

Blacktown Boys High School

Annual Report



2017



8244

Introduction

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

Shaun Addy

Principal

School contact details

Blacktown Boys High School

Sunnyholt Rd & Fifth Ave

Blacktown, 2148

www.blacktownb-h.schools.nsw.edu.au

blacktownb-h.School@det.nsw.edu.au

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Message from the Principal

It is with great pleasure that I present to you the Blacktown Boys High School Annual School Report for 2017. This year Blacktown Boys High School continued to provide an engaging and innovative learning environment to our students. Our extra-curricular program offered 'learning' outside of the classroom and participation significantly grew in these activities. We are proudly a multicultural community where diversity is embraced and celebrated, with our welfare system based on Safety Learning and Respect.

Our school became Partially Selective in 2010, and since then has continued to build upon its strong academic base. We offer a comprehensive and challenging curriculum that caters to the needs and interests of students of all ability levels. Our team of experienced and dedicated teachers focus upon quality teaching with a particular emphasis upon strategies to address the needs of gifted and talented students in a boys' school context.

At Blacktown Boys High, each student is encouraged to aim for their personal best in all areas of school life and in developing the values and attitudes that will enable him to make an outstanding contribution as a leader in society. Being a Blacktown Boy is far more than simply attending the school. It is about pride in self, family, background and genuinely identifying with the school and its values.

Blacktown Boys grew in enrolments for the 10th consecutive year in 2017. This is testament to the great work done by our students, the community and the dedicated staff; work that is reflected in our academic, sporting and extra-curricular success.

Thank you for showing an interest in our school and I look forward to personally welcoming you in the not too distant future.

School background

School vision statement

Blacktown Boys High School continues to be recognised as the school of choice for boys in Western Sydney. A positive learning environment with a culture of continual improvement and collegiality drives the best possible learning outcomes for all students. Teachers are seen as lifelong learners who provide high quality teaching and learning, leading to high student growth levels in a safe, challenging environment. As well as embedding essential skills, innovative approaches to the delivery of curriculum are at the forefront of planning, leading to the development of problem solving skills which prepare students for the challenges of the future. Students are engaged, independent and reflective learners who take pride in themselves and their community as they journey from boys to men.

School context

There are over 540 students enrolled across the six years of schooling. Situated, close to both road and rail transport hubs, BBHS, draws on students from the local area, and also permits enrolments from further afield, for those seeking a boys only environment. Blacktown Boys High School has been a Partially Selective high school since 2010, providing for the learning needs of a Gifted and Talented stream, as well as mainstream students. It caters for a culturally diverse student population, with high expectations for all. This is demonstrated through inclusive teaching and learning practices for every student. BBHS emphasises a holistic approach through the development of the whole student, with academic, sporting and cultural opportunities as well as quality extracurricular activities. BBHS enjoys positive working relationships with all major Sydney based universities, and key local and CBD businesses, which combine to provide academic, social and vocational mentoring. As a member of the Blacktown Learning Community, BBHS helps ensure the smooth transition of boys from primary to secondary school and aligns teaching practices between the two systems. Identification of best practice and sharing of skills is fostered through membership of the Nirimba Learning 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. 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. The school also focussed on the target areas discussed as part of our 2016 External Validation process. Based on an overall assessment of all the descriptors, Blacktown Boys was deemed to be at the level of Sustaining and Growing.

In the domain of Learning, the evaluation process indicated that Blacktown Boys was Sustaining and Growing. The current student wellbeing and behaviour management systems have been applied through the Positive Behaviour for Learning (PBL) program in alignment with our STEP UP program and the DoE Wellbeing Framework. Our three core values, Safety, Learning and Respect have been implemented around the school community. Through our wide range of Extra-curricular activities students and staff have the opportunity to connect, develop and achieve success. In 2017 Blacktown Boys continued to have a strong focus on improving men's health, and increasing a sense of civic responsibility.

In the domain of Teaching, the evaluation process indicated that Blacktown Boys was Delivering, but was showing strong evidence of growth. Blacktown Boys High has developed effective communication practices across the KLAs to provide explicit, specific and timely formative feedback to students and parents throughout the different stages of education. Through the use of School Measurement, Assessment and Reporting Toolkit (SMART) and Results Analysis Package (RAP) data, teaching and learning strategies have been developed to target skill gaps and achieve value added results. Staff are actively engaged in their professional communities, maintaining current content knowledge and pedagogical practices. Performance and Development Plans facilitate professional dialogue between teachers and mentors in different levels of the Accreditation process to achieve professional and personal goals. Goal setting is focused on enriching the curriculum, providing a positive learning environment through via effective data collection and evaluation and in curriculum differentiation. Our annual process of curriculum evaluations are a direct application of the professional teaching standards.

In the domain of Leading the evaluation process indicated that Blacktown Boys was Sustaining and Growing. BBHS is committed to building the leadership capacity of all staff and students. This is supported through the implementation of

the current school plan, strategic use of school resources, and through efficient management processes and practices. Staff leadership is enhanced through delivering Professional Learning sessions in areas of expertise, appointment in higher duty roles and organising whole school events.

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

Students will be successful lifetime learners with improved educational outcomes.

Purpose

To build the self-efficacy of students and demonstrate student growth through improved literacy, numeracy and ICT learning outcomes, and the development of skills that are transferable to all learning areas.

Overall summary of progress

The Student Active Learning Team (SALT) continued to work towards our improvement measures in 2017 with the implementation of programs designed to support and enhance student learning. Achievements include:

Development of an Integrated Year 8 course encompassing the learning outcomes for the three KLAs of Mathematics, Science and TAS. This led to the introduction of a STEM elective subject in Year 9.

