

# Blacktown Boys High School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 is provided to the community of Blacktown Boys High School as an account of the school's operations and achievements throughout the year.

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

### School contact details

Blacktown Boys High School

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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

675 students enrolled across the six years of schooling at Blacktown Boys in 2019. 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## 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.

### Improvement Measures

Improved rates of students continuing from Stage 5 into Stage 6, and improved attendance rates in Stage 6.

More students achieve their expected growth in NAPLAN literacy and numeracy testing.

Results from the TTFM survey indicate improved levels of student engagement.

### Overall summary of progress

In 2019 the Community Engagement Team established the BBHS Facebook page with administrators from each KLA assigned. Guidelines for this page were developed and refined along with a dedicated professional learning workshop to upskill BBHS staff in the use of this social media page. This page gained popularity quickly with parents, students, and staff, and positive feedback was received. The CE team has compiled a list of recurring school events and an organiser has been appointed to ensure these events are communicated on the BBHS Facebook page. The CET, BBHS staff and SRC enthusiastically presented the school at the 2019 Blacktown City Festival. Different KLA's showcased work samples from students and SRC ran activities on the day of the festival. A high engagement level from the community was shown.

### Progress towards achieving improvement measures

**Process 1:** Effective communication of strategies to support student learning needs.

Evaluation	Funds Expended (Resources)
Positive response to implementation of Shared school Google Drive of PL delivered at BBHS., teacher presentations on targeted areas and wider use of calendar for planning	\$7,000

**Process 2:** Dynamic teaching and learning programs support student learning needs.

Evaluation	Funds Expended (Resources)
Tell Them From Me survey responses indicate a very positive response to programs. This was supported by NAPLAN performance and internal assessment.	\$14,000

**Process 3:** Devise and facilitate effective methods of communication with the broader community.

Evaluation	Funds Expended (Resources)
Plans for Blacktown Festival was organised including permission notes, the purchase of promotional material and advertising. Faculty based resources were organised.	\$10,000

**Process 4:** Targeted whole school events, build a positive school culture.

Evaluation	Funds Expended (Resources)
In 2019 the Whole School Culture Team organised multiple events linking with student wellbeing, growing connections and engagement within the	\$20,000

## Progress towards achieving improvement measures

school community. Events included students identifying and mapping their nationalities for cultural awareness, our annual Men's Health Day, Harmony Day, a refugee week competition, Videos for Change, running staff well-being sessions, and the re-establishment of the student reward system— 'Vivo'.

## 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.

### Improvement Measures

Increased use of data-informed approaches to effective teaching and learning, including assessment practice.

All professional learning is targeted and responsive to identified school and teacher need.

Results from the TTFM survey indicate increased levels of teacher collaboration.

### 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. Whole school PL priorities were also determined through close collaboration with the senior executive and the DA 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.

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, with the continued use of an online booking sheet and a reward system to encourage participation from staff. This serves as a platform for staff to maintain a collaborative learning nature, and access professional learning attached to their goals.

Analysis based on the school excellent framework identified "using and analysing" Data as a key priority for PLPT for 2019. Surveys among the executive team indicated that desire to ensure that all staff have access to SCOUT and is familiar with understanding and using data to drive teaching and learning.

The Literacy Market PL was proposed in collaboration with DAT to provide the opportunity for the sharing of literacy strategies that can help students access and respond to questions in various formats. Positive feedback and evaluation from the PL also identified literacy strategies that staff would like further PL on.

These PLs ranged from teacher wellbeing, using technology in the classroom, navigating NESA requirements and managing challenging classes. Data from PL@BBHS attendance will be used for further planning of PL in 2020.

Quality Teaching Rounds continued in 2019 in order to develop classroom practice and reflection, beyond peer mentoring that has been established. 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

**Process 1:** Deliver professional learning that is planned on a number of levels.

Evaluation	Funds Expended (Resources)
PL@BBHS	\$10,000

## Progress towards achieving improvement measures

Feedback indicated a decrease in attendance as the term progressed, suggesting the importance of timing of PL. A whole school PL will be scheduled in Term 1 that follows up on PL@BBHS on best practice strategies for classroom management

**Process 2:** Staff analyse a range of data, such as SMART, RAP and assessment tasks, in order to maximise learning outcomes for all students through improvements to teaching, learning and assessment practices.

