

Blacktown Boys High School

Annual Report



2018



8244

Introduction

The Annual Report for **2018** is provided to the community of Blacktown Boys High 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.

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Principal

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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

580 students enrolled across the six years of schooling at Blacktown Boys in 2018. The school is 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 and a learning support class. The school 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. 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.

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 2018 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

Resilient, engaged learners

Purpose

To build a community where students are inspired to be lifelong learners. Students are loyal and invested members of the school and global community. Whole school processes support the wellbeing of all students so that they can connect, thrive and learn.

Overall summary of progress

In 2018 the Community Engagement Team used the Logic Modelling as well as a staff survey to establish the initial planning phase of a BBHS Facebook page. BBHS plans to use Facebook as a school advocacy tool and to promote the school's image in the wider school community. The CET along with the SRC investigated the option of participating in the Blacktown Festival 2019 in order to further establish community links. The CET also explored the possibility of accessing funds through local club grants which could be used as educational grants or sponsorships to contribute towards current/future school programs. Due to the popularity of Cricket at BBHS, junior and senior Cricket programs were created outside of regular school hours.

In 2018 the Whole School Culture team calendarised a variety of events which targeted student wellbeing and raising cultural awareness within the school community. These events included Cultural awareness and celebrations, Harmony Day, Men's Health Day, Videos for Social Change, White Ribbon Day and an Ultimate Frisbee Gala Day.

In 2018, the Mentoring and Leadership team (MaLT) focused on addressing the learning needs of senior students. It has formulated a program for mentoring and supporting Year 12 students, with a view to expand this to Year 11 in future years. This involved assigning students who opted into the program with interested teachers, who conducted regular meetings to check on the student's progress. Additionally, MaLT sought feedback from Year 12 students regarding their development of study skills, and designed and delivered a program of skills sessions delivered by teachers in these nominated areas.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved rates of students continuing from Stage 5 into Stage 6, and improved attendance rates in Stage 6.	Resources \$19,000 PL expended \$8,500	In 2018 there was a slight improvement in transition from stage 5 to 6. Year 12 attendance figures improved compared to previous years. Year 11 and 12 attendance at Blacktown Boys far exceeded the state average.
More students achieve their expected growth in NAPLAN literacy and numeracy testing.	Resources \$ 29,000 PL expended \$12,500	In 2018 the Year 7 cohort achieved growth in all domains in excess of that achieved by previous years. In Numeracy 88% achieved at or higher than expected growth with 81% achieving this target in writing. In Year 9 NAPLAN the figures for numeracy were 81% as were the figures for reading.
Results from the TTFM survey indicate improved levels of student engagement.	Resources \$14,000 PL costs \$2,000	Figures indicate that engagement in 2018 were higher than in the two previous years where the survey was undertaken, and substantially higher than the state norm. This was particularly the case in the domains of: student – teacher relationships; learning climate; interest and motivation; intellectual engagement and sense of belonging.

Next Steps

In 2019–20 the CET will establish the BBHS Facebook page, appoint administrators and deliver PL for staff to upskill with social media protocols. CET plans to work with SRC to participate in the 2019 Blacktown City Festival for school advocacy purposes. Additional events to be held in 2019–2020 are currently being developed.

In 2019–20 the WSCT will create a new calendar of events. These events will include those that ran successfully in 2018 as well as new initiatives to further enhance the culture of the school. These will include: a school mascot, a school song, re-establishing the school merit badge system, creating a raise your voice challenge and exploring the possibility of creating new names and logos for our school house system.

In 2019–20, MaLT aims to maintain and expand mentoring for senior students.

Strategic Direction 2

Expert, collaborative teachers

Purpose

To enable teachers to develop their pedagogical practice ensuring the delivery of meaningful quality learning experiences. To engage teachers in strategically planned and evidence-based professional learning, to support effective teacher collaboration within the school and with the wider community.

Overall summary of progress

The Professional Learning Planning Team (PLPT) successfully planned and delivered targeted, structured, needs-based Professional Learning to develop an expert, collaborative teaching community with a growth mindset. The Data Analysis Team (DAT) evaluated trends and data from across the school to identify areas for improvement, as well as the effectiveness of programs delivered within the school.