The evaluation of "Acing Assessment" aimed at improving the quality of work produced by students for assessment tasks by explicitly teaching verbs and formal language. This was added to our suite of professional learning opportunities for all new staff.

Continuation of the HSC student mentoring program, HSC Afternoon Tea, and HSC Seminar Day to reduce the stress on senior students while building study and strategic planning skills.

On a whole school level, teachers evaluated their own class NAPLAN data during faculty meetings and developed targeted literacy and numeracy improvement strategies in the context of their own subjects.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|-------------------------------|---|
| 40% of students will achieve at least two Band 5 or 6 results in the HSC. 50% reduction in the number of students achieving a Band 1 or Band 2 result in the HSC. | \$22,400 | In 2017 our Band 5/6 target was achieved for the second year whilst the reduction in the number of band 1 & 2 target was achieved in the majority of subjects. |
| Improving the relative proportion of students achieving at or above national minimum standard in Year 9 NAPLAN Writing compared to Year 7. SMART data will show student growth in literacy and numeracy. | \$23,000 | 2017 saw a doubling in the percentage of students in the top 2 bands for writing in year 9. The Fuller-Lit program saw targeted students achieve growth well in excess of state and school averages. |
| BBHS will increase the number of students continuing to their desired tertiary education course or post education pathways. | \$1,600 | The annual destination survey for 2017 showed that all Year 12 students followed one of their stated post High School pathways. 60% of students entered university, 26% entered full time employment and 14% embarked on further non-tertiary training. |

Next Steps

The success of the Fuller-Lit program will see the development and implementation of a similar program to target students with identified numeracy needs.

Professional Learning will focus on the identification and observation of best practice in the delivery of literacy and numeracy in all KLA's.

Acing assessment will be evaluated and adjusted where necessary.

Strategic Direction 2

Students will develop skills for life in a positive, inclusive learning environment.

Purpose

To foster the personal growth of all students so that they will grow into valued members of the school and the broader community in a supportive environment.

Overall summary of progress

In 2017, the Community Links and Wellbeing team (CLAW) continued to embed the whole-school Positive Behavior for Learning (PBL) philosophy in all aspects of school life. Existing and new staff regularly participated in professional learning to develop a shared understanding of the school's three core expectations "Learning", "Respect" and "Safety". Consistent use of PBL language when correcting and celebrating student achievement and behaviour, has progressively resulted in the development of an inclusive and respectful learning environment. This was evidenced by improved attendance, academic results, and increased candidature for leadership positions within the school. Our annual Men's Health Day, Harmony Day and NAIDOC week celebrations highlight our commitment to cultural diversity and gender equity.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|-------------------------------|--|
| 15% increase in candidature for SRC positions through successful promotion of the SRC and development of the leadership capacity of the student body. | \$6,000 | All homerooms had multiple nominations for leadership positions in the SRC. In addition there was a 100% increase in the number of Year 11 students nominating for School Captain, despite the introduction of a rigorous pre selection criteria. All successful students attended a 2 day training program. |
| Develop and strengthen community links and improve parent communication and engagement with the school. | \$12,000 | There has been a continued uptake by parents in the use of our parent portal, together with a greatly increased number of "hits" on the school web page. SMS messaging has had a marked impact on student punctuality. Attendance data from parent meetings and celebration assemblies have all grown since 2014 when records were first kept. |
| 80% of staff consistently uses a whole-school approach to wellbeing to create a positive teaching and learning environment. | \$2,500 | Given the results of our Tell Them From Me surveys, and an analysis of our welfare database, It is clear that for 2017 this target has been exceeded. |

Next Steps

Broaden the scope of our Men's Health Day as a truly whole school project by providing organisational and leadership opportunities to all KLA's and more importantly all year groups.

Ensure that Future Focused Learning is supported with the provision of appropriate resources and classroom structures.

Evaluate the TELL Them From Me survey questions and ensure that the bespoke options are fully utilised.

Strategic Direction 3

Staff are recognised as leaders and acknowledge their own leadership capacity, by continually enhancing their skills, and sharing them to improve student opportunities.

Purpose

To develop a collaborative learning community where staff can develop, improve and share their skills in order to ensure the best possible student learning outcomes.

Overall summary of progress

During 2017 Peer observations continued with a focus on integrating the Professional Teaching Standards and elements from the Quality Teaching Framework.

Staff survey data indicated that engaging in observations had supported their own reflection and teaching, often in ways they hadn't considered. Lessons were learnt by staff about how to embed process differentiation strategies in an authentic manner, there was evidence of Increased collegiality and staff gained a greater insight into the teaching styles and approaches of others.

Teaching programs in stage 4 were evaluated to ensure a focus on differentiation.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|-------------------------------|---|
| 90% of BBHS staff have participated in reciprocal teaching observations, constructive feedback sessions, or peer coaching, in order to continually improve their pedagogy and maximise learning outcomes for students. | \$18,000 | All staff present at the beginning of 2017 participated in observations with the vast majority stating that the process was beneficial, though some identified the time impact as a drawback. |
| Differentiated teaching practise has improved learning outcomes as measured by 1) a 10% decrease in the number of N–award warning letters for the non–completion of tasks; and 2) 75% of students recording expected or better than expected growth in NAPLAN data. | \$4,800 | The target of reducing N–award notifications was achieved, while the school fell only slightly short of its target relating to NAPLAN by a margin of less than 5%. |

Next Steps

Re–focus the school's efforts regarding teacher mentoring and the roles for second in charge teachers (2IC's) within each KLA

Introduce Quality Teaching rounds across the whole school over the next two years

