

Blayney High School

Annual Report



2017



8357

Introduction

The Annual Report for 2017 is provided to the community of Blayney High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

John Browett

Principal

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Message from the Principal

2017 saw significant Teaching and Learning projects continue throughout the school gaining outstanding growth for students of all abilities.

Programs such as Renaissance Reading, Renaissance Maths, A Learning and Responding Matrix (ALARM) and our Collegiate Teaching project focused on the key areas of Literacy and Numeracy and the explicit teaching of high quality responses in all tasks and experiences.

Our Wiradjuri programs continued to develop significantly in 2017 with the use of the Aboriginal Educational Consultative Group (AECG) developed Personalised Learning Plans. We also continued to work closely with Wiradjuri elders and local community groups to engage students of Aboriginal and non-Aboriginal background in culturally significant activities.

Blayney High continued to work closely with our feeder primary schools through the Heritage Network. In addition to our strong social transition and welfare programs we have begun to work more closely on educational transition, in particular in the areas of English. This collegial nature of programming transitional units and the use of a common language has had immediate effect to student outcomes.

I am proud of the achievements of our students and staff in 2017 and look forward to many years of continuing growth as Principal of our fine school.

Message from the school community

In mid 2017 we had the opportunity to discuss the Gonski reforms in light of the newly released Gonski 2.0 and understand the implications for our school funding moving forward. Whilst the school will receive a modest increase in funding it falls well short of the original promised funding by around 74% over the two years. As such the P&C encouraged our parents to lobby the Federal Government via our state and local members to have the original funding reforms re-instated.

We conducted two parent information nights in Term 2 and Term 3 to discuss the 3 year school plan, provide an overview of the new VIVO student reward system and get an understanding of our NAPLAN results and the changes which impact our Year 10 cohort effective this year. It was pleasing to see the growth in the key learning areas for both Years 7 and 9. A new School Hoodie was also approved to replace the current polar fleece jumper from 2018 with the aim of delivering a more cohesive and professional looking uniform during the winter months.

On a fundraising front we continued to man the gates for Senior Rugby League and ran a successful cake stall in Term 3. Our school fete was pushed back to Term 1 2018 to maximise whole school involvement. Our Canteen & Clothing Pool had a combined Net Profit for 2017 of \$13,951.

The number of P&C members is dwindling to the extent that we now need to review the role of the P&C in our school community to determine if the fundraising arm continues or we just become an advisory body to the school. This will be the focus of the P&C during 2018 as all options are explored including future operating platforms for our canteen & clothing pool. Work will also continue on the implementation of the Healthy School Canteen Strategy.

School background

School vision statement

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

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

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

School context

Blayney High School is a small rural comprehensive school in the Central West of NSW situated within 40 minutes drive from two larger regional towns (Bathurst and Orange). The school population is steady at approximately 380 students. Students come from a wide area, many from the small rural villages and the local town-based schools known as the Heritage School’s Learning Community. Over 50% of students are from low SES backgrounds.

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

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

TEACHING: Blayney High School has well managed classrooms, supported by strong Welfare and Discipline policies that allow students to engage in inclusive, dynamic and productive learning experiences. Teachers collaborate on a formal and informal basis to increase the consistency of high expectations throughout the curriculum. Priorities for Professional Learning are informed by data analysis and focused on improvements in student literacy and numeracy and

technology skills. ALARM and Bring Your Own Device (BYOD) continued to have significant whole school focus throughout the year and the addition of the 'Feedback Cycle' in junior assessments has been shown in analysis of student work samples to be having significant impact on student achievement. Increasing use of the Australian Teaching Standards underpin teacher improvement strategies in both formal and informal settings.

LEADING: Priorities around leadership have focussed on improving the leadership capacity throughout the school to help prepare the educational leaders of tomorrow. The school-wide culture of collaboration and collective responsibility for leadership to achieve improvements in teaching and learning continued to develop throughout 2017. Blayney High School continues to strengthen ties with parents, community groups and external education providers to maximise the educational opportunities and achievements for students. Feedback from all sources underpin the strategic and transparent management of school resources dedicated to the achievement of school plan targets, the recruitment of high quality staff and providing a dynamic learning environment.

Our self-assessment process will assist the school to refine 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

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

Overall summary of progress

A variety of data sources were used to assess targets outlined for Strategic Direction 1.

2017 saw continued focus on extended written responses in classroom and examination settings using the ALARM scaffolding in all Stage groups and subject areas. Achievements in internal school assessments and external tests such as NAPLAN, VALID and HSC continued to show growth. The extension of the Renaissance Reading program into Year 8 and the Literacy class in Year 9 was based on the success of this program in 2016 and continued to demonstrate significant growth in reading results for students of all abilities.