In Term 1, the PLPT team gathered and collected data to determine the specific professional learning needs of individual staff as well as identifying existing areas of expertise within the school. Staff questionnaires, PLP analysis, attendance at PL outside school were used to map and develop a data base of the KLA, individual PL needs and the existing expertise of staff. PL@BBHS was successfully relaunched to further develop teaching pedagogy and building leadership capacities of staff.

Whole school PL priorities were also determined through close collaboration with the senior executive and the DAT team. The analysis of internal and external student progress data sources, including Scout, RAP, and Tell Them From Me, were used to establish whole school improvement targets and PL to support staff in achieving these targets.

In order to further develop classroom practice and reflection, beyond peer mentoring that had already been established, six members of staff were trained and Quality Teaching Rounds were commenced. To date, two teams (7 members of staff) have completed a round with 4 further rounds planned for 2019. It is also expected that 4 members of staff will be formally trained. A Pre QTR survey and a post QTR survey has been developed to measure prior knowledge and expectations as well as the impact. This also allows constructive feedback to be used to plan future rounds. Overall the survey indicate that teachers have a stronger understanding on the quality teaching framework and have been empowered to reflect on student learning in a subjective way.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased use of data-informed approaches to effective teaching and learning, including assessment practice.	\$3,300	A designated team was established to assist in the analysis of data and the implementation of improvements at faculty and whole school level to best improve student outcomes
All professional learning is targeted and responsive to identified school and teacher need.	PL budget \$47,037	All PL in 2018 was linked to school goals and those identified in teacher Professional Development Plans.
Results from the TTFM survey indicate increased levels of teacher collaboration.	Teacher release \$9,500	Along with statistics from in-house PL opportunities and QTR participation the TTFM survey indicated that collaboration had increased over 2018.

Next Steps

The DAT has identified additional internal and external data sources to be analysed, including qualitative data, to further support the ongoing PL of staff to enable them to deliver improved programs. Further investigation into student performance will contribute to the ongoing collaboration with the PLPT in identifying and providing PL opportunities for staff, targeting student engagement and achievement.

In 2019–20, MaLT hopes to expand into mentoring and leadership for teachers. The aim is to reinvigorate the process of having practicum teachers at BBHS and investigating the professional learning needs required for staff to act as teacher

mentors. MaLT also aims to utilise peer coaching as a way of supporting teachers at different stages of their careers to thrive.

Strategic Direction 3

Streamlined, effective leadership

Purpose

To develop agile, streamlined and sustainable processes which support teacher practice, and improve the effective use of time. To ensure that all members of the school community feel valued, and that whole school priorities are well articulated, and focused on student learning.

Overall summary of progress

During 2018 system of evaluation commenced which will see all leadership roles and school processes evaluated in order to identify areas where time can be redirected to better meet the learning needs of students and the professional needs of staff. Proposals for Improvements in the learning environment were also made, which led to increased expenditure on future focussed learning spaces. 2IC roles were clearly established for all leadership positions with PL funds allocated to help develop less experienced staff in these areas.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
TTFM data shows an improvement in teacher and student satisfaction.	Resources and classroom improvements \$60,000	Survey results indicate that satisfaction in 2018 were higher than in the two previous years where the survey was undertaken, and substantially higher than the state norm. This was particularly the case in the domains of: student – teacher relationships; learning climate; interest and motivation; intellectual engagement and sense of belonging and overall optimism.
Survey indicates that teacher time is valued due to more efficient processes.	PL, resources and teacher release time \$13,550	Survey results set Blacktown Boys at the state norm in this area, however continuing to streamline processes will be a focus for 2019.

Next Steps

In 2019, ESP will continue to work on the three identified projects as well as identify new areas to make more efficient. DAT will continue to evaluate practices within the school to ensure quality teaching and learning is being delivered. PLPT will support the development of staff capabilities through the provision of PL and by identifying staff needs. There will be a continuation of evaluation practices to ensure that all tasks required of staff are relevant and have real meaning.