Restructure our school planning groups to better reflect staff expertise and PL needs.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--------------------|---|
| English language proficiency | \$31,035 | <p>Process for the identification and assessment of students revised and implemented by support staff.</p> <p>Successful provision of professional learning for staff and targeted intervention programs for identified students.</p> |
| Low level adjustment for disability | \$33,614 | <p>2017 funding used to assist students with learning support needs. Each student provided with an Individualised Education Plan (IEP) in consultation with carers and school based staffing. Extra SLSO time was funded to provide support in the classroom. Professional Learning was provided to staff relating to curriculum differentiation and assessment modification.</p> |
| Quality Teaching, Successful Students (QTSS) | | |
| Socio-economic background | \$67,103 | <p>Students identified and provided with student support funds to enable full access to resources, learning experiences and extra-curricular activities that may otherwise be beyond their reach.</p> <p>The school continued to fund a Homework Centre that operates two days per week, providing free tutoring and access to computers and internet.</p> |
| Support for beginning teachers | \$42,217 | <p>All funds expended in the provision of a reduced teaching load and targeted professional learning for beginning teachers at Blacktown Boys. In addition, a designated executive member was provided with release time to work individually as a mentor with each new teacher.</p> |
| Targeted student support for refugees and new arrivals | \$1,651 | <p>Department of Education Funding allowed for the provision of language support, teacher professional learning and community engagement activities.</p> <p>All staff engaged in after hours professional learning as part of the STARS program</p> <p>Macquarie Mentoring funding also allowed for mentoring and university engagement activities for refugee students.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2014 | 2015 | 2016 | 2017 |
| Boys | 412 | 441 | 472 | 520 |
| Girls | 0 | 0 | 0 | 0 |

Enrolment at Blacktown Boys High has increased every year since 2008. The total is made up of 55% local area students and 45% non-local. Many students travel long distances to get to the school, and represent over 40 different primary schools of origin.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2014 | 2015 | 2016 | 2017 |
| 7 | 92.9 | 93 | 94.7 | 92.5 |
| 8 | 91.7 | 92.2 | 91.8 | 92.3 |
| 9 | 93.7 | 91.9 | 91.9 | 93.7 |
| 10 | 90.3 | 91.5 | 89.4 | 90.5 |
| 11 | 80.9 | 88 | 91.8 | 89.9 |
| 12 | 85.4 | 86.6 | 89.3 | 89.6 |
| All Years | 90.3 | 91.1 | 91.8 | 91.7 |
| 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

At Blacktown Boys High School attendance is managed and dealt with at a number of levels. Rolls are marked daily in the morning via Homeroom and then period by period through Sentral. SMS messages and emails are sent via Sentral daily to inform parents of their son's absence. If a student is away for more than two consecutive days, the Year Adviser is notified via the Homeroom teacher and the YA calls home to make sure that the parents are aware of the attendance situation of their son. Students who fall under the 85% band when it comes to their attendance are reported

back to the Year Advisors at the Welfare meeting which occurs every 2nd Monday. Action is then recommended by the Head Teacher Welfare to the Year Advisors who follow up and report their actions on Sentral. Students who fail to improve their attendance after several interventions by the school are then referred to the HSLO for action at a higher level. Our systems are working very efficiently as our data above shows where we have out performed the state overall attendance figures for the 6th consecutive year.

Post-school destinations

| Proportion of students moving into post-school education, training or employment | Year 10% | Year 11% | Year 12% |
|--|----------|----------|----------|
| Seeking Employment | 0 | 8 | 0 |
| Employment | 0 | 0 | 26 |
| TAFE entry | 0 | 0 | 14 |
| University Entry | 0 | 0 | 60 |
| Other | 0 | 0 | 0 |
| Unknown | 0 | 0 | 0 |

Year 12 students undertaking vocational or trade training

No students undertook Vocational Training in 2017.

Year 12 students attaining HSC or equivalent vocational education qualification

All students who completed Year 12 attained the HSC.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|------|
| Principal | 1 |
| Deputy Principal(s) | 1 |
| Assistant Principal(s) | 0 |
| Head Teacher(s) | 6 |
| Classroom Teacher(s) | 30.7 |
| Teacher of Reading Recovery | 0 |
| Learning & Support Teacher(s) | 1.3 |
| Teacher Librarian | 1 |
| Teacher of ESL | 0.4 |
| School Counsellor | 1 |
| School Administration & Support Staff | 9.68 |
| Other Positions | 1 |

*Full Time Equivalent

One teacher at Blacktown Boys as Aboriginal.

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 | 40 |

Professional learning and teacher accreditation

During 2017, the main whole school focus for professional learning centered on curriculum differentiation, peer observation and the implementation of STEAM a . In addition to external professional learning, BBHS also runs 2 Professional Learning activities per week where experienced staff can lead colleagues in learning experiences. Over 80% of teachers attended at least 2 of these sessions, covering the use of technology, differentiating curriculum, literacy intervention strategies, Gifted and Talented education, report writing, first aid and career development. In addition, all executive and aspiring executive staff accessed the Nirimba Learning Community Leadership program. Four School Development Days were held during 2017. One of these had 100% staff attendance, with illness preventing a similar figure for the other three days, which each had over 90% attendance. A fifth School Development Day was undertaken in the form of 2 equivalent evening sessions. Topics for these

days covered Refugee support, student well-being, developing greater community links, curriculum differentiation, programming, PBL, Nirimba Learning Community KLA sharing and mandated training requirements. From a variety of funding sources, \$84,000 was allocated to Teacher Professional Learning in 2017. All new scheme teachers maintained accreditation at Proficient level.

