

Blayney High School

Annual Report



2018



8357

Introduction

The Annual Report for **2018** 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

School contact details

Blayney High School

Water St

Blayney, 2799

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

blayney-h.school@det.nsw.edu.au

6368 2100

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 400 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 ESSA 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 with z-score performances showing positive performances on average in 40–50% of subjects. These subjects are generally specific to each individual cohort but a small number of subjects consistently score above average. HSC Value-adding is evident in students of all abilities across all courses but remains strongest in students who have participated in targeted literacy and numeracy programs in their junior school years.

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 and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that our processes of self analysis and future planning were sound. The panel approved our self-assessment in all fourteen elements of the Excellence Framework.

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.

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 2018. 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 and the external validation 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

Learning

Purpose

Critical thinking, problem solving, effective communication and the ability to collaborate are all skills required to maximise learning. We wish to promote a culture which fosters these skills and engages students in quality learning activities and experiences. Students will value and be actively engaged in learning and educational growth.

Overall summary of progress

Value Added Data remains strong in all areas of Year 9 NAPLAN, VALID and HSC results.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Academic progress of students is at, or above anticipated growth in literacy and numeracy.		<p>Value added data for Year 9 NAPLAN shows a significant majority of students achieving growth above anticipated figures.</p> <p>Reading: 98% of students achieved growth with 74% achieving a result higher than expected.</p> <p>Numeracy: 91% of students achieved growth with 66% of students achieving results higher than expected.</p> <p>Spelling: 87% of students achieved growth with a figure of 53% higher than expected.</p> <p>Grammar and Punctuation: 84% of students achieved growth with 65% achieving a higher than expected result.</p> <p>Writing: 74% of students achieved growth with 56% achieving higher than expected.</p>
Students completing the HSC achieve at, or above the level expected based on Year 9 NAPLAN results.		<p>A significant proportion of 2018 HSC students achieved positive Value Added HSC results when compared to their expected result based on Year 9 NAPLAN average. 19 of 22 courses offered had a positive Value Added average result by the class cohort. 11 of the 22 courses saw 100% of students have a positive Value Added result in that course. 50% of students achieved a higher than expected result in every course they completed.</p>
Increase in the percentage of students achieving in 'proficient' bands in NAPLAN and a decrease in the lower bands.	\$83,290	<p>A 0.8 LAST position was created to target students in the two bands below 'proficient' in their previous NAPLAN test. These students received targeted Literacy and Numeracy intervention following a full item analysis of the student results.</p>

Next Steps

Focus on programs aimed specifically at improvements in Literacy and Numeracy will continue into the future for the benefit of all students. Additional focus will be given to new Gifted and Talented programs. These programs will be underpinned by significant and detailed item analysis of NAPLAN and HSC results through the RAP and SCOUT data sources. The improvements to teaching programs based on this analysis is expected to have an affect on students of all abilities. Success of these programs will be judged by an improvement in both Raw and Value Added data in future

external assessments.



Strategic Direction 2

Teaching

Purpose

Quality teachers drive a lifelong passion for learning. We seek to foster a collaborative culture of continual improvement to guarantee a dynamic school learning environment. The explicit teaching of literacy and numeracy skills allows students to effectively engage in all curriculum areas.

Overall summary of progress

The initial introduction of the Curiosity and Powerful Learning program has been overwhelmingly positive. Staff feedback indicated 93% of staff believed this program had helped improve their teaching in the focus area of Higher Order Questioning and the program was worth continuing into 2018 and beyond. The Feedback Model, linked with Quality Assessment Criteria has now been in place for several years and is being used in all assessments in Years 7–9. Students acting on feedback from peers and teachers is an inherent component of success in the relevant task.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Internal and external data sources indicate teachers are operating in the higher orders of the Australian Teaching Standards and the Curiosity and Powerful Learning rubrics in their lesson planning and delivery.	\$15,000	The collegial observations regarding focus on Higher Order Thinking indicate a significant improvement in this aspect of teaching.
Internal and external data sources indicate students are acting on quality teacher feedback, and producing work of a high calibre across all KLAs.	\$0	Significant improvements are being seen in the quality of internal assessments in the junior school. There is a corresponding drop in non-submission of tasks. The use of electronic systems such as Google Classroom has had a significant impact on teachers and ability to give feedback to individual students and track progress based on this advice.

