

# Broken Hill High School

## Annual Report



2018



8105

## Introduction

The Annual Report for **2018** is provided to the community of Broken Hill High School as an account of the school's operations and achievements throughout the year.

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

Ross Mackay

Principal

### School contact details

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## School background

### School vision statement

Broken Hill High School aims to assist in the development of well-balanced students who are capable of higher order thinking and flexible enough to meet the challenges of the future.

After consultation with the Parents and Citizens Association and the Student Representative Council plus extensive consultation with staff members, the following vision statement was developed.

Broken Hill High School is:

A caring inclusive school where students are supported to reach their potential in a changing world.

### School context

Broken Hill High School is a comprehensive high school of 593 students (18% Aboriginal). Our school proudly includes IO/IS and multi-categorical support classes. There are very strong ties within both Broken Hill and the school community. These ties are evident through the actions of our P&C who make regular contributions to the school, our close relationship with the "Golden Oldies" ex students association, the support for existing programs that are targeting Aboriginal students, our SRC involvement in assisting numerous charities and community organisations, the support of local employers for excursions and student trips as well as work placements for our VET students.

Broken Hill High School has a reputation for academic excellence. Students leaving our school in Year 12 are succeeding in gaining university entrance, employment, traineeships, exploring TAFE options and other training opportunities. We expect students to achieve to the best of their ability or beyond. We have established welfare support mechanisms and teaching and learning experiences of a high quality to maximise student outcomes.

The school works strongly to overcome the issues raised by our isolated position. We utilise strategies that maximise student opportunities for success. Our strategies in many areas will be strengthened through the expenditure of Equity funding over the next 3 years.

An important issue that is currently affecting our future direction is the reducing student population in Broken Hill. This is impacting on school structure and curriculum. To combat this we have established the RASP initiative with Willyama High School sharing senior classes. Faculties and the school will focus on quality teaching and learning initiatives and the priorities in this plan while keeping an eye on the long term learning needs of students who live in an isolated rural setting.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

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

In the element of Learning Culture, the school is using well-developed current policies that strengthen and assist us in working towards the school's learning priorities. This can be seen in the implementation of various current evidence-based programs such as ALARM and the implementation of Quality Teaching Rounds. Further evidence can be found in the work of our Learning and Support Team and Head Teacher Welfare. Positive and respectful relationships are evident within the school and confirmed by the data analysed from PBL and our schools revised anti-social behaviour and anti-bullying policies.

In the element of Wellbeing, through the PBL processes and the implementation of school-based policies the school not only identified aspects contributing to wellbeing in the delivery of teaching and learning but was able to continue work towards students accepting responsibility for their own behaviour. Through carefully planned and implemented lessons, the students, staff and broader school community are encouraged to understand the behaviours, attitudes and expectations that enhance wellbeing.

In the element of Curriculum and Learning, the school uses systematic policies, programs and processes to identify and

address student learning needs and this can be seen in the work of our Learning and Support Team. In addition to this, the processes around transition to Year 7 include the transmission of literacy continuum data from partner primary schools. This enhances the existing programs. Our learning alliances with other schools has strengthened with the implementation of the term 5 program with Burke Ward Public school to improve transition processes.

In the element of Assessment and Reporting, staff are improving their capacity to analyse both internal and external assessment data including sources such as National Consistent Collection of Data and NAPLAN results. This is evident through the dynamic Learning and Support Team, the use of the Literacy Continuum across all Key Learning Areas and the various alternative programs the school offers both engaged and disengaged students. Principles of consistent assessment and teacher judgement are strengthened through lesson observations.

In the element of Student Performance Measures, staff continually work hard to increase the student's results through Quality Teaching. Shown through the NAPLAN results we have majority of the students at or above the minimal national standard.

In the element of Effective Classroom Practice, the school is continually evaluating classroom practice and introducing new and exciting strategies to raise student outcomes. An example of this is ALARM. Personalised Learning Plans for ATSI students and Personalised Learning and Support Plans are completed annually and provide teachers strategies and information regarding the individual student that assists in their classroom practice. In the element of Data Skills and Use, the use of data in the literacy continuum evidence set shows that there are areas where data is being well used. To move substantively forward, the school determined that this would need to be replicated in more key learning areas and across a greater number of grades. Teachers have also improved access rates to key data sets for NAPLAN and HSC Data.

In the element of Collaborative Practice, our teams at Broken Hill High School provide a collaborative approach for all staff. ALARM, PBL, SRC and the Aboriginal Education teams continually present at Staff Development Days and staff meetings. This ensures all staff are aware and up-to-date with the progress of these programs within their classrooms. The SRC are very active within our school and organise many fundraising days for various charities. The introduction of the Quality Teaching Rounds process and observations have also seen an increase of collaboration within and across KLAs. In the element of Learning and Development, Broken Hill High School staff had the opportunity to participate in various Professional Learning activities. These are included with common staff development days with all schools in Broken Hill, staff meetings, faculty meetings and external professional learning courses. The Head Teacher Mentor provided new and beginning teachers with support in the classroom and completed many professional learning sessions with these teachers. All staff have a PDP with three to five professional goals to continue their development in learning. In the element of Professional Standards, staff were accredited at Broken Hill High School with the assistance of a Head Teacher Mentor and their supervising teachers. All staff have a PDP that aligns to the school and personal goals. Lesson observation sheets have a clear focus on the Professional Standards and this gives the opportunity for staff to gain and provide feedback around these standards. Teachers are provided with relevant professional learning. In the element of Leadership, staff are continual leaders in their teaching and the executive of the school lead by example. Leadership is also seen through the PBL and Aboriginal Education teams. They both engage the community and model leadership to other staff and the students of Broken Hill High School.

In the element of School Planning, the school offers students the chance to complete alternate programs to gain work and life skills. School policies are regularly discussed, analysed, evaluated and improved to meet the needs of students and staff. This is then communicated to the staff, community and students to ensure a consistent and successful outcome. In the element of School Resources, one of the challenges we face is the high turnover of teaching staff and difficulty in filling teaching vacancies when they occur. This is a reflection of the remote geographic location. In the element of Management Practices and Processes, the Learning and Support Team, Policies, Staff Leadership, Alternative Programs, Head Teacher Welfare and PBL are paramount to the school operating successfully. The administrative practices continually improve and all relevant policies and documents are clearly communicated to staff, students and parents/carers. Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

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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

### Quality Teaching and Learning

#### Purpose

To collectively implement evidence based best practice teaching and learning strategies that reflect and promote continual growth and professional development in teaching.

