

# Broken Hill High School

## Annual Report



2017



8105

## Introduction

The Annual Report for 2017 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.

Ross Mackay

Principal

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### Message from the Principal

Broken Hill High School had a successful year in 2017. The year saw a number of outstanding results in the academic, creative arts, sporting and cultural fields and this Annual Report highlights some of these successes. More information and detail on these successes 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 attend Europe and the significant venues for Australian soldiers as part of the Premiers ANZAC Memorial Scholarship. 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 2017 and SRC week was very successful and the team worked tirelessly to fundraise for numerous charities and their peers.

## 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. 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.

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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 the implementation of Quality Teaching Rounds. 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 continue work towards students 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. 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 the 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 has strengthened with the implementation of the term 5 program with Burke Ward Public school to improve transition processes.

In the element of Assessment and Reporting, staff are improving their capacity to 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.

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. Teachers have also improved access rates to key data sets for NAPLAN and HSC Data.

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 these programs within their classrooms. The SRC are very active within our school and organise many fundraising days for various charities. The introduction of the Quality Teaching Rounds process and 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 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.

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 that aligns to the school and personal goals. 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. 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.

In the element of School Planning, the school offers students the chance to complete alternate programs to gain work and life skills. School policies are regularly discussed, analysed, evaluated and improved to meet the needs of students and staff. 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 process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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 this has seen some 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. The Literacy Continuum continued in 2017, all Year 7 and Year 8 were accurately plotted. An 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)	Funds Expended (Resources)	Progress achieved this year
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.	\$7,500	Improvement was not uniform across all Key Learning Areas. Some improvement was seen in a small number of HSC subjects results including better performance in extended writing questions. Programs to improve results will need to be evaluated.
All students progress at least ONE cluster of the Literacy Continuum each year towards at least age appropriate levels.	Nil	During the year the new Literacy and Numeracy progressions were introduced and work was commenced on how to implement them. In the lead up to this students continued to be mapped against the old continuum and these mappings were used to determine learning programs and focus areas.
An increase of students in the top two NAPLAN bands by 8% and 30% for ATSI students by 2019.	Nil	The school has implemented a change to curriculum structure that will better suit the delivery of literacy and numeracy by providing extra time to these skills and allowing for the implementation of specific and targeted programs that support work already done to improve student growth. Although in 2017 we did not experience growth in the number of students in the top two NAPLAN bands we did experience growth in the number of ATSI students in the top two bands by 7.2%.

#### 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. This will be further enhanced with the implementation of the TEEC writing strategy to compliment ALARM. The Literacy Continuum will be phased out and replaced with Literacy Progressions, training in this will make staff 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 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 continue to have an 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)	Funds Expended (Resources)	Progress achieved this year
5% reduction in negative wellbeing entries	\$16,530 2 x PBL coordinators  \$5,000 for positive behaviour rewards	In 2015 5643 negative entries were recorded on the schools student management system.  In 2016 4734 negatives entries were recorded  In 2017 4639 negative entries were recorded  A total reduction from 2015 to 2017 of 18%. This figure showed a slowing during 2017 and is a result of changes to key PBL staff and leadership.
5% improvement in retention	Nil Funds	In 2015 there was a 49.64% retention rate from Year 10 to Year 12 and in 2016 there was a 50% retention rate. In 2017 further growth in retention was achieved as 59.63% of our 2015 Year 10 students graduated at the end of Year 12 2017. These figures do not include students that may have moved away and continued their education in another setting.
3% increase in ATSI student attendance	\$45,000 Attendance Officer  \$95,000 Norta Norta Teacher & SLSO	In 2016 there was an ATSI attendance rate of 75.5%. There continued to be noticeable increases in some ATSI male attendance due to the continued work of Clontarf. Clontarf still in its early stages has implemented strategies that have been effective in improving attendance. The improvements have not been seen by all ATSI students with a continued decline in overall ATSI attendance by 1.74% to 73.76%.
Reduce overweight and obesity rates of children by 5% within 10 years.		

