

# Blayney High School Annual Report



2016



8357

## Introduction

The Annual Report for 2016 is provided to the community of Blayney 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.

John Browett

Principal

### School contact details

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### Message from the Principal

2016 saw significant Teaching and Learning projects implemented throughout the school aimed at continuing the improvements in student achievement and teacher capacity.

Literacy projects continued to focus on ALARM and have had a significant effect on the length and quality of extended written responses in all subject areas. A continued focus on spelling of key terms and the new 'Renaissance Reading' program have had significant success in improving student's reading and comprehension skills.

A new 'Teacher Collaboration Project' was trialled in Semester Two with the aim of improving teacher capacity through engagement in professional observation, dialogue and collaboration. Initial evidence from this project indicates improvements in the consistency of teacher judgement and depth of expectation. Significant programs have developed from this trial for implementation in 2017.

Aboriginal Education continued to develop significantly in 2016 with the development of our Personalised Learning Plans, closer links with Wiradjuri elders and our inclusion in the Bathurst Aboriginal Education Consultative Group.

Blayney High continued to work closely with our feeder primary schools through the Heritage Network. In addition to our strong transition programs and regular events, new programs were added, most significantly the Heritage Schools Band which played at a number of events in 2016. Significant programs within our Community of Practice were begun in Semester Two regarding the sharing of data and planning for the continual improvement in Literacy and Numeracy as students transition to Blayney High School.

I am proud of the achievements of our students and staff in 2016 and look forward to many years of continuing growth as Principal of our fine school.

## Message from the school community

The P&C in 2016 were involved in a number of staff interview panels pertaining to the Head Teacher Science, full time TAS Teacher and new Canteen Supervisor (Job Share) positions. This was a rewarding process for the P&C to be involved in as it highlighted the great teaching talent we have within our school.

Our Canteen and Uniform Shop continued to make strong financial progress with healthy end of year balances and a plan to reduce the stock holding in our uniform shop through new jumper/jacket offers online. Our canteen staff have also been consulted on the revised Healthy School Canteen strategy and continue to work with local service providers on a Work for the Dole placement. On a fundraising front we purchased a new projector and upgraded audio/visual connectors for our school hall with funds coming from activities such as a Winter Wonderland night, the manning of gates at Senior Rugby League games in town and a five cent fundraiser.

In 2016 the Committee also re-joined the P&C Federation in NSW and addressed its registration as an Australian Charity and Not For Profit organisation both of which had lapsed. We continue to have strong engagement with the School Leadership team, wider school community and with the Blayney community and look forward to continuing to make a positive contribution to the lives of our students, teachers, parents, town and public education in general.

## School background

### School vision statement

*“Quality educational opportunities in a caring environment “* provides the foundation of the school’s vision.

Blayney High School strives to provide a high standard of education for all students through continual revision and improvement of teaching and learning programs, pedagogical and organisational practices and planned effective professional learning.

We want to ensure students are provided with opportunities to graduate with skills and experiences to be life-long learners, active and informed citizens and have a resilience in pursuit of personal goals. The school offers an extensive curriculum allowing for students to aspire to post-school studies and work.

### School context

Blayney High School is a small rural comprehensive school in the Central West of NSW situated within 40 minutes drive from two larger regional towns (Bathurst and Orange). The school population is steady at approximately 400 students. Students come from a wide area, many from the small rural villages and the local town-based schools known as the Heritage School’s Learning Community. Over 50%of students are from low SES backgrounds.

The school has an excellent reputation within the education districts and wider community and has a strong tradition of providing an inclusive education that not only addresses the academic needs of the students but provides opportunities and welfare programs to support all students to achieve their best. We have a highly successful learning community and collaborate on many projects.

Evidence from external assessment date such as Year 10, NAPLAN and ESSA suggests the school has shown growth in a number of areas but still needs support for students in areas of literacy and numeracy. The HSC results are harder to assess due to small candidature but z-score performance shows positive performances on average in 40–50% of subjects. There is evidence that some subjects consistently score above average. Value-adding to our lower ability students is positive whilst growth in middle and top performing Year 7–12 students needs to be addressed.

The school has a very committed teaching, administrative and executive staff with a range of experience. Student leadership and participation in sports, the arts, school service and community is actively developed. The school has above average attendance, full school uniform, low suspension rates and a commitment to building positive relationships through personal responsibility.