Bring Your Own Device was extended to the full school.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|-------------------------------|---|
| Tell Them from Me surveys reflect an increasing emphasis on high expectations from staff, parents and students. | \$0 | 2017 Tell Them From Me surveys indicated a significant proportion of students find the Bring Your Own Device program and Google Classroom platform used in all subjects is a positive aid to learning, in particular in gathering and responding to teacher feedback. |
| Positive value-added performance for middle and high achieving NAPLAN students in HSC | \$5,000 | The 2017 cohort continued the three year upward trend in HSC results. |
| Value adding in NAPLAN for Reading and Writing at or above state average. | \$56,000 | There was positive value added results for students in Year 7 NAPLAN in Reading and Writing across students of all ability levels. Year 9 students demonstrated significant growth in Reading, particularly students in the lower bands which was the focus group of the Renaissance Reading program in this cohort. Improved writing results were achieved consistently by students across all ability ranges. |
| Increase in the 3 year average (2015–2017) of students in top 2 HSC bands compared to average 2012–2014. (Measured as percentage of exams sat). | \$0 | The 2017 HSC cohort achieved significantly improved raw results compared to the previous two cohorts. Band 5 and 6 results were achieved in Agriculture, Business Studies, English – Standard, English – Advanced, Food Technology, Legal Studies, Music, PDHPE and Senior Science. However, due to there being two strong cohorts in the 2012 – 2014 time period the 2015 – 2017 average remained lower. There were 7 courses above State average achievement in 2017 most notably Agriculture, Primary Industries and Legal Studies. |

Next Steps

The renaissance reading program will be extended to Years 7 – 10 following the significant growth demonstrated by students across all abilities.

A third Learning and Support teacher will be employed part time (0.8) with the sole purpose of focusing on improving the Literacy and Numeracy skills of students in the two bands below 'proficiency' to increase the number of students achieving this level in Year 9 NAPLAN.

The Feedback model trialed in Year 7 in 2017 will be extended throughout Stage 4 and 5 over the course of the next School planning cycle. BYOD will maintained throughout the school in all year groups in conjunction with the Effective Feedback model.

Stage 6 students will continue to be more closely monitored and interventions put in place early for students identified as underachieving or with attendance issues. ALARM will continue to be a focus for increasing student's understanding of requirements to access the higher achievement bands.



Strategic Direction 2

Staff Capacity

Purpose

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

Overall summary of progress

The Performance and Development Plan process was used to drive improvements in lesson delivery, programming and assessment during the course of 2017. Supported by significant whole school programs on collaboration, explicit teaching and quality feedback these plans saw significant shift in the recognition of high quality teaching at Blarney High School.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|-------------------------------|---|
| 100% successful completion and feedback on Performance Development Plans | \$24,500 | All staff completed their mandatory Performance and Development Plans. A combination of whole school and relevant self-identified Professional Learning was undertaken to do so. Individual Professional Learning undertaken by staff membranes was shared with faculties or the whole staff as appropriate. |
| Procedures are in place to support teachers seeking accreditation at all levels | \$0 | Two staff were successful at gaining their 'Proficient' accreditation in 2017 and another successfully completed their first 'maintenance package'. |
| All staff actively involved in documented collaborative practice. | \$35,000 | All staff continued to be involved in collaborative practice as a timetabled component of their teaching load. Following review of the program a significant adjustment was made in Semester Two, allowing longer term goals to be planned and achieved. This development allowed staff to focus on quality assessments and programs in addition to lesson delivery. |
| All staff engaging with ALARM. | \$5,000 | ALARM continued to be a focus of faculty planning during Professional Learning sessions. The resulting programs and assessments continued to deliver measurable improvement for students at all levels in internal assessments and exams. |

Next Steps

The continuation of the Collaborative Teaching program will build on the strengths of the staff capacity in the school. Mentor staff will assist in the development of less experienced and early career teachers. The Performance and Development Plans will form an inherent part of developing this process in line with the Australian Teaching standards. In this way experienced staff will have the opportunity to work towards accreditation at Highly Accomplished or Lead level.

Focus will remain on explicit teaching strategies such as ALARM. Dovetailing of the Effective Feedback model trialed with Year 7 in 2017 throughout other year levels with these strategies is a significant aspect of Teaching process outlined in the 2018 – 2020 School Plan.

The Australian Teaching Standards will be used as a basis for all professional discussion and planning in the area of Teaching in 2018 and beyond now that all staff have to maintain professional accreditation.



Strategic Direction 3

Connectedness

Purpose

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

Overall summary of progress

Blayney High School continues to forge ever stronger links with our local Heritage Community of schools with the focus on providing opportunities for students to work together K–12 in a variety of academic, sporting and cultural endeavors.

Links made with the local Rotary club were further strengthened in 2017 with a number of joint projects being successfully run in the Blayney community.

Balyne Shire council continued to give students a voice in town planning and the future direction of their town.

