

Blakehurst High School

Annual Report



2017



8236

Introduction

The Annual Report for **2017** is provided to the community of **Blakehurst 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.

Sophie Kapsimalis

Principal

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Message from the Principal

2017 was a year of great achievements and significant individual and collective growth at Blakehurst High School.

The year began with our school community celebrating our fantastic 2017 HSC successes.

Our 2017 HSC achievements include attaining first in the state for Modern Greek Continuers, Our student were ranked in the top 10 of the state in Modern Greek Continuers, Modern Greek Extension and in Mathematics Extension1.

40 of our year 12 students were listed as Distinguished Achievers obtaining over 90 across many areas of the curriculum. Our top Atar was 99.4 and many students achieved an ATAR of above ninety.

Apart from such successes a plethora of students have gone on to secure themselves apprenticeships and scholarships in diverse areas.

We are PROUD of all our students.

It is not only our HSC results that define our excellence.

Excellence at Blakehurst was demonstrated by the way in which our school was affirmed as excelling in the areas of *Learning Culture, Effective Classroom Practice and School Resources* during our School Validation process.

Indeed at Blakehurst, as I have learned the last 3 terms excellence is found in every day aspects of our school.

It is found in our enrichment activities, our Gifted and Talented program, PALS and Interact workshops.

Excellence is found in the multitude of awards our students receive from participating in national and international, English, Mathematics and Science competitions.

Excellence is found in the way our Diverse Learning students are supported to reach their potential.

Excellence is found in our participation in programs such the University of Technology Sydney PEP program.

It is found in the way our students are emersed in life changing experiences, the annual Ski Trip, excursion to the Great Barrier Reef and other University, and specialized faculty excursions.

Excellence is found in our NAPLAN results which indicate our ability to enhance our students Literacy and Numeracy skills. 56% of our students achieved in the top two bands.

And in the work of our Literacy and Numeracy teams.

Excellence is found in the many welfare programs our students participate in, building their resilience and equipping them, with the strategies and skills, to navigate through their ever changing experiences.

It is found in the way students listen attentively and respectfully to our student voice segments “ I say “at our formal assemblies, and the way they applaud and cheer their peers on.

Excellence is found on our sporting fields – 23 of our winter and 38 of our summer teams made to the semi finals.

Excellence is found in our dance and music ensembles, and our individual student performances. Jason Tong, Ming Chen and Jasper Wang were selected to perform at School Spectacular.

Excellence is found in our debating teams who made it to the semi-finals of the Sydney Region competition, and in our students' involvement in public speaking competitions.

Excellence was found in the HSC drama performances, and in the practical subjects Bodies of Works and Major Works. Danny Mestrovic's HSC Photographic and Digital media works were elected to be exhibited in Hazelhurst Gallery.

Excellence is found in our student service groups and student volunteers including the work of our Student Environment Team.

Excellence is found in the way in which our student leaders captains, prefects and SRC lead their student peers.

It is found in the many charities our students, work towards supporting and the many whole school events they assist in organizing such as Multicultural Day.

Excellence is found in the way Ms Mangraviti and Ms Maricic year advisors and staff in general mentor our students. –culminating in them being acknowledged by the wider community. Sandy Ng our school captain was awarded St George Youth Person of the Year

Excellence is found on the Handball courts, basketball courts, sport field, under the cola and various spots across the school students find themselves hanging out during the day.

Excellence is found in the strong bond our staff share, and the relationships they build with our parents and carers.

Most importantly excellence is found in the classroom, in the teaching and learning that takes place in every single 70minute period.

Excellence is found in our teaching practice. Staff at Blakehurst are experts in their craft, compassionate, caring and committed to raising standards and developing mature, rounded young women and men; for this I thank them.

Excellence is found in the way our HTs mentor and develop their team – for this I thank them.

Excellence is found in the work of our Deputy Principals I am so fortunate to have two exceptional educational leaders by myside. Mr Ovens and Ms Manos, thank you.

Congratulations to all the students who have met their annual goals in 2017 and who made a positive commitment to improving their learning, to being respectful and responsible for their learning and caring members of our community.

Leadership, achievement and excellence is found in many forms.

It is this, intangible buzz that makes Blakehurst such an amazing school.

To the students of Blakehurst, I would like to reinstate –YOU make us proud! You are our future!

At BHS we inspire students to excel as critical learners, thinkers and champions of diversity, who have a positive impact on their world.

I feel privileged and honoured to be the Principal of Blakehurst High School.

S Kapsimalis

School background

School vision statement

To provide a stimulating, safe and caring environment where all students can achieve their full potential, whilst instilling in them a love of learning, enabling them to adapt to future changes, so they can become active, responsible citizens.

School context

Blakehurst High School (enrolment 1138, 81.8% students from a non-English speaking background), is a successful co-educational comprehensive school recognised for exemplary welfare and learning support programs. The school has an excellent reputation within Sydney Region and the local community for academic, sporting and multicultural achievements. Students enjoy a broad curriculum, including a wide vocational education and training program. Priorities include quality professional learning for all staff which supports Quality Teaching/Learning and the development of student responsibility for learning. The school enjoys strong support from parents and the community.

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 the External Validation process indicated that in the School Excellence Framework domain of Learning, we were rated as **'Sustaining and Growing'** in **Assessment and Reporting** and **Student Performance Measures**, and as **'Excelling'** in **Learning Culture, Wellbeing** and **Curriculum and Learning** elements.

Blakehurst High School staff regularly discussed the School Excellence Framework (SEF) and its implications for informing, monitoring and validating our journey of excellence. This report provides an analysis and evaluation of our current practice at Blakehurst High School against each of the 3 domains – Learning, Teaching and Leading – and the 14 elements of the SEF. The aim of this summary is to outline how the elements of the SEF were embedded in School Plan 2015–2017 and were successfully delivered through our school practices by examining the body of evidence.

