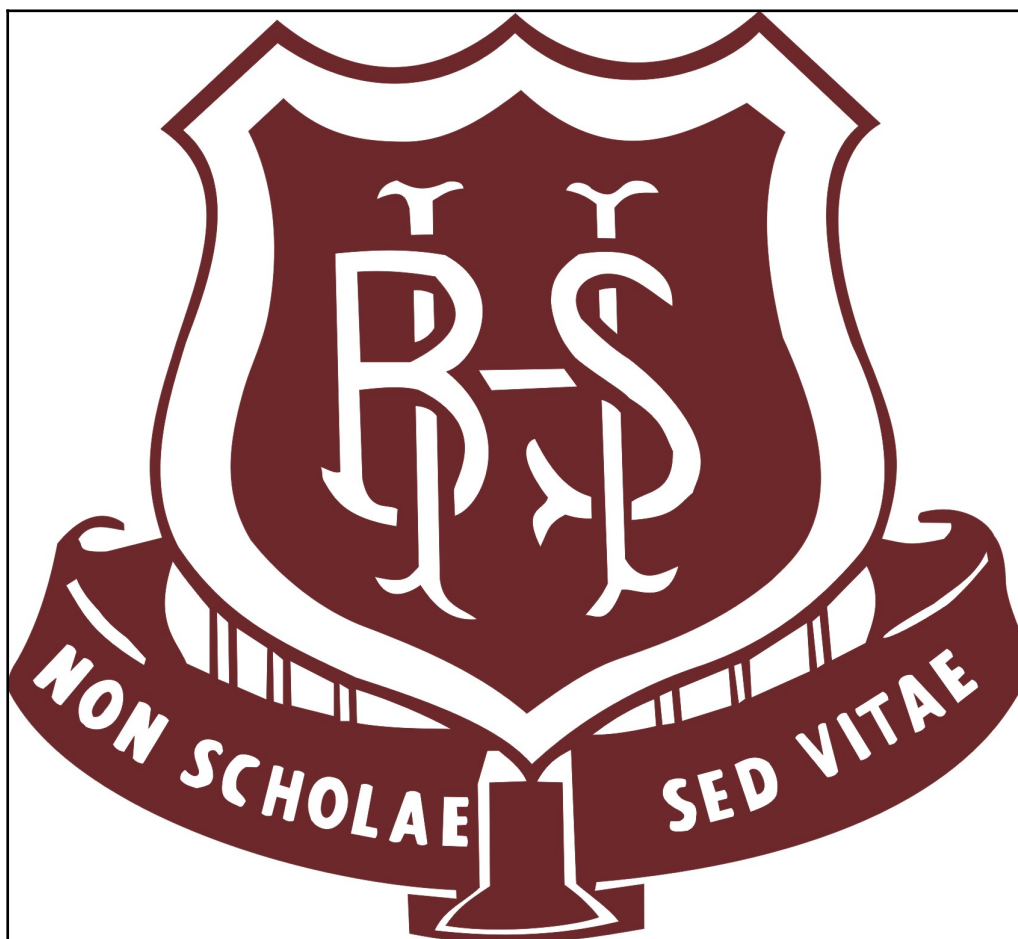


Blayney High School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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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 350 students. Students come from a wide area, many from the small rural villages and the local town-based schools known as the Heritage School's Learning Community. Over 50% of students are from low SES backgrounds.

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

Evidence from external assessment data such as Year 10, NAPLAN and VALID suggests the school has shown growth in a number of areas but still needs support for students in areas of literacy and numeracy. The HSC results are harder to assess due to small candidature 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

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	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

Academic progress of students is at, or above anticipated growth in literacy and numeracy.

Students completing the HSC achieve at, or above the level expected based on Year 9 NAPLAN results.

Increase in the percentage of students achieving in 'proficient' bands in NAPLAN and a decrease in the lower bands.