Next Steps

The Curiosity and Powerful Learning program will continue to focus on Theories of Action that have been shown in multiple studies to have maximum impact on the quality of teacher performance, lesson delivery and therefore student achievement. The collegial nature of the program focusses on the strengths already inherent in the teaching staff of Blayney High School and aims to consistently deliver this high quality throughout all classrooms and subject areas. Further focus and improvements to the quality of Explicit Success Criteria in the form of Assessment and Learning rubrics will allow students to manage their own learning, self assess the quality of their own work and that of their peers and act on both self reflection and external feedback to inform future steps.



Strategic Direction 3

Wellbeing

Purpose

Resilience, emotional intelligence, independence and positive connections are the keys to educational success and a positive and productive life. Our purpose is to develop a Growth Mindset in students to develop skills to serve them in school and beyond.

Overall summary of progress

In combination with the focus on Quality Success Criteria and assessment revolving around the journey of continual improvement, there has been pleasing progress towards building a culture of a growth and the importance of having a positive mindset. The positive behaviour choices and resulting classroom environment for the vast majority of students leads to an environment where success can be encouraged and supported by peers and teachers. A minority of students are continuing to require intervention at a school and external level to manage learning and behavioural issues, often as a result of complex mental health concerns.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students have a higher level of satisfaction, engagement and a positive outlook for their education and post school opportunities.		There has been a significant drop in the non-submission rates of assessment tasks and non-engagement in learning opportunities. However, there is still room for significant improvement in building the culture of acting on feedback in order to improve the quality of work.
Students exhibit highly developed skills in teamwork, emotional intelligence and conflict resolution.		Clarified procedures were implemented in 2018 around the education and management of Bullying and Harassment. These procedures clarified significant with students and parents the methods used by the school to improve student self-regulation and conflict resolution. A small number of students accounted for a majority of repeat incidents in 2018.

Next Steps

Ongoing analysis of Welfare and Discipline procedures will continue to be an inherent part of school self-assessment. Data from internal sources such as academic awards, commendations, level placement and suspensions along with surveys such as Tell Them From Me will be used to advise future directions. Procedures to further strengthen the recognition of academic high achievers and most improved students will be implemented immediately in 2019.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$21,551 Aboriginal Background Loading</p> <p>\$10,000 School discretionary funding</p>	<p>All students have a Personalised Learning Pathway negotiated and in place. An ATSI tutor was employed at 0.2 to provide individual and small group tuition to achieve the goals and skills identified in these plans. Some additional school funds were committed to add to programs including "Language through Art" and the creation of the Wiradjuri Yarning Circle and the Bush Tucker Garden.</p>
Low level adjustment for disability	<p>\$164,526 Low Level Adjustment for Disability</p> <p>\$21,092 – School discretionary funding</p>	<p>\$114,524 of this funding was allocated for the 1.1 substantive Learning and Support staff. This was broken down into a 0.5 Literacy and a 0.6 Numeracy position. \$10411 of School discretionary funds were used to increase the Literacy position by 0.1 back to it's pre 2018 allocation of 0.6.</p> <p>In addition to their specific faculty tasks the LASTs negotiated and maintained all Individual and Personalised Learning Plans for students in all year groups and coordinated the resulting differentiated course requirements with teaching staff.</p> <p>The remaining \$50,002 was combined with school based discretionary funding on \$10,681 to employ a Full Time School Learning Support Officer. This SLSO worked with students integrated into mainstream classes who required additional learning supports. This support was organised on the basis of need and was coordinated through the school Learning and Support Team.</p>
Socio-economic background	<p>\$268,220</p> <ul style="list-style-type: none"> • (\$0.00) 	<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 purchased with these funds to maximise student support and curriculum offerings</p>



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	187	185	163	169
Girls	186	198	196	180