#### Next Steps

Broken Hill High School will continue to work on communication strategies to build

## 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 has continued to develop the leadership capacity of staff at all levels through the provision of a number of leadership opportunities. A number of policy teams were established in 2017 to review and update a number of policies including assessment and wellbeing. These updated policies were communicated to all staff and staff meetings were held to inform staff of all changes. Aspiring leaders were given the opportunity to develop their skills through roles such as Year Advisor, Transition Coordinator and relieving Head teacher roles. A number of staff have also been involved in leadership master classes run by Director Public Schools NSW (Far West Network) and his leadership team. These master classes have assisted staff with leadership potential develop their skills and expose them to network links that are able to support further their leadership development. The SRC continued to foster student leadership opportunities and allowed for student representation at NSW SRC conference.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A 15% increase in students actively involved in school processes and leadership opportunities, including ATSI and support units.	SRC Coordinator \$6,350 SRC Conference \$1,500	SRC roles and responsibilities were reviewed and it was ensured that students have opportunity to engage in leadership.
Effective school policies imbedded through school community, staff and student collaboration.	Nil	School looked at and updated the assessment, Reporting, Welfare and Attendance policies making updates and changes were needed. Data trends were used in determining and informing changes required. The evaluation and review of these newly updated policies will take place mid 2018.
Greater than 30% classroom teacher participation in whole school programs, initiatives and leadership roles.	Head Teacher Mentor \$25,000 Professional Learning \$90,000	Professional learning took place at the beginning of term 3 for all staff on Quality Teaching Rounds, this training was then put into place with the implementation of Rounds in early term 4. Participation in this by staff was below what was anticipated but has led to further interest.

#### Next Steps

Building Leadership Capacity has been seen as such an instrumental tool at Broken Hill High School with the value that it adds to school policies and processes seen as an important tool in growing the school. There will be continued Leadership Development focus as we move into the new school planning phase with a number of leadership positions created to further develop staff and student skills in leadership. There will be continued leadership opportunities for staff through inclusion of teams and delivery of professional learning. The school executive team will continue to increase and further develop leadership programs as the school builds on the Quality Teaching Matrix.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$49 063	<p>100% of all Aboriginal students have a Personalised learning Plan.</p> <p>An Aboriginal Education Officer (AEO) is part of the school's staffing entitlement at a cost of \$67 047. The remaining funds were utilised to contribute to the cost of employment of a second AEO and an Aboriginal School Learning Support Officer.</p> <p>As a result the continued support of all Aboriginal students through student learning support officers to assist with assessment tasks, classwork and social and emotional wellbeing was maintained. Aboriginal students were also provided with additional support with attendance, literacy, numeracy and wellbeing issues. The CLONTARF program has also increased retention and engagement of Aboriginal boys.</p>
<b>English language proficiency</b>	Nil	Identified students were provided with personalised support based on individual student needs. This allowed them to engage in learning and experience success and growth.
<b>Low level adjustment for disability</b>	\$223 181	<p>1.6 Learning and Support Teachers are part of the school's staffing entitlement. at a cost of \$162 518. These 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. Additional SLSOs (\$60 663) are employed to provide targeted support to individual students and groups of students with high needs to enable them to participate more fully in their learning.</p>
<b>Socio-economic background</b>	<p>Breakfast Club \$2 000</p> <p>Student assistance \$4 500</p> <p>Homework Centre \$8 500</p> <p>Extra Deputy \$ 135 569</p> <p>Extra Programs \$76 200</p> <p>Technology Support Officer \$70 176</p> <p>SLSO Ab Ed \$60 663</p> <p>MultiLit SLSO \$25 000</p>	<p>After evaluation of programs from the previous years, programs and initiatives were identified and relevant staff employed to meet the need. Student Support Officers were employed to run specific programs such as MultiLit, technology was supported and upgraded through employment of a Technology Support Officer. Homework and student assessment support was provided through the running of the homework centre as well as the Ross Clark Learning Centre. These extra supports and support staff all provided students with the support and resources to improve outcomes in all areas.</p> <p>The employment of a second deputy allowed for both deputies to focus on target areas</p>

<b>Socio-economic background</b>	SAO Attendance \$37 000 Wellbeing Services \$21 000 Athletics Program \$6 227 Technology Hardware \$20 000	such as welfare and curriculum.
<b>Support for beginning teachers</b>	Head Teacher Mentor 0.5 \$25 000 Classroom Release \$22 406	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 being a supervisor in the accreditation process.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	357	331	325	336
Girls	324	317	310	310

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	89.7	87.6	90.5	88.1
8	89.7	87.7	80.7	87.7
9	86.2	88.5	85.6	77.7
10	87.4	85.6	84	84.3
11	84.7	88.6	82.2	84.6
12	88.6	85.4	87.5	83.4
All Years	87.8	87.3	85.1	84.5
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