#### Overall summary of progress

Broken Hill High School has progressed well in Quality Teaching and Learning. All staff have continued the implementation of ALARM and TEEEL writing structures this has seen some improvements in students writing in faculties that have successfully embedded it into their KLA. Students in Year 7 have been plotted on the Literacy Continuum by all their teachers. This has involved collaboration with our feeder Primary Schools and all of teachers at our school. The Literacy Continuum continued in 2018, all Year 7 and Year 8 were accurately plotted. An evaluation of N-Awards was completed and will be monitored in the future.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years) | Funds Expended<br>(Resources)  | Progress achieved this year   |
|---|--|---|
| Improved teacher collaboration practices              | Head Teacher Quality<br>\$33,046   | Program to continue into 2019 with a reduction in teaching load to accommodate those that want to be involved. Survey of staff involvement for 2019 shows that 94% of mainstream teaching staff wish to be involved in quality teaching rounds in 2019 this figure shows significant growth from 2018<br><br>Head Teachers will in 2019 be conducting the accreditation process with new teachers. This process will be evaluated mid 2019 to gauge efficiency of process.<br><br>Professional learning is still needed even though learning intentions are being utilised by a large percentage of staff no evaluation of the quality of learning intentions has been completed. |
| Improved NAPLAN value added data.                     | Professional Learning<br>Funds for Course fees,<br>Travel & Accommodation<br>\$105,000 |   |
| Improved teaching practice                            | Casual Salaries 91 days<br>\$45,500  |   |
|   | KLA Collaboration meetings<br>\$2500   |   |
|   | Learning Intention boards in<br>all classrooms \$5460                                  |   |

#### Next Steps

Teacher quality will continue to be a focus for 2019 and beyond. The senior executive and Head Teachers will be developing a strategic approach to staff induction, PDP processes including lesson observations, consistent practices and ongoing coaching and mentoring. This approach will be underpinned by the Australian Professional Standards for Teachers.

## Strategic Direction 2

### Leadership Development

#### Purpose

Develop a culture where leadership and fostering leadership development is encouraged to improve the capacity of our future leaders and students to enhance whole school processes and aspire towards excellence.

#### Overall summary of progress

All teaching staff displayed increased confidence of the Performance and Development Framework in setting goals and collecting and identifying suitable evidence to support professional goals. Quality Teaching Rounds was utilised by some staff to gain feedback and to enhance their classroom teaching capabilities.

School leadership opportunities are advertised to all staff as they arise and all staff are given the opportunity to apply if interested. For teachers requiring leadership opportunities for career aspirations or increased involvement in the planning of the school's future directions, there are opportunities made available on a regular basis as part of the school's scheduled executive meetings and other communication pathways with senior executive.

Student leadership continues to evolve in the school.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)   | Funds Expended<br>(Resources) | Progress achieved this year   |
|---|-------------------------------|---|
| Effective school policies are reviewed and embedded through a collaboration process.<br><br>Increased leadership capacity of staff.<br><br>Mentoring / coaching practices that lead to improvements in the School Excellence Frameworks Leading Domain. | Head Teacher Admin<br>\$33046 | Policy teams have been highly effective in providing the school with up to date and relevant policies as well as providing executive with the opportunity to develop policy writing skills. |

#### Next Steps

Continued support for teachers in the beginning stages of their careers and mandatory accreditation cycle. Further development to build the build capacity in the student representative body to provide strong, effective and responsible student leaders. This will involve a focus on strengthening the role that student leadership plays in the school community. As a school we will also continue to provide supportive and collaborative practices for teachers aspiring to leadership positions.



### Strategic Direction 3

#### Raising expectations and improving student learning

#### Purpose

Learning is central to all that we do. It is essential that the school maintain quality learning environments that are engaging and has relevance to students. Key to this is the development of a culture of learning, based on academic excellence and high expectations

#### Overall summary of progress

The schools PBL team identified that the electronic student record system (Sentral) needed adjusting to reflect the schools core values of Respect, Responsibility, Cooperation. As a result, a common and easily understandable set of reporting options was developed.

The use of the Senior Study and the Homework Centre continued to grow in 2018 with a large number students utilising the Homework Centre. Term 3 was the busiest term for the homework centre, which were accessed largely by our senior students. A growing number of students took advantage of the assistance offered by either through self referring or by being referred for extension or assistance by parents or classroom teachers.

The establishment of the senior study program was an outstanding success. Students are able to develop independent learning skills by developing their own learning schedules and reflecting on their learning in a structured environment.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)   | Funds Expended<br>(Resources)                      | Progress achieved this year  |
|---|--|--|
| Wellbeing and N Award entries decrease each year  | Mathletics and Smarter maths subscriptions \$12500 | Ongoing development and further implementation is required, this will require new staff and existing staff experiencing difficulty with the strategy to undergo further professional learning.   |
| Increase number of students achieving band 4, 5 & 6 in HSC.   | Literacy & Numeracy Head Teacher \$33046           | Initial canvassing of outside agencies has provided information that the project will be supported once it is operational. Further canvassing in 2019 and once construction is completed will be required. Head Teacher wellbeing has been working to develop booking and allocation timetables. |
| Increase in achievement in HSC extended response writing questions in comparison to previous achievement. |  |  |

#### Next Steps

Continued development and consultation with external providers to build the usage of the schools wellbeing hub. Continued development of the Multilit program and improved data collection by ensuring at all students at Broken Hill High School have up to date reading and spelling age test completed. The use of the school senior study area will continue to be developed with the continued provision and expansion of the provision of suitable study resources.