Enrollments were slightly lower in 2018 with a small increase in the number of boys being offset by a larger decrease in girls. There continued to be a higher proportion of girls than boys in the student cohort. The school's Aboriginal population decreased slightly to 7% while the students with a Background other than English remained at >1%.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	95.5	95.1	93.3	91.9
8	90.6	93.6	94.4	90.3
9	87.9	87.7	93.2	92
10	89.5	87.9	87.9	88.8
11	87.6	87.6	90.1	89.6
12	90.6	86.8	91.2	90.9
All Years	90.4	90	91.5	90.6
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

Student attendance rates remain above DoE averaged in all year levels. In maintaining our focus on attendance, further refinements were made to the systems introduced following a full review in 2017 to focus on earlier home contact following an absence that remains unexplained. There was significant planning to set up an electronic platform to greatly increase the speed of this contact further still. This platform is ready for implementation in early 2019.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	6	2
Employment	100	82	40
TAFE entry	0	0	10
University Entry	0	0	42
Other	0	12	2
Unknown	0	0	4

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, Orange or by Distance. These courses enhance their ability to transition into tertiary education or employment. In 2018 63% of Year 12 students access school based VET subjects including Construction, Hospitality or Primary Industries. 15% accessed TEAFE delivered T-VET courses including Animal Services, Information Technology and Plumbing.

Year 12 students attaining HSC or equivalent vocational education qualification

All students completing Year 12 gained some form of HSC qualification either of a statement of attainment towards certification or full certification. 2018 saw the graduation of Blayney High School's first intake of Support students. All four of these students achieved credentials in Mainstream, Vocational and Life Skills courses as appropriate.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	5
Classroom Teacher(s)	24.5
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	8.98
Other Positions	1

*Full Time Equivalent

The substantive workforce of the school was slightly reduced in 2018 due to falling enrolments. However, this reduction was slight and school based funding sources were used to maintain school staffing at 2017 levels. Funding was further used to add additional staff to maximise curriculum offerings and Literacy and Numeracy support for students of all levels.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

All staff participated in Professional Learning in 2018.

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

A major focus for Professional Learning in 2018 was the Curiosity and Powerful Learning project. Led by a team of five, this whole school project focuses on six classroom and four whole school Theories of Action. These strategies are proven through research to have maximum impact upon teacher quality and student outcomes. Teachers work in Triad Groups to observe

lessons and provide professional feedback on Teaching and Learning. These triad groupings were implemented as a continuation of the Collegiate Teaching model which has been in operation for the past two years. Higher Order Questioning was chosen as the first Theory of Action for implementation in Semester Two as it links with the ALARM focus that began in 2015.

Extended Professional Learning evenings were held each term for all staff. The focus of these evenings was the Curiosity and Powerful Learning project as well as programs focusing on improving Numeracy throughout the curriculum.

All staff completed a mandatory Performance and Development Plan outlining professional goals for 2018. These PDPs were monitored by relevant members of the executive staff. Professional Learning to achieve targets was undertaken through both internal and external sources. Access to funding for external Professional Learning was monitored within budget limitations by the Deputy Principal and the wider Executive where necessary.

One staff member was successful in gaining her accreditation at 'Proficient' level for the first time in 2018. A number of staff also successfully completed their periods of maintenance during the year.

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	397,637
Revenue	5,887,876
Appropriation	5,663,054
Sale of Goods and Services	6,006
Grants and Contributions	216,357
Gain and Loss	0
Other Revenue	0
Investment Income	2,459
Expenses	-5,770,229
Recurrent Expenses	-5,770,229
Employee Related	-5,213,260
Operating Expenses	-556,969
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	117,648
Balance Carried Forward	515,284

The allocation of funds to programs is overseen by the principal in a transparent process through consultation with a finance committee. The finance committee consists of the principal, the school 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 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.

Budgets are allocated to programs in Teaching and Learning, Welfare and extra curricular activities including the Arts and Sport.

Funding is also used to purchase additional staff ensuring an ongoing breadth of curriculum and support for students in Literacy, Numeracy, ATSI, Low Level Disability and Premier's Priority programs.