### Management of non-attendance

Broken Hill High School updated its Attendance Policy in 2016 and 2017 saw a review of this policy. The main continuities included the continued appointment of a SAS staff member who is in charge of managing student attendance and tracking student attendance data. This staff member 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	9	17	10
Employment	31	36	45
TAFE entry	0	7	1
University Entry	0	0	24
Other	60	14	20
Unknown	0	26	0

Data from our 2017 HSC cohort indicates an increase of 5% of students of our year 12 students entering the workforce. A 5% decrease in the number of students entering university was also evident with some of this being attributed to the indication from students of undertaking a gap year prior to post school study. The majority of our year 10 and 11 students that leave do so to attend alternate education institutions with a small percentage leaving school post 17 years of age.

### Year 12 students undertaking vocational or trade training

Broken Hill High School students had the opportunity to select from many Vocational Educational courses. In 2017, for Year 12, four Vocational Educational courses were offered and five TAFE courses were also offered. Broken Hill High School had a number of 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. 40% of Year 12 students undertook Vocational Education in 2017.

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

Sixty three students completed the Higher School Certificate in 2017. 4 students completed a life skills pattern of study and one student received a record of school achievement the remaining students all attained a Higher School Certificate.

## Workforce information

## Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	0
Head Teacher(s)	9
Classroom Teacher(s)	37.7
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.6
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	13.88
Other Positions	3

\*Full Time Equivalent

In 2017, 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

Broken Hill High School has continued to support and encourage involvement in professional learning activities. Particular attention has been given to support involvement in professional learning that aims to improve teacher in class teaching skills. The two staff development days from the end of the year were moved to the to an earlier time in the year after consultation with the school community. Development days in the middle of the year focused on the delivery of Quality Teaching Rounds training and this process was utilised effectively during term 4 and will look to be further embedded into school practice in the future. Other development days throughout the year focused on a number of topics including anaphylaxis, CPR, mandatory child protection, Work health and safety and

code of conduct.

Our Head Teacher Mentor as part of her role has also delivered targeted sessions that staff can attend on a voluntary basis to improve skills in areas such as technology use in the classroom, NESA requirements and accreditation processes.

Eleven of our staff also participated in a pilot program provided by Growth Coaching international called Blended Peer Coaching. this program trained staff to utilise a video recording program to record lessons that are viewed later by buddy staff for evaluation and feedback on teaching matched against the quality teaching framework.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

During 2017 the school allocated funds to the development of an outdoor playground to add to the available supports and cater for the sensory needs of students in our support unit, in total \$180 154 was allocated to providing a suitable surface and equipment including swings and a trampoline. With the implementation of the schools new management tool LMBR a number of technology purchases were also made to prepare the school for its implementation in July.

<b>Receipts</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>723,418</b>
Global funds	457,449
Tied funds	575,270
School & community sources	127,592
Interest	13,051
Trust receipts	29,434
Canteen	0
<b>Total Receipts</b>	<b>1,202,796</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	83,198
Excursions	76,650
Extracurricular dissections	26,435
Library	3,873
Training & Development	0
Tied Funds Payments	616,826
Short Term Relief	73,230
Administration & Office	136,602
Canteen Payments	0
Utilities	108,788
Maintenance	46,875
Trust Payments	46,348
Capital Programs	5,220
<b>Total Payments</b>	<b>1,224,044</b>
<b>Balance carried forward</b>	<b>702,169</b>

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

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	<b>2017 Actual (\$)</b>
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>1,620,614</b>
Appropriation	1,515,683
Sale of Goods and Services	7,406
Grants and Contributions	96,803
Gain and Loss	0
Other Revenue	0
Investment Income	722
<b>Expenses</b>	<b>-776,200</b>
Recurrent Expenses	-776,200
Employee Related	-346,316
Operating Expenses	-429,884
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>844,415</b>
<b>Balance Carried Forward</b>	<b>844,415</b>

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	6,454,084
Base Per Capita	99,805
Base Location	73,243
Other Base	6,281,036
<b>Equity Total</b>	908,795
Equity Aboriginal	121,303
Equity Socio economic	554,207
Equity Language	5,039
Equity Disability	228,245
<b>Targeted Total</b>	745,798
<b>Other Total</b>	397,212
<b>Grand Total</b>	8,505,888

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

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.