Key Initiatives	Resources (annual)	Impact achieved this year
Socio-economic background	\$67,130	<p>During 2018, students were 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	\$40,110 expended	<p>In 2018 all funds were 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	\$22,064	<p>In 2018, Department of Education Funding allowed for the provision of language support, teacher professional learning and community engagement activities.</p> <p>All new staff were provided with 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>
English language proficiency	0.6 FTE teacher \$49,495	<p>During 2018, the revised process for the identification and assessment of students was implemented by support staff.</p> <p>Funds were allocated for the provision of professional learning for staff and targeted intervention programs for identified students.</p>
Low level adjustment for disability	1 FTE teacher \$50,279	<p>2018 funding was 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>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	441	472	520	576
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 attend the school, and represent over 45 different primary schools of origin.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	93	94.7	92.5	93.5
8	92.2	91.8	92.3	90.9
9	91.9	91.9	93.7	91.2
10	91.5	89.4	90.5	90.8
11	88	91.8	89.9	89.6
12	86.6	89.3	89.6	89.8
All Years	91.1	91.8	91.7	91.3
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

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 7th consecutive year.

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

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	6	0
Employment	0	0	24
TAFE entry	0	0	10
University Entry	0	0	60
Other	0	0	6
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

No students at Blacktown Boys High undertook Vocational Training in 2018.

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(s)	1
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	33
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	10.08
Other Positions	1

*Full Time Equivalent

Two teachers at Blacktown Boys identify 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 2018, the main whole school focus for professional learning continued to be centred on curriculum differentiation, peer observation and the implementation of STEAM. 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. Five School Development Days were held during 2018. One of these had 100% staff attendance, with illness preventing a similar figure for the other four days, which each had over 90% attendance. 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, \$96,000 was allocated to Teacher Professional Learning in 2018. All new scheme teachers maintained accreditation at Proficient level.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	1,416,901
Revenue	7,113,004
Appropriation	6,882,711
Sale of Goods and Services	37,953
Grants and Contributions	170,590
Gain and Loss	0
Other Revenue	3,800
Investment Income	17,950
Expenses	-6,809,064
Recurrent Expenses	-6,809,064
Employee Related	-6,040,965
Operating Expenses	-768,099
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	303,939
Balance Carried Forward	1,720,840

	2018 Actual (\$)
Base Total	5,874,173
Base Per Capita	102,381
Base Location	0
Other Base	5,771,792
Equity Total	338,262
Equity Aboriginal	4,777
Equity Socio economic	67,130
Equity Language	111,962
Equity Disability	154,392
Targeted Total	228,785
Other Total	180,688
Grand Total	6,621,908

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.

- Blacktown Boys uses a representative finance committee and employs a business manager to oversee planning and expenditure
- Funds were set aside during 2018 to provide for a continuation of classroom upgrades in 2019, including air-conditioning
- 2019 will also see an increased expenditure on technology, sport resources and the school farm

Financial summary equity funding

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

School performance

NAPLAN

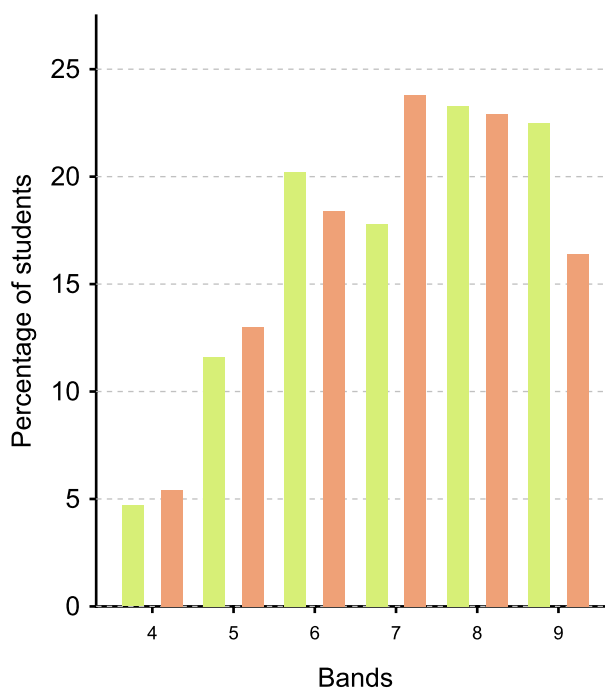
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