A surplus was recorded as a number of programs ran under budget and a major project was postponed due to planning limitations. This surplus has been allocated

to extra staffing programs in 2019 in Literacy, Numeracy and Gifted and Talented programs.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	4,324,880
Base Per Capita	71,504
Base Location	19,611
Other Base	4,233,765
Equity Total	455,832
Equity Aboriginal	21,551
Equity Socio economic	268,220
Equity Language	1,534
Equity Disability	164,526
Targeted Total	503,901
Other Total	146,876
Grand Total	5,431,488

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.

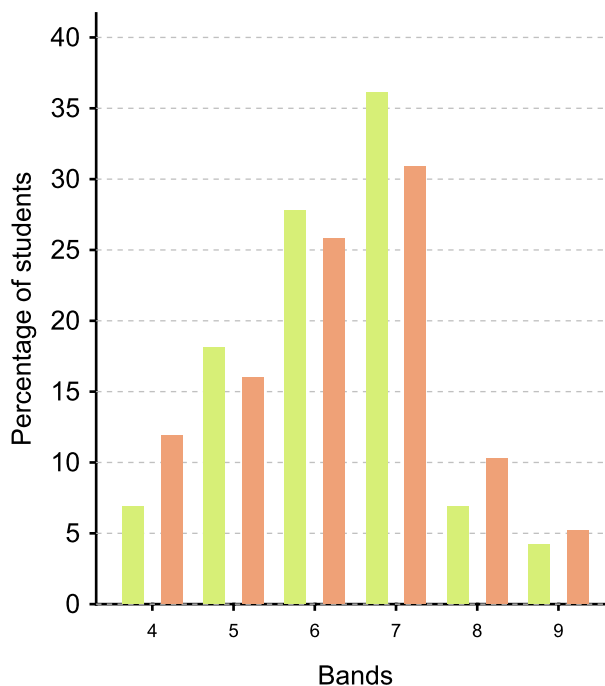
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

This year's Year 9 cohort have participated in a program focussed on Reading since Year 7. Over 98% of students demonstrated growth in their reading based on their Year 7 result and there was a significant decrease in the number of Band 5 and 6 results with students moving into the higher bands. This pattern was echoed in Spelling and Grammar and Punctuation.

Band	4	5	6	7	8	9
Percentage of students	11.1	40.3	25.0	22.2	0.0	1.4
School avg 2016-2018	14	34.2	31.1	13.5	6.2	1

