative has seen the SRC continue to grow. Leadership is also seen through the PBL and Aboriginal Education teams. They both engage the community and model leadership to other staff and the students of Broken Hill High School. More structure around gathering feedback from the community is a future direction for our school.

In the element of School Planning, the school offers students the chance to complete alternate programs to gain work and life skills. School policies within the school are regularly discussed, analysed, evaluated and improved to meet the students and staff of our school. This is then communicated to the staff, community and students to ensure a consistent and successful outcome.

In the element of School Resources, one of the challenges we face is the high turnover of teaching staff and difficulty in filling teaching vacancies when they occur. This is a reflection of the remote geographic location.

In the element of Management Practices and Processes, the Learning and Support Team, Policies, Staff Leadership, Alternative Programs, Head Teacher Welfare and PBL are paramount to the school operating successfully. The administrative practices continually improve and all relevant policies and documents are clearly communicated to staff, students and parents/carers.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Student Learning

Purpose

Students engage with the educational process and identify and value the purpose of their learning. Students will be effective communicators able to enact deep thinking skills, innovation and creativity.

Overall summary of progress

Broken Hill High School has progressed well in Student Learning. All staff have continued the implementation of ALARM and there has been improvements in students writing in faculties that have successfully embedded it into their KLA. Students in Year 7 have been plotted on the Literacy Continuum by all their teachers. This has involved collaboration with our feeder Primary Schools and all of teachers at our school. Literacy Continuum will continue in 2017 so as all Year 7 and Year 8 are accurately plotted. The evaluation of N-Awards was completed and will be monitored in the future.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Achieve at least a 5% improvement in mean grades A–D and at least a 5% mean improvement in HSC bands 4 5 and 6.	Improvement was not uniform across all KLAs. Slight improvement was seen in several KLA HSC results after fully implementing ALARM. All factors effecting HSC results (including to effective implementation ALARM) need to be evaluated.	\$10,000 Training & Travel for ALARM
All students progress at least ONE cluster of the Literacy Continuum each year towards at least age appropriate levels.	All Year 7 and 8 students have been mapped on PLAN. Their progress on the Literacy Continuum will be identified once again at the end of semester one 2017 when their teachers update their mapping.	Nil Funds
A 10% reduction in “N” award notifications on assessment tasks .	A small reduction in the number of N-Award notifications occurred. This was due to many assessment tasks completed in-class. More students were able to complete the assessments in class and this meant they were handed in on time. Students also used the Homework Centre and the Ross Clark Learning Centre to assist in the completion of the tasks.	Nil Funds

Next Steps

Student Learning will see the introduction of Numeracy improvement measures to meet the requirements of the Premier's Priorities. This will see an introduction of a new Numeracy strategy and with the increased literacy skills through the other processes in this strategic direction, student learning results should improve. ALARM will continually improve around the school by ensuring new staff are trained and all faculties have successfully embedded ALARM in their teaching and learning as well as assessing. The Literacy Continuum will be used across Stage 4 and staff will be more skilled in plotting, which will provide more accuracy and better teaching strategies for all students at Broken Hill High School.

Strategic Direction 2

School Community and World Connection

Purpose

To engender a school community that operates in a collaborative and sustainable manner that embeds a system of values, a wider world perspective, a culture of learning and success.

Overall summary of progress

PBL continues to be a huge success at Broken Hill High School. Staff have continued to reward students for following the school core values of respect, responsibility and cooperation. Students have engaged in lessons that were facilitated by staff around the explicit learning of these values. The PBL team works collaboratively and communicates to staff and the community on continued success of our students. The Aboriginal Education Team have worked tirelessly to create opportunities for our ATSI students to engage with the school to achieve quality outcomes and also extra-curricular activities such as sport, art and dance. CLONTARF had an immediate impact on the Aboriginal boys improving behaviour, attendance and wellbeing. Broken Hill High School has continued offering targeted programs for our students, these include links to learning, multi-lit, hairdressing and handy hardware to name a few. These programs are targeted to specific students to increase the learning outcomes and engagement in their education.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
5% reduction in negative wellbeing entries	In 2015 there were 5643 negative wellbeing entries. In 2016 this dropped 16% to 4734. PBL success at BHHS reflects the staff's commitment to the program and the continued effort by the PBL Coordinators.	PBL Coordinators \$5,000 on PBL Rewards \$16,530 PBL 0.2 Coordinators
5% improvement in retention	In 2015 there was a 49.64% retention rate from Year 10 to Year 12 and in 2016 there was a 50% retention rate. This shows a slight increase, however does not include students moving away to continue education.	Nil funds
3% increase in ATSI student attendance	In 2015 there was a 78.7% ATSI attendance rate, however this decreased by 3.2% to 75.5% in 2016. There was a significant increase in some Aboriginal boys in 2016 due to the introduction of CLONTARF. CLONTARF is in its early stages and should have an increase in ATSI boys attendance rates in the future.	Attendance Officer \$45,000 Norta Norta Teacher & SLSO \$95,000