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.

| Receipts | \$ |
|--------------------------------|------------------|
| Balance brought forward | 1,475,271 |
| Global funds | 285,846 |
| Tied funds | 254,606 |
| School & community sources | 101,901 |
| Interest | 13,331 |
| Trust receipts | 19,747 |
| Canteen | 0 |
| Total Receipts | 675,432 |
| Payments | |
| Teaching & learning | |
| Key Learning Areas | 56,245 |
| Excursions | 25,839 |
| Extracurricular dissections | 12,517 |
| Library | 2,527 |
| Training & Development | 0 |
| Tied Funds Payments | 151,164 |
| Short Term Relief | 6,009 |
| Administration & Office | 87,211 |
| Canteen Payments | 0 |
| Utilities | 54,424 |
| Maintenance | 266,734 |
| Trust Payments | 87,215 |
| Capital Programs | 114,815 |
| Total Payments | 864,701 |
| Balance carried forward | 1,286,002 |

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.

| | 2017 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 0 |
| Revenue | 1,772,613 |
| Appropriation | 1,684,653 |
| Sale of Goods and Services | 15,181 |
| Grants and Contributions | 70,022 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 2,758 |
| Expenses | -355,713 |
| Recurrent Expenses | -355,713 |
| Employee Related | -96,641 |
| Operating Expenses | -259,071 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 1,416,901 |
| Balance Carried Forward | 1,416,901 |

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.

- Blacktown Boys uses a representative finance committee and employs a business manager to oversee planning and expenditure
- Funds were set aside during 2017 to provide for classroom upgrades in 2018

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 | 5,341,220 |
| Base Per Capita | 72,165 |
| Base Location | 0 |
| Other Base | 5,269,056 |
| Equity Total | 308,308 |
| Equity Aboriginal | 3,879 |
| Equity Socio economic | 67,103 |
| Equity Language | 71,665 |
| Equity Disability | 165,661 |
| Targeted Total | 218,681 |
| Other Total | 176,143 |
| Grand Total | 6,044,353 |

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.

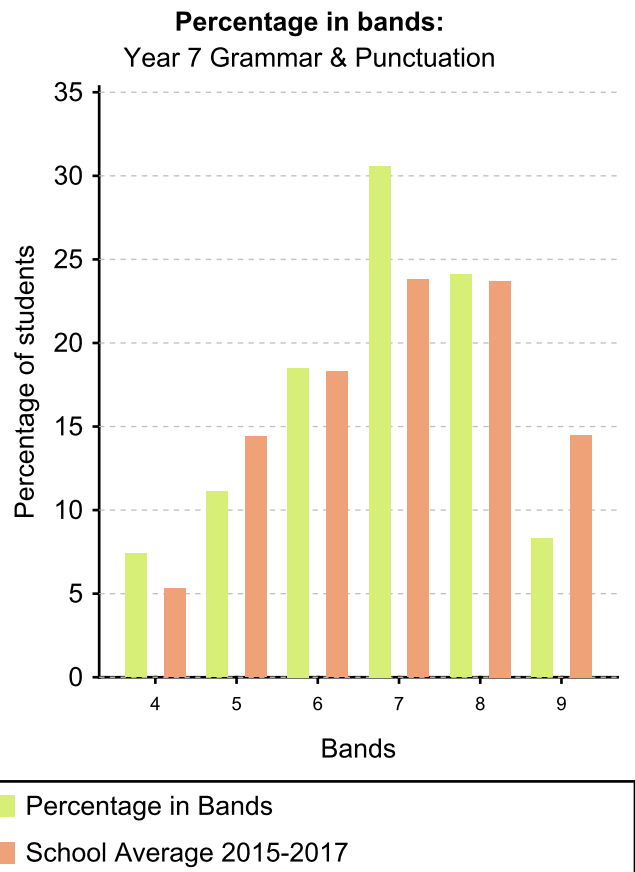
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

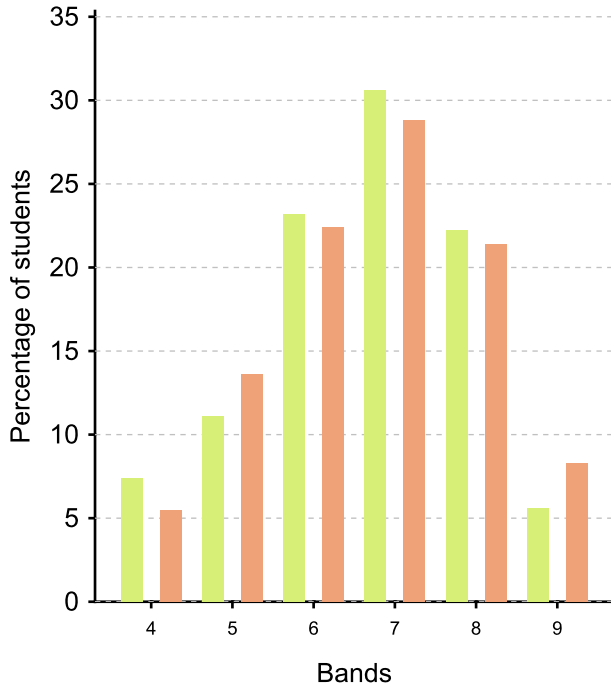
NAPLAN

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.