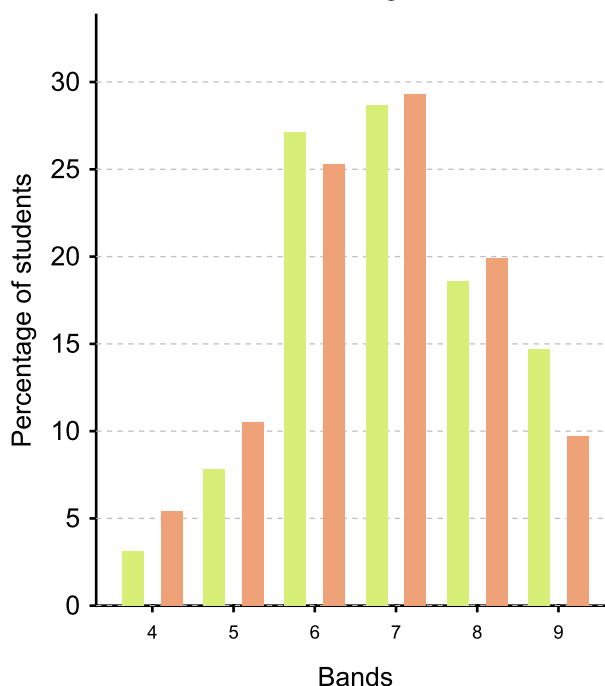
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

In 2018 the average student result at Blacktown Boys High exceeded the historical average in all areas of Literacy. Blacktown Boys was also able to show growth in Literacy beyond that of identified schools with similar enrolments.

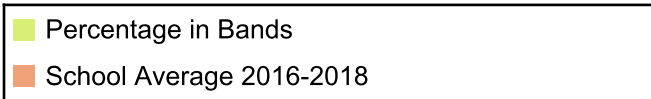
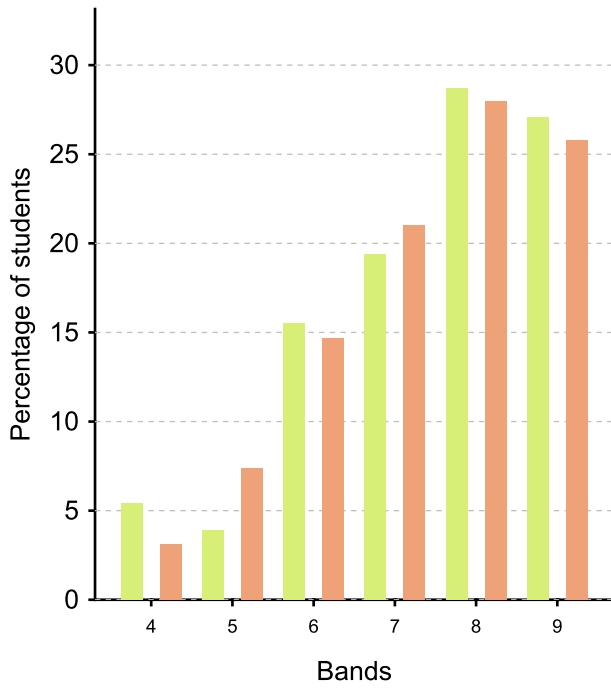
Percentage in bands:
Year 7 Grammar & Punctuation



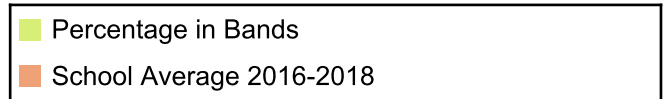
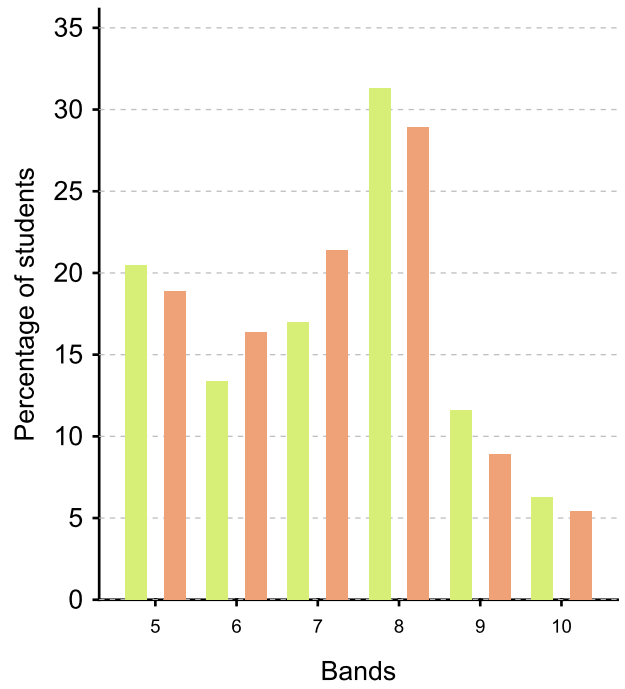
Percentage in bands:
Year 7 Reading