| Key Initiatives                            | Resources (annual)   | Impact achieved this year  |
|--|--|--|
| <b>Aboriginal background loading</b>       | AEO \$67,042<br>SLSO x 1.8 \$109,193   | 100% of all Aboriginal students have a Personalised learning Plan. An Aboriginal Education Officer (AEO) is part of the school's staffing entitlement at a cost of \$67 047. The remaining funds were utilised to contribute to the cost of employment of a second AEO and an Aboriginal School Learning Support Officer. As a result the continued support of all Aboriginal students through student learning support officers to assist with assessment tasks, classwork and social and emotional wellbeing was maintained. Aboriginal students were also provided with additional support with attendance, literacy, numeracy and wellbeing issues. The CLONTARF program has also increased retention and engagement of Aboriginal boys.   |
| <b>Low level adjustment for disability</b> | SLSO \$60,663<br>MultiLit \$24,265   | 1.6 Learning and Support Teachers are part of the school's staffing entitlement. at a cost of \$162 518. These Learning and Support Teachers have identified all students requiring adjustments to support learning, these are communicated to staff through the creation or updated Personalised Learning Support Plans (PLSP) to allow all students to engage in the curriculum and gain the skills required to become a good citizen. These are negotiated with the Learning and Support Teachers, the student and their parents/carers. This support can also be seen through the assistance of the homework centre and Ross Clark Learning Centre. Additional SLSOs (\$60 663) are employed to provide targeted support to individual students and groups of students with high needs to enable them to participate more fully in their learning. |
| <b>Socio-economic background</b>           | Deputy Principal \$159,272<br>TSO \$83967<br>SLSO 60,663<br>Attendance Officer \$33224<br>SLSO \$12133<br>Mathletics & Smarter Maths \$12,500<br>Breakfast Club \$2500<br>Homework Centre \$10,000<br>Assistance to Students Uniform & Fees \$5000 | After evaluation of programs from the previous years, programs and initiatives were identified and relevant staff employed to meet the need. Student Support Officers were employed to run specific programs such as MultiLit, technology was supported and upgraded through employment of a Technology Support Officer. Homework and student assessment support was provided through the running of the homework centre as well as the Ross Clark Learning Centre. These extra supports and support staff all provided students with the support and resources to improve outcomes in all areas. The employment of a second deputy allowed for both deputies to focus on target areas such as welfare and curriculum.   |
| <b>Support for beginning teachers</b>      | Head Teacher Beg Teachers \$24103<br>Head Teacher Literacy/Numeracy \$24431  | Beginning teachers have continually been supported by a Head Teacher Mentor. The Head Teacher Mentor inducts all new staff to Broken Hill High School to ensure greater support and consistency for all staff. They also assist beginning teachers with their  |



|                                       |   |   |
|---------------------------------------|---|---|
| <b>Support for beginning teachers</b> | Head Teacher Beg<br>Teachers \$24103<br><br>Head Teacher<br>Literacy/Numeracy \$24431 | accreditation, complete lesson observations to provide valuable feedback and assist head teachers in their part of being a supervisor in the accreditation process. |
|---------------------------------------|---|---|

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2015       | 2016 | 2017 | 2018 |
| Boys     | 331        | 325  | 336  | 311  |
| Girls    | 317        | 310  | 310  | 303  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2015 | 2016 | 2017 | 2018 |
| 7         | 87.6 | 90.5 | 88.1 | 88   |
| 8         | 87.7 | 80.7 | 87.7 | 84.1 |
| 9         | 88.5 | 85.6 | 77.7 | 83.1 |
| 10        | 85.6 | 84   | 84.3 | 73.7 |
| 11        | 88.6 | 82.2 | 84.6 | 85.7 |
| 12        | 85.4 | 87.5 | 83.4 | 84.9 |
| All Years | 87.3 | 85.1 | 84.5 | 83.4 |
| State DoE |      |      |      |      |
| Year      | 2015 | 2016 | 2017 | 2018 |
| 7         | 92.7 | 92.8 | 92.7 | 91.8 |
| 8         | 90.6 | 90.5 | 90.5 | 89.3 |
| 9         | 89.3 | 89.1 | 89.1 | 87.7 |
| 10        | 87.7 | 87.6 | 87.3 | 86.1 |
| 11        | 88.2 | 88.2 | 88.2 | 86.6 |
| 12        | 89.9 | 90.1 | 90.1 | 89   |
| All Years | 89.7 | 89.7 | 89.6 | 88.4 |

### Management of non-attendance

Broken Hill High School updated its Attendance Policy in 2017, 2018 saw a review of this policy. The main continuities included the continued appointment of a SAS staff member who is in charge of managing student attendance and tracking student attendance data. This staff member follows up absences via phone, email or letters. Year Advisors and Deputy Principals will work with students whose attendance is causing concern to put in place strategies to assist in attending school more regularly. In extreme cases, the Deputy Principal and the Home School liaison officers will conduct home visits and create attendance plans.

## Post-school destinations

| Proportion of students moving into post-school education, training or employment | Year 10 % | Year 11 % | Year 12 % |
|--|-----------|-----------|-----------|
| Seeking Employment   | 5         | 16        | 13        |
| Employment   | 12        | 24        | 40        |
| TAFE entry   | 14        | 0         | 10        |
| University Entry   | 0         | 0         | 32        |
| Other  | 69        | 0         | 5         |
| Unknown  | 0         | 60        | 0         |

Data from our 2018 HSC cohort indicates an decrease of 5% of students of our year 12 students entering the workforce. A 8% increase in the number of students entering university was also evident. The majority of our year 10 and 11 students that leave do so to attend alternate education institutions with a small percentage leaving school post 17 years of age

### Year 12 students undertaking vocational or trade training

Broken Hill High School students had the opportunity to select from many Vocational Educational courses. In 2018, for Year 12, four Vocational Educational courses were offered and five TAFE courses were also offered. Broken Hill High School had a number of students complete School Based Traineeships. Students participated in Construction, Primary Industries, Hospitality and Metals and Engineering at school. At TAFE, students participated in Human Services, Automotive, Animal Studies, Electro technology and Children Services. 33% of Year 12 students undertook Vocational Education in 2018.

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

75 students completed the Higher School Certificate in 2018. 5 students completed a life skills pattern of study and 5 students received a record of school achievement the remaining students all attained a Higher School Certificate.