Next Steps

The Communicating and Engaging the Community team are working collaboratively to improve the communication and increase the parents/carers and communities involvement at Broken Hill High School. The improved communication tools and resources and the enhanced presentations will continue to be a priority in the future. PBL is embedded well at our school and the change of leadership in 2017 will require the PBL team to work together to ensure there is a consistent approach by all staff to ensure the students are taught the explicit skills. The CLONTARF program has seen an increase in Aboriginal boys at Broken Hill High School and the work with the Aboriginal team, NORTA NORTA and the community is important for increased Aboriginal results. The Premier's Priority of decreasing obesity will be added to this strategic direction in 2017 and the PDHPE faculty will work with the rest of the school to increase the awareness of healthy lifestyles.

Strategic Direction 3

Building Leadership Capacity

Purpose

To build and maintain quality leadership in students and staff, enhancing whole school processes to optimise student learning outcomes.

Overall summary of progress

Broken Hill High School reviewed and updated the school's Anti-Social and Reporting policies. These updated policies were communicated to all staff and staff meetings were held to inform staff of changes. In regards to staff leadership, a number of teachers aspiring to develop their leaderships skills were given the opportunity to do this through varying roles, such as Year Advisor, Girls Advisor, Transition Coordinator to name a few, and the opportunity to relieve in higher positions. In addition to this, six staff members attended the Learning to Lead professional learning and staff were provided the information and opportunity to complete accreditation at higher levels. The SRC introduced Year and ATSI Captains, increasing leadership opportunities for students and we had students attend the NSW SRC Conference and the Future Leaders camp.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A 15% increase in students actively involved in school processes and leadership opportunities, including ATSI and support units.	<ul style="list-style-type: none">• Refined and redefined SRC roles and responsibilities to ensure more students have opportunities to engage in leadership.• Students involved in multiple leadership roles and activities throughout 2016.	SRC Coordinator \$6350 Attendance Officer \$45,000 Learning to Lead \$10,000 SRC Conference \$1,500 SRC Leadership Camp
Effective school policies imbedded through school community, staff and student collaboration.	<ul style="list-style-type: none">• School body reviewed Anti-Social Behaviour and Reporting policies.• Used data to inform changes required.• Restructured Anti-Social Behaviour and Reporting policies and implemented changes.• Started review of the WHS Policy.	Staff Meetings
Greater than 30% classroom teacher participation in whole school programs, initiatives and leadership roles.	<ul style="list-style-type: none">• Learning to Lead.• Accreditation and maintenance.• Professional Learning for all staff around accreditation at higher levels.• Conversations and organisation of Quality Teaching Rounds to be completed in 2017.	Head Teacher Mentor \$25000 Staff Meetings. Professional Learning \$90000

Next Steps

Looking forward, more of the school policies will be evaluated by all staff and updated and communicated accordingly. The Head Teacher Mentor role will continue in 2017, to assist newly appointed staff members. There will be continued opportunities for staff to lead professional learning and teams at Broken Hill High School. Sessions will be run on the maintenance process as all staff move towards the maintenance phase of the accreditation process. The school executive team will be investigating ways to increase student involvement in leadership programs. In 2017, staff at Broken Hill High School will all participate in the Quality Teaching Rounds Professional Learning delivered by Newcastle University.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All Aboriginal students have a Personalised Learning Plan. The continued support of all Aboriginal students through Aboriginal Student Learning Support Officers to assist with assessment tasks, classwork and social and emotional wellbeing. The introduction of the CLONTARF program has increased the skills, wellbeing and retention of Aboriginal boys.	Aboriginal SLSO \$17,929
English language proficiency	One student was supported through extra tuition and English as a Second Language tutoring.	SLSO Student Support \$10,430
Low level adjustment for disability	Learning and Support Teachers have identified all students requiring adjustments to support learning. These are communicated to staff through the creation or updated Personalised Learning Support Plans (PLSP) to allow all students to engage in the curriculum and gain the skills required to become a good citizen. These are negotiated with the Learning and Support Teachers, the student and their parents/carers. This support can also be seen through the assistance of the homework centre and Ross Clark Learning Centre.	SLSO Student Support \$61324
Socio-economic background	Staff evaluated the programs and additional support provided in the previous years and identified the areas of need. We employed extra Student Learning Support Officers, an equity funded Deputy Principal, Head Teacher Welfare, a Technical Support Officer, a Multi-Lit Coordinator, a Ross Clark Learning Centre Coordinator, a Homework Centre Coordinator and the resources for a daily breakfast club. These extra support staff provide all students with the support and resources to improve outcomes in all areas.	Breakfast Club \$2,000 Student Assistance \$4,500 Homework Centre \$8,500 Extra Deputy \$135,000 Extra Programs \$76,200 Technology Support Officer \$75,000 SLSO AB Ed \$41,205 Multilit SLSO \$25,000 SAO Attendance \$37,600 Wellbeing Services \$21,000 Athletics Program \$6,500 Technology Hardware \$20,000
Support for beginning teachers	Beginning teachers have continually been supported by a Head Teacher Mentor. The Head Teacher Mentor inducts all new staff to Broken Hill High School to ensure greater support and consistency for all staff. They also assist beginning teachers with their accreditation, complete lesson observations to provide valuable feedback and assist head teachers in their part of been a supervisor in the accreditation process.	Head Teacher Mentor 0.5 \$25,000 Classroom Release \$12,000