A comparison of our NAPLAN results from 2016 to 2017 shows:

The percentage of Year 7 students in the top two bands (proficient level) has declined showing decreases for reading (19% to 10%), Grammar & Punctuation (17% to 8%), Writing (9% to 1%). Year 7 spelling remained stable with 18% of year 7 students achieving at the proficient level in this area.

The percentage of Year 7 students in the bottom band (below National Minimum Standards) has increase in all literacy areas reading (4% to 10%), Grammar & Punctuation (7% to 15%), Writing (14% to 24%) and spelling (6% to 13%)

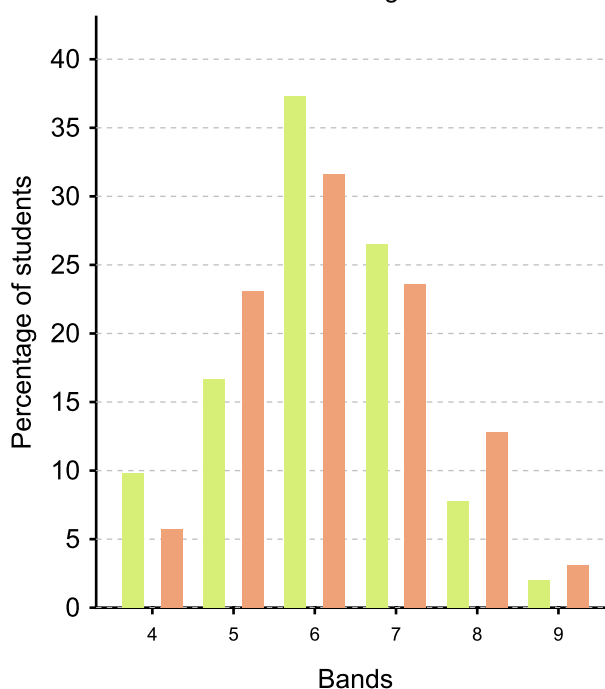
When comparing Year 9 Literacy the percentage of students in the top two bands (proficient level) has declined for spelling (13% to 12%), remained stable for Reading (12%), has increased for writing (5% to 12%) and increased for Grammar and Punctuation (9% to

16%)

The percentage of Year 9 students in the bottom band (below National Minimum Standards) has increased for spelling (13% to 15%), Reading (10% to 12%), Grammar & Punctuation (10% to 23%) and writing (33% to 43%)

NAPLAN results in 2017 in literacy 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. 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 strategies to assist the student in developing their literacy 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 also includes students who were exempt from completing NAPLAN.

**Percentage in bands:**  
Year 7 Reading

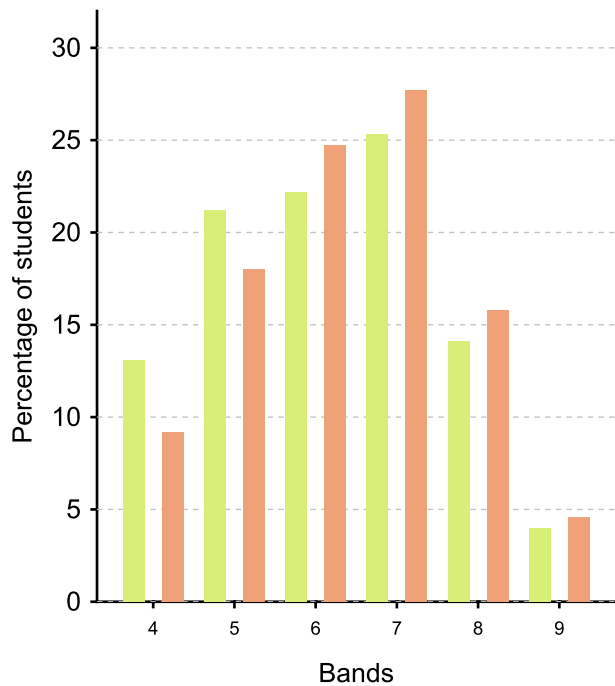


<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	9.8	16.7	37.3	26.5	7.8	2.0
School avg 2015-2017	5.7	23.1	31.6	23.6	12.8	3.1