# 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. 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.

**LEARNING:** Self-analysis of the elements within the Learning domain places Blayney High School comfortably in the Sustaining and Growing category. Significant focus has remained on the positive and respectful relationships between staff and students. This relationship is underpinned by all policies and procedures and supported by the wide range of classroom and extra-curricular activities aimed at developing the whole student. Analysis of a wide range of data underpins improvement programs in academic achievement, particularly literacy and numeracy as well as welfare programs aimed at building resilience and the love for learning. There have been major improvements in increasing parent engagement in the school and these will be developed further in the future to include the parent body in decision making processes.

**TEACHING:** Blayney High School has well managed classrooms, supported by strong Welfare and Discipline policies that allow students to engage in inclusive, dynamic and productive learning experiences. Teachers collaborate on a formal and informal basis to increase the consistency of high expectations throughout the curriculum. Priorities for Professional Learning are informed by data analysis and focused on improvements in student literacy and numeracy and technology skills. ALARM and BYOD continued to have significant whole school focus throughout the year and have been shown in analysis of student work samples to be having significant impact on student achievement. Increasing use of the Australian Teaching Standards underpin teacher improvement strategies in both formal and informal settings.

**LEADING:** Priorities around leadership have focussed on improving the leadership capacity throughout the school to help prepare the educational leaders of tomorrow. The school-wide culture of collaboration and collective responsibility for leadership to achieve improvements in teaching and learning continued to develop throughout 2016. Blayney High School continues to strengthen ties with parents, community groups and external education providers to maximise the educational opportunities and achievements for students. Feedback from all sources underpin the strategic and transparent management of school resources dedicated to the achievement of school plan targets, the recruitment of high quality staff and providing a dynamic learning environment.

Our self-assessment 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

Set high expectations on student learning that enhances core literacy and numeracy skills and develops general capabilities in critical and creative thinking, ICT capabilities, ethical and intercultural understanding and building resilience in learners.

#### Overall summary of progress

Progress towards targets in Strategic Direction 1 was made in all areas.

Continued focus on extended written responses in classroom and examination settings using the ALARM scaffolding produced clearly measurable improvements. Focus on the spelling of key terms within all subject areas and the implementation of the Renaissance Reading program in Year 7 had significant impact on internal literacy measures.

Bring Your Own Device (BYOD) was extended throughout Stages 5 and 6 while classes in all year groups had access to Google classroom.

Stage 6 monitoring and goal setting and study skills programs were implemented as planned. Greater progress was seen in the achievement of Preliminary course students compared to the HSC cohort.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Tell Them from Me surveys reflect an increasing emphasis on high expectations from staff, parents and students.	2016 Tell Them from Me data indicates significant improvement in the use of technology to aid Teaching and Learning. The implementation of Bring Your Own Device (BYOD) throughout Stages 5 and 6 with the continuing focus on professional learning and equity strategies enabled all staff and students to participate in high level online tasks.	\$0
Positive value-added performance for middle and high achieving NAPLAN students in HSC	Blayney High School continued its trend of positive value-added results for students in the lower NAPLAN bands. Results continued to be below State average in value-adding for Middle and High achieving NAPLAN students. Strategies such as ALARM and other explicit scaffolding devices will continue to be developed to work towards achieving our goal.	\$15,000
Value adding in NAPLAN for Reading and Writing at or above state average.	<p>The implementation of the Renaissance Reading program in Year 7 enabled staff to immediately access detailed data on student reading and comprehension skills and abilities. This access to regular authentic data ensured teaching and learning could be tailored to the specific requirements for each student to progress to the next level of achievement from their current position.</p> <p>There was a continuing focus on improving student's writing and the spelling of key terms through projects such as ALARM and 'Hammer Grammar' throughout all subjects and topic areas. Written responses in internal assessments and examinations supported the trend towards significantly improved extended response style questions.</p>	\$35,000

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase in the 3 year average (2015–2017) of students in top 2 HSC bands compared to average 2012–2014. (Measured as percentage of exams sat).	There were some significant successes in HS courses, most notably Music with 100% of students achieving a Band 5 result. Students also achieved Band 5 results in Community and Family Studies, English Standard, Food Technology, Modern History, Personal Development, Health and Physical Education, Electrotechnology and Primary Industries	\$0

## Next Steps

The Renaissance Reading program was highly successful and will be expanded and developed to include Year 7 and 8 students. A similar Renaissance Mathematics program will be trialled in 2017 to see if similar improvements can be gained in Numeracy results. An additional focus will be placed on the students in the two NAPLAN bands below proficient, in line with the Premier's Priorities, with the employment of a third Learning and Support teacher to focus on Numeracy and Reading results.

Stage 6 students will continue to be closely monitored through the formal and informal processes implemented and refined in the last two years. Students with poor attendance or who are identified as underachieving will benefit from earlier intervention. It is expected that the ongoing focus on ALARM in all year groups will continue to improve the quality of extended response answers with the aim of continued HSC growth.