## Workforce information

## Workforce composition

| Position                                | FTE*  |
|---|-------|
| Principal(s)                            | 1     |
| Deputy Principal(s)                     | 1     |
| Head Teacher(s)                         | 8     |
| Classroom Teacher(s)                    | 38    |
| Learning and Support Teacher(s)         | 1.7   |
| Teacher Librarian                       | 1     |
| School Counsellor                       | 1     |
| School Administration and Support Staff | 13.48 |
| Other Positions                         | 3     |

\*Full Time Equivalent

In 2017, Broken Hill High School had six staff members who identified as Aboriginal. These included one classroom teacher, one Aboriginal Education Officer, one CLONTARF member and three School Learning Support Officers

## Teacher qualifications

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

## Teacher qualifications

| Qualifications                  | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 100        |
| Postgraduate degree             | 23         |

## Professional learning and teacher accreditation

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

Our Head Teacher Quality Teaching and Learning as part of her role has also

delivered targeted sessions that staff can attend on a voluntary basis to improve skills in areas such as technology use in the classroom, NESA requirements and accreditation processes. All staff were also exposed to MAPA (Management of actual or Potential Aggression) training.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

|                                       | 2018 Actual (\$) |
|---------------------------------------|------------------|
| <b>Opening Balance</b>                | 844,415          |
| <b>Revenue</b>                        | 9,564,533        |
| Appropriation                         | 9,389,086        |
| Sale of Goods and Services            | 18,219           |
| Grants and Contributions              | 152,544          |
| Gain and Loss                         | 0                |
| Other Revenue                         | 0                |
| Investment Income                     | 4,684            |
| <b>Expenses</b>                       | -9,209,330       |
| Recurrent Expenses                    | -9,209,330       |
| Employee Related                      | -8,176,573       |
| Operating Expenses                    | -1,032,758       |
| Capital Expenses                      | 0                |
| Employee Related                      | 0                |
| Operating Expenses                    | 0                |
| <b>SURPLUS / DEFICIT FOR THE YEAR</b> | 355,203          |
| <b>Balance Carried Forward</b>        | 1,199,618        |

The Broken Hill High School finance committee meets each term to ensure the accuracy, reliability and integrity of accounting and financial administration. The Finance in Schools Handbook is used to support the school in complying with the Public Finance and Audit Act 1983. Professional learning was undertaken again this year to develop a sound understanding of the integrated administration system provided by the introduction of LMBR, focussing on the HR budget tool, SAP and the Electronic Financial Planning Tool. The intended use of funds available from 2018 is to continue upgrading technology in the school and the infrastructure to support it. We also intend to maintain a formalised whole school wellbeing program with a proportion of the funds available and plan for the construction of a wellbeing hub, refurbishment two futures learning spaces and the refurbishment of the

administration block.

Broken Hill High School recognises the importance of achievement in Literacy (including Reading, Writing, Spelling, and Grammar and Punctuation) and through targeted programs will continue to give priority to improve student performance in the top two bands

## Financial summary equity funding

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

|                       | 2018 <b>Actual</b> (\$) |
|-----------------------|-------------------------|
| <b>Base Total</b>     | 6,521,056               |
| Base Per Capita       | 129,035                 |
| Base Location         | 76,190                  |
| Other Base            | 6,315,831               |
| <b>Equity Total</b>   | 917,772                 |
| Equity Aboriginal     | 135,444                 |
| Equity Socio economic | 504,005                 |
| Equity Language       | 10,740                  |
| Equity Disability     | 267,582                 |
| <b>Targeted Total</b> | 873,462                 |
| <b>Other Total</b>    | 408,187                 |
| <b>Grand Total</b>    | 8,720,477               |

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

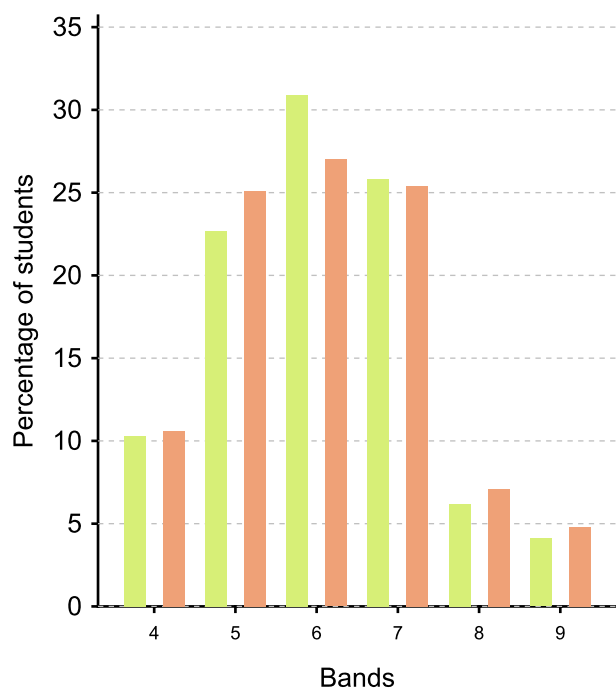
### NAPLAN

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

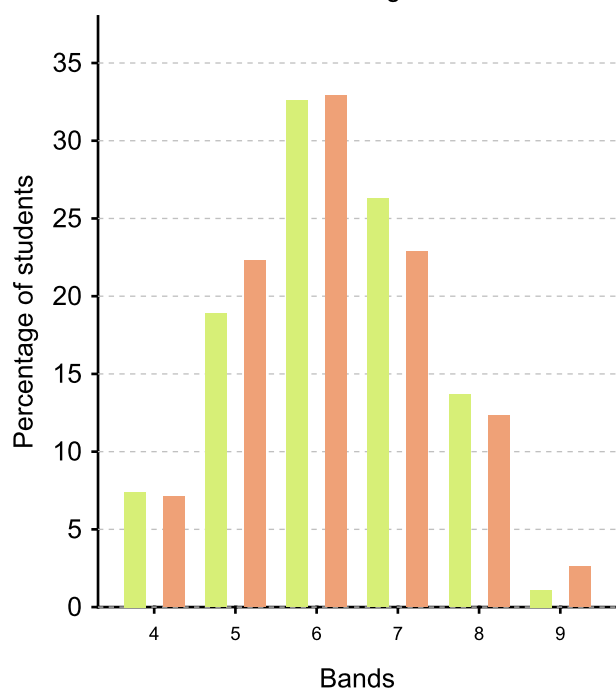
**Percentage in bands:**  
Year 7 Grammar & Punctuation



Percentage in Bands  
School Average 2016-2018

| Band                   | 4    | 5    | 6    | 7    | 8   | 9   |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 10.3 | 22.7 | 30.9 | 25.8 | 6.2 | 4.1 |
| School avg 2016-2018   | 10.6 | 25.1 | 27   | 25.4 | 7.1 | 4.8 |