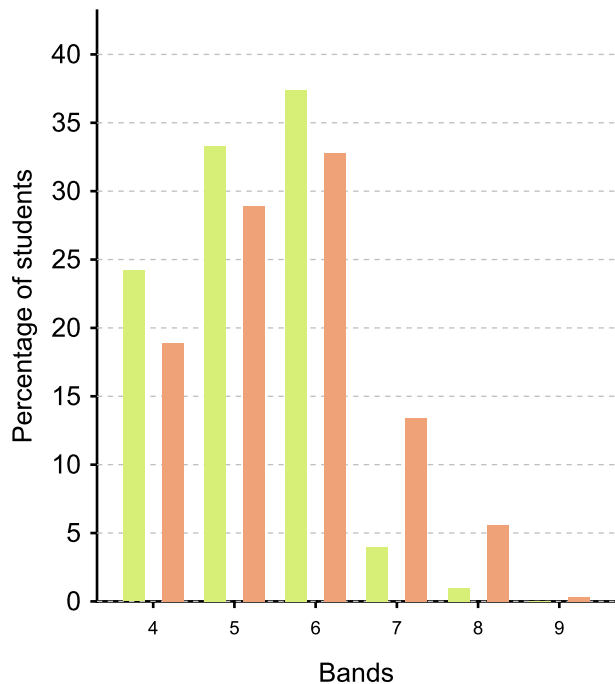
**Percentage in bands:**  
Year 7 Spelling



Percentage in Bands  
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	13.1	21.2	22.2	25.3	14.1	4.0
School avg 2015-2017	9.2	18.0	24.7	27.7	15.8	4.6

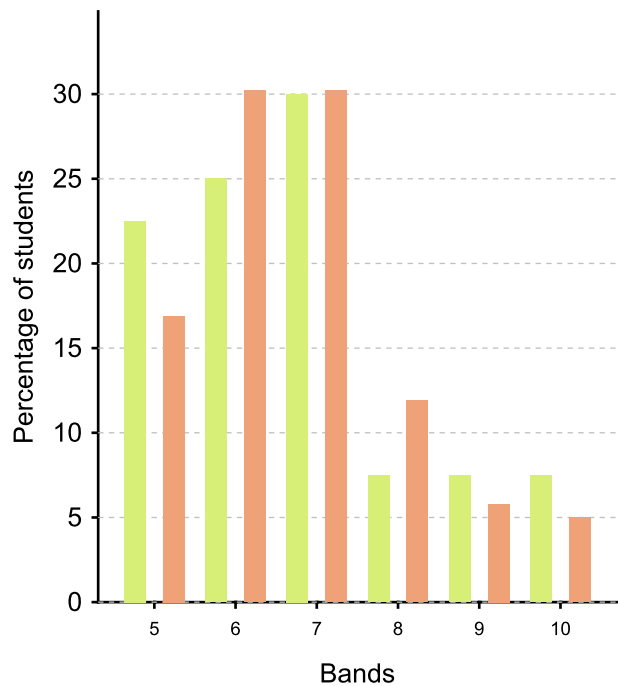
**Percentage in bands:**  
Year 7 Writing



Percentage in Bands  
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	24.2	33.3	37.4	4.0	1.0	0.0
School avg 2015-2017	18.9	28.9	32.8	13.4	5.6	0.3

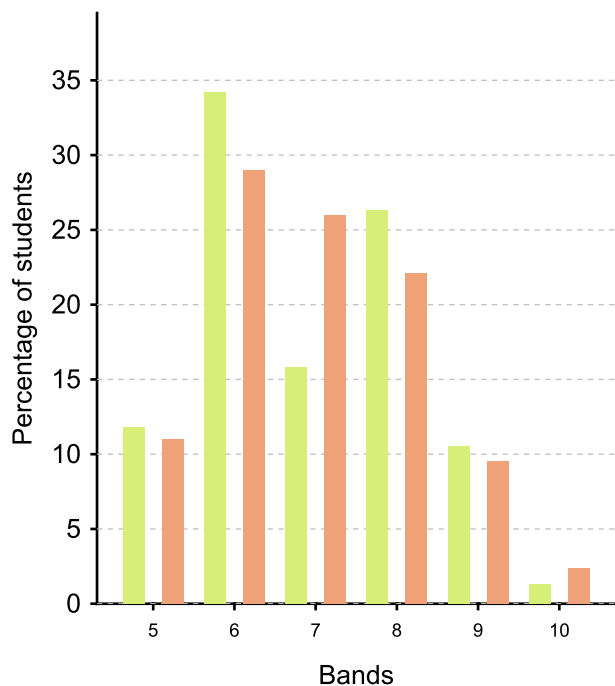
**Percentage in bands:**  
Year 9 Grammar & Punctuation