Form more information with regards to the School Excellence Framework:

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

Learning Domain

In the **domain of Learning**, our efforts primarily focused on wellbeing, curriculum and learning. Expectations of behaviour were explicitly taught to students, with positive, respectful relationships expected and celebrated among students and staff. The introduction of Positive Behaviour for Learning Framework (PBLF) helped to ensure good conditions for student learning. School programs addressed the needs of identified groups – for example, Aboriginal students, gifted and talented students, students with a disability and students for whom English is a second language. The school established a Transition Team to ensure effective planning and information sharing was in place to support successful student transitions. Teachers involved students and parents in planning to support students as they progress through the stages of education. This can be seen through parent meetings tied to the Learning Support Team, Year 7 Meet the Teachers Night, SSSP Program, Skoolbag and the extensive Subject Selection process.

The staff have recognised that further improvement can be achieved in the element of Assessment and Reporting stated in the Learning Domain, with closer alignment to the changes reflected in the Stronger HSC Reforms. Further sharing of student performance data and actively engaging parents more openly to support improvements in Learning will be a target. Planning for 2018 will include a more rigorous, logical assessment cycle that openly monitors and tracks student learning with greater transparency.

Teaching Domain

Our major focus in the domain of Teaching was on collaborative practice, with teachers working together to improve

teaching and learning in their classes, faculties and for particular groups of students. In this way, teachers provided and received planned and constructive feedback from peers, school leaders and students to improve teaching practice. Blakehurst High School identified expertise within its staff, drawing on this to further develop its professional community. This was evidenced through the development of professional development plans by all staff as part of the wider Great Teaching Inspired Learning (GTIL) reform. This led to 100% of staff participating in lesson observations. A shadowing program was developed to support leadership and succession planning within Blakehurst HS. The structure of professional learning changed in 2017 with regular professional learning sessions occurring through six teams meeting on Tuesday afternoons, with teachers and head teachers leading these teams and delivering learning in innovative and engaging ways.

There was also a heavy focus in 2017 on improved teaching methods in literacy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in this area. This was demonstrated through school development day programs, ALARM being filtered down to the junior school and our school's heightened focus on the Literacy Continuum, Get it Write, Learning Intention, Success Criteria and Super Six comprehension strategies.

The results of this external validation process indicated that in the School Excellence Framework domain of Teaching, we were rated as 'Sustaining and Growing' across Data skills and use, Learning and development and Professional Standards, whilst we are rated as 'Excelling' in the Collaborative Practice and Effective Classroom Practice element.

Blakehurst High School staff have recognised that further improvement can be achieved in the element Data Skills and Use and Learning and Development, as stated in the Teaching Domain. We feel a more explicit understanding of data literacy concepts coupled with assessment for learning strategies will be a relevant target for improvement in teaching. The focus on evidence based research utilising Prof John Hattie's work and documents like "What Works Best: Evidence Based Practices to Help Improve NSW Student Performance" will also be a focus. The collaborative development of the School Plan 2018–2020 will be pivotal to achieving whole school improvement in these areas.

Leading domain

In the domain of Leading, our priorities centred on progressing with school planning, implementation and reporting and strategically using resources to achieve improved student outcomes. One key aspect of school planning was looking at school staffing to ensure that full curriculum implementation and delivery requirements were met. In 2017, this involved creatively extending the timetable to cater for additional classes and the recruitment of high quality staff. Staff took on additional roles as well as leadership of teams. The duties of staff were reviewed for currency and a shadowing program developed. Clear processes, with accompanying timelines and milestones, directed school activity towards effective implementation of the School Plan. The School Plan 2015–2017 was at the core of whole school improvement efforts and was discussed at length at executive, staff and team meetings as well as at parent forums, such as the P & C and information nights at the school.

Blakehurst High School forged productive relationships with local community schools, like Kogarah High School and James Cook Boys High School, to provide shared welfare programs and initiatives. In addition, all of our local primary schools joined us to collaborate on learning initiatives such as Gifted and Talented, Numeracy and Communication. Positive links were cemented with other organisations and external agencies to support the school's programs, such as Rotary, Spotless, universities, parliamentary contacts, Kogarah Council, St George Youth Services, CAMHS and Headspace.

The External Validation panel rated us as 'Sustaining and Growing' in the elements of Leadership, School Planning Implementation and Reporting and Management Practices and processes and 'Excelling' in School Resources in the School Excellence Framework Domain of Leading.

The Blakehurst High School teaching staff recognise that further improvement can be achieved in the element School Planning, Implementation and Reporting element in the Leading Domain. We plan to implement more evidence based practices. We also aim to encourage a deeper involvement by the community in strategic planning through participation and effective feedback strategies relating to the development of School Plan 2018–2020.

Blakehurst High School staff reported that the collaborative discussion and resultant decision making, focusing on our school systems and practices and the expectations of the School Excellence Framework, were extremely valuable. The entire teaching staff had a hand in deciding on our 8 best projects and practices for the purpose of external validation. All of the annotations and evidence for external validation were completed by the whole school executive team (head teachers, deputy principals and principal, as well as one HSIE teacher). This was a powerful learning experience.

The whole school approach we took in both the examination of evidence and in writing the submission highlighted the elements we now need to improve upon, and others that we can be proud of. We acknowledge that the underlying premise of the process is ultimately to improve student outcomes. Our common goal is to continually find ways to improve our learning, teaching and leading to provide Blakehurst High School students with the best learning opportunities so they make a quality contribution to society.

Strategic Direction 1

Enhancing student wellbeing

Purpose

It is essential that Blakehurst High School provides a safe, caring, inclusive and supportive environment for all of its students. Also that the students are able to develop as respectful, responsible, law abiding citizens. To this end, the school community needs to constantly monitor, evaluate and adapt the school's welfare policies to help achieve this aim. Students need to have clear boundaries explained to them, with consistent consequences applied if they do not comply with these expectations.

Overall summary of progress

Blakehurst High School has ensured that all school procedures were implemented and evaluated in compliance with Department of Education Welfare and Discipline policies and aligned with the Schools Excellence Framework.