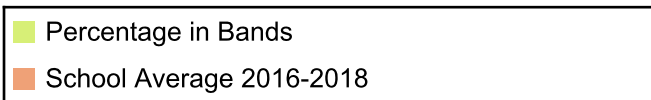
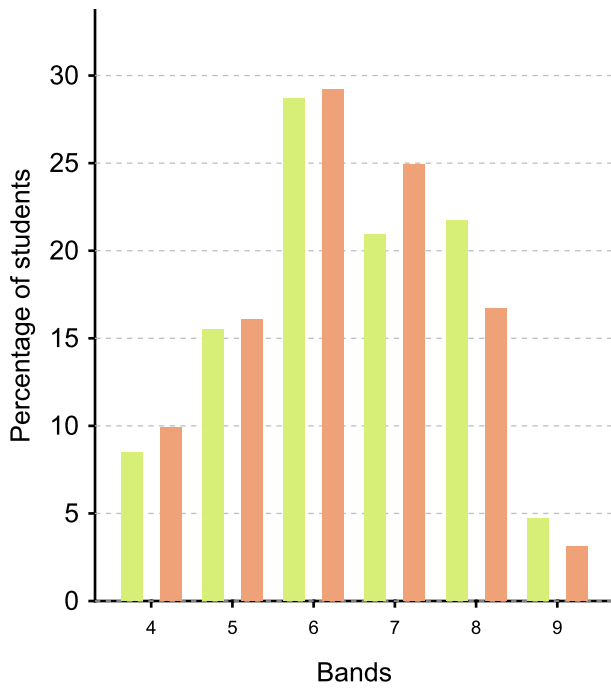
Percentage in bands:
Year 7 Spelling



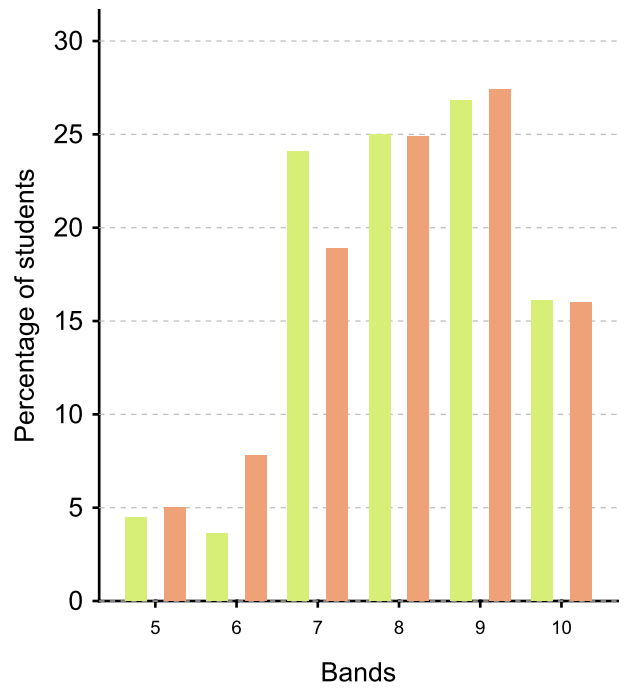
Percentage in bands:
Year 9 Writing



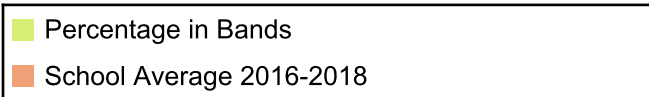
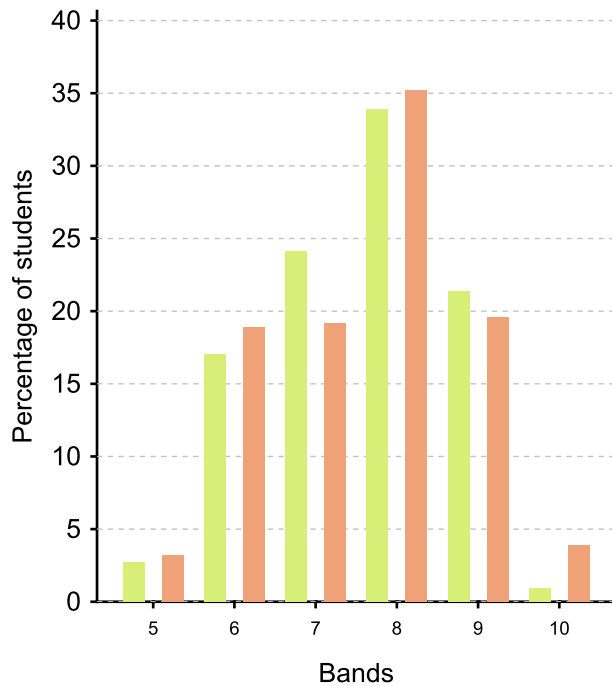
Percentage in bands:
Year 7 Writing