BYOD will be implemented in Years 8–12 with the continuing evolution to working in an online environment being an inherent part of education at Blayney High School.

A project aimed at building a Growth Mindset and maximising the effectiveness of feedback will be implemented in Year 7 in 2017.



## Strategic Direction 2

### Staff Capacity

#### Purpose

Build the capacity of staff to provide quality teaching, best classroom practice and career progression through effective structures and programs harnessing faculty strengths, structures and programs with a culture of reflection and feedback.

#### Overall summary of progress

An improvement in the Performance and Development Planning (PDP) process was seen in 2016, particularly in linking professional practice to the Australian Teaching Standards..

A new 'Teacher Collaboration Project' was trialled in Semester Two with the aim of improving teacher capacity through engagement in professional observation, dialogue and collaboration. Initial evidence from this project indicates improvements in the consistency of teacher judgement and depth of student expectation.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<b>100% successful completion and feedback on Performance Development Plans</b>	<p>All teaching staff successfully completed their Performance Development Plan. Significant progress was made in tying these plans and resulting Professional Learning directly to the Australian Teaching Standards.</p> <p>Numerous staff undertook specific Professional Learning leading them to become mentors for less experienced colleagues through the Collegial Teaching Project</p>	\$15,000
<b>Procedures are in place to support teachers seeking accreditation at all levels</b>	<p>All staff seeking to gain accreditation were successful including one teacher on a Temporary Engagement. Teachers had access to an accreditation mentor who was able to assist in the process of ensuring applications were complete. All staff seeking maintenance were successful.</p> <p>During the year there were significant steps taken to improve succession planning and increase the opportunity for experienced non-executive staff to take leadership roles within the school. This targeted group will be mentored through possible accreditation at either Highly Accomplished or Lead level.</p>	\$0
<b>All staff actively involved in documented collaborative practice.</b>	<p>During Semester Two all staff were given 1 period per cycle release from their timetable in which to engage in collaborative observation or a team teaching period. These collegial opportunities were documented with reference to the Australian Teaching Standards and led to the development of significant cross-curricular projects being implemented.</p> <p>The collation of this evidence was used to support and demonstrate the ongoing growth and achievement of staff within their Personal Development Framework goals.</p>	\$30,000
<b>All staff engaging with ALARM.</b>	ALARM formed an integral part of teaching	\$10,000



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<b>All staff engaging with ALARM.</b>	<p>programs and assessments in all year groups and in all subjects. The explicit teaching and scaffolding of the expectations of a high quality response, supported by exemplars, continued to see measurable improvements in internal assessments and exams from students at all levels.</p> <p>ALARM continued to be a major focus of whole school Teacher Professional Learning sessions. An ALARM team was also able to provide demonstration lessons or provide mentoring as required through the Collaborative Teaching Project.</p>	

## Next Steps

PDPs and a continuation of the Collaborative Teaching Project will see the Australian Teaching standards become an integral part of the professional dialogue. Significant programs have already been planned for 2017 as a result of such dialogue and collaboration which will have a direct affect on student experiences and skills.

Greater focus will continue on the delegation of leadership tasks throughout the staff, particularly those seeking higher accreditation. This will have the added benefit of allowing Executive more time to focus on Teaching and Learning projects.

The continuing successful implementation of ALARM will be closely monitored through the expected improvements in external data sources such as NAPLAN, VALID and HSC to further validate the internal data sources that indicate significant student improvements.



## Strategic Direction 3

### Connectedness

#### Purpose

Use community support and programs to give students knowledge, skills and experiences to achieve their personal goals, build personal and social capabilities and maximise opportunities at key transition points.

#### Overall summary of progress

Blayney High School continued to enjoy close links with our feeder schools through the Heritage Network and continued to develop transition programs from Years 6 into 7. In light of the Premier's Priorities significant planning was undertaken in Semester Two to address the targets set and improve the data capture and planning for the academic transition of students into high school.

Significant progress was made in strengthening links with local businesses and community groups such as Rotary.