Overall summary of progress

It is clear the focus on the Feedback Cycle and the use of Explicit Quality Assessment Criteria is gaining traction for a significant number of students. Those students who are using the opportunity to revise their work following teacher feedback are achieving a significantly higher level than previously when judged against NESA grading scales. The benefit of this improvement can be measured in the continued growth in standardised testing as well as internal school assessments.

Progress towards achieving improvement measures

Process 1: Strengthen the quality of success criteria and achievement rubrics to allow students to assess their own achievements and goals for improvement.

Evaluation	Funds Expended (Resources)
<p>Questions: Are Rubrics explicitly identifying a hierarchy of achievement to allow students to assess their own learning and improvement steps prior to submission? Are students using the Rubrics and teacher feedback to effectively assess their own learning? Was a template for Rubrics implemented and assessed?</p> <p>Data Sources: Faculty assessment tasks have explicit rubrics that relate to NESA grading scales. Work samples at draft and final submission stages demonstrate student action on teacher feedback.</p> <p>Analysis: Student action on teacher feedback is not yet at a consistent state. Students are not yet fully familiar with how rubrics can be used as a self-assessment and learning tool. Use of the NESA grading scales as guideline for development of rubrics has helped to make these rubrics more meaningful in allocation of final grades.</p> <p>Implications: More time needs to be devoted to the explicit teaching of the power of the rubrics as an assessment for learning tool as well as an assessment of learning. Due to the variety of individual subject requirements an explicit feedback and assessment timeline, rather than an explicit rubric template was developed. The resulting rubrics include draft, feedback and submission stages creating a culture of value in assessment and due dates.</p>	<p>There has been a significant investment of school based teacher Professional Learning time to support this work which has been underpinned by the Curiosity and Powerful Learning program. Full school staff meetings and faculty meetings were re-structured to focus on this strategy. Existing exemplary practice was identified and used as the basis for whole school Professional Learning to achieve greater consistency across all aspects of the curriculum. The monetary cost of the Curiosity and Powerful Learning Program is reported under Strategic Direction 2, Process 1.</p>

Process 2: Develop use of the Feedback Cycle to create a culture of continual student improvement.

Evaluation	Funds Expended (Resources)
<p>Question: Has the implementation of student action on feedback as an assessment tool been shown to improve learning outcomes?</p>	

Progress towards achieving improvement measures

Data Sources: Mid-year results compared to end year results, submission rates of assessment tasks, marks prior to feedback vs after feedback, Google classroom history (archived classes)

Analysis: For those students who are wanting to improve their own results and learning, they apply feedback. This has been more beneficial in some subjects than others. Senior students have been successful in improving learning outcomes by applying feedback as seen in HSC results and achievements of VET competencies. Likewise, in practical subjects, students immediately apply the feedback to produce higher quality projects. We need to continue to promote the value of improving learning outcomes in written and theory tasks until this becomes standard practice for all students in all subjects.

Implications: This will be a long term shift in learning culture. In the future, explicit teaching and learning of the feedback model needs to be implemented into programs with time provided for students to understand the benefits. Class time may need to be given to juniors to apply their feedback to see the benefit of their learning. However, care will need to be taken to ensure there is no corresponding reduction in the depth of content taught.

Next Steps

Continued Assessment For Learning strategies will be a focus in 2020 and beyond. Assessment rubrics will be adjusted to include sections to explicitly assess the learning journey in addition to the final assessment result to further promote the use of teacher feedback.



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.

Improvement Measures

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.

Internal and external data sources indicate students are acting on quality teacher feedback, and producing work of a high calibre across all KLAs.

Overall summary of progress

There is far greater consistency in the explicit teaching of Literacy and Numeracy throughout the school as a result of detailed analysis of student achievement. The Curiosity and Powerful Learning priorities have focussed on Higher Order Questioning, Learning Intention Narrative and Pace and Assessment for Learning. These focus areas have dovetailed with the existing strategies such as ALARM (A Learning and Responding Matrix), the Feedback Model for improvement and the use of Quality Success Criteria.