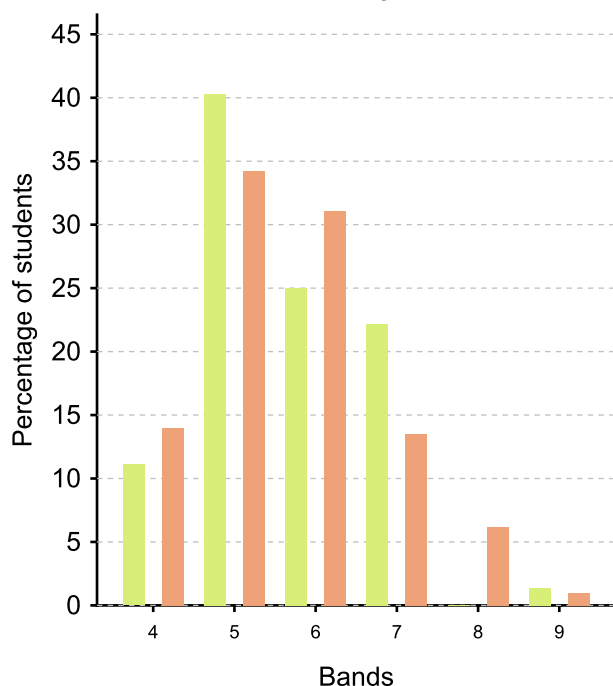
Percentage in bands:
Year 7 Reading



■ Percentage in Bands
■ School Average 2016-2018

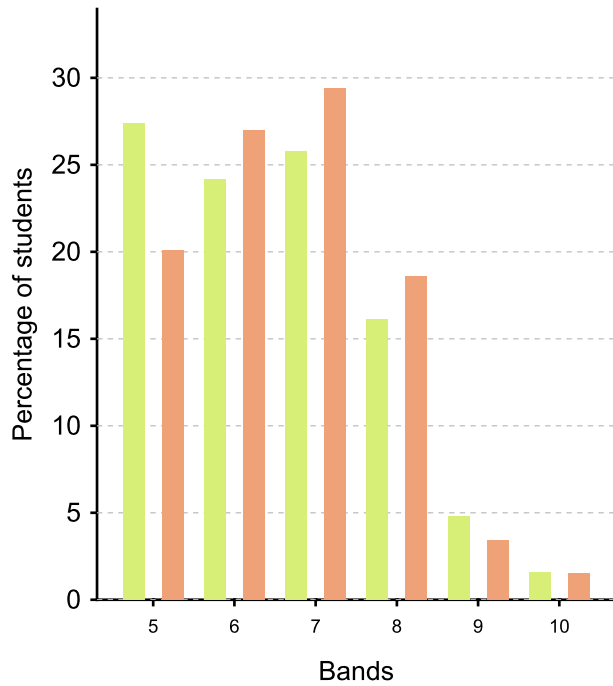
Band	4	5	6	7	8	9
Percentage of students	6.9	18.1	27.8	36.1	6.9	4.2
School avg 2016-2018	11.9	16	25.8	30.9	10.3	5.2

Percentage in bands:
Year 7 Writing



■ Percentage in Bands
■ School Average 2016-2018

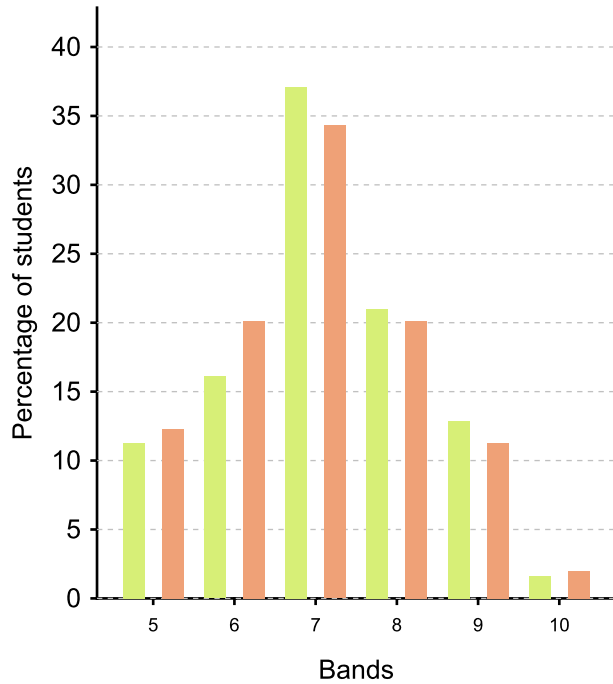
Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	27.4	24.2	25.8	16.1	4.8	1.6
School avg 2016-2018	20.1	27	29.4	18.6	3.4	1.5

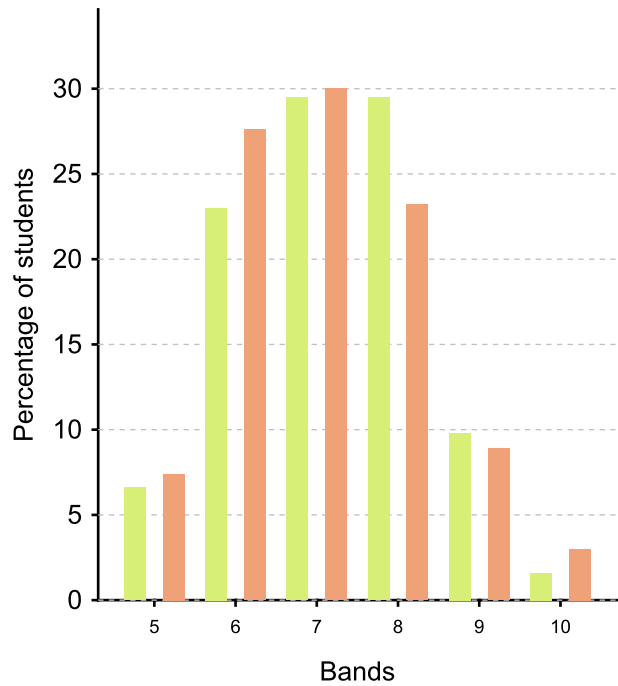
Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	11.3	16.1	37.1	21.0	12.9	1.6
School avg 2016-2018	12.3	20.1	34.3	20.1	11.3	2