Evaluation	Funds Expended (Resources)
Implementation of identified practices, strategies and approaches within programs. Altering practices in teaching to address areas requiring improvement, and measuring improvement over a year or more to see if adjustments and alterations have occurred.	\$6,000

**Process 3:** Formalised peer observation processes with time allocated for implementation, and with widened scope.

Evaluation	Funds Expended (Resources)
QTR implementation continued. Feedback from those teams that completed the program was very positive.	\$12,000

**Process 4:** Design and implement mentoring/leadership programs that meet the needs of staff at different points in their professional lives.

Evaluation	Funds Expended (Resources)
Bank of practicum supervising teachers is growing (6 staff have completed AITSL training). Peer coaching is under review, due to low levels of demand. This may be an inadvertent result of QTR and induction programs already running in the school.	\$4,000

## Next Steps

Moving forward in 2020, PLPT will commence the conversation for a shared vision for improved management of students with challenging behaviours. A whole school PL has been planned for the sharing and collaboration of skills between teachers teaching the same class across KLAS in Term 1. PLPT will endeavour to collaborate with the other school teams and ensure that it is a platform for staff to demonstrate personal responsibility for improving their teaching practice for students to improve their learning.



### 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.

#### Improvement Measures

TTFM data shows an improvement in teacher and student satisfaction.

Survey indicates that teacher time is valued due to more efficient processes.

#### Overall summary of progress

During 2019 there was ongoing evaluation of areas within the school by ESP and DAT to ensure that time was used efficiently, and focused on student learning. Developing and refining the Variation Of Routine process, BYOLD policy, and student attendance/punctuality monitoring practices were the key focuses, and assisted staff in spending more time on teaching. Professional Learning was identified based on staff requests and needs, with regular PL provided by experts within the school, while broad needs of the teaching body were addressed at individual, faculty, and school levels. This included dedicated PL events targeting literacy, and student writing, as well as time spent by staff on sharing and collaborating on literacy strategies used within the school.

#### Progress towards achieving improvement measures

**Process 1:** Plan, streamline and implement school management and administrative processes using technology.

Evaluation	Funds Expended (Resources)
Creation of a BYOLD policy with implementation within the school slated for 2020. A streamlined VOR process implemented. Student attendance data indicates an improvement in this area, including overall student punctuality.	\$2,000

**Process 2:** Utilise PDP data to drive the annual professional learning needs of the school and individual staff.

Evaluation	Funds Expended (Resources)
The target of having at least 50% of all PL expenditure directly linked to PDP's was easily achieved.	\$50,000

**Process 3:** Ensure that effective positive change is driven by evidence based data.

Evaluation	Funds Expended (Resources)
Writing Cycle to be implemented into teaching programs, and measurement of pilot student performance to be reviewed. Staff consistently and accurately used the Literacy Progressions to identify key areas of literacy needs. Ongoing PL of staff around literacy and to address common needs in the school to occur.	\$8,000

#### Next Steps

In 2020, ESP will finish the updated BYOLD and VOR policies, and will continue to measure the changes to school processes to determine the extent that they have been improved. DAT will evaluate projects and activities within the school to determine key factors and components that make them effective and meaningful, to provide recommendations for future projects and activities, including how future school plans can be implemented. PLPT will continue to source