Data indicates particular success with our school app and Facebook in reaching out and communicating with our wider community. A greater number of parents are making use of the Millennium Portal.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase Retention rates Years 10–11 by 20% and Years 11–12 by 10%.	<p>The continuing inclusion of strategies to tailor the senior school to the specific needs of students has been a significant factor in the retention of students. These strategies include VET and T/VET courses as well and School Based Traineeships.</p> <p>Through offering both a traditional academic ATAR pathway, a vocational pathway, or a combination of the two, Blayney High School continues to cater for all students in the senior school. Surveys indicate this flexibility has been instrumental in a number of students remaining at school to complete their HSC studies before entering the workforce.</p>	\$5,000
Increase by 50% number of students enrolling from feeder schools—Millthorpe and St. Josephs.	The highly successful implementation of the Heritage Country Schools Band in 2016 is a significant transition project aimed at giving students with musical ability access to a wider range of opportunities to perform and play complex music outside their own school. The performances in Blayney and Millthorpe will be significant in improving the knowledge and understanding of the school's programs and rationale for current and prospective parents throughout the community.	\$6,000
Introduction of Transition visits by BHS students to feeder schools.	Students from Blayney High School visited our local feeder schools to run workshops in Dance and English in 2016. Our students were also highly visible helpers at public school events including sports carnivals and NAIDOC day celebrations.	\$0
Introduction of further electronic communication technologies such as a School app and Facebook.	Blayney High School introduced both our app (SchoolStream) and our Facebook page this year. SchoolStream has been used to provide the community with important messages and alerts while Facebook is used to show and celebrate student achievement in academic and extra-curricular activities. SchoolStream has been	\$4,000

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Introduction of further electronic communication technologies such as a School app and Facebook.	<p>downloaded on over 280 devices while our Facebook site has a reach of over 500 'likes' including current and past students, staff parents and community members.</p> <p>The success of these platforms has enabled us to move the traditional school newsletter to be an electronic only means of communication through SchoolStream and our Website.</p>	
50% of parents accessing online platform to monitor student progress	<p>The Millennium Parent Portal has been promoted at all parent events and the take-up has been significant. There have been many parent initiated contacts to the school regarding information recorded on Millennium, indicating this is being looked at regularly by the parent body.</p> <p>Feedback indicates the inclusion of assessment schedules and results is a significant factor in this improvement.</p>	\$0

## Next Steps

The P&C are keen to become a consultative body rather than simply a fundraising group, particularly in the preparation of the 2018–2020 School plan.

Transition programs will continue to be developed on the back of the success of the Heritage Band days in 2016 with the implementation of a Dance group which will perform at the Western Dance Festival.

Significant resources will be allocated to achieving the Premier's Proprieties targets in 2017–2019. These resources will be used to complete detailed analysis of data held within the Heritage Network schools. This data will be used to inform teaching practice in the areas of literacy and numeracy.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>All students have a Personalised Learning Pathway (PLP) negotiated and in place. Individual, or small group tutoring was undertaken to achieve the goals and skills identified in these plans.</p> <p>An ATSI group was formed in the school to act as a student leadership group focussed on school improvement. Strategies from this group significantly increased the engagement of Aboriginal students in whole school programs and implemented practices to recognise and acknowledge Wiradjuri culture.</p>	\$34,793
<b>English language proficiency</b>	Equity funds were used to provide EAL/D support for our single student requiring this support. The support was weighted towards Terms 2 to 4 as the student is completing the Pathways course for the HSC.	\$5216
<b>Low level adjustment for disability</b>	<p>The majority of funding was allocated to the employment of a third SLSO position. This position allowed the flexibility in maximising support for students in the Support classes while integrating into mainstream classes. Further benefit was seen in the ability to meet the needs of students who may require assistance in mainstream classes but who do not meet benchmarks for attracting funding support.</p> <p>Funding was also used to support the effective negotiation and implementation of Individual Education Plans (IEPs) and Individual Learning Plans (ILPs) for students requiring additional learning support and differentiation throughout the curriculum.</p>	\$157,656
<b>Socio-economic background</b>	<p>Students from low socio-economic families received support for school based costs including uniform, school fees and excursion costs. Through the prudent expenditure of these funds students were able to participate in educational and social opportunities on a more equitable basis.</p> <p>Funding was also used to employ additional staff to ensure more diversity in the school curriculum offerings and maximise community engagement.</p>	\$147,506



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	187	203	187	185
Girls	178	203	186	199

Student numbers in 2016 remained consistent with recent historical numbers. The Aboriginal student population of the school increased slightly to be 7% while the students with a background other than English remained at <1%.