Positive Behaviour for Learning was a significant area of focus for the School. Following extensive investigation and outcomes of staff surveys and community and professional learning sessions, a team of staff identified appropriate behaviours to best represent the School's Respect and Responsibility Charter across all school settings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Updated behavioural management/ discipline procedures prepared for implementation in 2016, resulting in a drop in suspensions in 2016.	Not applicable	Behaviour management procedures implemented and consistently applied across the school, with fewer suspensions when compared with data from 2015.
An updated Anti-Bullying policy developed and an extensive Anti-Bullying education program implemented across the school in 2016, resulted in less negative behaviour referrals in ebs4.	Not applicable	Updated Anti-bullying procedures developed and an extensive Anti-bullying education program implemented across the school in 2017, resulting in less negative referrals for bullying type behaviour.
Updated procedures for managing lateness, resulting in higher levels of period zero attendance and less detentions issued for senior students in 2016.	Not applicable	New system to track lateness was developed. Effective follow up from the Deputy principals, through data collection on Sentral, communication with parents as well as a detention and possible suspension consequence. Updated procedures for managing lateness resulting in higher levels of period 0 attendance and less detentions issued for senior students.

Next Steps

Positive Behaviour for Learning will be a significant component of the Learning domain aspect of Blakehurst High Schools 2018–2020 Plan. The Positive Behaviour for Learning Framework will be consolidated and rejuvenated. A third expectation will be added to strengthen the school's Respect and responsibility charter. A common language will also be developed as will systemic processes where the merit system intertwines with the existing framework.

Strategic Direction 2

Enhancing the quality of student learning

Purpose

Blakehurst High School needs to provide a learning environment that has high expectations and adds value to all students' literacy and numeracy outcomes, which ultimately leads to improved HSC results. Students will be encouraged to be productive and ethical users of appropriate technology, giving them skills to continue learning in an ever changing world.

Overall summary of progress

Enhancing the quality of student learning through professionally developing staff in key learning areas was a priority during the duration of the 2015–2017 School Plan. Staff were professionally developed during staff meetings and during Twilight sessions in the areas of Literacy, Numeracy, Explicit Teaching, Curriculum Differentiation and Gifted and Talented Education.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase % of Year 9 students at proficiency in Literacy (reading, writing, comprehension) and Numeracy by 2% Decrease the % of Year 9 students at or below National Minimum Standards in Literacy (reading, writing, comprehension) and Numeracy by 2%	\$ 15,000.00	Literacy data was analysed, reading boxes were purchased, reading ability pre and post tests were implemented during DEAR once a fortnight. Staff were professionally developed in implementing Super Six reading strategies and a wide reading program where students completed logbooks was implemented. The numeracy team analysed 2016 NAPLAN data (numeracy) and the school exam results (maths), to identify lower achieving students, areas for improvement and strategies forward. A 'maths clinic' for students who needed extra support was initiated. All faculties implemented targeted numeracy strategies within their programs and whole school numeracy activities were embraced by the school community.
Maintain increase in the number of Band 6 results in HSC. (benchmark, 2013 – 60 Band 6's)	not applicable	Staff focused on Explicit Teaching methodology to support senior students. Continuous student feedback was also a priority of their teaching practice.

Next Steps

Consolidating our Literacy, Numeracy, and Explicit Teaching practices will be a focus of our 2018–2020 Plan. To enhance teaching expertise and enhance student learning, these methodologies will be coupled with evidence based research in student engagement and student feedback.

Strategic Direction 3

Fostering quality teaching and leadership (Teacher Learning)

Purpose

Blakehurst High School will ensure that teachers are given the opportunity to enhance their skills, through meaningful, targeted Professional Learning. Staff will be encouraged to seek out opportunities to take on leadership roles, enhancing their chances for promotion and work satisfaction, whilst at the same time developing leadership density within the school, thus putting into place succession plans to adapt to staff changes, retirements etc.

Overall summary of progress

Staff were professionally developed in the accreditation process and staffs' Professional Development Plan goals were reflective of personal targets for improvement, along with the schools strategic directions as documented in the School Plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers have Individual Professional Development Plans (PDPs) in order to build capacity.	Not applicable	Staff took ownership and were supported through developing and realising their Professional Development Plans. A systemic approach was taken to ensure collegial discussions and observations occurred to support this significant process. All staff have individual Professional development Plans that are reflective of their own areas of growth. This has led to a culture of staff development and has fostered collegial support and openness.
100% of teachers undertaking accreditation successfully complete and maintain the process.	Not applicable	Staff were professionally developed in the accreditation process during staff meetings and Twilight professional development.. The relieving Head Teacher, Teaching & Learning supported staff also on an individual level. Staff feel well equipped and have a thorough understanding with regards to maintaining their accreditation.
100% of all teachers attend regular fortnightly Professional Learning organised in team groupings, designed through surveying staff needs.	Not applicable	All staff had the opportunity to join a professional learning team aligned with Blakehurst High School's strategic directions and their personal areas of growth. The teams met several times per term and worked towards whole school professional development, implementation of key teaching and learning practices and school milestones.

Next Steps

Staff will be continued to be supported through the accreditation process. To enhance teacher leadership, a leadership framework that is reflective of DoE pathways will be implemented in context with our 2018–2020 School Plan. To further build the capacity of staff, it is envisioned that a well being framework based on the principles of PERMA will also be developed and implemented to support staff as individuals and as a collective group.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$9,270	Aboriginal Background funding was used to provide support to our senior Aboriginal student in 2017. One on one tutoring was provided in subject areas of concern to focus on course content, exam preparation and revising classwork. Resources were also allocated to junior programs such as the annual 'Speak up Program' and the Macquarie University Cultural Program to increase the students cultural awareness, improving public speaking and speech writings kills. Personal Learning Pathways were also created in collaboration with feedback from teachers and parents to better foster the short and long term academic, sporting and cultural goals of all Aboriginal and Torres Strait Islander students for 2017.
English language proficiency	<p>\$ 351,019</p> <p>School teacher allocation 3.2</p> <p>Additional above establishment EAL/D \$25982 flexible funding</p>	<p>School Teacher allocation 3.2</p> <p>Additional above establishment EAL/D\$25,982 – flexible funding.</p> <p>An increase in the number of Year 7 students requiring EAL support in 2017 presented the need to target Year 7 .</p> <p>A specialised EAL/D teacher was employed to work with Year 7 across the KLAs working collaboratively with the class and teacher to plan lessons and teaching strategies that take into account the learning needs of the EAL students.</p> <p>The development and implementation of an intensive EAL literacy course, The ELITE program to target Year 7 students with low language proficiency . The program consists of two units of 6x 70minute lessons.</p> <p>Due to the positive impact these strategies had on the Year 7 EAL students' participation and engagement in learning, another two units of The Elite Program are in the process of being developed to target YR 8. A key initiative is to have twounits of The Elite program for Yr7 and two units YR 8. One per semester.</p> <p>Anunexpected number of new enrolments in YR 9 and 10 students from the IntensiveEnglish Centres (IEC) with a relatively low 2/3 proficiency level saw the needto provide intensive language support to enable them to transition intomainstream courses. This was achieved through–</p> <ul style="list-style-type: none"> –Establishing a parallel EAL English class forYr10 – Developingand implementing an intensive English course for YR 9 &10. This courseconsisted of three periods a week in term 4.