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	348	357	331	325
Girls	317	324	317	310

Student attendance profile

School				
Year	2013	2014	2015	2016
7	91.4	89.7	87.6	90.5
8	87.4	89.7	87.7	80.7
9	86	86.2	88.5	85.6
10	83.4	87.4	85.6	84
11	86.6	84.7	88.6	82.2
12	87.6	88.6	85.4	87.5
All Years	87.2	87.8	87.3	85.1
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

In 2016, the school updated its Attendance Policy. The main alterations included the appointment of a SAS staff member in charge of managing student attendance and tracking student attendance data. This staff member regularly follows up absences via phone, email or letters. Year Advisors and Deputy Principals will work with students whose attendance is causing concern to put in place strategies to assist in attending school more regularly. In extreme cases, the Deputy Principal and the Home School Liaison Officers will conduct home visits and create attendance plans.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	28	10
Employment	11	17	40
TAFE entry	5	14	13
University Entry	0	0	29
Other	84	25	8
Unknown	0	16	0

These figures show an increase in Year 12 students entering University, TAFE and employment. This is a positive for our students at Broken Hill High School. Majority of our Year 10 and 11 students leave for other institutions, although some leave school post 17 years.

Year 12 students undertaking vocational or trade training

Broken Hill High School students had the opportunity to select from many Vocational Educational courses. In 2016, for Year 12, four Vocational Educational courses were offered and five TAFE courses were also offered. Broken Hill High School had seven students complete School Based Traineeships. Students participated in Construction, Primary Industries, Hospitality and Metals and Engineering at school. At TAFE, students participated in Human Services, Automotive, Animal Studies, Electrotechnology and Children Services. 47% of Year 12 students undertook Vocational Education in 2016. Two Aboriginal students successfully completed school-based Traineeships.

Year 12 students attaining HSC or equivalent vocational education qualification

68 students graduated from Year 12 at Broken Hill High School in 2016. 88% of the students attended the Higher School Certificate, seven students completed the Lifeskills HSC and one student achieved a Record of Student Achievement.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1.6
Head Teacher(s)	9
Classroom Teacher(s)	33.9
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	13.88
Other Positions	6.2

*Full Time Equivalent

In 2016, Broken Hill High School had six staff members who identified as Aboriginal. These included one classroom teacher, one Aboriginal Education Officer, one CLONTARF member and three School Learning Support Officers.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	23

Professional learning and teacher accreditation

In 2016, all staff were actively involved in professional learning. The professional learning for all staff was focussed around the school plan, the individual teachers Performance and Development Plan (PDP) and the needs of the students. This provided the teachers with the knowledge and skills to provide all students with an inclusive, engaging, safe and challenging environment.

Staff completed the required mandatory training throughout the year and were also involved in sessions around ALARM, Literacy Continuum, Positive Behaviour for Learning, Accreditation and Higher Accreditation, Aboriginal Education and the School Plan.

Teachers were also given the opportunity to complete courses run through the Broken Hill Schools Office, such as PBL, Learning to Lead, NCI Training and Starting Out Strong. Many staff travelled to other areas to complete KLA specific training, development in Stage 6, HSC Marking, KLA's Annual Conferences and training to assist in achieving the Teacher's PDP goals.