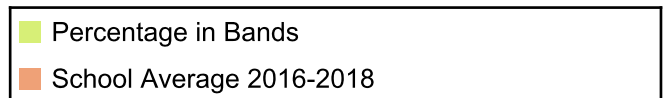
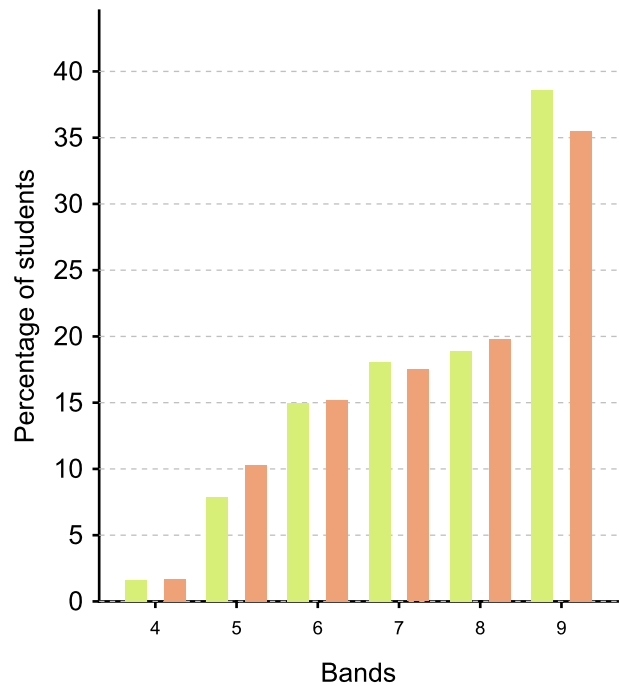
Percentage in bands:
Year 9 Spelling



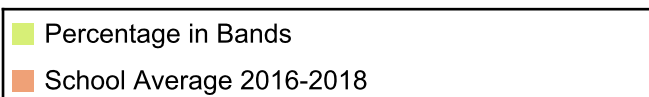
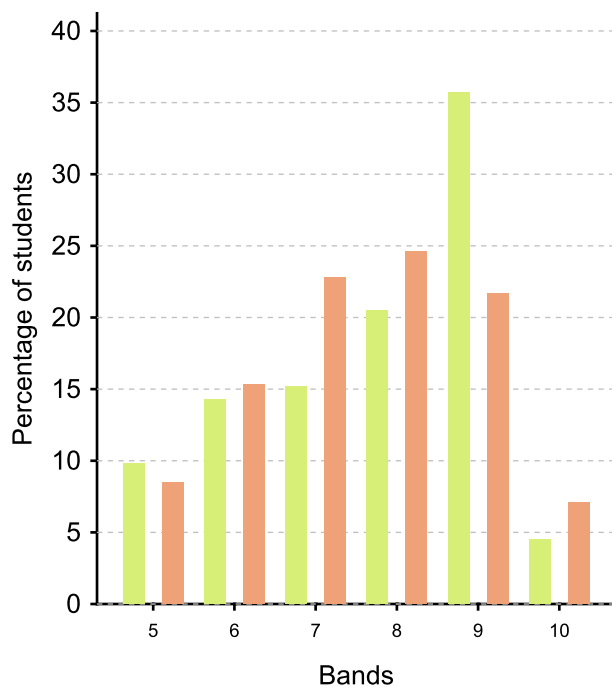
Percentage in bands:
Year 9 Reading