Percentage in Bands  
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	22.5	25.0	30.0	7.5	7.5	7.5
School avg 2015-2017	16.9	30.2	30.2	11.9	5.8	5.0

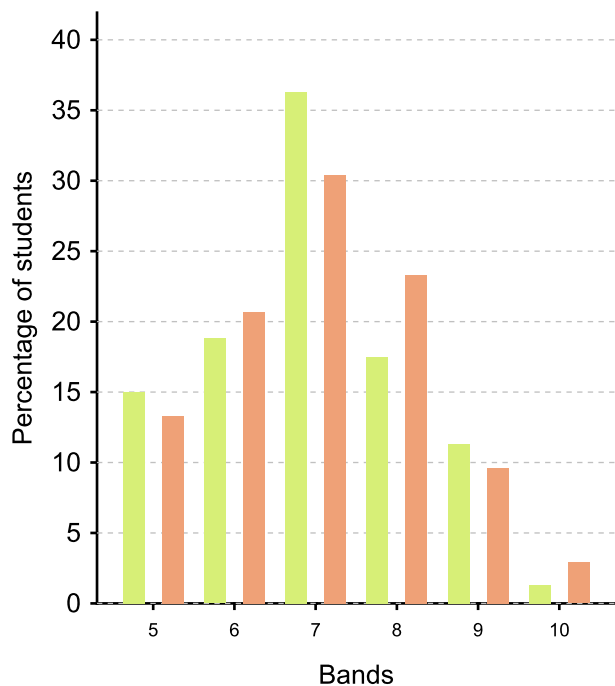
**Percentage in bands:**  
Year 9 Reading



Percentage in Bands  
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	11.8	34.2	15.8	26.3	10.5	1.3
School avg 2015-2017	11.0	29.0	26.0	22.1	9.5	2.4

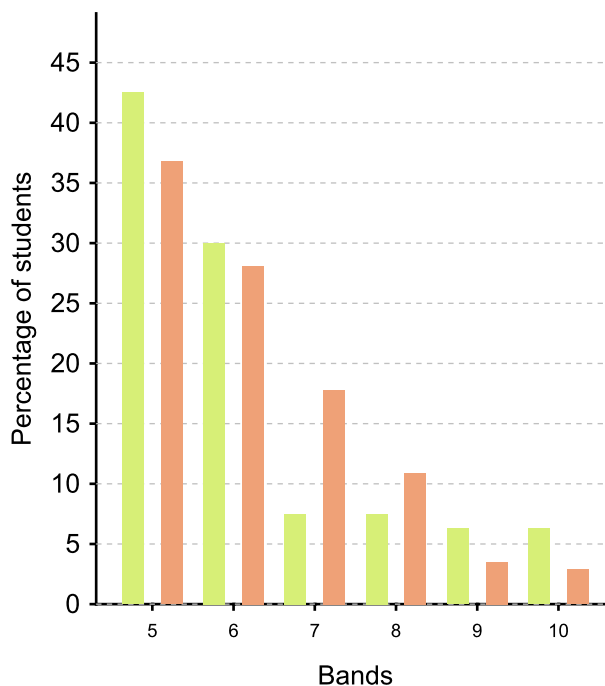
**Percentage in bands:**  
Year 9 Spelling



Percentage in Bands  
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	15.0	18.8	36.3	17.5	11.3	1.3
School avg 2015-2017	13.3	20.7	30.4	23.3	9.6	2.9