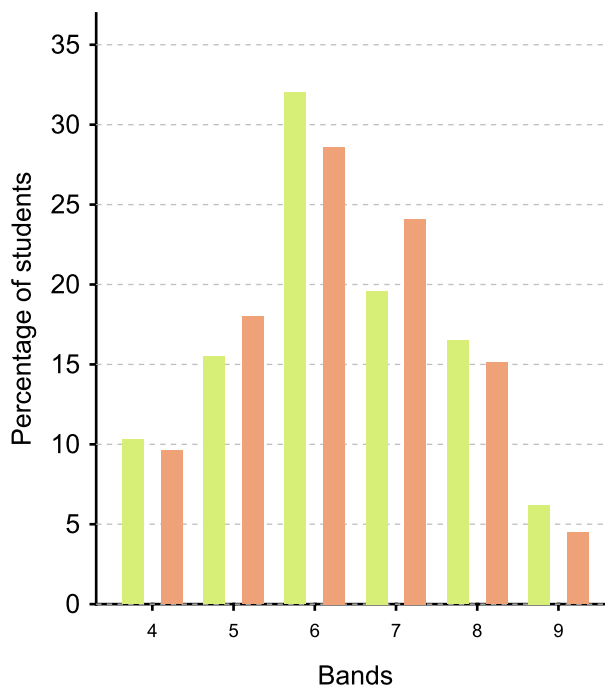
**Percentage in bands:**  
Year 7 Reading



Percentage in Bands  
School Average 2016-2018

| Band                   | 4   | 5    | 6    | 7    | 8    | 9   |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 7.4 | 18.9 | 32.6 | 26.3 | 13.7 | 1.1 |
| School avg 2016-2018   | 7.1 | 22.3 | 32.9 | 22.9 | 12.3 | 2.6 |

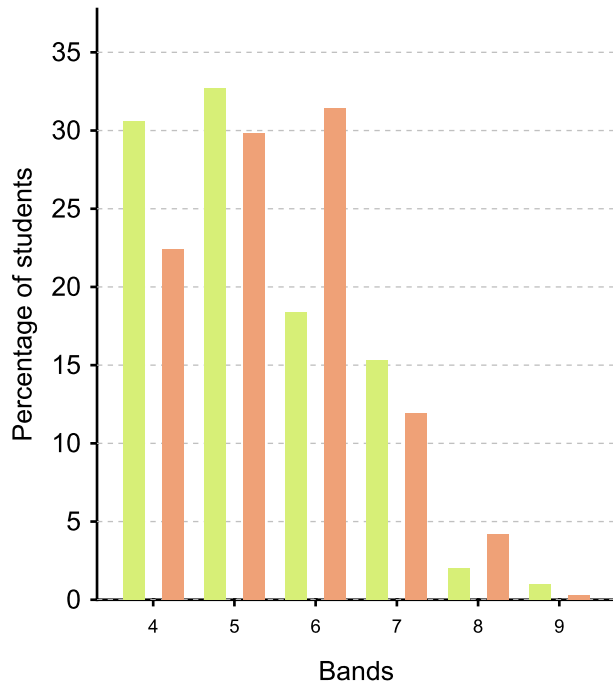
**Percentage in bands:**  
Year 7 Spelling



Percentage in Bands  
School Average 2016-2018

| Band                   | 4    | 5    | 6    | 7    | 8    | 9   |
|------------------------|------|------|------|------|------|-----|
| Percentage of students | 10.3 | 15.5 | 32.0 | 19.6 | 16.5 | 6.2 |
| School avg 2016-2018   | 9.6  | 18   | 28.6 | 24.1 | 15.1 | 4.5 |

**Percentage in bands:**  
Year 7 Writing

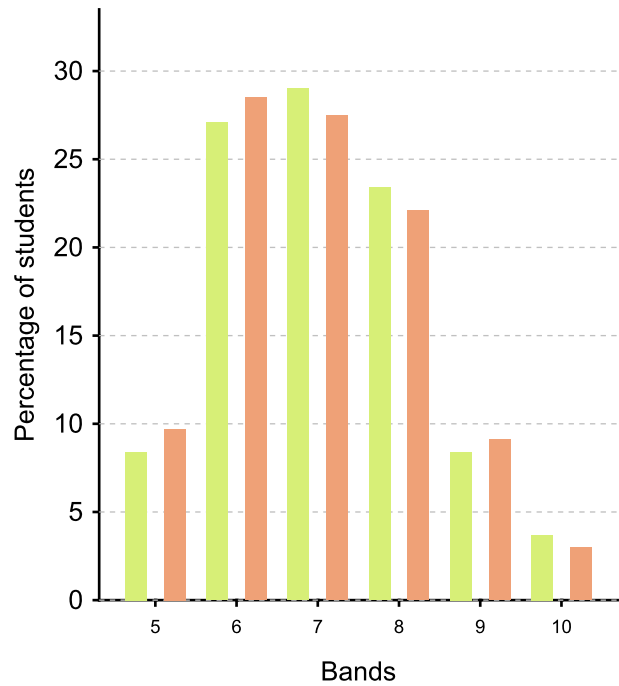


Percentage in Bands  
School Average 2016-2018

| Band                   | 4    | 5    | 6    | 7    | 8   | 9   |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 30.6 | 32.7 | 18.4 | 15.3 | 2.0 | 1.0 |
| School avg 2016-2018   | 22.4 | 29.8 | 31.4 | 11.9 | 4.2 | 0.3 |

| Band                   | 5    | 6    | 7    | 8    | 9    | 10  |
|------------------------|------|------|------|------|------|-----|
| Percentage of students | 16.5 | 28.4 | 21.1 | 18.3 | 11.9 | 3.7 |
| School avg 2016-2018   | 15.5 | 28.8 | 29.4 | 13.3 | 7.4  | 5.5 |