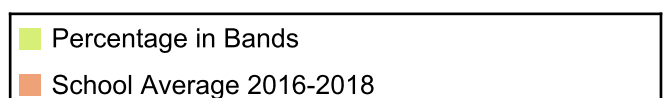
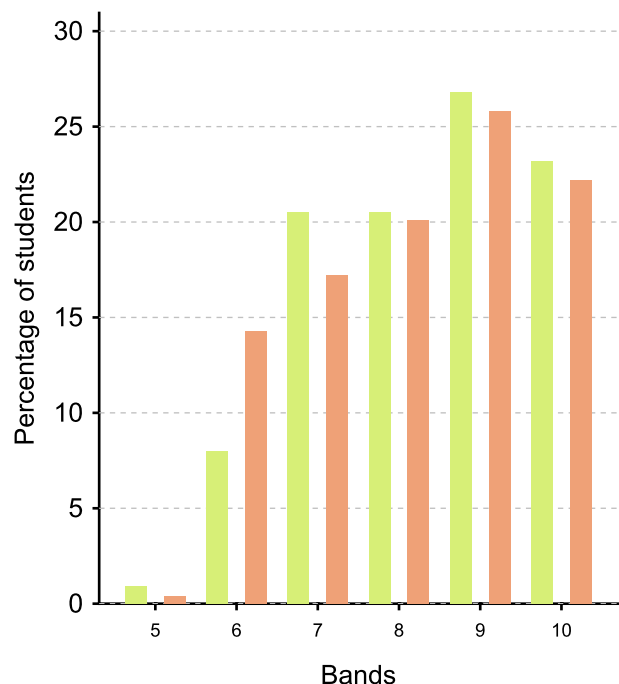
Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in bands:
Year 9 Numeracy



In 2018 the average student result at Blacktown Boys High exceeded the historical average in all areas of Numeracy. Blacktown Boys was also able to show growth in Numeracy beyond that of identified schools with similar enrolments.

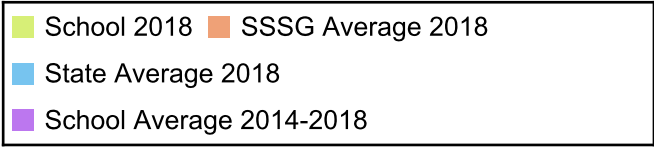
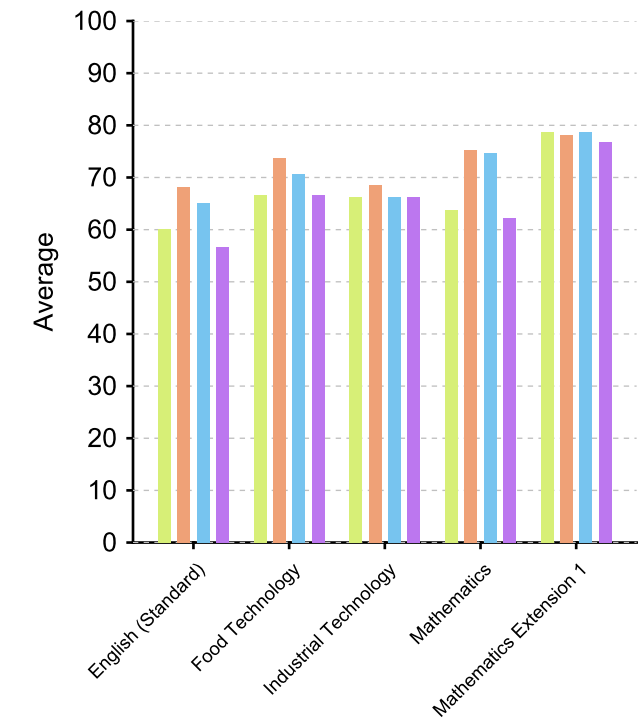
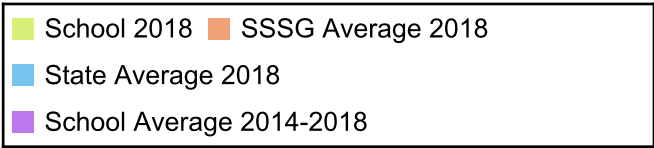
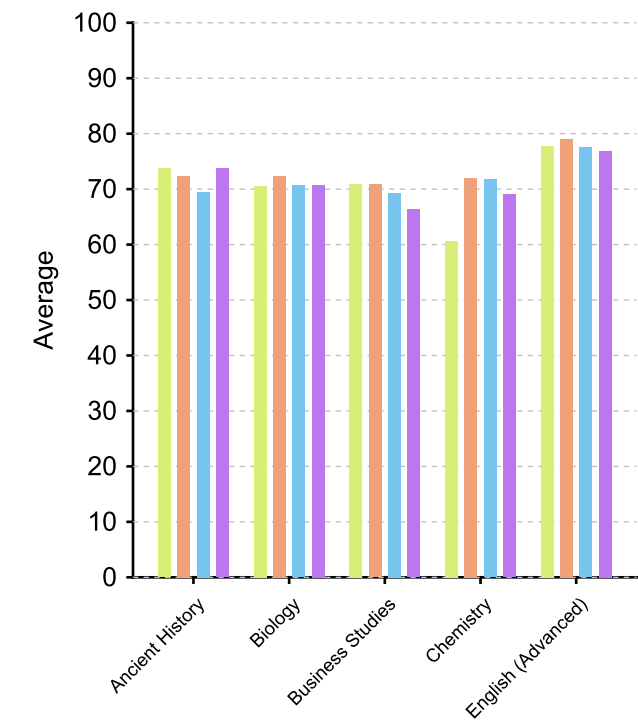
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