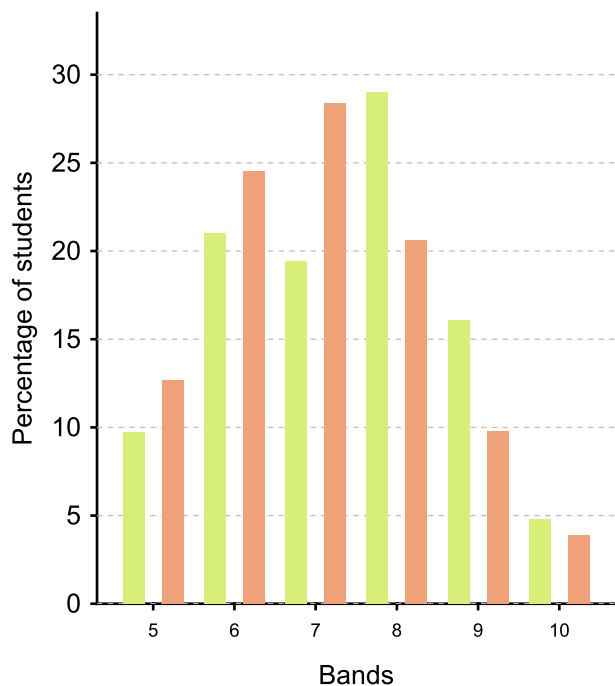
Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	6.6	23.0	29.5	29.5	9.8	1.6
School avg 2016-2018	7.4	27.6	30	23.2	8.9	3

Percentage in bands:
Year 9 Grammar & Punctuation

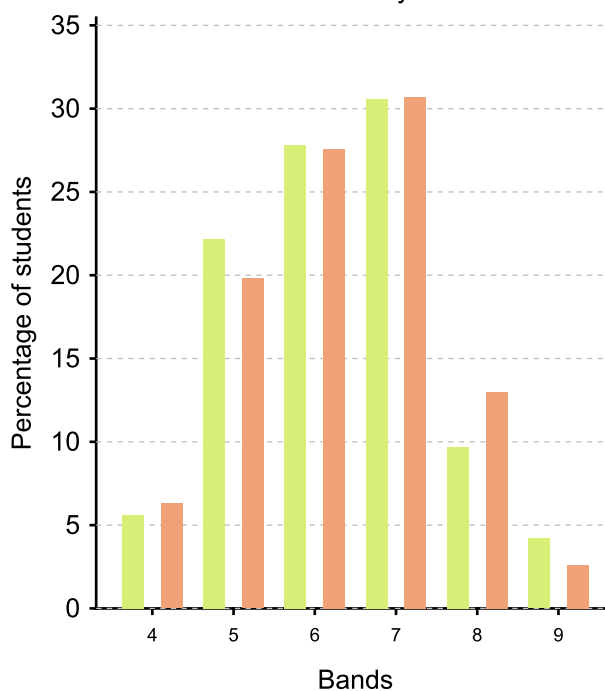


■ Percentage in Bands
■ School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	9.7	21.0	19.4	29.0	16.1	4.8
School avg 2016-2018	12.7	24.5	28.4	20.6	9.8	3.9

There was a significant improvement in the number of students achieving Band 7, 8 and 9 result based on historical averages. There was a corresponding significant decrease in Band 6 results. 92% of students in Year 9 achieved growth based on their Year 7 Numeracy result.