### Student attendance profile

School				
Year	2013	2014	2015	2016
7	94	93.1	95.5	95.1
8	91.7	91.9	90.6	93.6
9	87.8	88.2	87.9	87.7
10	90.2	87.1	89.5	87.9
11	88.8	91.4	87.6	87.6
12	90.5	89.8	90.6	86.8
All Years	90.5	90.5	90.4	90
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

Student attendance continued to be at or around State average. Attendance in the junior years in 2016 was particularly strong but was below State average in the senior year levels.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	40		14
Employment		100	37
TAFE entry	20		1
University Entry			
Other			48
Unknown	40		

### Year 12 students undertaking vocational or trade training

Blayney High School students continue to be provided with the opportunity to access Vocational Education courses either at school or Orange TAFE. These courses enhance their ability to transition into tertiary education or employment. In 2016 48% of Year 12 students accesses school based VET subjects including Hospitality, Construction or Primary Industries. 30% accessed TAFE delivered T-VET courses including Electrotechnology, Plumbing and Fitness.

### Year 12 students attaining HSC or equivalent vocational education qualification

All students completing Year 12 gained some form of HSC qualification either as a statement of attainment towards certification or full certification.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Head Teacher(s)	6
Classroom Teacher(s)	19.7
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	8.98
Other Positions	5.6

\*Full Time Equivalent

The indigenous composition of the workforce at Blayney High School is <2%.

### 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	5

### Professional learning and teacher accreditation

All staff participated in Professional Learning in 2016. Mandatory training was conducted in the areas of Child Protection, Code of Conduct, CPR, Emergency Care, Disability Provisions, Anaphylaxis and Asthma Management.

All staff attended a mandatory Professional Learning evening each term. The focus of these evenings was to improve proficiency and the implementation of strategies around ALARM, BYOD, Literacy and Numeracy to improve student outcomes.

Teachers applied for and undertook professional learning to support personally identified goals outlined in Performance and Development Plans. A Professional Learning committee led by the Deputy Principal continued to operate managing the allocation of funds for staff to attend externally delivered courses where appropriate.

All staff received a timetabled allowance of 1 period per cycle in Semester Two to engage in collegial teaching and observation. The focus of this project was around increasing consistency of expectation and teacher judgement in line with the Australian Teaching Standards.

All staff, permanent or temporary, seeking maintenance or accreditation at proficient level were successful in 2016.

## 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	\$
<b>Balance brought forward</b>	<b>483 754.54</b>
Global funds	346 405.06
Tied funds	149 161.67
School & community sources	407 352.73
Interest	10 087.16
Trust receipts	69 531.03
Canteen	0.00
Total income	1 466 292.19
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	77 092.45
Excursions	77 275.26
Extracurricular dissections	363 792.17
Library	11 548.26
Training & development	0.00
Tied funds	169 210.30
Short term relief	107 690.12
Administration & office	119 334.92
School-operated canteen	0.00
Utilities	82 193.84
Maintenance	12 299.81
Trust accounts	76 305.96
Capital programs	0.00
Total expenditure	1 096 743.09
<b>Balance carried forward</b>	<b>369 549.10</b>

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

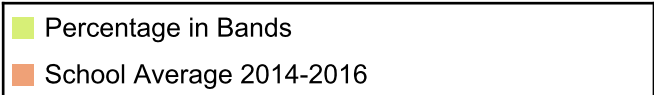
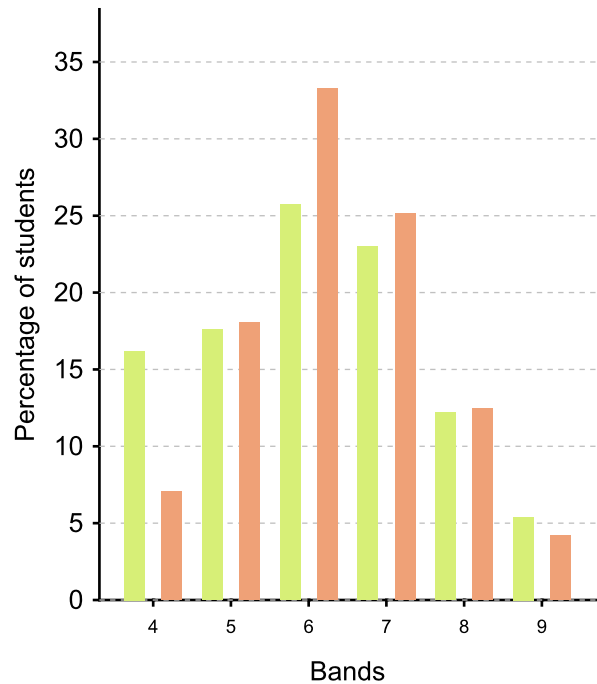
### NAPLAN

In the National Assessment Program, the results across the Years 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.