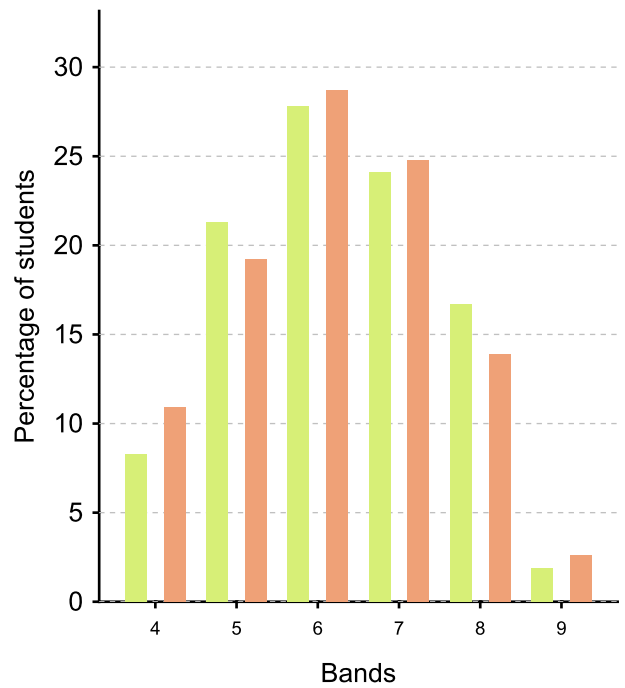
In 2017 the average student result at Blacktown Boys exceeded the state average in all areas of Literacy.