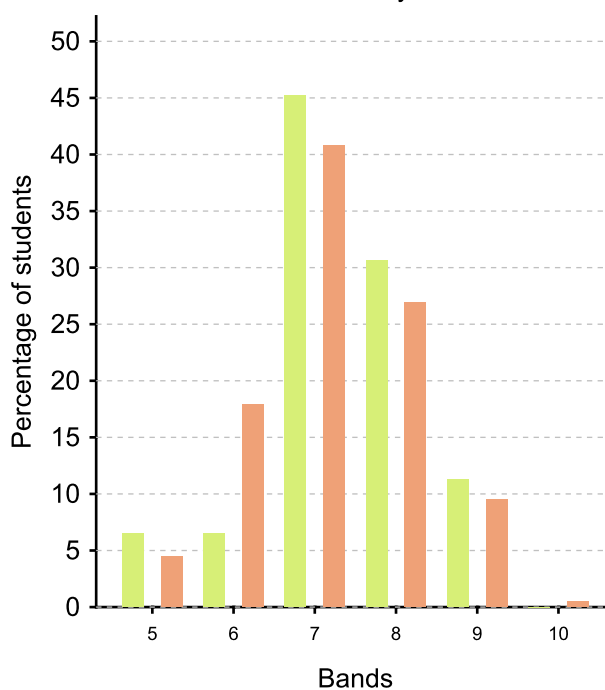
Percentage in bands:
Year 7 Numeracy



■ Percentage in Bands
■ School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	5.6	22.2	27.8	30.6	9.7	4.2
School avg 2016-2018	6.3	19.8	27.6	30.7	13	2.6

Percentage in bands:
Year 9 Numeracy



■ Percentage in Bands
■ School Average 2016-2018

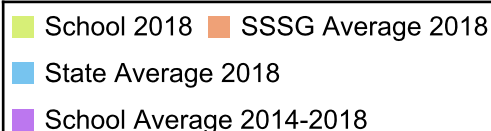
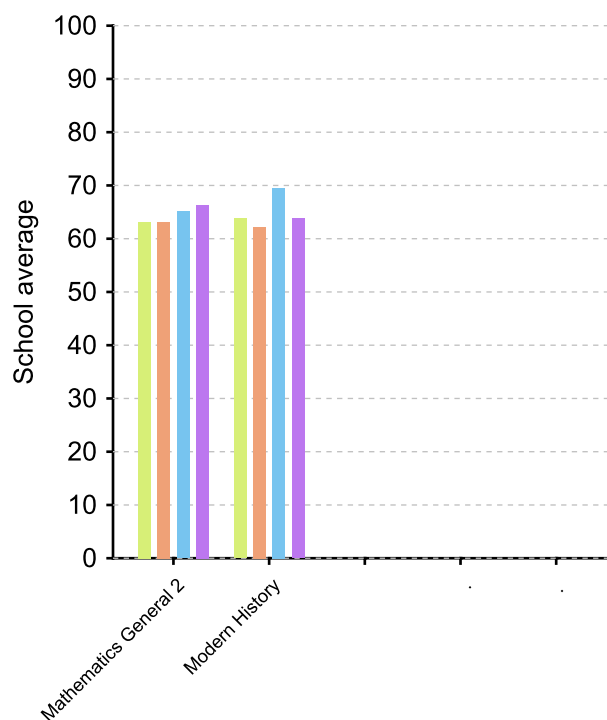
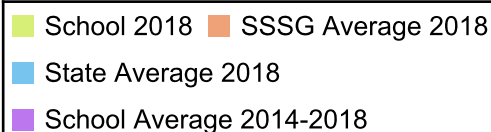
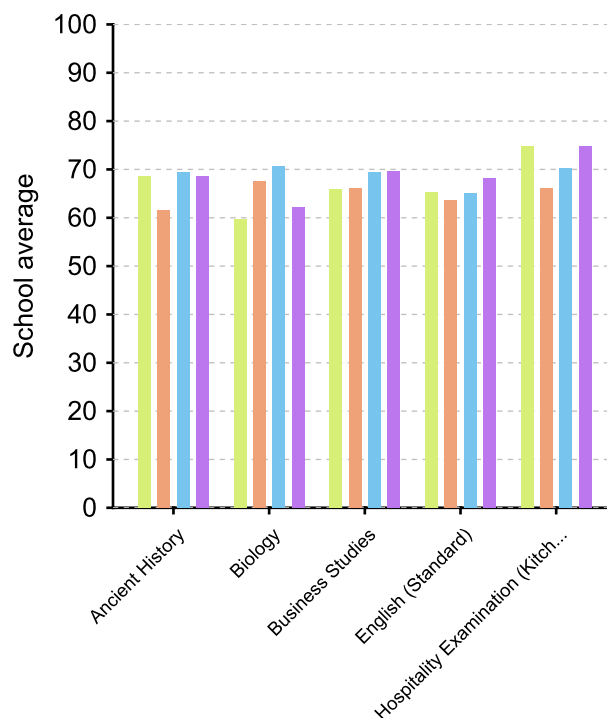
Band	5	6	7	8	9	10
Percentage of students	6.5	6.5	45.2	30.6	11.3	0.0
School avg 2016-2018	4.5	17.9	40.8	26.9	9.5	0.5