During 2016 the school employed a Head Teacher Mentor (0.5) to work with Newly Appointed Teachers. The Head Teacher Mentor worked with ten staff to complete their BOSTES Accreditation at Proficient level. As part of her role, she also met regularly with the thirteen newly appointed staff working in their first two years, working through an induction program which incorporates the Department of Education Strong Start, Great Teacher resource, school policies and procedures and Classroom Teacher Program.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

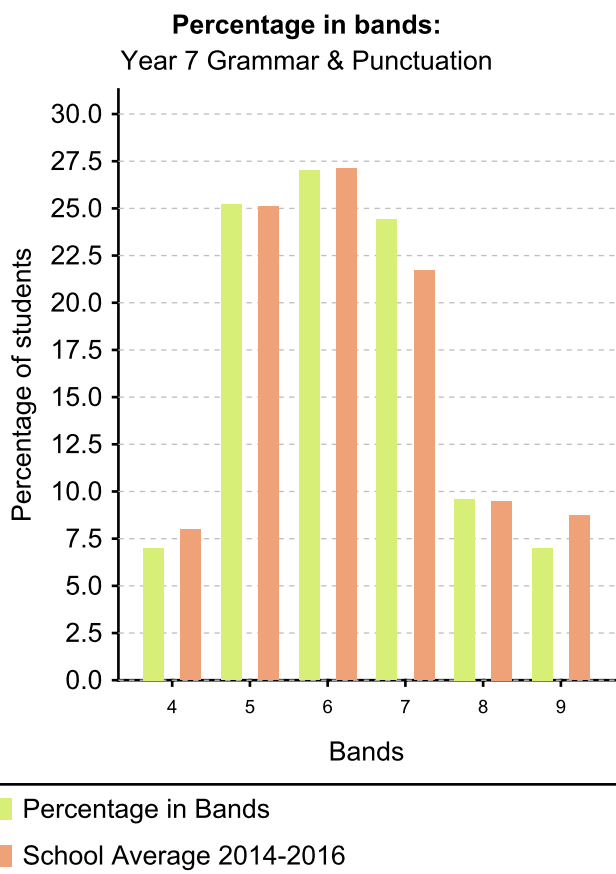
Income	\$
Balance brought forward	800 755.22
Global funds	666 442.23
Tied funds	1 172 194.74
School & community sources	223 170.33
Interest	20 796.71
Trust receipts	42 582.95
Canteen	0.00
Total income	2 925 942.18
Expenditure	
Teaching & learning	
Key learning areas	115 053.39
Excursions	133 965.07
Extracurricular dissections	91 823.46
Library	6 536.48
Training & development	0.00
Tied funds	1 170 334.38
Short term relief	120 093.03
Administration & office	180 712.95
School-operated canteen	0.00
Utilities	140 995.77
Maintenance	83 627.36
Trust accounts	53 347.53
Capital programs	106 035.02
Total expenditure	2 202 524.44
Balance carried forward	723 417.74

A full copy of the school's 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.

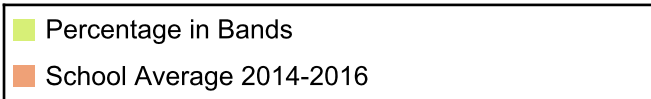
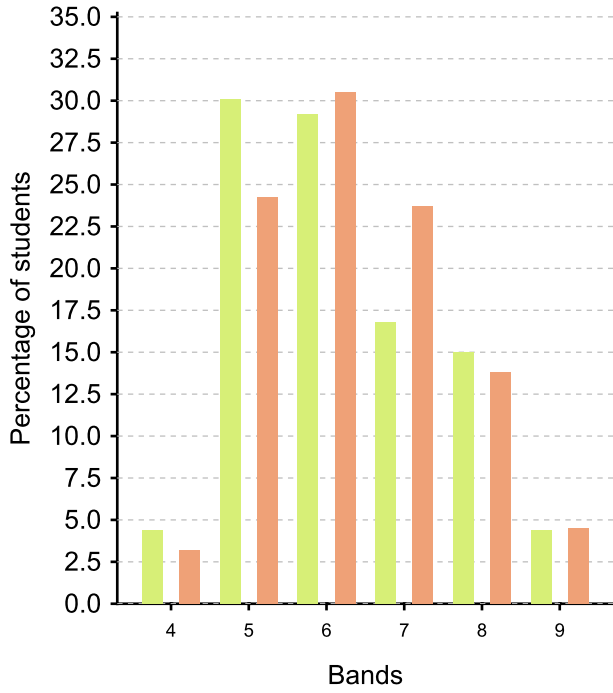
School performance