and provide targeted PL based on staff needs, with a key focus on literacy as an ongoing need.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$82 204.00)</li> </ul>	<p>During 2019, 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. A breakfast club also provided food for students 3 mornings per week.</p>
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$95 285.00)</li> </ul>	<p>The Induction Program aligned with the 2018–2020 School Plan which enabled the beginning teachers to develop their pedagogical practice. Beginning teachers were actively engaged in planning their own professional development to improve their performance and were committed to their ongoing development as members of the teaching profession.</p>
<b>Targeted student support for refugees and new arrivals</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Targeted student support for refugees and new arrivals (\$3 425.00)</li> </ul>	<p>The EAL/D teacher has continued to support refugee students and new arrivals to Blacktown Boys High School. Upon enrolment, students are given a guided tour and provided with the opportunity to ask questions about how the school operates. The students are further supported in class by the EAL/D teacher, who works within their regular classes to provide one-to-one support in real time, while allowing the students to retain connection to their peers and subject. The EAL/D teacher also liaises in an ongoing manner with each student's teachers to ensure that the students are on track and settling in well.</p>
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$6 463.00)</li> </ul>	<p>During 2019 Blacktown Boys High school continued its commitment to improve the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students through a close collaboration between parents, caregivers, students and staff. Personalised Learning Plans (PLP) were developed for ATSI students. All Year 10 ATSI students successfully met the RoSA requirements to progress to Year 11.</p> <p>A very successful "Breakfast Program" commenced in March 2019 with ATSI students negotiating to meet every Thursday from 7.30 to 8.10 am. The aim of the program was to enable students to have a healthy and nutritious breakfast whilst allowing an opportunity to mentor and be mentored.</p> <p>To celebrate NAIDOC week in 2019 BBHS students and staff participated in a week-long range of activities. All of these were opt. in activities. Students participated in Indigenous games, Movie Screening (Indigenous story/theme), Trivia and, Poster making competition, Indigenous Artwork making and</p>

<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$6 463.00)</li> </ul>	<p>a Yarning circle.</p> <p>As in previous year our annual Men's Health day was opened with a smoking ceremony by our Aboriginal elder Uncle Wes..</p>
<b>English language proficiency</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• English language proficiency (\$139 538.00)</li> </ul>	<p>In 2019, targeted interventions, based on data-informed selection of students, were employed within the classroom to support growth in English language proficiency for students requiring support. This was supported by the EAL/D teacher, the LaST, SLSOs and professional learning for all staff.</p> <p>In addition, the entire Year 7 cohort sat the optional Best Start Year 7 testing, allowing staff to ascertain their levels of reading and numeracy, to better meet the needs of specific Year 7 students in a timely manner. Professional learning sessions, both at whole school and executive level, supported this initiative by identifying specific students who required additional support, as well as supporting pedagogy to address literacy.</p>
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$173 497.00)</li> </ul>	<p>In 2019, students who have been identified as requiring additional support with their learning, were supported in class by the LaST and additional SLSOs across a variety of subject areas. The creation of Individual Learning Plans for these students also allowed for this support to be sustained by classroom teachers.</p> <p>2019 saw the introduction of the MacqLit Reading program for students who were identified using various data (e.g. NAPLAN results in Reading) for small group, intensive reading instruction. Professional learning was completed by the support teacher and the LaST, who have upskilled SLSOs in some of the techniques used to support reading across subject areas.</p> <p>School staff also completed online professional learning regarding the Disability Standards and the Literacy Progressions, allowing for a greater collective understanding of how to best meet the needs of diverse learners in the classroom.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	472	520	576	652
Girls	0	0	0	0

### Student attendance profile

School				
Year	2016	2017	2018	2019
7	94.7	92.5	93.5	92.4
8	91.8	92.3	90.9	93.3
9	91.9	93.7	91.2	91.7
10	89.4	90.5	90.8	89.3
11	91.8	89.9	89.6	84.6
12	89.3	89.6	89.8	87.7
All Years	91.8	91.7	91.3	90.7
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

### Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	N/A	N/A	0
Employment	N/A	N/A	23
TAFE entry	N/A	N/A	9
University Entry	N/A	N/A	59
Other	8	6	9
Unknown	N/A	N/A	0

### Year 12 students undertaking vocational or trade training

0% of Year 12 students at Blacktown Boys High School undertook vocational education and training in 2019.

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

95.3% of all Year 12 students at Blacktown Boys High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	35.4
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	10.48
Other Positions	1

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,720,840
<b>Revenue</b>	7,615,797
Appropriation	7,383,217
Sale of Goods and Services	17,118
Grants and contributions	188,632
Investment income	16,509
Other revenue	10,321
<b>Expenses</b>	-7,221,636
Employee related	-6,338,070
Operating expenses	-883,566
<b>Surplus / deficit for the year</b>	394,160

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.



## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	214,345
<b>Equity Total</b>	345,588
Equity - Aboriginal	5,607
Equity - Socio-economic	73,186
Equity - Language	103,284
Equity - Disability	163,511
<b>Base Total</b>	6,255,100
Base - Per Capita	137,667
Base - Location	0
Base - Other	6,117,433
<b>Other Total</b>	394,851
<b>Grand Total</b>	7,209,884

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.

## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

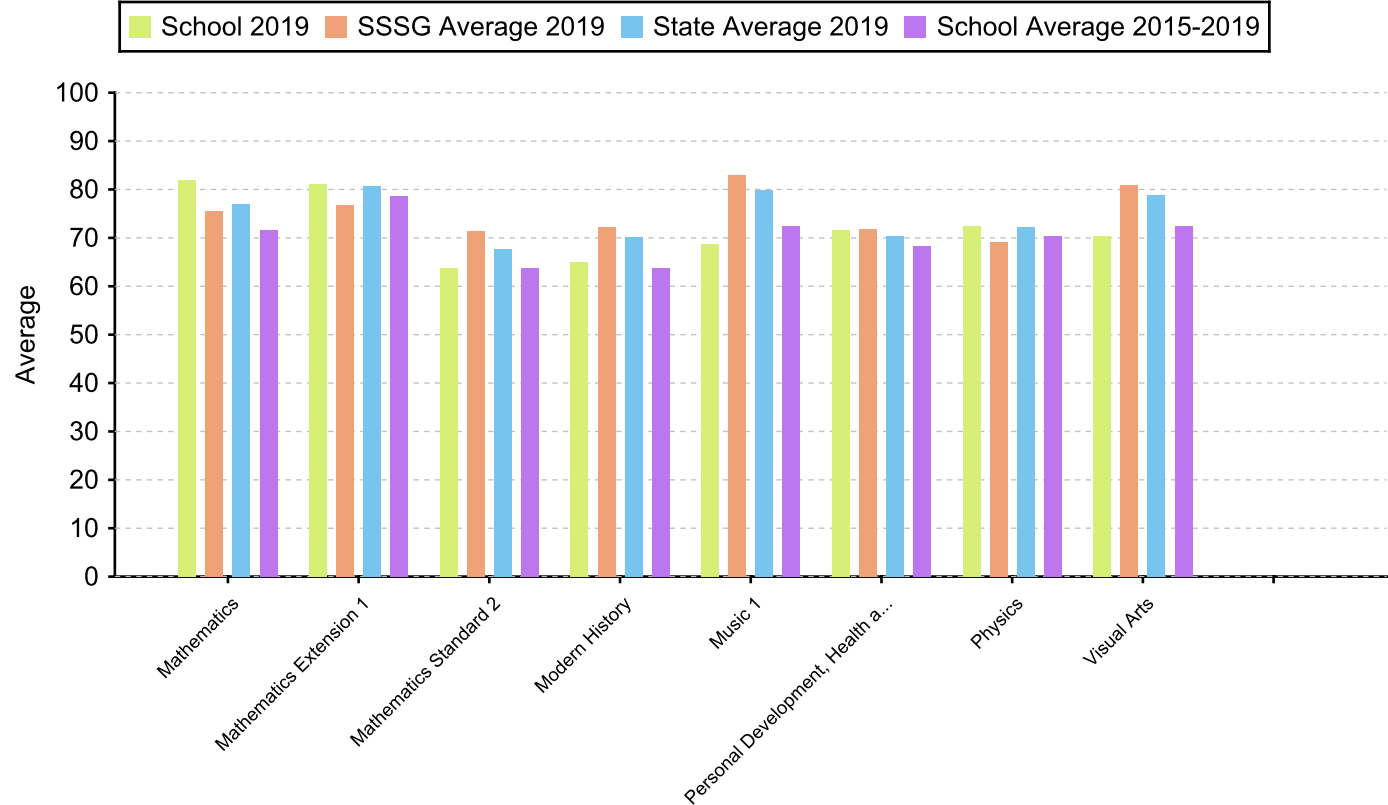
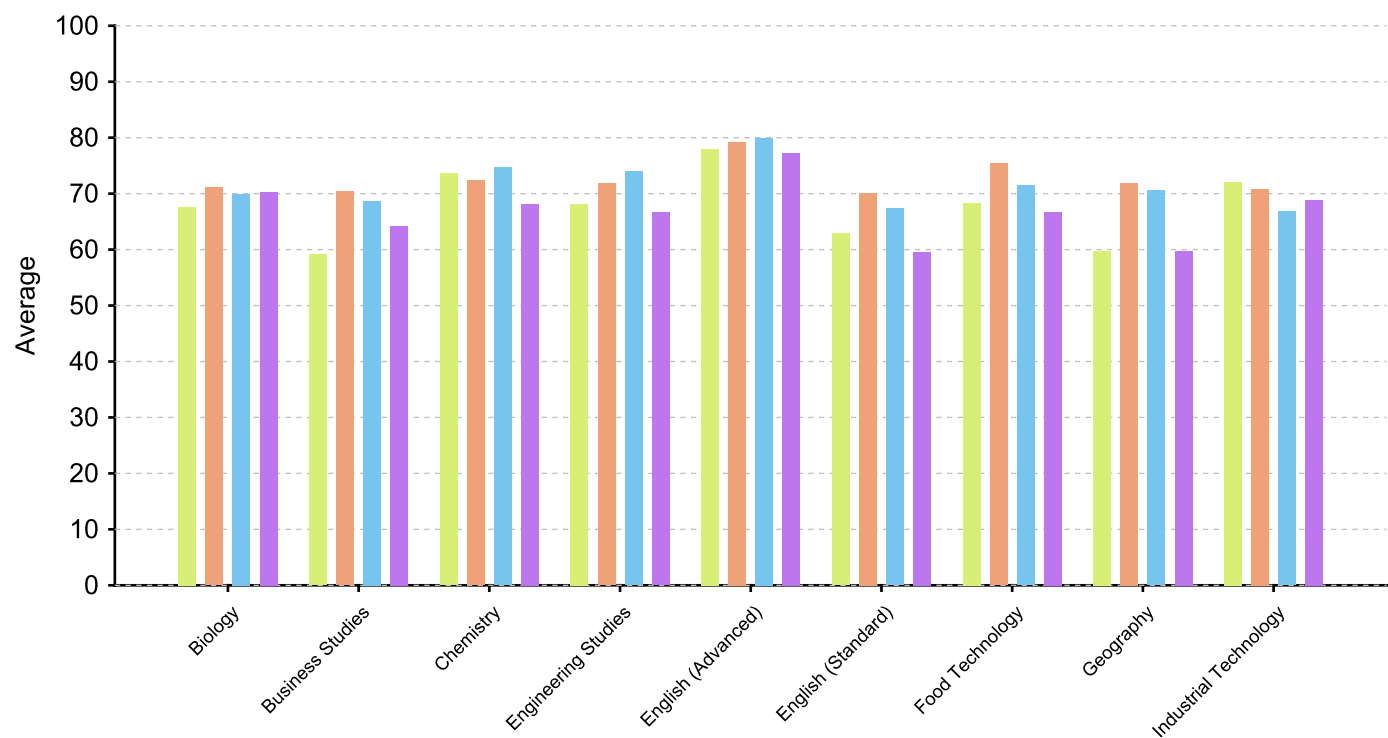
### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