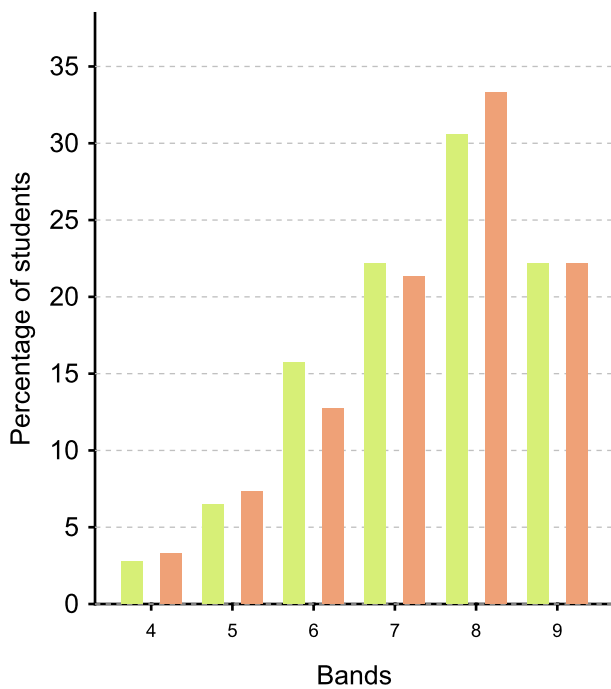
Percentage in bands:
Year 7 Reading



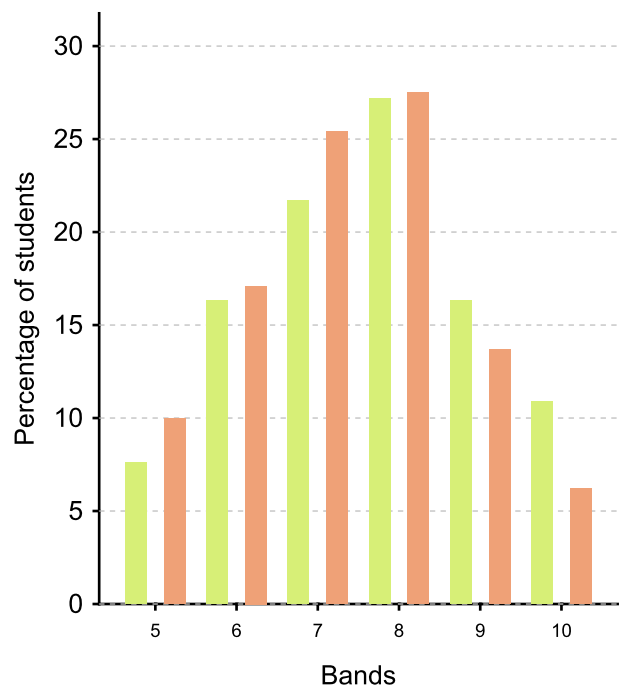
Percentage in bands:
Year 7 Writing



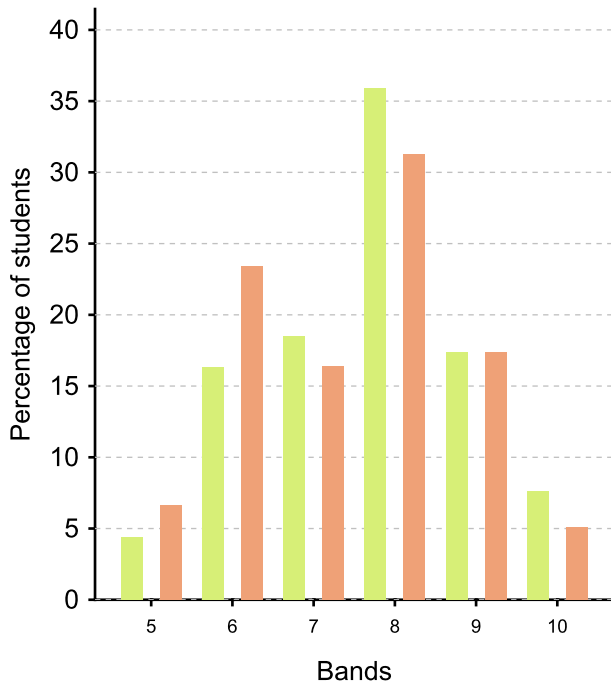
Percentage in bands:
Year 7 Spelling



Percentage in bands:
Year 9 Grammar & Punctuation

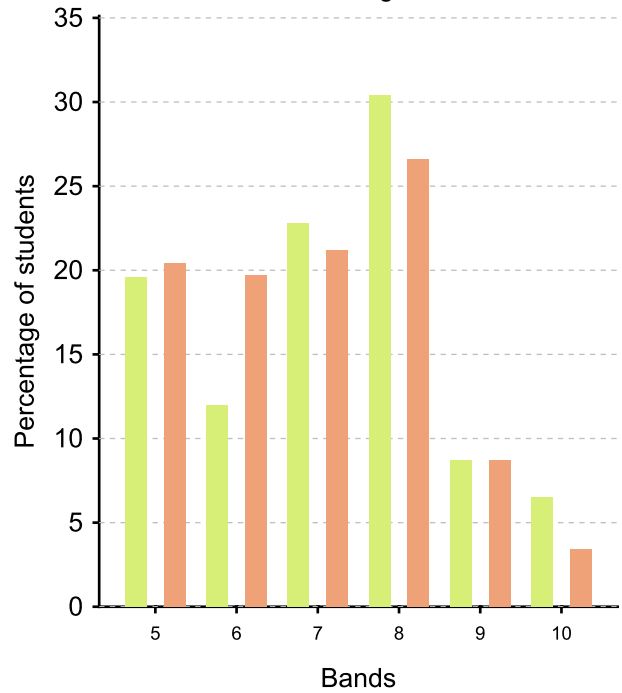


Percentage in bands:
Year 9 Reading



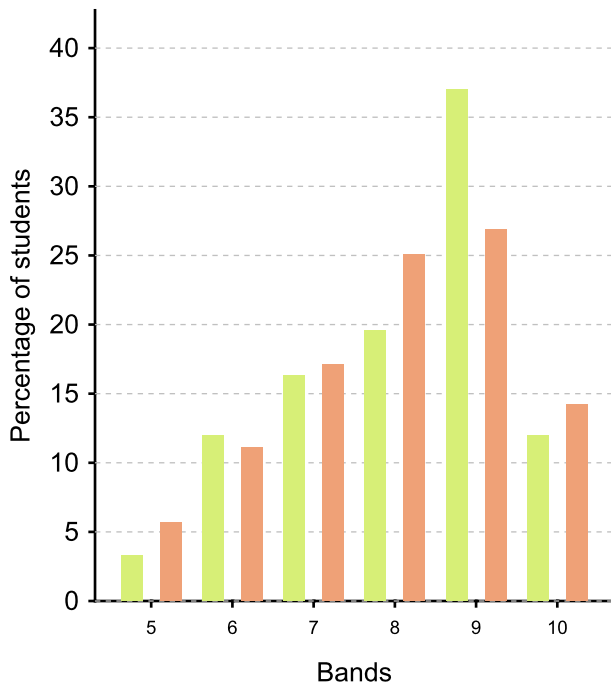
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2015-2017

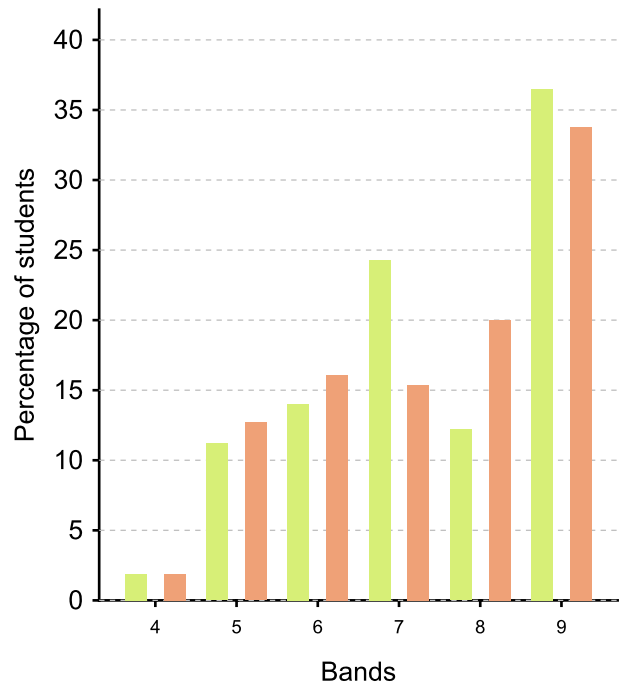
Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2015-2017

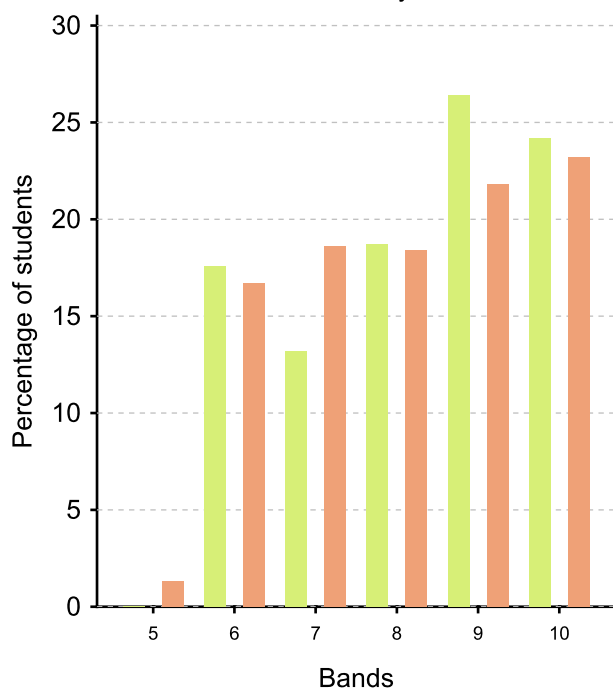
In 2017 the average student result at Blacktown Boys exceeded the state average in all areas of Numeracy.

Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Numeracy



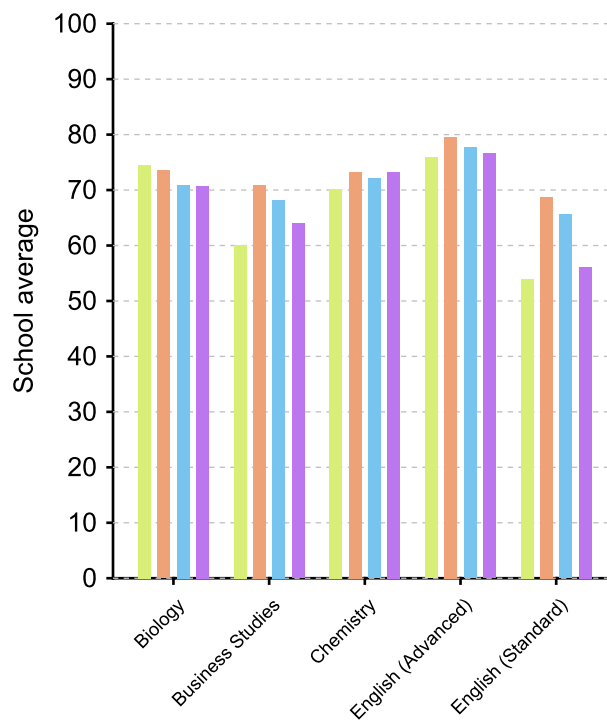
Percentage in Bands
School Average 2015-2017

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.

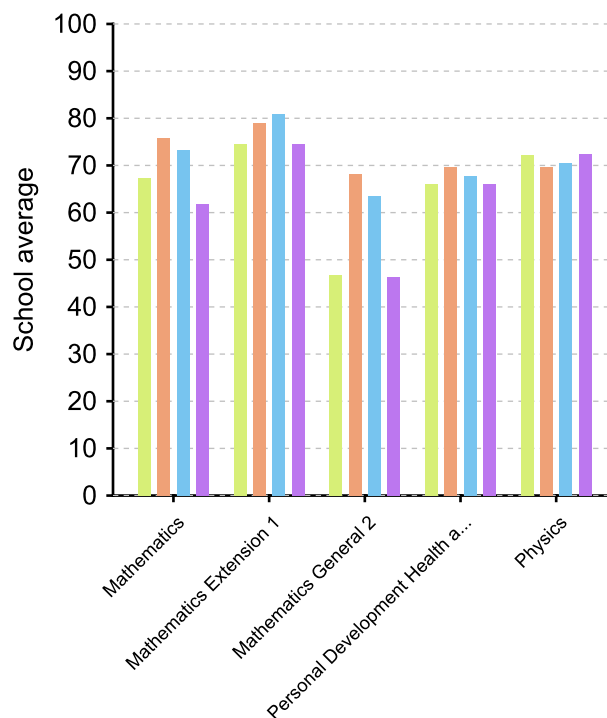
On the whole there were improved educational results in 2017. In Year 7 NAPLAN, 48.5% of students attained one of the top 2 bands in Numeracy as opposed to the state average of 35%. In Year 9 this positive situation was repeated in comparisons for Reading, Spelling, Grammar & Punctuation and Numeracy. The relatively number of students currently enrolled at Blacktown Boys High makes a statistical analysis impossible.

Higher School Certificate (HSC)

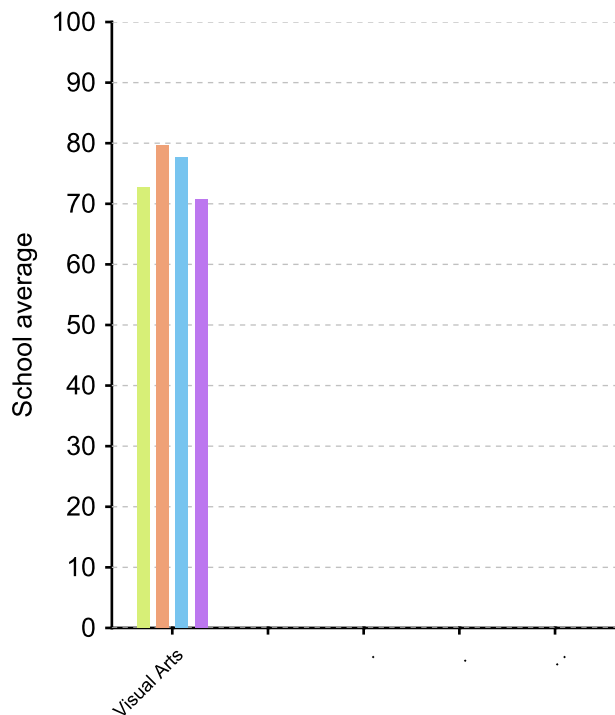
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



School 2017 SSSG Average 2017
State Average 2017
School Average 2013-2017



School 2017 SSSG Average 2017
State Average 2017
School Average 2013-2017



■ School 2017
 ■ SSSG Average 2017
 ■ State Average 2017
 ■ School Average 2013-2017

Parent/caregiver, student, teacher satisfaction

In 2017 the school sought the opinions of parents, students and teachers through implementing the Tell Them From Me (TTFM) Survey. Over 90% of parents who responded were satisfied with the general communication from the school, with identified strengths in written communication channels being of desired depth and in language easily understood by parents. Parents generally felt the school is welcoming and has a broad curriculum catering to the needs and interests of their sons. Specific curriculum evaluations indicated that parents felt that teachers provided high levels of challenge and support.