<p>English language proficiency</p>	<p>\$ 351,019</p> <p>School teacher allocation 3.2</p> <p>Additional above establishment EAL/D \$25982 flexible funding</p>	<p>An EAL teacher allocated to support the newlyenrolled YR8 IEC students transitioning into mainstream classes.</p> <p>YR 12 –Lunch time and Dear Intensive classes to support our large body of HSC International students. This was extended to our EAL and LBOTE students.</p> <p>Intensive Reading Class</p> <p>Intensive Writing class</p> <p>Intensive Listening</p>
<p>Low level adjustment for disability</p>	<p>\$ 246,611.00</p>	<p>The Learning and Support team collaborated with the school's Welfare team to introduce a social skills-based programme – Standing Tall. The group engaged female students in areas of civics, citizenship and contributing positively to the local community.</p>
<p>Socio-economic background</p>	<p>\$ 113,024.00</p>	<p>Targeted students were supported through the differentiation of the curriculum. Student Learning support officers were employed to further support students in their learning. The collaborative work of the Literacy and Numeracy teams led to an increased understanding and improved skill sets across KLAS in meeting student outcomes.</p>
<p>Support for beginning teachers</p>	<p>\$101,015.00</p>	<p>Funding was received for one permanent and five temporary first year teachers and four permanent second year teachers. A personalised professional learning and development plan was developed in consultation with the early career teacher and their supervising head teacher. Funding was allocated to provide beginning teachers with reduced face-to-face responsibilities and access to mentoring, sufficient to support the development of their skills. Funding was also allocated to provide access to professional learning opportunities, focused on classroom management, building student engagement and meeting accreditation requirements at Proficient Teacher.</p> <p>Further, teacher mentors were provided with access to specific training and flexibility in their teaching responsibilities to support classroom observation and provide structured feedback to the beginning teacher.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>\$1200</p>	<p>Targeted student support was provided through funded ESL teachers to work with students identified as refugees – on average, this accounted</p> <p>The ongoing EALD support assisted the teachers and students in meeting the immediate and ongoing educational and wellbeing needs of these students, enabling for an increased participation in mainstream classrooms.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	604	608	636	611
Girls	497	499	502	504

Student attendance profile

Year	School			
	2014	2015	2016	2017
7	93.2	93.4	93.8	92.8
8	93.8	92.3	91.3	92
9	92.1	92.5	92	90.6
10	92.1	90.3	90.4	89.8
11	93	90.9	88.9	90.7
12	93.4	90.8	90.4	90.7
All Years	92.9	91.7	91	91
Year	State DoE			
	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

Teachers alert the Year Adviser and corresponding Deputy Principals. Year Advisers meet with students to discuss any concerns regarding non-attendance and contact the parents. If the non-attendance escalates Deputy Principals then become involved and an attendance plan is created in consultation with students and parents. HSLO referral may occur for students whose non-attendance continues.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	1	1
Employment	3	10	20
TAFE entry	2	2	10
University Entry	0	0	69
Other	0	0	0
Unknown	3	3	0

Year 12 students undertaking vocational or trade training

In 2017, 12 students (6%) completed TVET (TAFE delivered Vocational Education and Training) courses. The total enrolment in the Vocational Education (VET) courses offered at school was 29 students with all 29 of these students (100%) studying one VET course.

Year 12 students attaining HSC or equivalent vocational education qualification

The legal leaving age for students in NSW is 17 unless employment or further training has been prearranged. Blakehurst High School offers a wide range of options that caters to the needs and interests of our students. This includes traditional subjects, VET courses such as Construction and Hospitality, TVET courses, School Based Apprenticeships, Open High School Subjects and Saturday School Language. Students are counselled with regards to subject selection, and career paths. This has led to our Year 12 cohort attaining a HSC or equivalent vocational qualification.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	12
Classroom Teacher(s)	54.1
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.5
Teacher Librarian	1
Teacher of ESL	3.2
School Counsellor	1
School Administration & Support Staff	12.97
Other Positions	1

*Full Time Equivalent

Blakehurst High School has no Aboriginal members of staff.

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	0

Professional learning and teacher accreditation

With the release of the RAM funding model, professional learning and teacher accreditation were focus areas. Significant volumes of professional learning were undertaken by Blakehurst High School staff in 2017.

Professional learning on school development days focused on a range of topics including:– School Excellence Framework (SEF), Performance Development Plans, Child Protection, Code of Conduct, Positive Behaviour for Learning Framework, Anti-Bullying Procedures, Electronic Roll Marking Procedures, Literacy, CPR Training, Mental Health: Head Space, Students with Developmental Disorders, Numeracy, NAPLAN data, GAT training, ALARM, voice care, lesson observations and collection of evidence.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

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

	2017 Actual (\$)
Opening Balance	1,281,177
Revenue	11,419,238
Appropriation	10,655,604
Sale of Goods and Services	56,140
Grants and Contributions	684,822
Gain and Loss	0
Other Revenue	0
Investment Income	22,673
Expenses	-11,600,994
Recurrent Expenses	-11,600,994
Employee Related	-10,340,976
Operating Expenses	-1,260,018
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-181,755
Balance Carried Forward	1,099,422

Following extensive consultation, Blakehurst High School have committed funds of:

\$300,000 to our Secondary Schools renewal program (SSRP) project and remodelling the current Administration area.

\$80,000 for additional staffing – Youth Outreach Worker(ongoing) and Transition Adviser

\$10,000 Lockers

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	9,410,874
Base Per Capita	173,794
Base Location	0
Other Base	9,237,080
Equity Total	719,923
Equity Aboriginal	9,270
Equity Socio economic	113,024
Equity Language	351,019
Equity Disability	246,611
Targeted Total	253,209
Other Total	139,763
Grand Total	10,523,769

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.