# School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



<b>Subject</b>	<b>School 2019</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2015-2019</b>
Biology	67.6	71.1	69.9	70.3
Business Studies	59.1	70.4	68.6	64.3
Chemistry	73.6	72.3	74.7	68.2
Engineering Studies	68.2	71.8	73.9	66.6
English (Advanced)	78.0	79.2	80.0	77.2
English (Standard)	62.9	70.1	67.3	59.6
Food Technology	68.3	75.4	71.4	66.7
Geography	59.7	71.9	70.6	59.7
Industrial Technology	72.1	70.8	66.8	68.9
Mathematics	81.9	75.6	76.9	71.6
Mathematics Extension 1	81.2	76.7	80.6	78.6
Mathematics Standard 2	63.7	71.4	67.7	63.7
Modern History	64.9	72.2	70.2	63.7
Music 1	68.7	82.9	79.9	72.4
Personal Development, Health and Physical Education	71.7	71.8	70.5	68.3
Physics	72.5	69.2	72.1	70.4
Visual Arts	70.3	80.9	78.8	72.5

## Parent/caregiver, student, teacher satisfaction

In 2019 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 4% 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 Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## ABORIGINAL EDUCATION

As a school community we are committed to providing our Aboriginal and Torres Strait Islander students with the support they need to "engage" "grow" and develop the skills and knowledge necessary to become happy, successful learners and productive citizens.