There was a high level of agreement between student and parent feedback regarding the school setting clear expectations for positive behaviour and learning, with strong student belief in the benefits of education. The majority of students reported that they are intellectually engaged and find learning interesting, enjoyable, and relevant. Further, students reported that teachers consistently communicated high expectations for their success and actively supported them when they needed help.

Results from the teachers who responded to the survey, indicated that the strengths of the school include the positive learning culture, wide professional learning opportunities, an inclusive school and the use of data to inform change.

Policy requirements

Aboriginal education

Aboriginal Education is addressed within teaching programs and units of work in all KLA areas. These focus on not only the History of Indigenous people in Australia, but also the cultures, values and practices of Aboriginal peoples. In these programs, students learn about the cultural interactions within and between Indigenous groups and other cultural groups. They investigate sustainability in ecosystems, and explore the indigenous ideas of being connected to the land and Aboriginal identities. These are taught through Aboriginal cultural expression, incorporating poetry, artwork, and other history and story-telling practices. The experiences of Aboriginal people are studied for the impact on culture, Australian identity, and politics. With some staff receiving training in the 8 ways pedagogy, there has been an increased effort to teach through Aboriginal culture, rather than only about it. There is an effort to incorporate a stronger focus on the 8 ways pedagogy in teaching and learning activities. Students who identify as Aboriginal or Torres Strait Islander are encouraged to pursue opportunities to explore their Aboriginality, with all students also encouraged to view all cultures for their value and contribution to Australian multicultural society. Throughout 2017, BBHS worked with community groups to support all students, including some activities and programs that specifically supported those with an Aboriginal background. Students were provided with access to tutoring and the AIME program to assist them in their academic and career achievements. Our annual Men's Health Day in 2017 focused on Aboriginal culture and tradition. As has become a tradition, Uncle Wes, a local Aboriginal elder commenced the day with a smoking ceremony in which Aboriginal students participated, providing all students with a greater awareness of Aboriginal beliefs and culture. Later in the day, Uncle Wes led a Yarn circle with students keen to deepen their understanding of Aboriginal life.

Multicultural and anti-racism education

Approximately 30% of students at Blacktown Boys High were born overseas, with a further 20% being born here of migrant parents. Direct LBOTE support is provided to those students who require it, either within existing classrooms, in our after-hours homework centre, or as part of a withdrawal program. Many students also benefit from external links to university via the Macquarie Mentoring program and to the workplace via our links to the Australian Business Community Network. The school celebrates diversity as part of our commitment to PBL and in our Harmony week activities designed to promote the acceptance of cultural diversity within the one "Blacktown family". Presentations to staff and students were made during staff meetings and year meetings to ensure that everyone at Blacktown Boys is aware of the policy and the role of the ARCO. Our anti-racism policy is based on the following principles: Australia is a multi-cultural society. People have the right to live in an environment free from racism and discrimination. People have the responsibility to ensure that individuals and groups are protected. Schools and school personnel have a legal responsibility to take action should a racist incident be reported. Blacktown Boys High School is committed to

addressing and eliminating racism so that students, employees, community members and visitors can perform at their best, enabling our school to be "A Successful Place of Learning". Blacktown Boys High School sees the importance of promoting a positive awareness of other cultural groups and developing suitable programs to foster positive attitudes. In 2017 Blacktown Boys staff embarked on extensive after hours professional learning linked to better understand the needs of refugee families as part of the STARS program.

Other school programs

BBHS – Environment and Sustainability

In 2017, Blacktown Boys High School continued to play its part in being a good environmental citizen and in teaching students about the importance of our environment and sustainability.

The school continued to maintain a 'Going Green' section on our school website. To visit the page website visit
<http://www.blacktownb-h.schools.nsw.edu.au/our-school/going-green>.

The staff at Blacktown Boys' High School continue to stress the importance of disposing of waste in bins provided in order to maintain a pleasant and safe school environment.

In 2017, Blacktown Boys High School continued its newly formed BBHS Environment Group who met during recess on Mondays to organise environment related activities within the school. Some of the group's

- In March, the BBHS Environment Group organised its own contribution to Clean Up Schools Day during lunchtime – all students were invited to participate in the event
- Students of the group designed and distributed an energy saving poster to reduce energy consumption in each room in the school
- During Term 4 students volunteered to be a part of the annual Tree Planting event in conjunction with Greening Australia. Students planted 600 native trees and shrubs along the oval. This event was held in conjunction with the annual school Men's Health Day
- In Term 4, students organised a Go Green day to help raise awareness of environmental issues. Students wore green mufti and the school raised funds for environmental projects

The school's TAS block has a 520V solar array which help offset the electrical usage of the school, particularly on hot and sunny days to power ceiling fans and air conditioners. The school is also investigating additional solar panels to increase our use of renewable energy.

The TAS faculty, with the assistance of Mr Chris O'Brien, the Farm Assistant, have continued working towards rejuvenating our school farm with a Year 7 and 8 Technology classes working on the farm. The school also continues to offer a broader curriculum to students

by offering Agriculture as a Stage 5 elective subject. During the summer growing season, carrots and tomatoes grown on the school farm were used in the schools kitchen in Food Technology classes for a variety of dishes.

The school is continually looking at new ways to broaden the curriculum for students to increase their awareness of environmental issues. The school is also investigating better ways to recycle and take advantage of the NSW Container Deposit Scheme to raise more funds for the school.

N. Liu (HT TAS and BBHS Environment Group Leader)