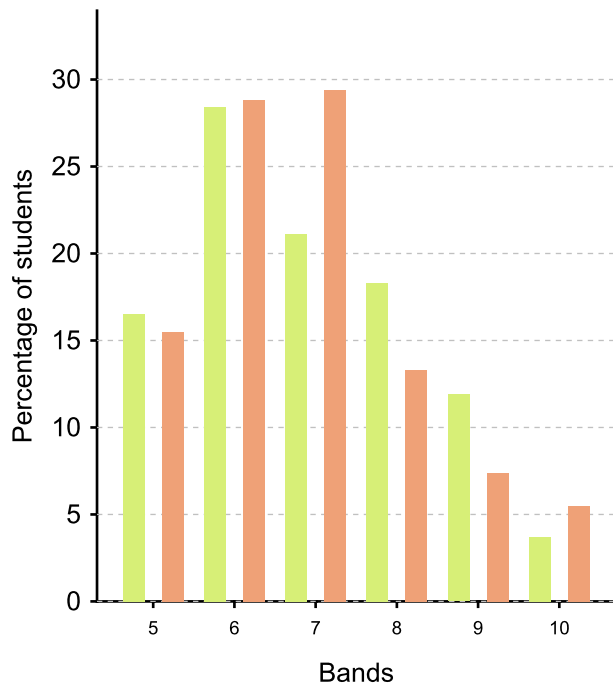
**Percentage in bands:**  
Year 9 Reading



Percentage in Bands  
School Average 2016-2018

| Band                   | 5   | 6    | 7    | 8    | 9   | 10  |
|------------------------|-----|------|------|------|-----|-----|
| Percentage of students | 8.4 | 27.1 | 29.0 | 23.4 | 8.4 | 3.7 |
| School avg 2016-2018   | 9.7 | 28.5 | 27.5 | 22.1 | 9.1 | 3   |

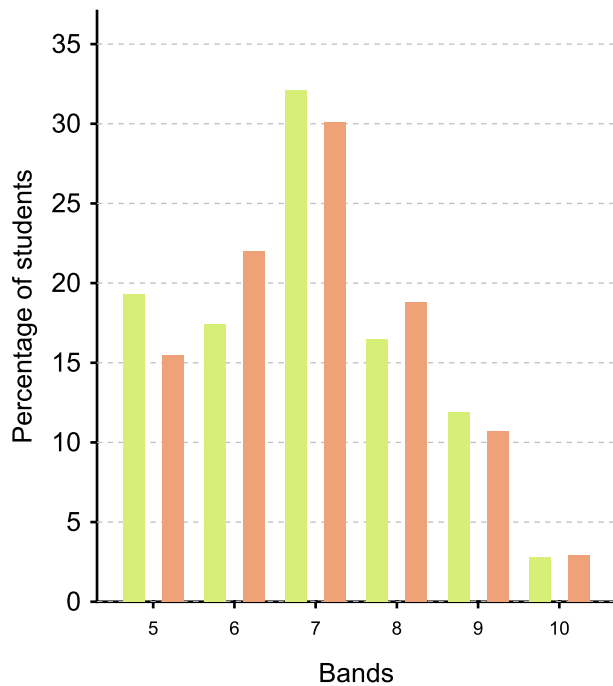
**Percentage in bands:**  
Year 9 Grammar & Punctuation



Percentage in Bands  
School Average 2016-2018



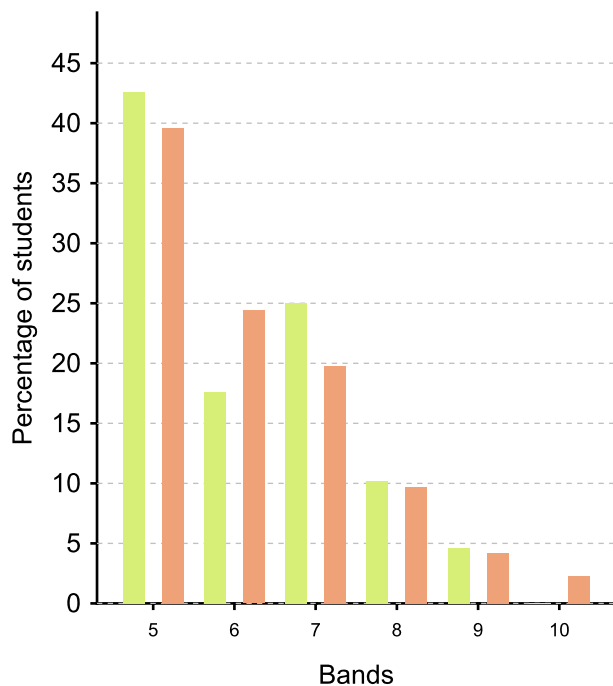
**Percentage in bands:**  
Year 9 Spelling



Percentage in Bands  
School Average 2016-2018

| Band                   | 5    | 6    | 7    | 8    | 9    | 10  |
|------------------------|------|------|------|------|------|-----|
| Percentage of students | 19.3 | 17.4 | 32.1 | 16.5 | 11.9 | 2.8 |
| School avg 2016-2018   | 15.5 | 22   | 30.1 | 18.8 | 10.7 | 2.9 |

**Percentage in bands:**  
Year 9 Writing

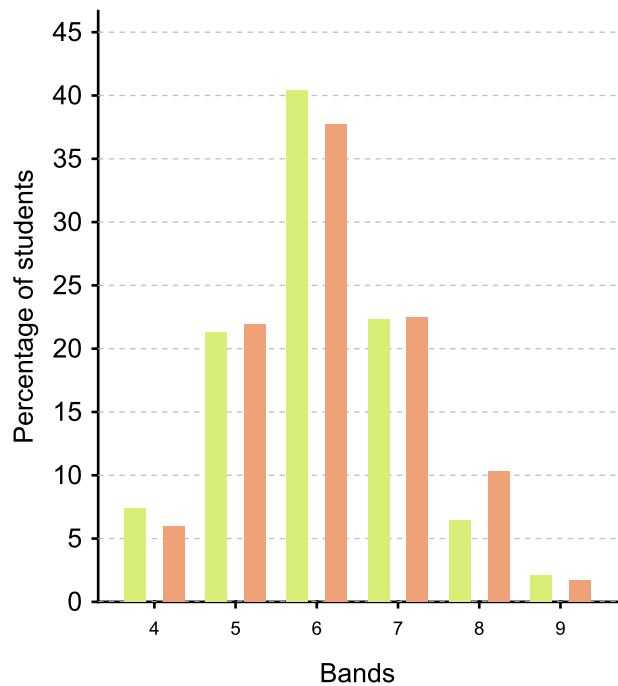


Percentage in Bands  
School Average 2016-2018

| Band                   | 5    | 6    | 7    | 8    | 9   | 10  |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 42.6 | 17.6 | 25.0 | 10.2 | 4.6 | 0.0 |
| School avg 2016-2018   | 39.6 | 24.4 | 19.8 | 9.7  | 4.2 | 2.3 |

Broken Hill High School recognises the importance of Numeracy and through targeted programs will give priority to improve student performance in the top two bands.