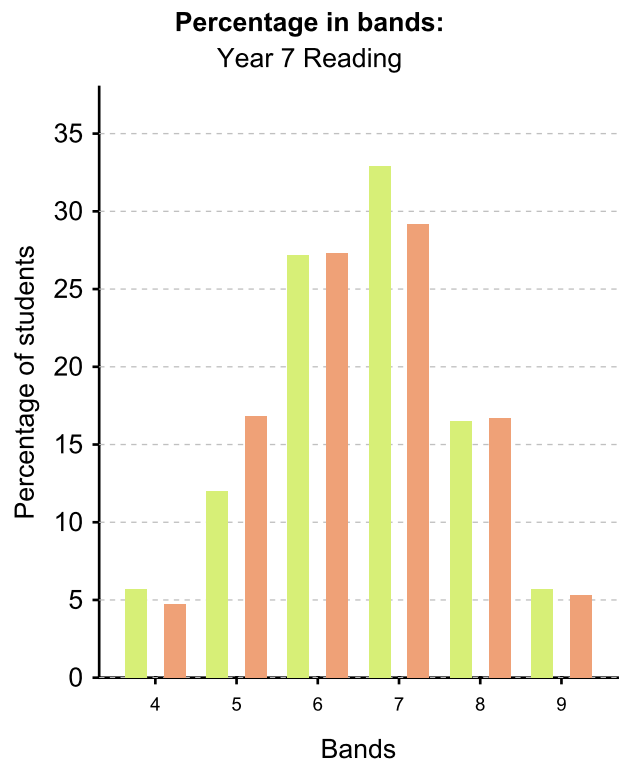
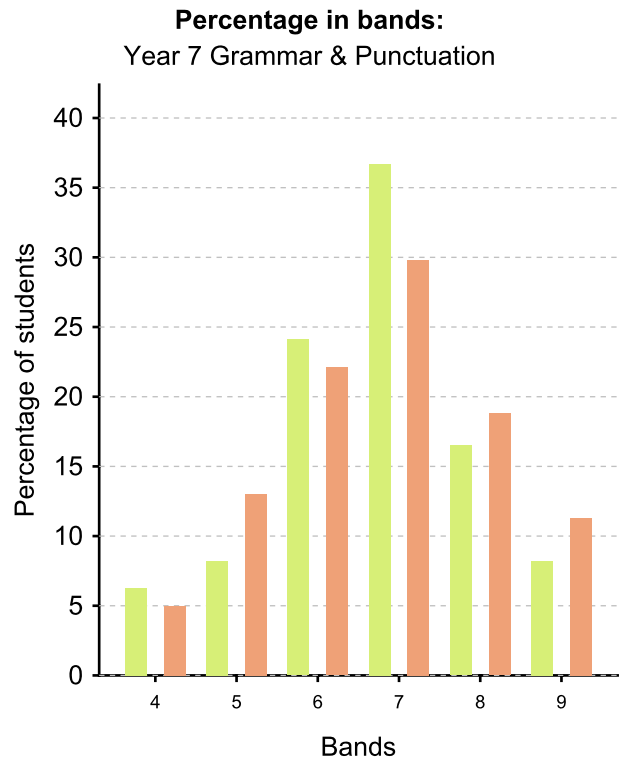
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

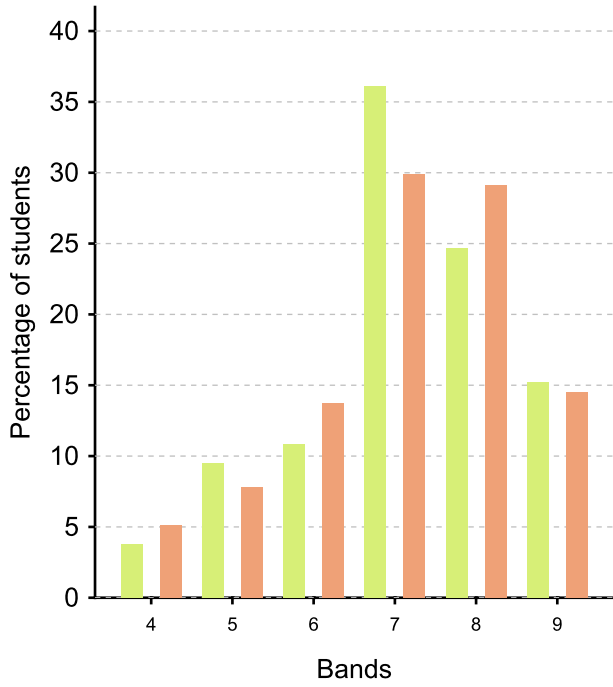
NAPLAN

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.

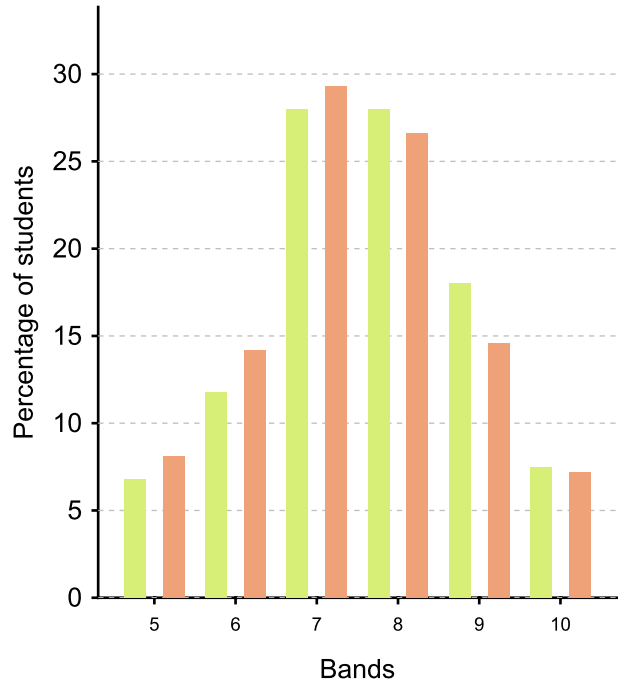
The NAPLAN results show improvements in average Spelling and reading scores for Year 7 students over the last four years. The year 9 cohort have shown above average growth in numeracy scores for Year 9 students.