Progress towards achieving improvement measures

Process 1: Develop and foster a culture of collaboration, mentoring and leadership to draw on proven explicit teaching strategies ensuring high quality teaching practices.

Evaluation	Funds Expended (Resources)
<p>Questions: Are the collegial structures in the school having an impact on Teaching and student learning?</p> <p>Data sources: Sentral reports, examination results, NAPLAN results, My Professional Learning evaluations, assessment submission rates over time, attendance, retention rates in Year 11 & 12 and records of collegiate observations and self-reflection.</p> <p>Analysis: Assessment results continue to improve and an increased number of students are completing tasks to a higher standard. However, there remains a level of disengagement among some students who are still focussed on achieving the minimum standard rather than excelling at their level.</p> <p>Collegial observation feedback indicates the current format does not work for all teachers with the rigidly assigned Collegial Triads due to the highly specialised and specific subject requirements. The implementation of explicit teaching strategies such as ALARM is inconsistent among staff, causing confusion amongst students.</p> <p>Implications: Head Teachers and Senior Executive need to take more of a formal role in Instructional Leadership within and across faculties to assess high quality practice in Teaching. Once identified these teachers could lead Professional Learning to ensure greater consistency of proven effective explicit teaching strategies.</p>	<p>Significant funding was allocated to the ongoing Curiosity and Powerful Learning program for training and resources. Teachers completed peer-observations over their timetabled load to support and maintain the Curiosity and Powerful Learning project. Professional Learning time at faculty and full staff meetings was dedicated to evaluating the programs and effectiveness of the focus Theory of Action.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$8720.00)

Process 2: School evaluation procedures are an inherent part of school process and include all stakeholders.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>Questions: How do we form Self-Assessment groups that contain all stakeholders with time to meet regularly in a manageable manner. How do we create a system for collecting and collating data to inform the SEF self-assessment as an embedded part of school practice.</p> <p>Data Sources: All staff members have chosen a strategic direction to work within; school plan document in SPaRO; Faculty Meeting minutes; extending to minutes to be taken at Staff Meetings.</p> <p>Analysis: Meetings occur at regular intervals to allow all stakeholders to contribute to the process.</p> <p>Implications: As we move into 2020 evaluation is embedded as part of the meeting structure. Reviews of these structures are planned in Term 3 and again at the end of the year. SEF data collection will be completed in Faculty meetings at least once a semester, where individuals have the ability to annotate and upload evidence to support the SEF self assessment process</p>	<p>A full analysis of meeting structures was held during Semester Two. Planning was undertaken to reallocate existing meetings to allow greater focus on data collection, analysis and focus on student achievement and identification of areas of weakness. These revised meeting structures are ready for implementation in 2020. There was no expenditure required in this review.</p>

Next Steps

The continuing Curiosity and Powerful Learning project focus on proven explicit teaching strategies will further create the consistent learning protocols at Blayney High School. The introduction of the Talent Development Project in late 2019 will address the recognised need to further differentiate classroom work and tasks to extend students already achieving high results.

All staff contributing regularly to data collection and analysis will further improve the knowledge of individual student strengths and weaknesses and allow targeted strategies for students to be developed and consistency applied throughout the school. The middle and senior executive increasing their role as Instructional Leaders will assist in the development and delivery of these targeted programs.



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.

Improvement Measures

Students have a higher level of satisfaction, engagement and a positive outlook for their education and post school opportunities.

Students exhibit highly developed skills in teamwork, emotional intelligence and conflict resolution.

Overall summary of progress

Great success was seen in the inclusion of 'Student Voice' in the long term development of the Respect Charter and the Peer Mentor program. The whole community ownership of the school beliefs and behaviour protocols led to a consistency of language in recognising and rewarding positive behaviours as well as dealing with less desirable behaviours such as conflict or bullying.

Progress towards achieving improvement measures

Process 1: Implement whole-school wellbeing strategies to support learning at all stages of a student's development.