Business leaders and community groups were highly supportive of the new Vivo rewards scheme and continued to work with the school to provide high quality work placement and work experience opportunities.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|-------------------------------|--|
| Increase Retention rates Years 10–11 by 20% and Years 11–12 by 10%. | \$0 | Blayney High School continues to offer traditional academic pathways as well as vocational opportunities for students in the senior school. By allowing students to tailor their senior education to their needs including opportunities such as VET, T/VET or School Based Traineeships students who are not successful at gaining employment all return for their senior years. Students who do leave school leave to begin employment with the vast majority continuing their training in apprenticeships. Student surveys indicate that the variety of course opportunities available to them is one of the key reasons for their continuation at school. |
| Increase by 50% number of students enrolling from feeder schools—Millthorpe and St. Josephs. | \$5,000 | The combination of the increased transitional opportunities both in visits to and by the high school has led to a gradual improvement in the number of students engaging in the Blayney High School environment. The cohort specific percentages of enrollments from Millthorpe and St Josephs continues to fluctuate year by year, however the trend data indicates improvement. |
| Introduction of Transition visits by BHS students to feeder schools. | \$0 | There was a significant increase in the number of high profile visits by our students into our local feeder schools in 2017. Students acted as mentors in leading activities in sport, drama, English, music and dance. |
| Introduction of further electronic communication technologies such as a School app and Facebook. | \$1,188 | The school Facebook page grew significantly in 2017 as a method of celebrating student achievement and has a significant following. The introduction of the student absence feature of SchoolStream saw an immediate reduction in the number of unexplained absences |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|-------------------------------|---|
| 50% of parents accessing online platform to monitor student progress | \$2,520 | <p>The availability of the Millennium Parent portal continues to be advertised heavily during community events, particularly with new students.</p> <p>Blayney High School is continuing to ensure the data available on the portal meets parent expectations, particularly regarding assessment tasks, marks for assessments and attendance.</p> |

Next Steps

Blayney High Students will continue to act as mentors in our local Heritage network of schools. By modeling the high standards of academia, behaviour and extra curricular opportunities expected and enjoyed by our students we can continue to build our profile in the community in a positive manner and expect the vast majority of students and their parents to see Blayney High School as their natural school for progression 6 – 7.

The inclusion of the P&C in decision making processes in the school will be expanded to involve parent and community members having the opportunity to be involved in the annual process of Self-assessment beginning 2018.



| Key Initiatives | Resources (annual) | Impact achieved this year |
|--|--------------------|---|
| Aboriginal background loading | \$26,003 | All students have a Personalised Learning Pathway negotiated and in place. An ATSI tutor was employed 0.3 to provide Individual and small group tuition to achieve the goals and skills identified in these plans. Some additional school funds were committed to make up the shortfall in creating the 0.3 position. |
| English language proficiency | \$2,520 | In 2017 there was one student requiring support with English Language proficiency enrolled in Year 12. Support was given on a 0.05 basis to help with assessment tasks and examination preparation. The student successfully completed his HSC and has been offered University placement in 2018. |
| Low level adjustment for disability | \$160,588 | \$121,889 of this funding was allocated for the 1.2 substantive Learning and Support staff. This 1.2 staffing was broken down into 0.6 Literacy and 0.6 Numeracy positions with each staff member working under the relevant Head Teacher. In addition to their specific faculty tasks the LASTs negotiated and maintained all Individual and Personalised Learning Plans for students throughout all year cohorts and coordinated the resulting differentiated course requirements with the staff. The remaining \$38,699 of this funding was used to employ a School Learning Support Officer who worked with students integrated into mainstream classes who require additional support. This support was organised on the basis of need and coordinated through the school Learning and Support Team. |
| Socio-economic background | \$228,154 | <p>Students from low socio-economic families received support for schooling costs including uniform, technology, school fees and excursion costs. The prudent expenditure of these funds enables all students to participate in educational and social opportunities on a more equitable basis.</p> <p>Additional staffing was also used from these funds to maximise student support, curriculum offering and community engagement.</p> |



Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2014 | 2015 | 2016 | 2017 |
| Boys | 203 | 187 | 185 | 163 |
| Girls | 203 | 186 | 198 | 196 |

A smaller than usual intake of Year 7 students in 2017 has resulted in our student numbers being a little lower than our recent historical average, particularly boys. This was offset to some degree by the graduation of a correspondingly small cohort of HSC students the previous year. The Aboriginal population of the school remained constant at around 7% while students with a Background other than English remained at >1%.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2014 | 2015 | 2016 | 2017 |
| 7 | 93.1 | 95.5 | 95.1 | 93.3 |
| 8 | 91.9 | 90.6 | 93.6 | 94.4 |
| 9 | 88.2 | 87.9 | 87.7 | 93.2 |
| 10 | 87.1 | 89.5 | 87.9 | 87.9 |
| 11 | 91.4 | 87.6 | 87.6 | 90.1 |
| 12 | 89.8 | 90.6 | 86.8 | 91.2 |
| All Years | 90.5 | 90.4 | 90 | 91.5 |
| 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

Student attendance remains above DoE averages in all year levels. In maintaining our focus on attendance a full review was held of our attendance policies and additional procedures were implemented. These new procedures focus on earlier home contact following an absence that remains unexplained and minimising unnecessary lateness.