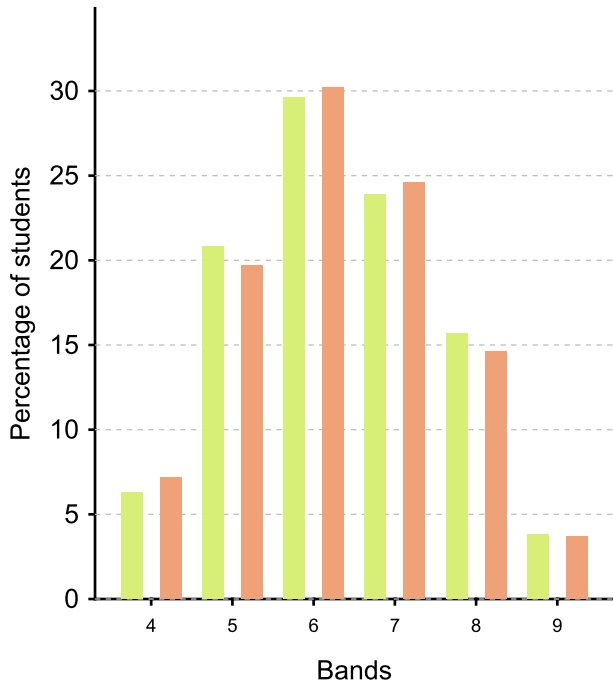
Percentage in bands:
Year 7 Spelling



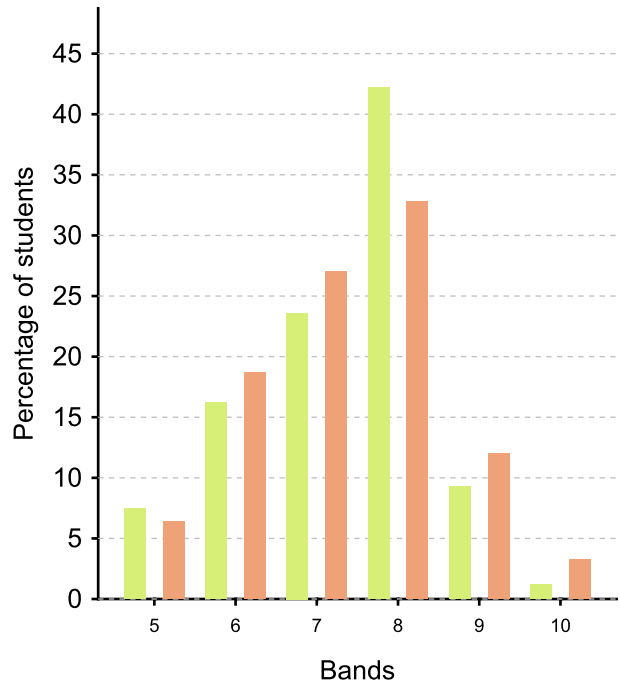
Percentage in bands:
Year 9 Grammar & Punctuation



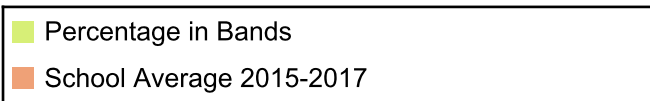
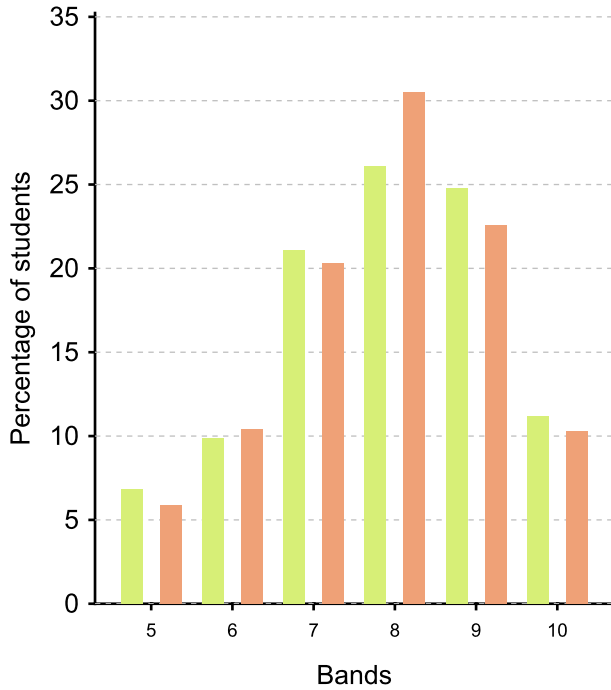
Percentage in bands:
Year 7 Writing