Evaluation	Funds Expended (Resources)
<p>Question: Has the work done in 2019 on the implementation of the Respect Charter had a positive impact on student welfare and achievement? Are student leaders modelling positive work and behaviour practices?</p> <p>Data Sources: Sentral behaviour referrals, VIVO awards, attendance rates, Tell-Them-From-Me surveys, Year Advisor awards, Levels System achievements, NAPLAN, value-added data, survey of Year 7 students from camp re: Mentors, Facebook analytics (likes etc), positive feedback (letters, emails etc) from community.</p> <p>Analysis: Data analysis shown an increased number of positive entries in Sentral. Student mentors being involved in 6–7 transition process appears to have been highly effective in reducing the level of harassment. Stage 5 students have had a significant reduction in low level disruptive behaviours. There has been a significant increase in the number of positive letters and awards to recognise student achievement.</p> <p>Implications: Due to the length of time taken to devise the RESPECT Charter it is not possible to evaluate if any improvements are as a result of this strategy. Data analysis of 2019 improvements and issues will be used as baseline data to track progress in 2020. Further refinement of student mentor program will be a valuable ongoing program.</p>	<p>Expenditure was invested in VIVO rewards program to recognise positive student engagement, growth, attendance and achievement. Other data sources exist with no cost to access other than time taken by staff to collect and analyse. The data collected has formed the basis for the RESPECT charter which has received a significant 2020 implementation budget.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$2900.00)

Process 2: Further develop strategies to recognise growth and celebrate learning at all levels.

Evaluation	Funds Expended (Resources)
<p>Question: Are the strategies implemented in 2019 being recognised by students as adequately acknowledging their academic successes in a meaningful way?</p>	<p>Funding for additional faculty awards and certificates was incorporated in the School Administration budget. The</p>

Progress towards achieving improvement measures

Data Sources: Tell Them From Me, Assembly merit awards, Talent Development Program interviews, Sentral records of positive phone calls and commendation letters.

Analysis: Feedback from parents indicates value in phone calls and letters. Talent Development Program interviews indicate high academic achievers are looking for more recognition of their achievements. Anecdotal observations from assembly awards indicates these are not valued by all students.

Implications: More focus needs to be given on the school Merit system and the value and importance of the individual awards contributing to more significant recognition such as Bronze, Silver and Gold awards. More data needs to be gathered from students to assess ways in which students feel their talents can be recognised in a more meaningful way to them.

funding of a 0.3 position during Semester Two allowed a dedicated staff member to form and plan the Talent Development Programme. This staff member analysed data from throughout the school and identified a significant number of students who could benefit from programs to target and extend their strengths. A staff team was formed to plan and have programs ready for implementation in 2020.

Funding Sources:

- Socio-economic background (\$31542.00)

Next Steps

Further developing the ways to incorporate 'Student Voice' in the school will be critical to the success of future Welfare programs, in particular recognising excellence in a purposeful and meaningful manner.. The launch of the Respect Charter and success of the Student Mentor program will be monitored closely throughout 2020 with revisions being made as appropriate. The expectation that all students can excel at their level and are expected to do so will remain a constant focus in building the Growth Mindset for all students.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$16,163 Aboriginal Background Loading</p> <p>\$5,180 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 very successful BHS NAIDOC Day with presenters from the Orange Local Aboriginal Lands Council, Keshara and Australian Indigenous Astronomy Research Group.</p>
Low level adjustment for disability	<p>\$172,893 Low Level Adjustment for Disability</p> <p>\$24,501 – School discretionary funding</p>	<p>\$117,388 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. \$10672 of School discretionary funds were used to increase the Literacy position by 0.1 back to it's pre 2019 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 \$55,506 was combined with school based discretionary funding of \$5,746 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	\$272,718	<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 at all levels in Literacy and Numeracy, increased curriculum offerings and the initial planning for a High Potential and Gifted program to be ready for 2020 implementation.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	185	163	169	173
Girls	198	196	180	173