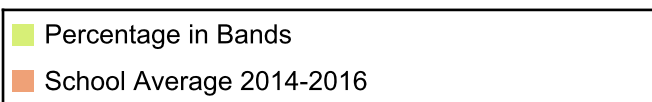
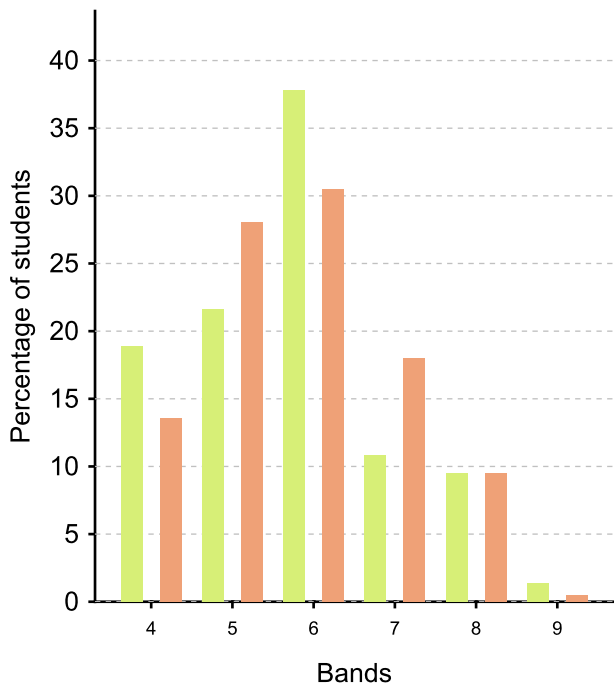
Significant explicit teaching programs have been running to improve the writing results from Year 7 to Year 9 NAPLAN for many years.. 2016 results indicate significant improvement in moving students from the lower bands in Year 7 into the middle bands by Year 9. Success of strategies such as ALARM will be measured by the continued growth of students at all levels..

A major focus on Reading was implemented in 2016 with the Renaissance Reading program in Year 7. It is expected future NAPLAN results in Reading will mirror the internal Renaissance Reading improvement measures seen in 2016.

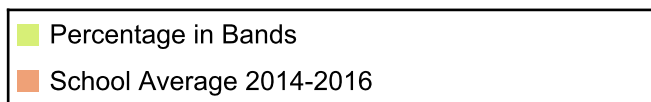
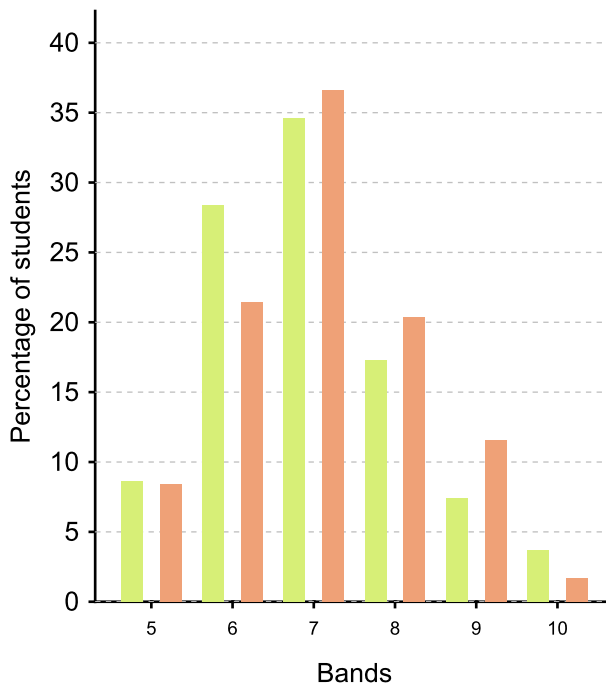
**Percentage in bands:**  
Year 7 Reading



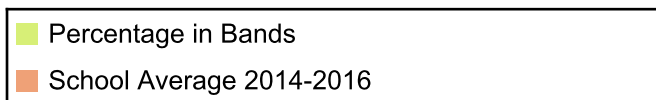
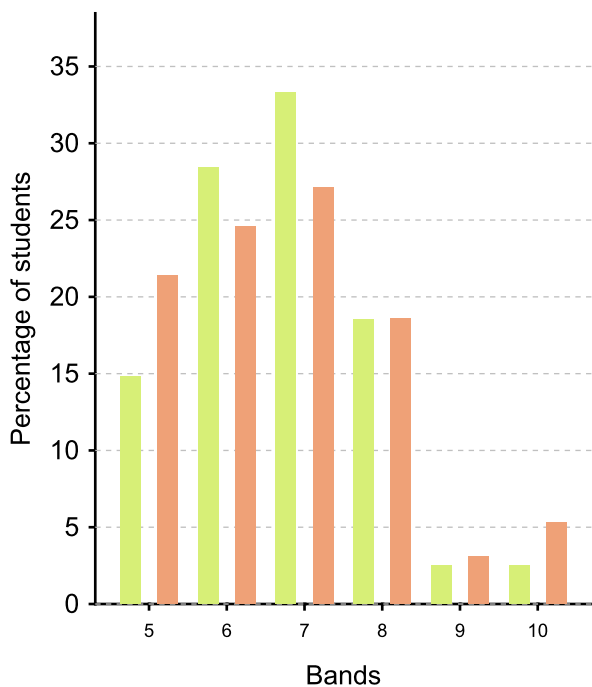
**Percentage in bands:**  
Year 7 Writing