NAPLAN

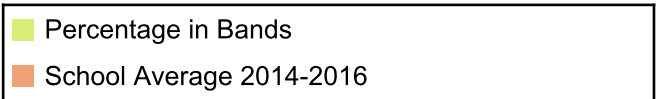
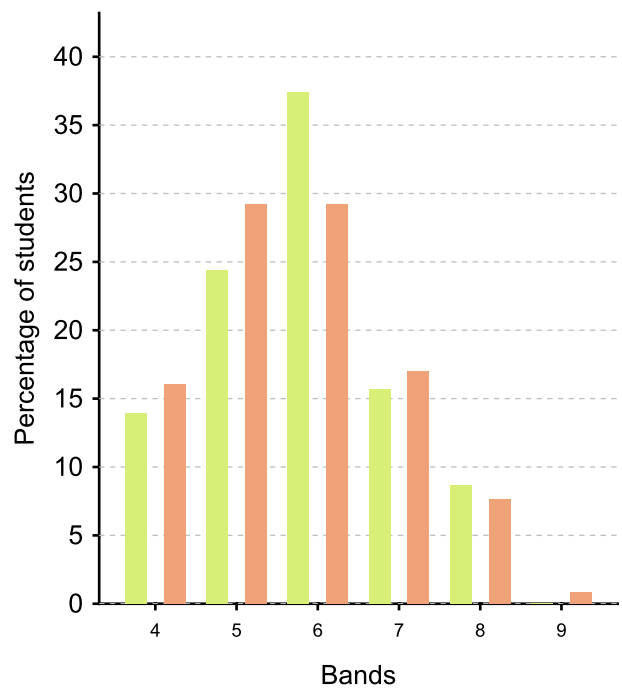
In the National Assessment Program, the results across the Years 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



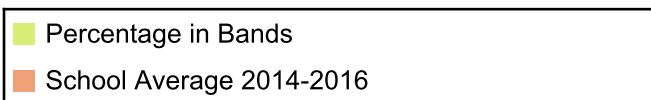
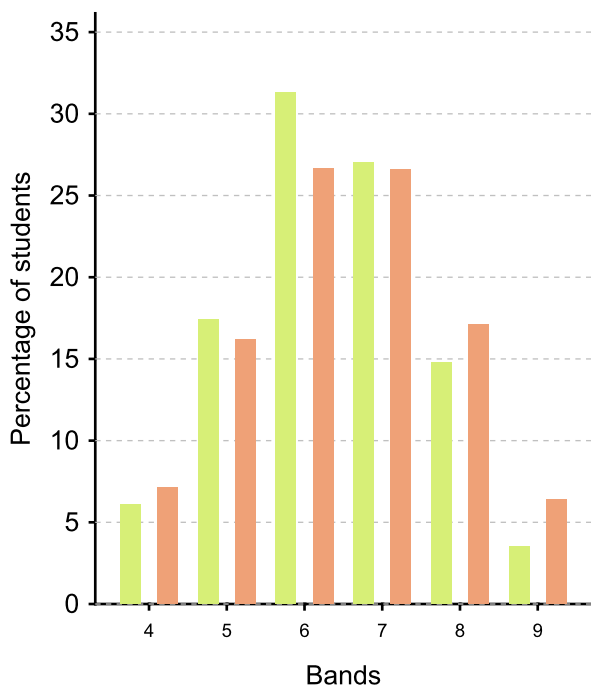
Percentage in bands:
Year 7 Reading



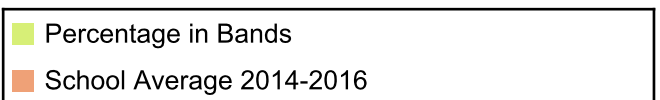
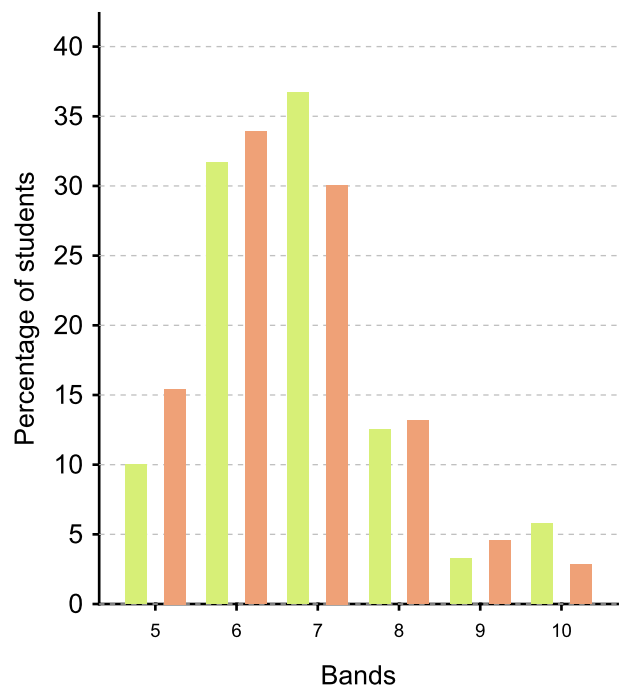
Percentage in bands:
Year 7 Writing