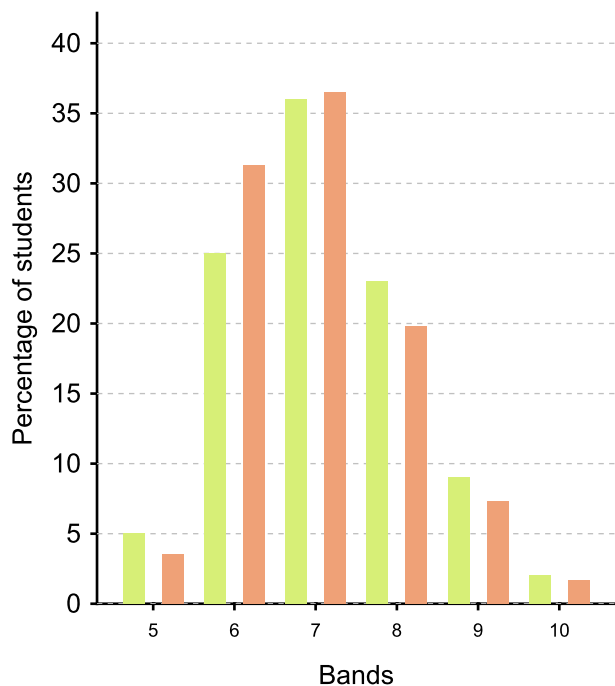
**Percentage in bands:**  
Year 7 Numeracy



Percentage in Bands  
School Average 2016-2018

| Band                   | 4   | 5    | 6    | 7    | 8    | 9   |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 7.4 | 21.3 | 40.4 | 22.3 | 6.4  | 2.1 |
| School avg 2016-2018   | 6   | 21.9 | 37.7 | 22.5 | 10.3 | 1.7 |

### Percentage in bands: Year 9 Numeracy



Percentage in Bands  
School Average 2016-2018

| Band                   | 5   | 6    | 7    | 8    | 9   | 10  |
|------------------------|-----|------|------|------|-----|-----|
| Percentage of students | 5.0 | 25.0 | 36.0 | 23.0 | 9.0 | 2.0 |
| School avg 2016-2018   | 3.5 | 31.3 | 36.5 | 19.8 | 7.3 | 1.7 |

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.

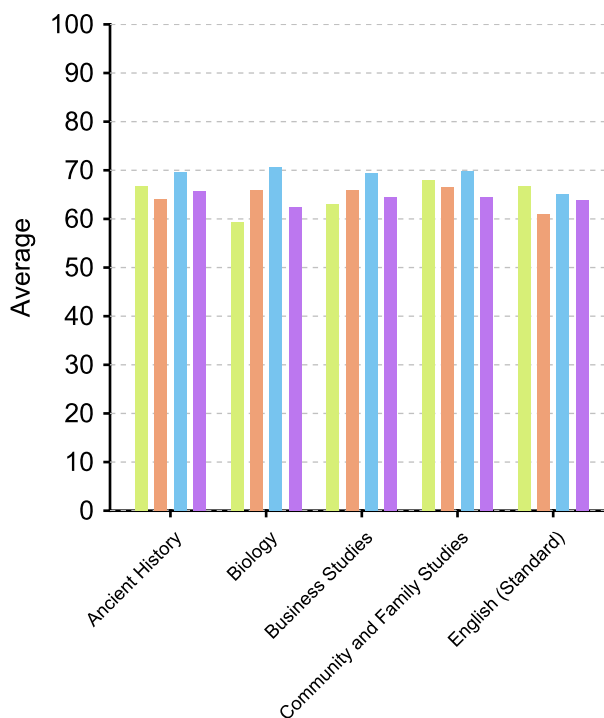
In 2018, in accordance with the Premier's priorities: improving education results, schools are required to report on their student performance for the top two NAPLAN bands in reading and numeracy. At Broken Hill High School, in Year 7, 14.8% of students were in the top two bands for reading and 8.5% in numeracy. In Year 9, 15.6% of students were in the top two bands for reading and 11% in numeracy.

### Higher School Certificate (HSC)

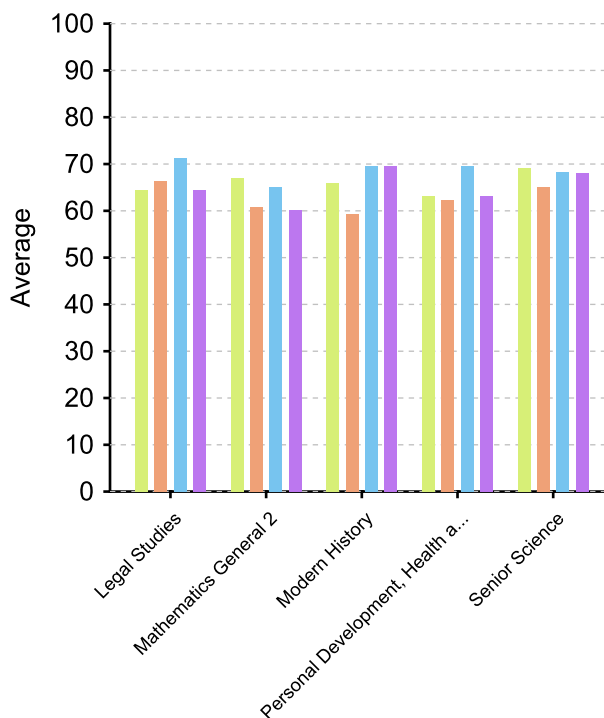
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

Our HSC Dux Sasha Cox achieved wonderful results in the HSC achieving Band 5 in all her subjects including Society & Culture, PDHPE, English Advanced, Mathematics General and Legal Studies. Luke Hocking as part of his HSC music performance was selected as one of 25 students across the state for ENCORE a program that recognises exemplary work in musicology electives. Performance of students in the HSC is