Personalised Learning Plans (PLP) were collaboratively developed at scheduled meetings where input from the student, parent/caregivers and staff resulted in meaningful and attainable goals being created. For students in Years 9 and 10, the inclusion of the Careers Advisor at PLP meetings, further broadened the scope of the meeting where educational and work pathways were discussed and goals set.

Over the years strong relationships between staff, students and parents/caregivers has been evidenced through increased communication and open dialogue. All our Year 10 ATSI students successfully met the RoSA requirements to progress to Year 11. The Career Advisor continued to work with students and their parents to successfully transition from Year 10 to Year 11 and to provide ongoing support to meet educational/work pathways.

The "Breakfast Program" commenced in March 2019 with ATSI students negotiating to meet every Thursday from 7.30 to 8.10 am. The aim of the program was to enable students to have a healthy and nutritious breakfast whilst allowing an opportunity to mentor and be mentored. The success of the program was evident in that over 50 per cent of the students attended on a weekly basis. The regular drop in of staff from a range of KLAS further built up relationships and strengthened students' sense of belonging.

As a school we are committed to increasing the knowledge and understanding of all of our students about Aboriginal Australia. The histories, cultures and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia and their continual contribution to our contemporary multicultural society is a major focus. Aboriginal education is addressed in all syllabi.

## FOCUS: Aboriginal Education in CAPA and English 2019

Aboriginal Education has been integrated into all units of study in Visual Arts from Stage 4 to Stage 6. A contemporary curriculum in Stage 6 requires case studies on artists, art sites, and concepts of significance. Students have completed critical studies on contemporary Aboriginal Artmakers such as Emily Kame Kngwarreye, Yvonne Koolmatrie, Shirley McNamara, Lin Onus, The Palya Artists of the Elcho Islands, Paul Bong. Significant concepts such as Installations of the Maralinga Nuclear Tests were investigated as research, within the major event known as Tarnanthi Art Festival, which is hosted by the Art Gallery of South Australia. This festival highlights the depth and diversity of Aboriginal and Torres Strait Islander Art. Contemporary Aboriginal Art features strongly in the gallery, and the collections of the AGNSW who our faculty partners with. As such our students in all stages have been exposed to, and have participated in guided tours to study at different times, and to understand the historical approach to the making of objects and art by Indigenous people.

The faculty has embarked on projects and installations for site specific work. 'The BOGANGAR UNIT' for Stage 4 Visual Literacy, and Visual Arts has focussed on a study of domestic activities such as fishing and gathering, and the location of middens in coastal areas. Through research, study and application students created their own piece of individual art making highlighting the area known as BOGANGAR (Place of Many Papis or Hilly Outcrop). Discussion of the concept of 'On Country' extended the learning with students linking the school's acknowledgement of first nation people through the 'Acknowledgement of Country' and the visit of Uncle Wes a local elder to BBHS.

The annual exhibition of Café d' Art has featured student work created as a result of a study of Aboriginal story-telling, and then creating their own story to visualise as an artwork. The release of restrictive copyright has meant that Albert Namatjira can once again be accessed and studied, with students comparing traditional and western traditions

his and other artist's art making.

Contemporary art makers such as Otis Carey practicing in the Byron Bay Area of NSW, and artists from the Palm Island Area of QLD has extended student concepts of creating work, stylistic features, and the symbolic use of material and the artistic choices made in the process to communicate ideas and concepts.

In English, we have continued to explore indigenous experiences in Stages 4 to 6. This involves building an understanding of indigenous history and literary expression, as well as acknowledging the ongoing role indigenous culture plays in Australian society. Students in English not only learn about the appalling mistreatment of indigenous Australians throughout history, but also celebrate the literary prowess of contemporary indigenous composers.

Some examples of indigenous composers and individuals studied in English include: Oodgeroo Noonuccal, Ali Cobby Eckermann, Adam Goodes, Stan Grant, Noel Pearson and Amberlin Kwaymullina. As a result, students not only have a growing appreciation of the history of indigenous Australians, but also understand that indigenous composers have made, and continue to make, an impressive contribution to Australian literature.

### **Anti-Racism Policy**

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

### **Multicultural Education Policy**

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.