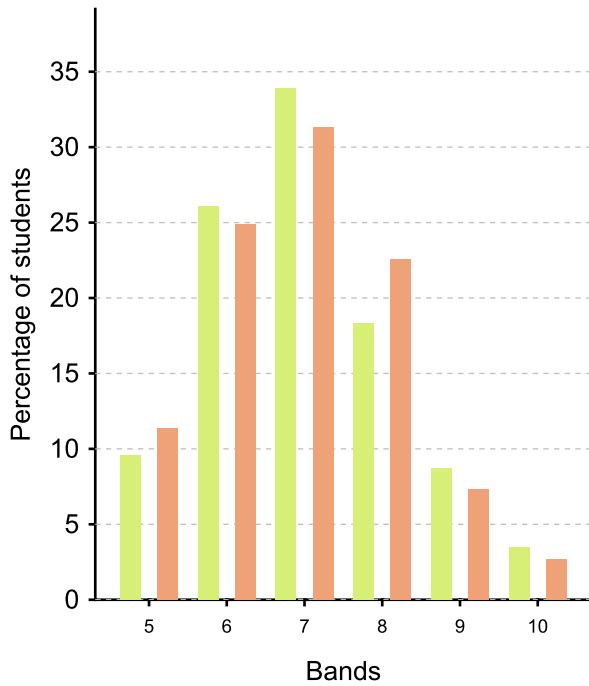
Percentage in bands:
Year 7 Spelling



Percentage in bands:
Year 9 Grammar & Punctuation

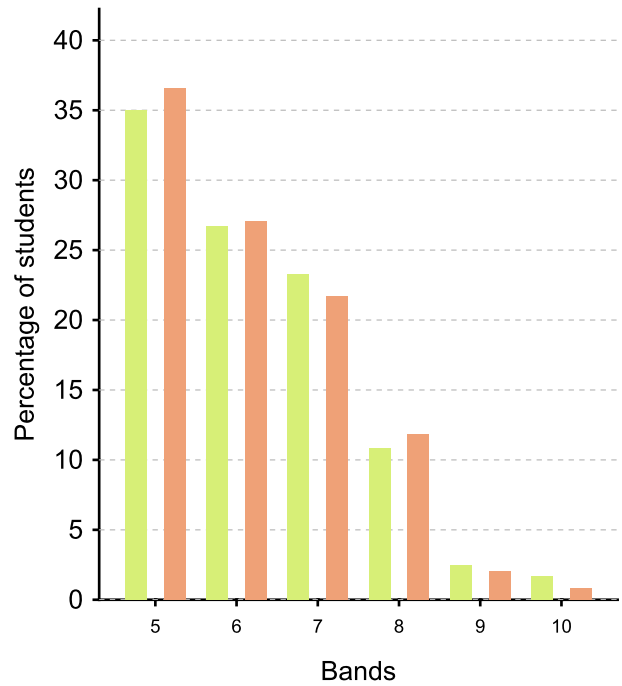


Percentage in bands:
Year 9 Reading



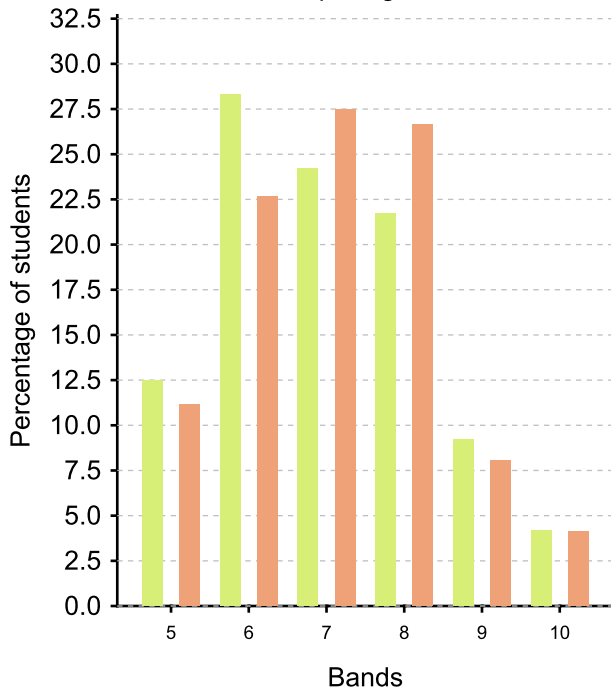
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Writing