**Percentage in bands:**  
Year 9 Reading

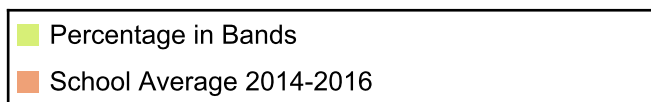
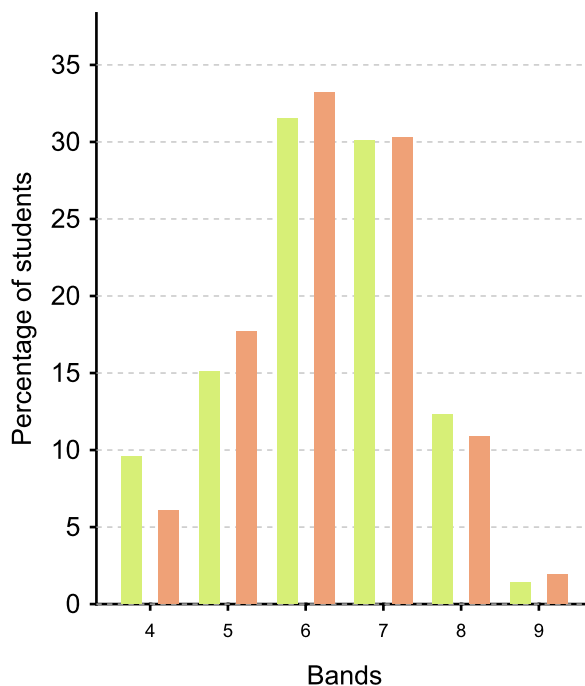


**Percentage in bands:**  
Year 9 Writing



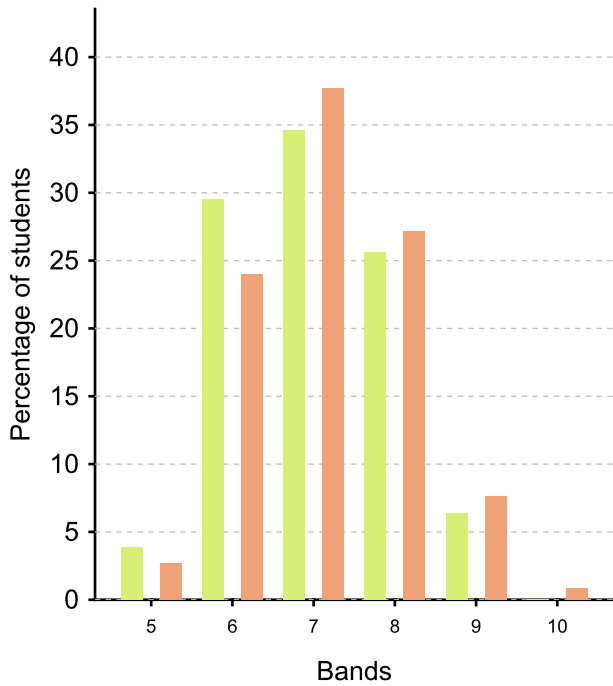
Numeracy data indicates success in moving students from the lower bands of Year 7 NAPLAN into the middle bands by Year 9. In line with the Premier's Priorities, future focus will be added in moving the over-represented middle band students in Year 7 into the top two bands in Year 9.