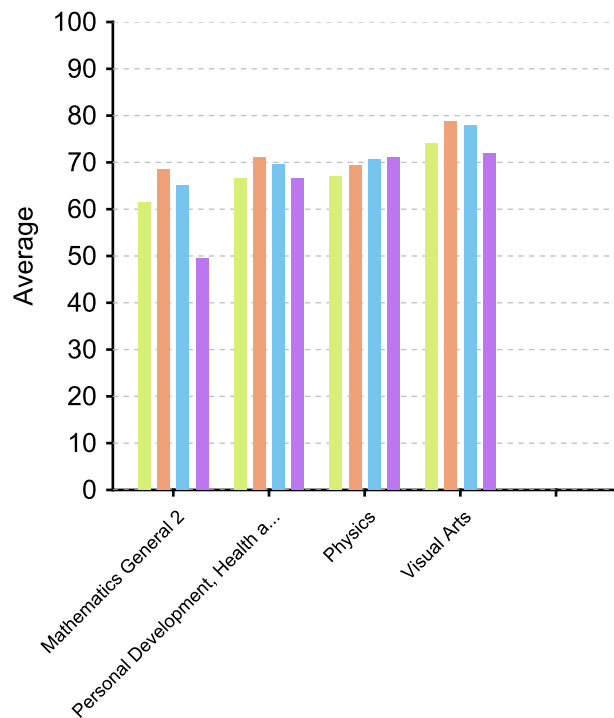
There were improved educational results at Blacktown Boys in 2018. In Year 7 NAPLAN, 57% of students

attained a result in the top 2 bands in numeracy as opposed to 48% the previous year and a state average of 26%

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Students at Blacktown Boys presented for examination across a broad range of subjects.





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

Students at Blacktown Boys High achieved or surpassed the historical achievements of previous cohorts in the majority of HSC subjects in 2018

Parent/caregiver, student, teacher satisfaction

In 2018 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.

Only 2% of parents believed that the school had a poor reputation, and 80% would recommend it to parents of Primary School students.

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 2018, 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 to assist them in their academic and career achievements. Our annual Men's Health Day in 2018 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 34% 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".

Other school programs

Environment and Sustainability

In 2018, 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 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 2018, Blacktown Boys High School continued its BBHS Environment Group which met during lunchtime on Tuesdays to organise environment related activities within the school. Some of the group's activities are outlined below:

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

During Term 4 students volunteered to be a part of the annual Men's Health Day event in conjunction with Bunnings Blacktown. Students planted native plants and created two frog ponds on the school farm

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 including sponsoring the

Sumatran Tiger at Taronga Zoo in 2019

Monitoring the compost bins and worm farms on the school farm and collecting food waste from around the school on a weekly roster to take to the farm

The school's TAS block has a 520V solar array which helps 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 Stephen Zammit, the Farm Assistant, have continued working towards rejuvenating our school farm with a Year 7 and 8 Technology classes working on the farm. During the year, silver beet and tomatoes grown on the school farm.

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)