**Percentage in bands:**  
Year 9 Writing



Percentage in Bands  
School Average 2015-2017

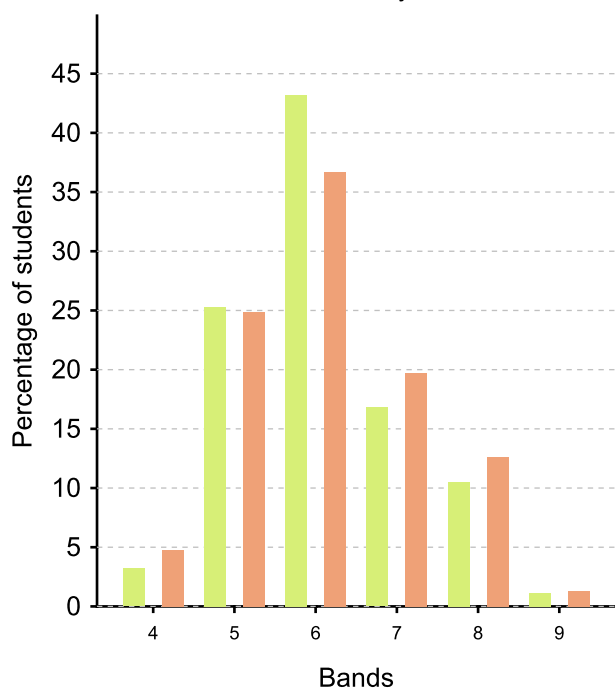
Band	5	6	7	8	9	10
Percentage of students	42.5	30.0	7.5	7.5	6.3	6.3
School avg 2015-2017	36.8	28.1	17.8	10.9	3.5	2.9

A comparison of our NAPLAN results from 2016 to 2017 shows:

That the percentage of Year 7 students in the top two bands (proficient level) has remained stable (8%) and the percentage in the bottom band (below National Minimum Standards) has decreased (3% to 1%)

The percentage of Year 9 students in the top two bands (proficient level) has slightly declined (15% to 12% and the percentage of students in the bottom band (below National Minimum Standards) has declined (7% to 3%)

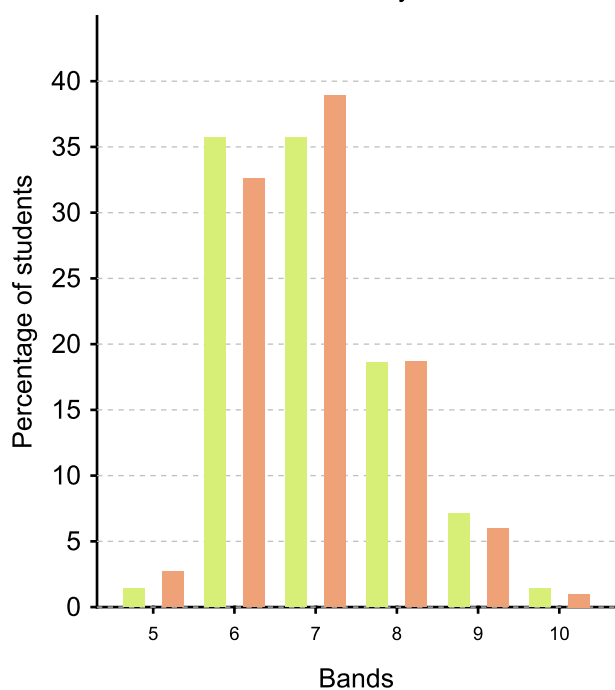
**Percentage in bands:**  
Year 7 Numeracy



Percentage in Bands  
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	3.2	25.3	43.2	16.8	10.5	1.1
School avg 2015-2017	4.8	24.9	36.7	19.7	12.6	1.3

**Percentage in bands:**  
Year 9 Numeracy



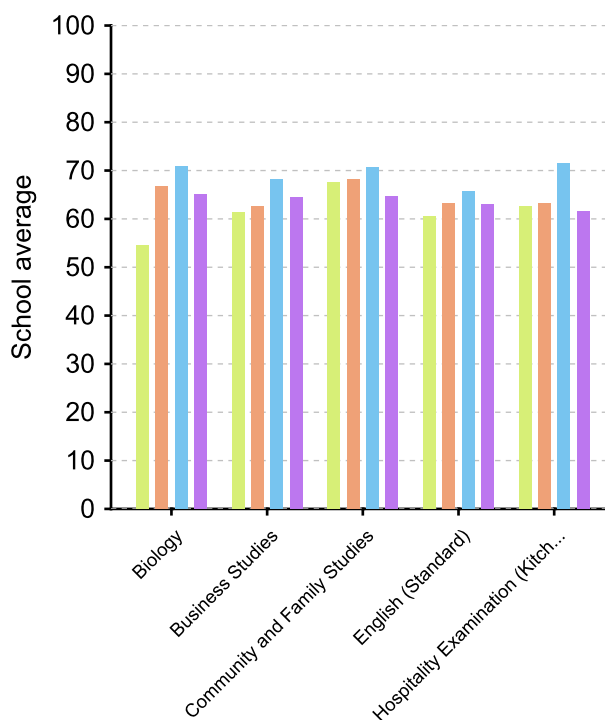
Percentage in Bands  
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	1.4	35.7	35.7	18.6	7.1	1.4
School avg 2015-2017	2.7	32.6	38.9	18.7	6.0	1.0