Post-school destinations

| Proportion of students moving into post-school education, training or employment | Year 10% | Year 11% | Year 12% |
|--|----------|----------|----------|
| Seeking Employment | 15 | 23 | 4 |
| Employment | 85 | 71 | 17 |
| TAFE entry | 0 | 0 | 17 |
| University Entry | 0 | 0 | 56 |
| Other | 0 | 6 | 6 |
| Unknown | 0 | 0 | 0 |

Year 12 students undertaking vocational or trade training

Blayney High School students continue to be provided with the opportunity to access Vocational Educational courses at school or through TAFE in either Bathurst or Orange. These courses enhance their ability to transition into tertiary education or employment. In 2017 61% of Year 12 students accesses school based VET subjects including Hospitality, Construction or Primary Industries. 22% accessed TAFE delivered T-VET courses including Child Studies, Human Services and Animal Services.

Year 12 students attaining HSC or equivalent vocational education qualification

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

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|------|
| Principal | 1 |
| Deputy Principal(s) | 1 |
| Assistant Principal(s) | 0 |
| Head Teacher(s) | 6 |
| Classroom Teacher(s) | 24.2 |
| Teacher of Reading Recovery | 0 |
| Learning & Support Teacher(s) | 1.2 |
| Teacher Librarian | 1 |
| Teacher of ESL | 0 |
| School Counsellor | 1 |
| School Administration & Support Staff | 8.98 |
| Other Positions | 1 |

*Full Time Equivalent

The teaching and non-teaching workforce of the school has remained constant with previous years. In 2017 a Head Teacher position was placed on review as a result of slightly declining enrollments. The projected future enrollments are not sufficient to sustain this position and it will be lost for 2018.

Blayney High School funds a number of additional teaching positions to maximise curriculum offerings and Literacy and Numeracy support for student of all abilities.

The indigenous composition of the workforce at Bayney High School is 4%

Teacher qualifications

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

Teacher qualifications

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 100 |
| Postgraduate degree | 5 |

Professional learning and teacher accreditation

All staff participated in Professional Learning in 2017.

Mandatory training was conducted in the areas of Child Protection, Code of Conduct, CPR, Emergency Care, Disability Provisions, Anaphylaxis and Asthma management.

All staff attended a Professional Learning evening each term. The use of the school excellence framework formed a major part of the self analysis and setting of the agenda for these meetings. The resulting focus of these evenings was to improve teacher proficiency in the areas of consistent teacher judgement and the creation of quality success criteria for assessment tasks.

All teachers revived a timetabled allowance of 1 period per fortnight to engage in collegial teaching following the successful trial of this model in 2016. The model was further refined in 2017 to include a consistent 'partner' and expanded to include professional discussion of quality programs and assessments as well as lesson delivery. All collaborations are documented and mapped to the Australian Teaching Standards

All staff completed a mandatory Performance and Development Plan outlining their Professional Learning goals for 2017. These PDPs were monitored by the staff members direct supervisor and linked to personal, faculty and whole school targets. Professional Learning occurred through both internal and external sources in achieving the goals outlined in staff PDPs with budget expenditure managed by the Deputy Principal.

All staff, permanent or temporary, seeking maintenance or accreditation at proficient level were successful in 2017.

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 | 369,549 |
| Global funds | 445,758 |
| Tied funds | 448,154 |
| School & community sources | 128,561 |
| Interest | 4,785 |
| Trust receipts | 40,164 |
| Canteen | 0 |
| Total Receipts | 1,067,422 |
| Payments | |
| Teaching & learning | |
| Key Learning Areas | 82,645 |
| Excursions | 40,363 |
| Extracurricular dissections | 116,048 |
| Library | 12,827 |
| Training & Development | 0 |
| Tied Funds Payments | 226,312 |
| Short Term Relief | 61,402 |
| Administration & Office | 68,405 |
| Canteen Payments | 0 |
| Utilities | 57,353 |
| Maintenance | 30,200 |
| Trust Payments | 81,453 |
| Capital Programs | 0 |
| Total Payments | 777,009 |
| Balance carried forward | 659,962 |

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 | 755,531 |
| Appropriation | 661,294 |
| Sale of Goods and Services | 9,191 |
| Grants and Contributions | 84,732 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 314 |
| Expenses | -357,542 |
| Recurrent Expenses | -357,542 |
| Employee Related | -155,635 |
| Operating Expenses | -201,907 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 397,989 |
| Balance Carried Forward | 397,989 |

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.