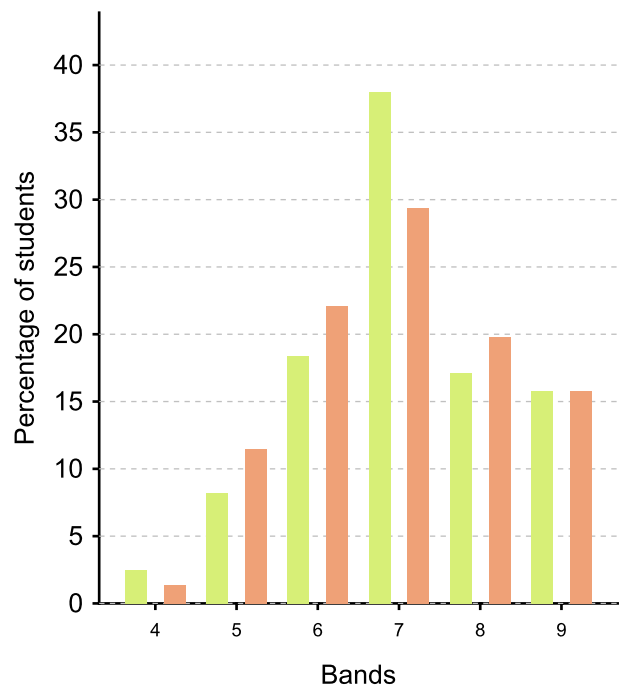
Percentage in bands:
Year 9 Reading



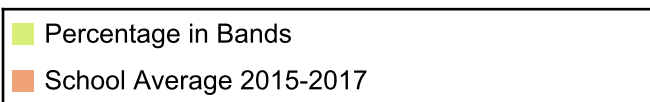
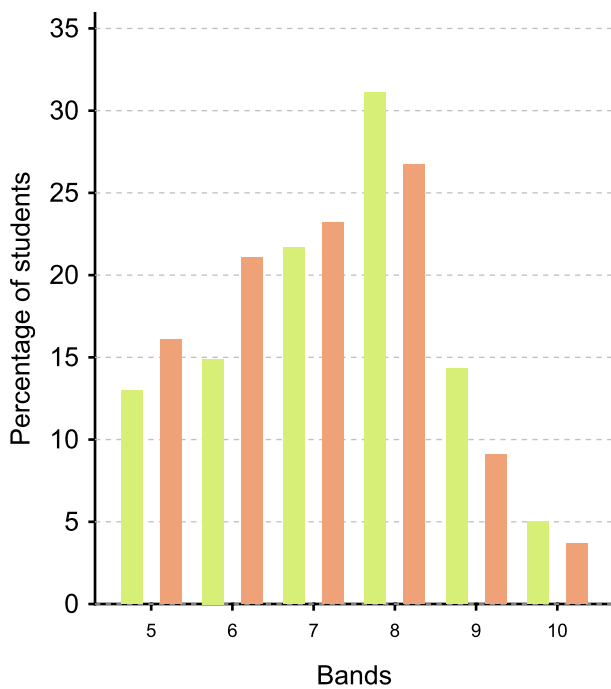
Percentage in bands:
Year 9 Spelling



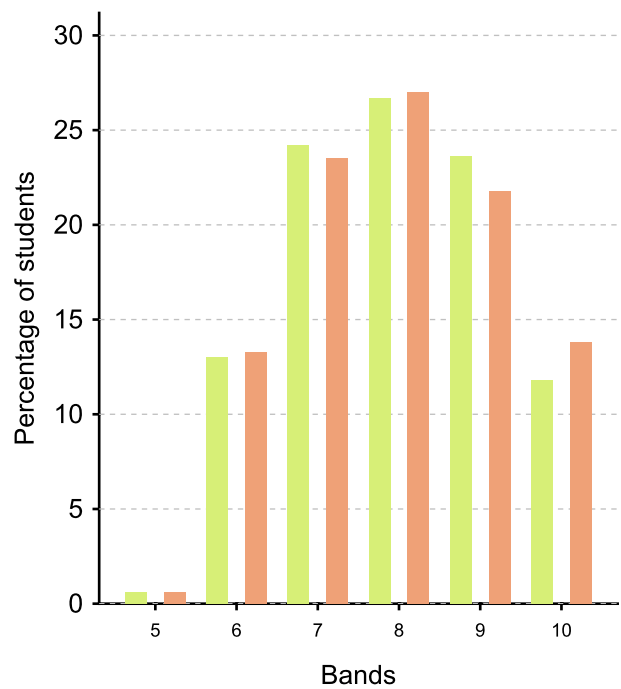
Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 9 Numeracy



The average numeracy scores for Year7 students have remained consistent over the last four years but there has been above average growth in numeracy scores for year 9 students.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Delete text not required.

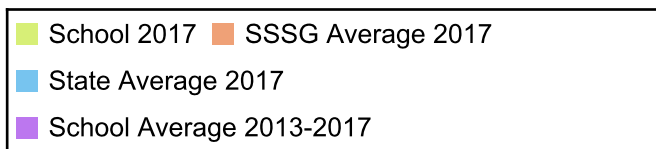
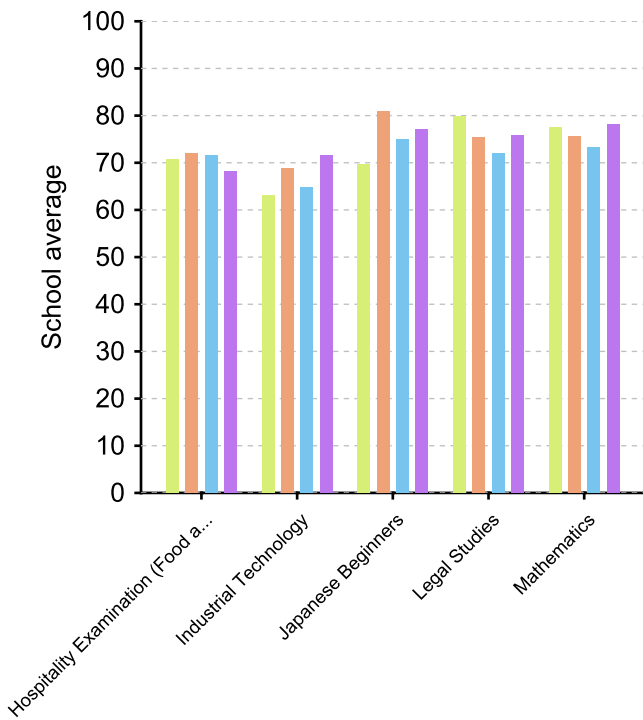
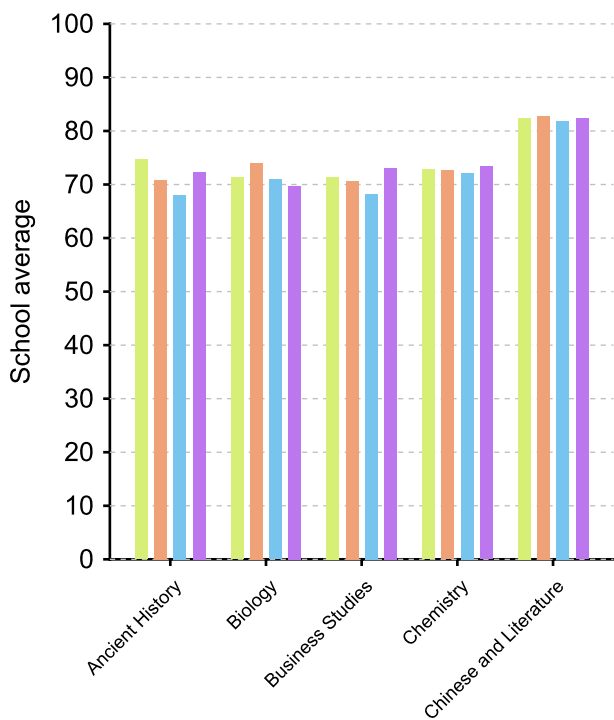
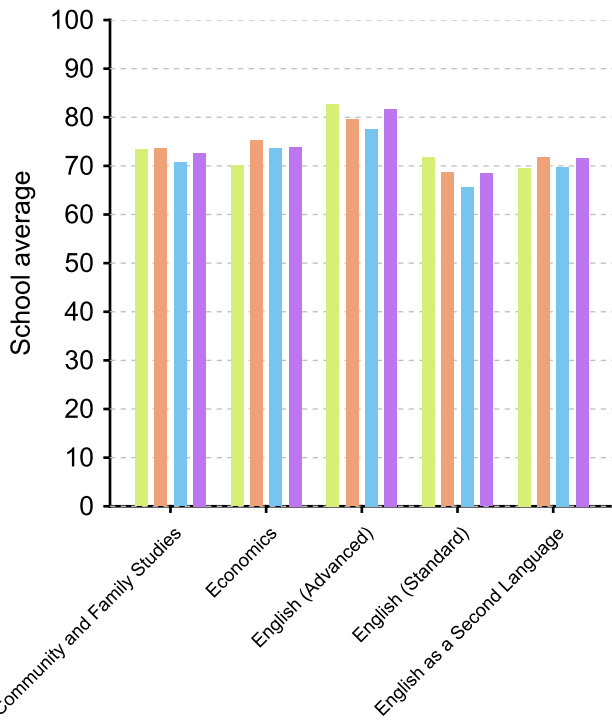
In accordance with the **Premiers Priorities: Improving education results**, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy.