**Percentage in bands:**  
Year 7 Numeracy





**Percentage in bands:**  
Year 9 Numeracy

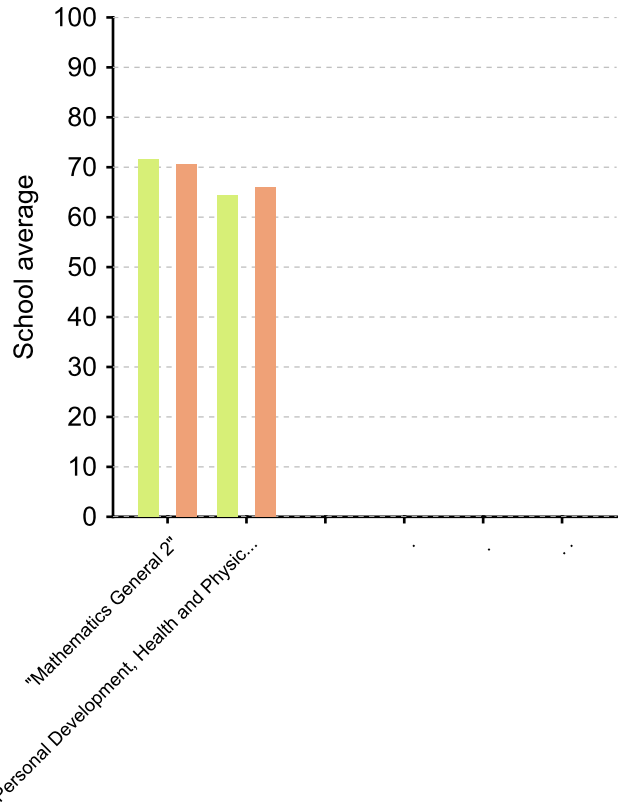


■ Percentage in Bands  
■ School Average 2014-2016

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 the school name in the Find a school and select GO to access the school data.

**Higher School Certificate (HSC)**

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



■ School 2016  
■ School Average 2014-2016

Limited data is available for HSC courses due to a particularly small cohort in 2016 leading to a limited candidature in many courses. Music (4 students) and Mathematics General (14 students) had the most significant positive z-scores and both were well above state average. Numerous other courses were within an acceptable range compared to State achievement although the small candidature makes these results statistically insignificant. Mathematics General 2 and Personal Development, Health and Physical Education were the only courses to have a candidature above 10 students.

## Parent/caregiver, student, teacher satisfaction

Blayney High School participated in the Student, Staff and Parent components of the Tell Them From Me surveys in 2016.

Responses indicated a strong sense of belonging and pride in the Blayney High School community. The quality of teaching programs and the caring and supportive nature of the school were significant themes in a majority of responses.

Staff indicated strengths in the areas of Inclusivity, Use of Data and Learning Culture within the school. The nil staff turnover from 2016 to 2017 is a significant indicator of staff satisfaction in the school.

Parent feedback regarding the need for improved communication from the school was addressed with the implementation of a school app (SchoolStream) and a Facebook page. The use of the Millennium Parent Portal has also been monitored closely and continues to grow.



## Policy requirements

### Aboriginal education

2016 saw a significant increase in the number of Aboriginal students when measured against historical figures.

We joined the Bathurst Aboriginal Education Consultative Group (AECG) allowing us to access the knowledge and expertise to plan numerous projects to further develop the acceptance and understanding of Indigenous culture both in and out of the classroom. Plans for long term projects such as a Bush Tucker garden and a Wiradjuri meeting ground within the school site were begun in Semester Two. Three students attended the Tirkandi Inaburra cultural program and returned to lead programs for all Aboriginal students in the school. They have led an Acknowledgement of Country in Wiradjuri at all school events and representing the school in Awards ceremonies and reconciliation events around the region.

All students completed a PLP in consultation with a parent or caregiver by the end of Term One. SLSO support was then provided to support the aims and goals negotiated in the PLPs. This support included targeted literacy and numeracy support for those students with identified need. Additional support was available to all Stage 6 students to assist in the completion of assessment tasks and preparation for the HSC.

Students both indigenous and non-indigenous participated in NAIDOC events held at Blayney Public School, Mandurama Public School (with the Heritage Network of Schools) and in Bathurst through the AECG. For the first time students participated in the NAIDOC debating challenge, winning their day. An Art day was also held to create posters which have been placed throughout the school.

Aboriginal perspectives continue to form part of the curriculum in all subject areas.



## Multicultural and anti-racism education

Blayney High School has a very small number of students with a Non-English Speaking Background and only 1 student requiring English Language Proficiency support.

Support for this student was provided by the 0.1 engagement of an ESL teacher to work on a 1-1 withdrawal basis. This withdrawal and support were further strengthened through the use of the Pathways option. The student completed 6 HSC units and 6 Preliminary units to allow a longer timeframe before completing more literacy based HSC exams in subjects such as English.

Multi-cultural perspectives form part of the school curriculum in all KLAs and students participate in many opportunities to explore, experience and understand cultural differences.

Blayney High School continues to have a zero tolerance in regards to racism and discrimination. These concepts are embedded in the curriculum, policies, procedures and practice of the school.