The allocation of funds to programs is overseen by the principal in consultation with the Finance Committee. the finance committee consists of the principal, the administrative manager, an elected member of the school executive, an elected member of the staff, a parent representative elected by the P&C and two current students representing the SRC. Expenditure is formally tracked a minimum of twice per term by the principal and administrative manager to ensure program budgets are being spent in their intended manner. A final report is given on yearly budgets at the finance committee meeting. Balances carried forward are allocated to staffing in the following year. This staffing ensures ongoing breadth of curriculum and support for students in programs including Welfare, ATSI, Low Level Disability and Premier's Priority Literacy and Numeracy.

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 | 4,306,905 |
| Base Per Capita | 60,064 |
| Base Location | 20,642 |
| Other Base | 4,226,199 |
| Equity Total | 417,264 |
| Equity Aboriginal | 26,003 |
| Equity Socio economic | 228,154 |
| Equity Language | 2,520 |
| Equity Disability | 160,588 |
| Targeted Total | 458,210 |
| Other Total | 142,938 |
| Grand Total | 5,325,317 |

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

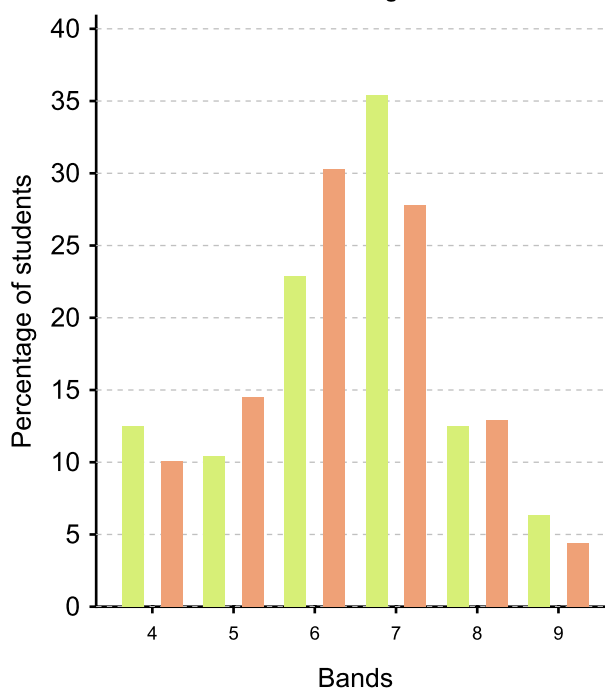
NAPLAN

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.

Growth in Reading demonstrated significant improvement based on historical trends in NAPLAN. The Renaissance Reading program undertaken by students in Years 7, 8 and the Literacy Year 9 class played a significant role in this growth. 2017 data in Writing, Spelling and Grammar and Punctuation continued the recent trend of students with the most impressive growth being in the bottom and middle bands based on Year 7 results. Growth for students in the higher bands was less consisted between Years 7 and 9.

It is expected that there will be a significant improvement in growth of the high achieving cohort of students in the 2018 NAPLAN as these students have been involved in the Premier's Priority programs implemented in 2017.

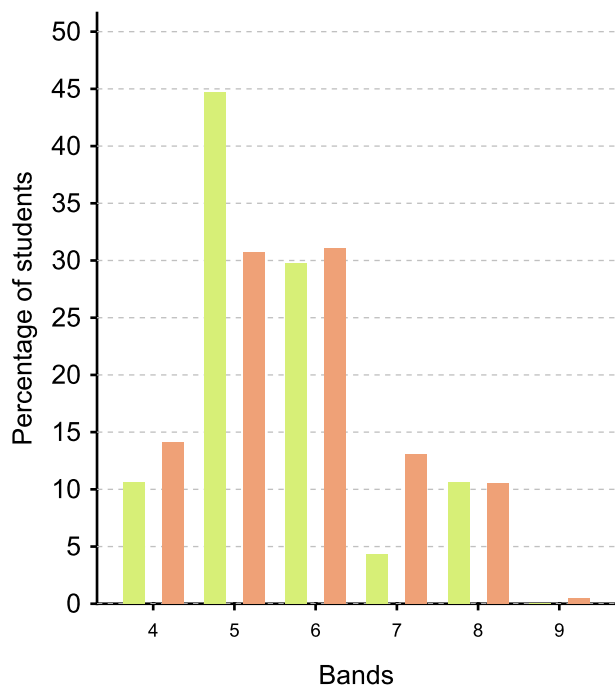
Percentage in bands:
Year 7 Reading



Percentage in Bands
School Average 2015-2017

| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|------|------|------|------|------|-----|
| Percentage of students | 12.5 | 10.4 | 22.9 | 35.4 | 12.5 | 6.3 |
| School avg 2015-2017 | 10.1 | 14.5 | 30.3 | 27.8 | 12.9 | 4.4 |