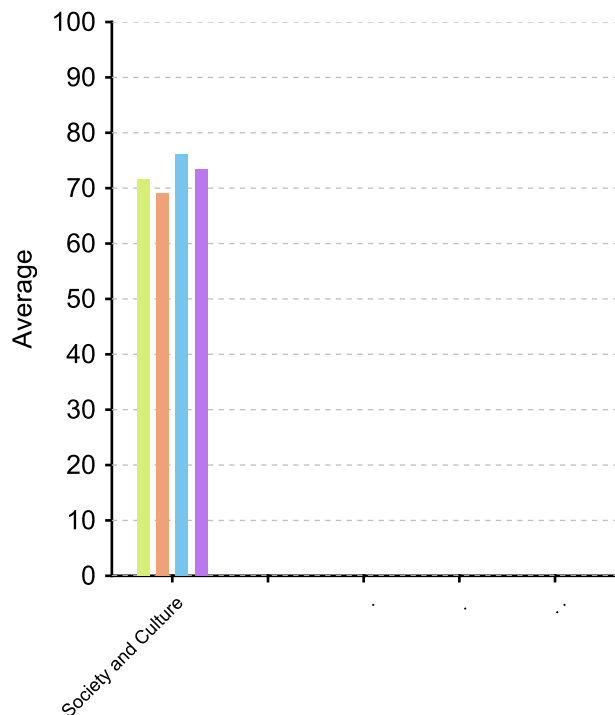
reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



School 2018 SSSG Average 2018  
State Average 2018  
School Average 2014-2018



School 2018 SSSG Average 2018  
State Average 2018  
School Average 2014-2018



■ School 2018
 ■ SSSG Average 2018
 ■ State Average 2018
 ■ School Average 2014-2018

| Subject   | School 2018 | SSSG | State | School Average 2014-2018 |
|---|-------------|------|-------|--------------------------|
| Ancient History                                     | 66.7        | 64.1 | 69.5  | 65.7                     |
| Biology   | 59.4        | 66.0 | 70.7  | 62.5                     |
| Business Studies                                    | 63.0        | 66.0 | 69.3  | 64.5                     |
| Community and Family Studies                        | 68.0        | 66.6 | 69.9  | 64.5                     |
| English (Standard)                                  | 66.8        | 61.0 | 65.0  | 63.8                     |
| Legal Studies                                       | 64.5        | 66.4 | 71.2  | 64.5                     |
| Mathematics General 2                               | 67.0        | 60.7 | 65.1  | 60.1                     |
| Modern History                                      | 65.9        | 59.4 | 69.5  | 69.6                     |
| Personal Development, Health and Physical Education | 63.1        | 62.3 | 69.5  | 63.1                     |
| Senior Science                                      | 69.1        | 65.1 | 68.2  | 68.1                     |
| Society and Culture                                 | 71.6        | 69.1 | 76.1  | 73.4                     |

## Parent/caregiver, student, teacher satisfaction

Broken Hill High School completed the Tell Them from Me teacher, student and parent surveys in 2018.

In 2018, 27 parents voluntarily completed the surveys and this provided the school with very limited information from a very small percentage of our school community.

324 students at Broken Hill High School completed the survey. This provided the school with a diverse sample of responses and provided us with some key issues and strengths of our school. Some of the information included:

\* 48% of students had a positive sense of belonging a decrease of 3% on the previous year.

\* 87% of students indicated they had positive behaviour.

\* 71% of students indicated they had aspirations to finish high school a decline of 6% on the previous year.

\* 38% of students in the school plan to pursue a trade of apprenticeship program a increase of 1% on the previous year.

\* 51% of students had aspirations for pursuing a post secondary education.

Our student responses were in-line with most of the NSW Government School norms. In 2018, 21 staff undertook the survey. Significant improvements was made in the area of School Leaders Leading Improvement and Change with a 11% improvement in this area. Other results were very sound and once again detailed future directions for Broken Hill High School. One of the most important areas stated was more involvement of parents and carers in their children's education.

## Policy requirements

### Aboriginal education

Aboriginal education continued to be of a high importance at Broken Hill High School in 2018. The Norta Norta tutoring through the Ross Clark Learning Centre was successful and the continued support of the Aboriginal Education Officer and the Aboriginal Student Learning Support Officer's in classrooms assisted Aboriginal students to achieve greater learning outcomes. All staff undertook professional learning around Aboriginal education to improve their knowledge and skills in providing Aboriginal students with a safe, supportive and culturally inclusive learning environment to enhance Aboriginal students results.

All Aboriginal students are supported at school through the creation of Personalised Learning Plans. These plans are created or updated through collaboration with staff, the Learning and Support Teachers, students and parents/carers. They aim to provide the students with learning goals, and strategies for each Aboriginal student to achieve outcomes. These plans assist all staff in planning for their lessons and activities to

provide the best learning environment for all students.

The CLONTARF program was established at Broken Hill High School in 2016. This program has been successful for the students that have actively participated in the program. The program aims to provide all Aboriginal boys with success at school and provide support for their wellbeing, attendance, behaviour, health and education.

It is a priority that all students are engaged and included in Aboriginal cultural activities, history and perspectives. These are all included in all KLAs across the school. Aboriginal education was celebrated through NAIDOC week activities, indigenous games, Yarn Ups, CLONTARF Awards Evening, Tag Day to name a few.

### **Multicultural and anti-racism education**

Our school has a trained staff member who is the Anti-Racism Contact Officer (ARCO). They are responsible for reviewing practices and procedures in the school to support cultural diversity. Broken Hill High School also employed a Head Teacher Welfare to assist with the Multicultural and anti-racism education. She organised many educational activities with various groups across the year to assist in the inclusion of all people and the assistance of ensuring students are respectful to others. Broken Hill High School participated in the CCA program and the MLC exchange program. This provides our students the opportunity to visit other schools with higher multicultural percentage which allows the exchange of culture and values. The anti-racism message is a key component of our anti-social policy. The school runs activities throughout the year that encourages understanding and provides all students the education. All teachers have incorporated and built into scope and sequences and teaching programs—syllabus components including multicultural education.

Broken Hill High School embraces students from a variety of cultural backgrounds. In 2018 the total school enrolment included students who were born overseas. In 2018 The Broken Hill High School hosted the annual exchange visit from Marist Ladies College and Marrickville Girls High School. The visiting students were buddied with students from Broken Hill High School, mostly students who were in the same year group. The program included days in classes at Broken Hill High School as well as sightseeing around the local area, where visiting students visited our local culture.