Student attendance profile

School				
Year	2016	2017	2018	2019
7	95.1	93.3	91.9	91.8
8	93.6	94.4	90.3	89.1
9	87.7	93.2	92	88.6
10	87.9	87.9	88.8	90.2
11	87.6	90.1	89.6	90.3
12	86.8	91.2	90.9	86.2
All Years	90	91.5	90.6	89.4
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

Enrolments have remained relatively stable over the last three year period. A third Support class was established in Semester Two which did slightly reduce the mainstream enrolment figures as students accessed the new class. However, the total school enrolment remained unchanged. The school's Aboriginal population remained consistent at 7% while the students with a Background other than English remained at >1%

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	0	0	0
Employment	100	80	22
TAFE entry	0	0	15
University Entry	0	0	30
Other	0	20	0
Unknown	0	0	33

Year 12 students undertaking vocational or trade training

50.00% of Year 12 students at Blayney High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

98.2% of all Year 12 students at Blayney 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)	5
Classroom Teacher(s)	24.6
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

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 ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	515,284
Revenue	6,191,510
Appropriation	5,976,951
Sale of Goods and Services	2,204
Grants and contributions	208,548
Investment income	3,383
Other revenue	424
Expenses	-6,018,427
Employee related	-5,396,156
Operating expenses	-622,271
Surplus / deficit for the year	173,083

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 Approved SBA (\$)
Targeted Total	534,371
Equity Total	461,774
Equity - Aboriginal	16,163
Equity - Socio-economic	272,718
Equity - Language	0
Equity - Disability	172,893
Base Total	4,398,271
Base - Per Capita	83,907
Base - Location	19,659
Base - Other	4,294,706
Other Total	305,431
Grand Total	5,699,847

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.

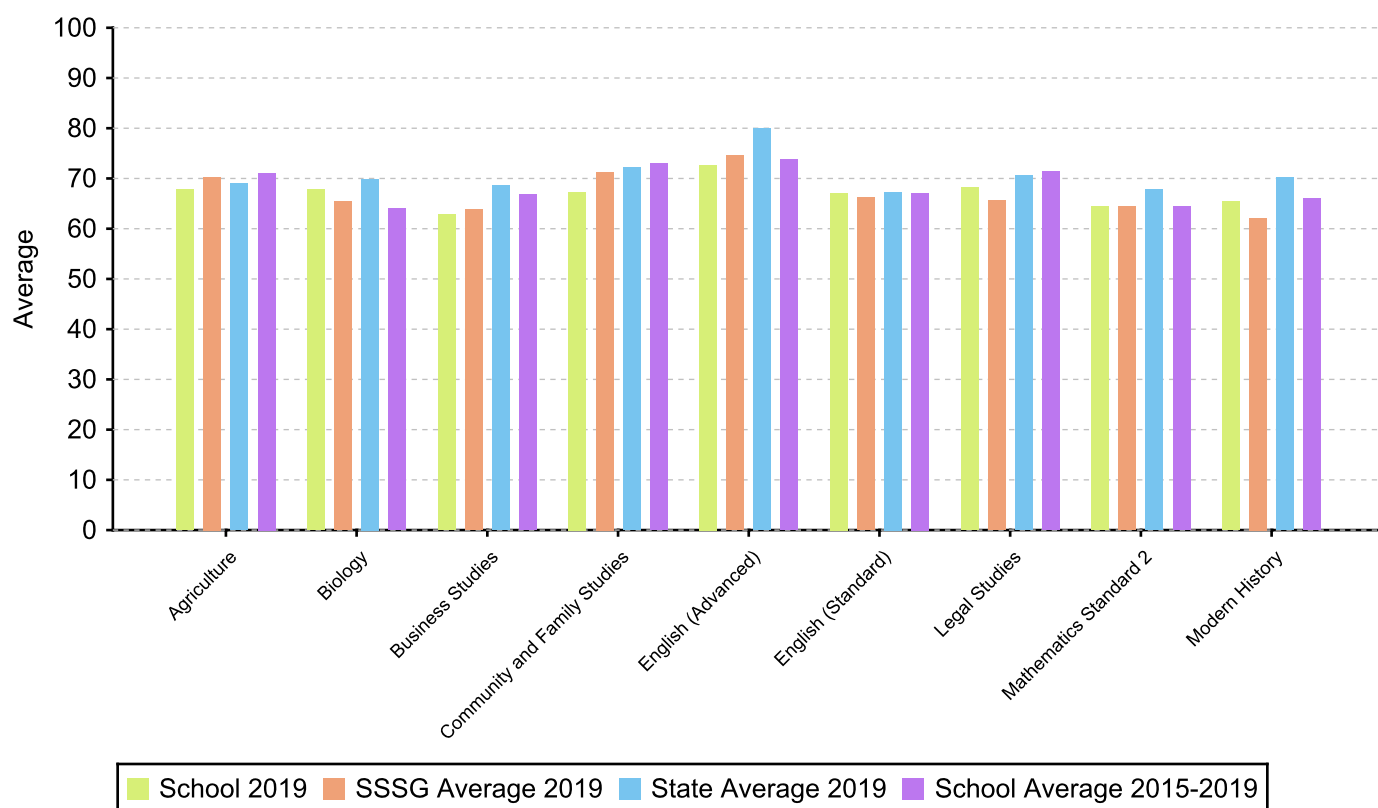
NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au 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](https://myschool.edu.au) 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.