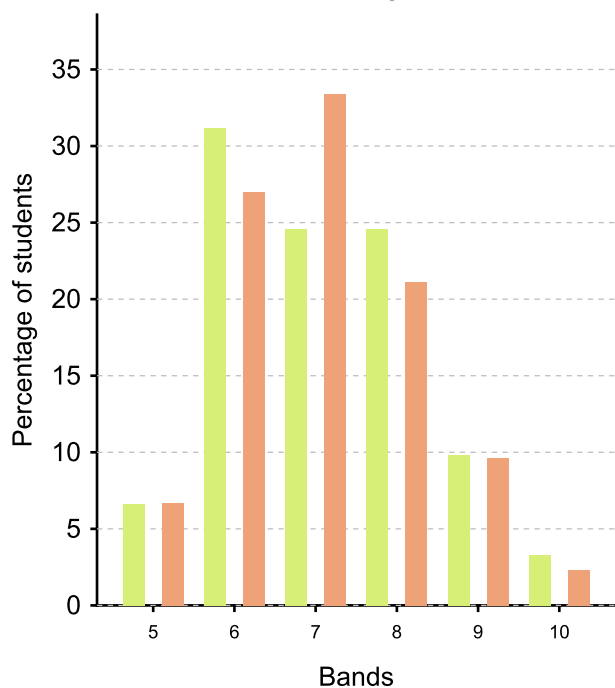
Percentage in bands:
Year 7 Writing



Percentage in Bands
School Average 2015-2017

| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|------|------|------|------|------|-----|
| Percentage of students | 10.6 | 44.7 | 29.8 | 4.3 | 10.6 | 0.0 |
| School avg 2015-2017 | 14.1 | 30.7 | 31.1 | 13.1 | 10.5 | 0.5 |

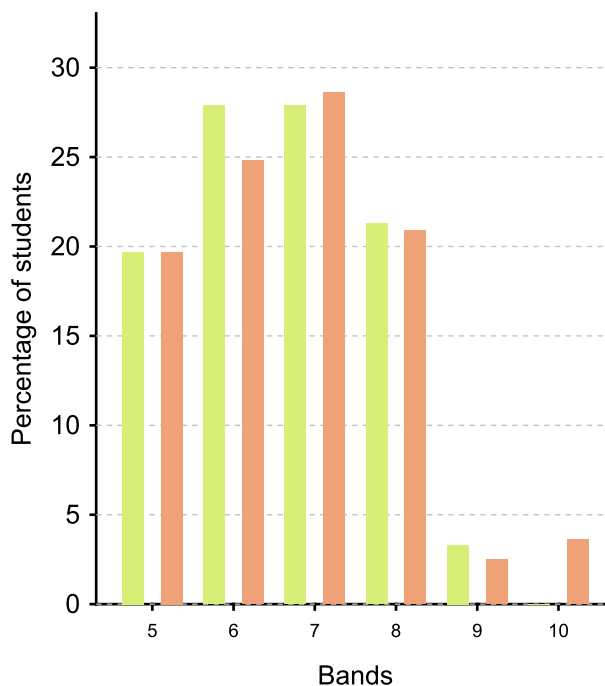
Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2015-2017

| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|-----|------|------|------|-----|-----|
| Percentage of students | 6.6 | 31.2 | 24.6 | 24.6 | 9.8 | 3.3 |
| School avg 2015-2017 | 6.7 | 27.0 | 33.4 | 21.1 | 9.6 | 2.3 |

Percentage in bands:
Year 9 Writing

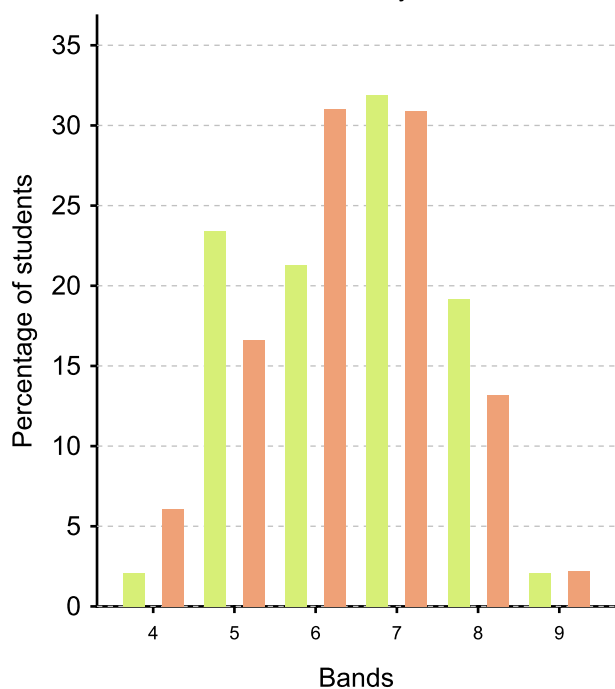


Percentage in Bands
School Average 2015-2017

| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 19.7 | 27.9 | 27.9 | 21.3 | 3.3 | 0.0 |
| School avg 2015-2017 | 19.7 | 24.8 | 28.6 | 20.9 | 2.5 | 3.6 |

Growth for Yr 9 NAPLAN Numeracy results was outstanding with over 98% of students achieving growth across all band levels. Further improvements are expected as cohorts involved in targeted Premier's Priority programs progress through NAPLAN in 2018.