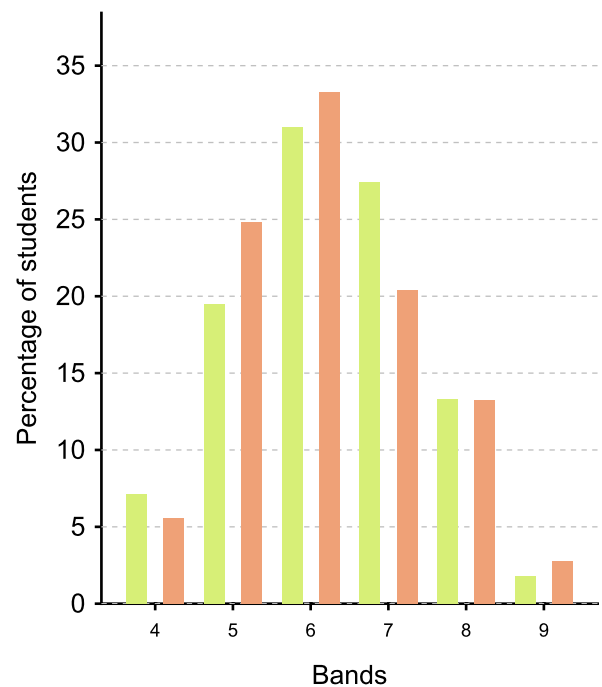
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Spelling



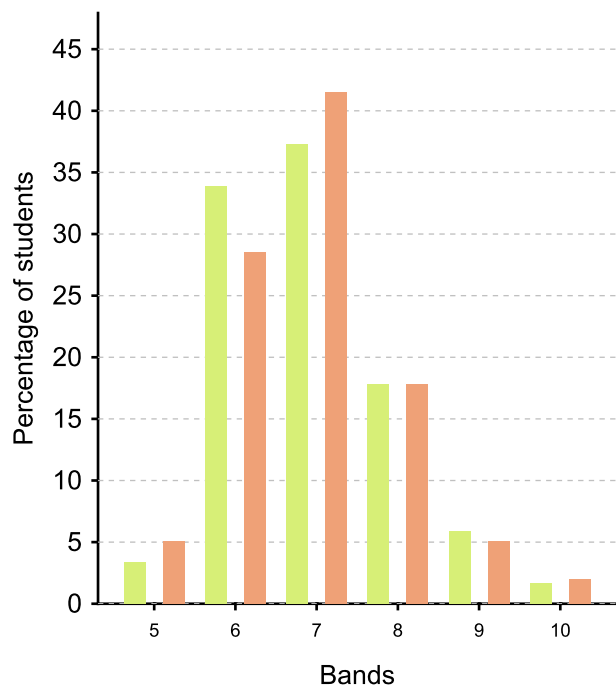
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert Broken Hill High School in the Find a school and select GO to access the school data.

NAPLAN results in 2016 in literacy and numeracy continued to demonstrate the diversity of students at Broken Hill High School. In the National Assessment Program, the bands represent increasing levels of skills and understanding demonstrated in these assessments. They range from Band 4, the lowest level of achievement in Year 7 to Band 9, the highest level of achievement. While in Year 9, the lowest level of achievement is Band 5 and the highest is Band 10.

The percentage of students who achieved proficiency (top two bands) in Year 7 and Year 9 is outlined below.

Reading: Year 7 – 19% and Year 9 – 12%

Writing: Year 7 – 9% and Year 9 – 4%

Spelling: Year 7 – 18% and Year 9 – 13%

Grammar and Punctuation: Year 7 – 17% and Year 9 – 9%

Numeracy: Year 7 – 15% and Year 9 – 8%

Students whose results place them in the lowest band are described as being Below National Minimum Standards. The Learning and Support Teachers create a Personalised Learning and Support Plan (PLSP) to provide support for these students. The PLSP identifies

literacy and numeracy strategies to assist the student in developing their literacy and numeracy skills and also provides the teacher with the data necessary to differentiate the curriculum and support the student as required.

The percentage of students recorded as being Below National Minimum Standard. Please note this percentage also includes students who were exempt from completing NAPLAN.