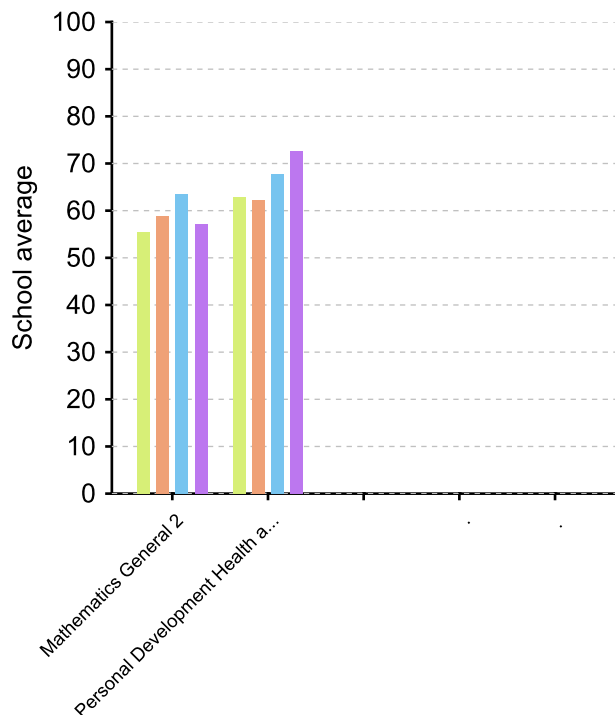
### Higher School Certificate (HSC)

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

Our HSC Dux Lauren Schenk achieved wonderful results in the HSC achieving Band 5 in all her subjects including Biology, Chemistry, English Advanced, Mathematics and Modern History.



School 2017  
State Average 2017  
School Average 2013-2017



Subject	School 2017	SSSG	State	School Average 2013-2017
Biology	54.5	66.8	70.9	65.1
Business Studies	61.4	62.6	68.2	64.5
Community and Family Studies	67.6	68.3	70.7	64.6
English (Standard)	60.6	63.1	65.6	63.0
Hospitality Examination (Kitchen Operations and Cookery)	62.5	63.3	71.5	61.6
Mathematics General 2	55.4	58.8	63.6	57.1
Personal Development Health and Physical Education	62.8	62.2	67.7	72.6

In 2017, the school achieved 1 Band 6 (90–100) result in Visual Art Band 5 (80–89) results were achieved in Agriculture (1), Ancient History (1), Biology (2), Chemistry (1), Community and Family Studies (1), English Advanced (2), Legal Studies (1), Mathematics General (4), Mathematics 2 Unit (2), Modern History (2), Music 1 (2), Personal Development Health and

Physical Education (1), Society & Culture (1), Visual art (2)

## Parent/caregiver, student, teacher satisfaction

Broken Hill High School completed the Tell Them from Me teacher, student and parent surveys in 2017.

In 2017, 15 parents voluntarily completed the surveys and this provided the school with very limited information from a very small percentage of our school community.

418 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:

- 53% of students had a positive sense of belonging and increase of 1% on the previous year.
- 81% of students indicated they had positive behaviour.
- 77% of students indicated they had aspirations to finish high school an improvement of 3% on the previous year.
- 37% of students in the school plan to pursue a trade of apprenticeship program a decline of 3% on the previous year.
- 51% of students had aspirations for pursuing a post secondary education.

Our student responses were in-line with most of the NSW Government School norms.

In 2017, 39 staff undertook the survey. Significant improvements was made in the area of School Leaders Leading Improvement and Change with a 10% improvement in this area. Other 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 and 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 2017. The Norta Norta 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**

Our school has a trained staff member who is the Anti-Racism Contact Officer (ARCO). They are responsible for reviewing practices and procedures in the school to support cultural diversity. Broken Hill High School also 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. All teachers have incorporated and built into scope and sequences and teaching programs—syllabus components including multicultural education, .