Percentage in bands:
Year 7 Numeracy



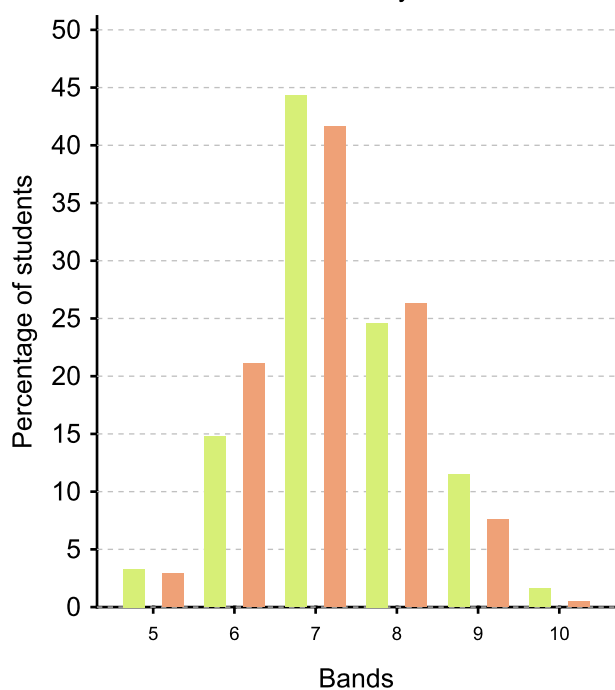
Percentage in Bands
School Average 2015-2017

| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 2.1 | 23.4 | 21.3 | 31.9 | 19.2 | 2.1 |
| School avg 2015-2017 | 6.1 | 16.6 | 31.0 | 30.9 | 13.2 | 2.2 |

| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 3.3 | 14.8 | 44.3 | 24.6 | 11.5 | 1.6 |
| School avg 2015-2017 | 2.9 | 21.1 | 41.6 | 26.3 | 7.6 | 0.5 |

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.>

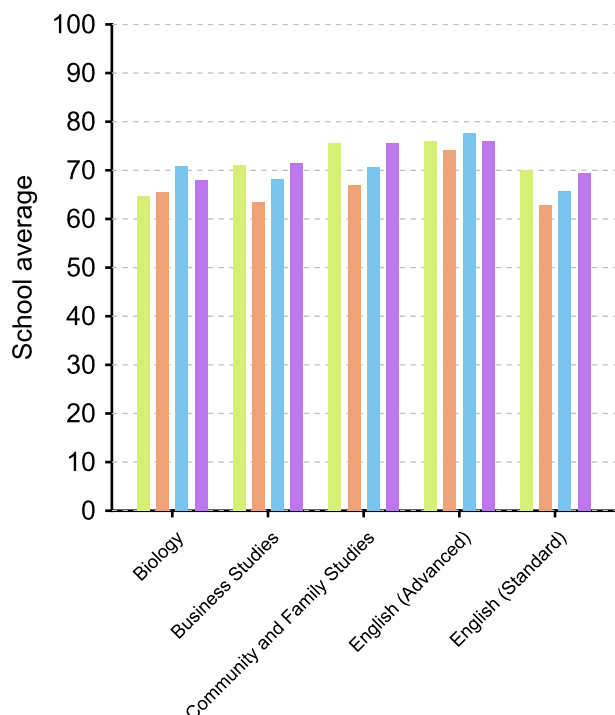
Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2015-2017

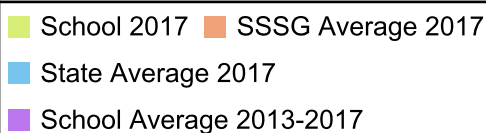
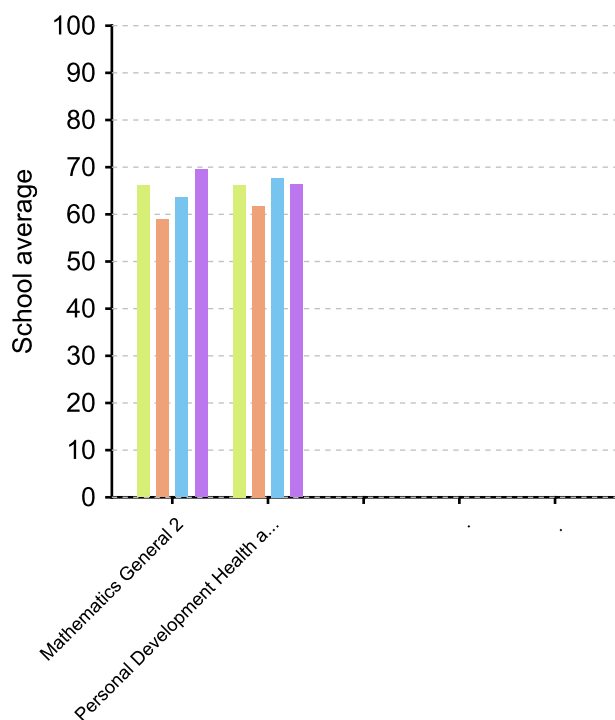
Higher School Certificate (HSC)