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.

100% of ATSI students achieved growth in the areas of Numeracy and Reading.

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 2018	SSSG	State	School Average 2014-2018
Ancient History	68.6	61.5	69.5	68.6
Biology	59.6	67.5	70.7	62.1
Business Studies	65.8	66.0	69.3	69.6
English (Standard)	65.2	63.6	65.0	68.3
Hospitality Examination (Kitchen Operations and Cookery)	74.8	66.1	70.3	74.8
Mathematics General 2	63.1	63.1	65.1	66.3
Modern History	63.8	62.2	69.5	63.8

A majority of courses contained a low candidature and so achievement data must be viewed with some caution. Of the courses deemed to have enrolments such to make the data statistically viable, 2018 achievements were generally on or slightly below the 5 year average for the school. Data in all courses will be analysed and programs addressed to arrest any continuing slide. There were 7 courses with achievements above state average in 2018, Community and Family Studies, Food Technology, Industrial Technology, Music 1, Construction, Hospitality and Primary Industries. Band 5 results were achieved in Ancient History, Business Studies, Community and Family Studies, Construction, Dance, Food Technology, Hospitality, Industrial Technology, Music 1, Primary Industries and Visual Arts

Parent/caregiver, student, teacher satisfaction

Blayney High School participated in the Student, Staff and Parent components of the Tell Them From Me surveys in 2018.

Responses demonstrated a continuing strong sense of belonging and pride in the Blayney High School community. The number of students indicating there is at least one staff member at school who will advocate for them continues to improve over time.

Staff indicated strengths in leadership, collaboration and Data informed practice. Only 1 respondent disagreed with the statement "Morale amongst staff at my school is good".

Parent support remains strong and supportive of the school although attendance at P&C meetings remains low. The group transitioned from a fundraising body to a consultative group in 2018 and it is hoped this will promote higher involvement in decision making by the parent body in 2019 and beyond.



Policy requirements

Aboriginal education

Blayney High School continued with the strong move towards narrowing the gap for Aboriginal and Torres Strait Islander students in 2018, with many academic and cultural activities provided.

The PLP process was completed for all students, allowing the North North tutor to adjust her timetable to maximise support for all students in the areas of numeracy, literacy and development of research skills for assessment task completion, as well as cultural learning. Cultural learning was also reinforced through attendance at the Bangarra Dance workshop, the annual NAIDOC March organised by the Bathurst AECG, and an excursion to the Orange Regional Museum for an Indigenous Engagement Workshop.

Additionally, senior students participated in Future Moves programs by Charles Sturt University and the IPROWD program.



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 curriculum in all subject areas and students participate in many opportunities to explore, experience and understand cultural differences.

Blayney High School continues to have a zero-tolerance approach in regards to racism and discrimination. The concept of inclusivity is embedded in the curriculum, policies, procedures and practice of the school.