Reading: Year 7 – 5% and Year 9 – 12%

Writing: Year 7 – 15% and Year 9 – 37%

Spelling: Year 7 – 7% and Year 9 – 15%

Grammar and Punctuation: Year 7 – 8% and Year 9 – 12%

Numeracy: Year 7 – 8% and Year 9 – 6%

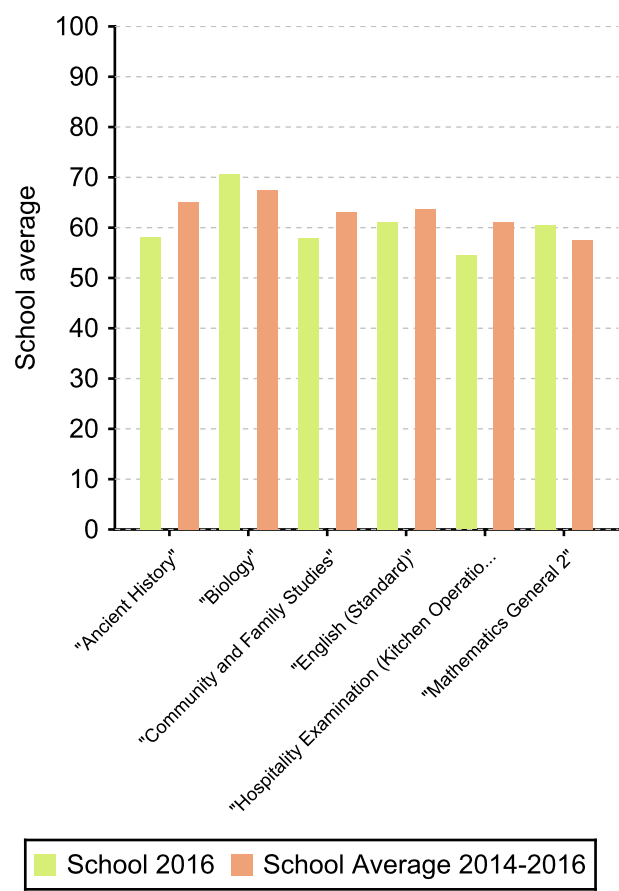
Broken Hill High School has implemented the Secondary Learning Strategy (2LS) across the school as a way to improve the literacy skills of students. A focus on writing has also occurred with students being exposed to ALARM (A Learning And Reporting Matrix) as a way to embed higher order thinking skills and further develop these essential skills. A focus on Numeracy has also occurred with NAPLAN style questions being a focus in the Mathematics faculty and the consistent teaching of numeracy skills across the school.

As of 2017, students in Year 9 will need to achieve a Band 8 in Reading, Writing and Numeracy in order to receive their Higher School Certificate. For students who do not meet Band 8, they will need to pass an online literacy and numeracy test in subsequent years to meet the requirements. Those students who reach Year 12 and still have not passed the test for the minimum standards will receive a Record of School Achievement, but still have five years to reach the benchmark and get their HSC.



Higher School Certificate (HSC)

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



Parent/caregiver, student, teacher satisfaction

Broken Hill High School completed the Tell Them From Me Survey's in 2016. Parents/Carers, students and teachers participated in these surveys and this information provides the school with information on progress and to be able to establish future directions through feedback.

In 2016, six parents voluntarily completed the surveys and this provided the school with very limited information from a very small percentage of our school community.

438 students at Broken Hill High School completed the survey. This provided the school with a diverse sample of responses and provided us with some key issues and strengths of our school. Some of the information included:

- 73% of students had positive relationships within the school.
- 52% of students had a high sense of belonging.
- 83% of students indicated they had positive behaviour.
- 74% of students indicated they had aspirations to finish high school.
- 40% of students in the school plan to pursue a trade of apprenticeship program.
- 54% of students had aspirations for pursuing a post secondary education.
- Our student responses indicated in-line with most of the NSW Government School norms.

In 2016, 43 staff undertook the survey. The results were very sound and once again detailed future directions for Broken Hill High School. One of the most important areas stated was more involvement of parents/carers in their children's education.

Policy requirements

Aboriginal education

Aboriginal education continued to be of a high importance at Broken Hill High School in 2016. The North North tutoring was successful and the continued support of the Aboriginal Education Officer and the Aboriginal Student Learning Support Officer's in classrooms assisted Aboriginal students to achieve greater learning outcomes. All staff undertook professional learning around Aboriginal education to improve their knowledge and skills in providing Aboriginal students with a safe, supportive and culturally inclusive learning environment to enhance Aboriginal students results.

All Aboriginal students are supported at school through the creation of Personalised Learning Plans. These plans are created or updated through collaboration with staff, the Learning and Support Teachers, students and parents/carers. They aim to provide the students with learning goals, and strategies for each Aboriginal student to achieve outcomes. These plans assist all staff in planning for their lessons and activities to provide the best learning environment for all students.

The CLONTARF program was established at Broken Hill High School in 2016. This program has started successfully for the students that have actively participated in the program. The program aims to provide all Aboriginal boys with success at school and provide support for their wellbeing, attendance, behaviour, health and education.

It is a priority that all students are engaged and included in Aboriginal cultural activities, history and perspectives. These are all included in all KLAS across the school. Aboriginal education was celebrated through NAIDOC week activities, indigenous games, Yarn Ups, CLONTARF Awards Evening, Tag Day to name a few.

Multicultural and anti-racism education

Broken Hill High School employed a Head Teacher Welfare to assist with the Multicultural and anti-racism education. She organised many educational activities with various groups across the year to assist in the inclusion of all people and the assistance of ensuring students are respectful to others. Broken Hill High School participated in the CCA program and the MLC exchange program. This provides our students the opportunity to visit other schools with higher multicultural percentage which allows the exchange of culture and values.

The anti-racism message is a key component of our anti-social policy. The school runs activities throughout the year that encourages understanding and provides all students the education.