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



| Subject | School 2017 | SSSG | State | School Average 2013-2017 |
|--|-------------|------|-------|--------------------------|
| Biology | 64.7 | 65.5 | 70.9 | 67.9 |
| Business Studies | 71.1 | 63.5 | 68.2 | 71.4 |
| Community and Family Studies | 75.5 | 67.0 | 70.7 | 75.5 |
| English (Advanced) | 76.0 | 74.0 | 77.6 | 76.0 |
| English (Standard) | 70.0 | 62.8 | 65.6 | 69.4 |
| Mathematics General 2 | 66.1 | 58.9 | 63.6 | 69.5 |
| Personal Development Health and Physical Education | 66.2 | 61.7 | 67.7 | 66.3 |

In the 2017 HSC band 5 and 6 results were achieved in Agriculture, Business Studies, English – Standard, English – Advanced, Food Technology, Legal Studies, Music, PDHPE and Senior Science. There were 7 courses above State average achievement in 2017: Agriculture, Community and Family Studies, Industrial Technology, Legal Studies, Music 1, Construction and Primary Industries.



Parent/caregiver, student, teacher satisfaction

Blayney High School participated in the Student, Staff and Parent components of the Tell Them From Me surveys in 2017.

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

Staff indicated strengths in the areas of Inclusivity, Use of Data and Learning Culture within the school.

The parent body remains strong and supportive of the school although attendance at the P&C meetings remains low. The transition of this group from a fundraising body to a consultative group was started in 2017 with regular reports on student and school data and consultation on the 2018 – 2020 School Plan..



Policy requirements

Aboriginal education

Blayney High School made a strong move towards narrowing the gap for Aboriginal and Torres Strait Islander students in 2017, with many academic and cultural opportunities provided. The PLP process was completed for all students. This allowed the North North tutor to adjust her timetable to maximise support all students in the areas of numeracy, literacy and assessment task completion, as well as cultural learning. Furthermore, four staff members successfully completed their 8 ways of Aboriginal Learning. 'Welcome to Country' or 'Acknowledgement of Country' is spoken in language at every school assembly and formal event.

Three students attended Tirkandilnaburra for a learning and cultural experience. Students remained at the cultural centre for a term each time, learning about culture, resilience and respect.

The 'Emu in the Sky' camp was a 3-day cultural experience and overnight camp held at the Neville Community Hall for Aboriginal and non-Aboriginal students. Stakeholders included Office of Environment and Heritage, Neville and Region Landcare, Orange Local Aboriginal Land Council, Australian Indigenous Astronomy Group and Blayney Shire Council. Lisa Paton, Neville and Region Landcare, was instrumental in applying for funding, coordinating and putting this camp together. Forty indigenous and non-indigenous students from Blayney High School attended the camp to learn about traditional Aboriginal culture, including traditional indigenous games, identification of scar trees, cool burning, traditional food and medicines, basket weaving and astronomy. Nyree Reynolds worked with the students to create a major piece of indigenous art. Hospitality students cooked and served lemon myrtle and wattleseed muffins, Johnny cakes and kangaroo rissole burgers.

Participation at the workshop by the Bangarra Dance Theatre, NAIDOC debating, and NAIDOC celebrations at Mandurama Public School, Blayney Public School and Bathurst also consolidated the cultural aspect of student learning. Moreover, the School Captains and our Aboriginal students were involved in the official launch of the Aboriginal Art and Signage project at the Blayney Community Health centre, with Blayney High students delivering the 'Welcome to Country' in Wiradjuri. The Reconciliation Assembly further provided a learning opportunity for all Blayney High students, with some Aboriginal and non-Aboriginal students providing the meaning of Reconciliation and demonstration of some traditional culture.

Year 12 Aboriginal students were involved in the IPROWD program in Dubbo, Future Moves programs at CSU, and successful application to university. Two Year 12 students also applied for the National Indigenous Youth Parliament.

Term 4 saw the successful implementation of a 'Language through Art' program with Nyree Reynolds. This was approved by the AECG. All students learnt

Wiradjuri language and symbols, which were implemented into artwork. The program will continue into 2018.

Blayney High School students were also successful in achieving a number of AECG awards. Two students were successful in gaining awards for leadership, and five students were awarded for their outstanding attendance.



Multicultural and anti-racism education

Blayney High School has a small number of students with a Non-English Speaking Background.

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

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