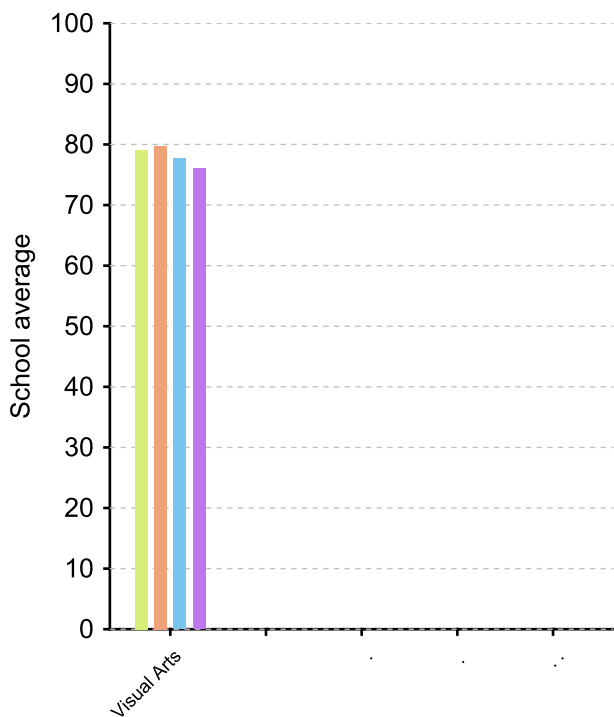
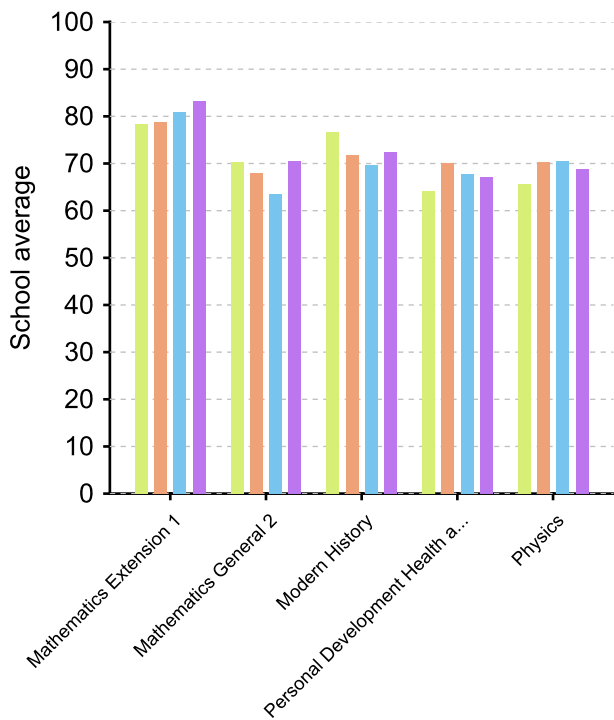
The percentage of Year 7 students in the top two bands has in Numeracy is 32.9% and Reading 35.40%

The percentage of Year 9 students in the top two bands has in Numeracy is 22.15% and Reading 10.56%

Higher School Certificate (HSC)

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





public speaking skills and courage when presenting a prepared and impromptu speech at NSW Parliament House in Term Two. Blakehurst High School students were given the opportunity to show cultural awareness and consideration when creating messages of recognition for the Reconciliation Week Recognition Wall which was displayed in the School Library.

Multicultural and anti-racism education

The Student Representative Council (SRC) organised a highly successful bi-annual Multicultural Day to celebrate the range of cultures represented at Blakehurst High School.

Multiculturalism and anti-racism were themes at full school assemblies.

A range of strategies have been incorporated in the school's communication with parents/carers and community members from culturally diverse backgrounds. These included increased use of interpreters, an LED screen to display weekly highlights at the front of the school and organised community events. As a result, these strategies are strengthening parent and community engagement in school activities.

The Anti-Racism Contact Officer held focus groups with students during the year to build understanding of cultural diversity and anti-racism initiatives in the school community.

Policy requirements

Aboriginal education

Staff consolidated Aboriginal pedagogy 8 Ways of Teaching in their teaching programs.. Year 7 and Year 8 identified students participated in the Speak Up program. The students involved demonstrated excellent