Subject	School 2019	SSSG	State	School Average 2015-2019
Agriculture	67.8	70.3	69.0	71.1
Biology	67.8	65.4	69.9	64.1
Business Studies	62.9	63.8	68.6	66.8
Community and Family Studies	67.3	71.3	72.2	73.0
English (Advanced)	72.7	74.6	80.0	73.8
English (Standard)	67.1	66.3	67.3	67.1
Legal Studies	68.2	65.7	70.6	71.4
Mathematics Standard 2	64.4	64.4	67.7	64.4
Modern History	65.4	62.1	70.2	65.9

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, 2019 achievements were generally on or slightly below the 5 year average for the school but remain above those of the SSSG. Data in all courses will be analysed and programs adjusted to target focus areas of repeated student weakness.. Top two band results were achieved in Agriculture, Ancient History, Biology, Community and Family Studies, Dance, Design & Technology, English (Advanced), English (Extension), Food Technology, Legal Studies, Music 1, Personal Development Health and Physical Education, Primary Industries, Software Design and Development and Visual Arts. One student came first in the State in the Human Services examination.

Parent/caregiver, student, teacher satisfaction

Blayney High School participated in the Student, Staff and Parent components of the Tell Them From Me surveys in 2019.

Student 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. 85% of students indicated a positive Academic self-concept, a pleasing increase.

Staff indicated there was clear and strong strategic vision for the school.

85% of Parent responses indicated they would recommend Blayney High School to parents of Primary aged children with the remaining 15% falling in the neutral category. 75% of parent responders indicated their belief the school had a good reputation in the local community with only a single response indicating disagreement.

Parent support remains strong and supportive of the school although attendance at P&C meetings remains low. Despite this, the P&C remains a vital consultative body in school decision making as well as operating the school canteen and uniform shop.

There was a noticeable increase in parent attendance at Parent/Teacher interviews and information evenings in 2019. This has been a focus for improvement and will continue to be monitored.



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.

Blayney High School continued with the strong move towards narrowing the gap for Aboriginal and Torres Strait Islander students in 2019, with many academic and cultural activities provided. The PLP process was completed for all students, allowing the Norta Norta 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 enhanced with participation in NAIDOC celebrations. The whole school NAIDOC Day celebration was lead by the Orange Local Aboriginal Lands Council. This involved a variety of presenters with hands-on workshops, including basket weaving, dance, astronomy, bush tucker, art, Wiradjuri language, artefacts and tools, and traditional Indigenous games.

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.