

# 2020 Annual Report

## Blakehurst High School



8236

# Introduction

The Annual Report for 2020 is provided to the community of Blakehurst 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

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## Message from the principal

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At Blakehurst High School our mission is to inspire students to excel as critical learners thinkers and champions of diversity, who have a positive impact on their world.

2020 was a tumultuous, challenging year for all. Despite worrisome thoughts and urgent unprecedented actions, 2020 was a year sprinkled, with accomplishments and celebrations

Working through Covid-19 certainly cemented our future focused directions, and the progressive, forward thinking, flourishing school we are.

I am privileged to be able to share with you some of our captured collective successes.

The way in which our staff banded together to meet our students online learning needs, by making google classroom the norm was truly momentous.

Faculties sharpened their skills in online learning practices, some extending themselves and students through the implementation of asynchronous blended learning to enhance students the critical soft skills they will need when they graduate.

Further to this our subject selection evening and Senior Assessment evening all occurred online with hundreds of parents joining us online.

A substantial amount of our Year 12 students were offered university placements. At UTS, University of NSW, Macquarie, Wollongong, Western Sydney, Notre Dame, Australian Catholic University. In courses such as - Clinical Science in preparation for Medicine School, Engineering, Science, Law, Psychology, Business, Education, Project Management, Media and Communication, and Nursing, just to name a few.

Our HSC results were outstanding. Our highlights are listed as follows:

- Schools ranking improved from 226 to 178.
- The Top HSC ATAR was 99.65 and was achieved by Mathew Qu.
- At least 20 students received an ATAR of above 90
- Achieved 55 - Band 6s, 25 -E4s, 8 - E3s, 201 Band 5s.
- We achieved 2 NESA HSC all - round Merit List acknowledgements Mathew Qu and Karina Marinkovic
- 5 Distinguished Achievers List: Jason Zhang, Amy Zhang, ZhiXi Zhang, Lincoln Zhang and Jeffrey Zhu
- 2 State ranks ZhiXi Zhang - 2nd in Chinese context, Mathew Qu - 9th in Mathematics Extension 1
- Blakehurst High School was ranked 7th in the Top 10 comprehensive high school in Mathematics
- HSC Visual Arts Body of Work selected to be included in the Art Express Exhibition, - Anastasia Spyridopoulos

- HSC Music 2 Original Program selected to be performed at Encore - Jason Zhang

Other successes include the continued growth of iSTEM, the progression of our Robotics Club, the initiation of a Creative Arts club, and our strengthened partnership with UTS and our the Wanago Engineering program.

This partnership will be leading to clear tertiary, and industry pathways for our students.

Additional examples of the way in which our students' intellect was further challenged and publicly recognised include, the way in which they excelled in external ICAS examinations in, English, Mathematics, History, Geography and the International Science competition. Our students achieving, Credit, Distinctions and High Distinctions.

Publicly, the work of our year 7 enrichment classes was acknowledged in the Leader for, their project based learning, intergeneration e-book initiative.

Ms Bahia Malas and Ms Kerry Anne Faria were awarded a Teachers Guild Award for their efforts in bringing this to life, and Ms Barbara Arambatsis was awarded a Commendation Award by the Lebanese Muslim Association for the positive impact she has had on the livelihood of students.

Despite the Covid-19 barriers - Zoom became a normalised tool as our student debaters and public speakers represented themselves and Blakehurst with tenacity and appeal virtually online.

Our student leaders created videos of key messages and placed these on Sentral to ensure student voice, continued to be a key factor.

Students participated in a state wide video on the breaking the silence initiative and of recent an entertaining NAIDOC assembly which culminated in the painting of a NAIDOC mural.

We had 54 Premieres Reading Challenge participants, who read over 20 books receiving their certificate from Premier Berejiklian. 4 of which, all in Year 9, received the Premier's Reading Challenge Medal, in honour of their participation over the past seven years. Leona Du, Jeremy Lee, Daria Bozas and Antonia Georgakopoulos, this is a significant achievement and we are very proud of their commitment to our BHS reading culture.

Our Environmental team, continued to sustain our school gardening initiatives, promoting a clean school, and student responsibility. Recycled garbage bags to promote recycling have been placed across the school.

Our welfare team led by Mr Roff and consisting of our Year Advisors in consultation with our Diverse learning team, LaSTS, Student Support Officers and school counsellors have worked collaboratively to impact the development of students, supporting their individual welfare needs and academic progress, whilst online, and once back at school.

You would agree that this snapshot of captured successes and experiences exemplify our core values: Integrity, Rigour and Empathy

In terms of our school infrastructure and grounds. We took the opportunity of a student free school, to upgrade many areas across the school. Our school Library - our Learning Centre, has been revamped to accommodate more teaching and learning space, and both a senior and junior designated area. New technology has also been installed to support student engagement. We restructured the old school foyer into a senior, lounge careers hub.

Internally we dramatically altered a further three classrooms. Turning them into future focused spaces, fitting them with new technology and furniture to promote project based learning and team teaching. We also significantly upgraded the whole industrial arts block purchasing modern equipment, and creating state of the art workshops.

We are committed to transforming all learning spaces in to spaces that are technology, student centric environments

Further improvements include the installation of additional air conditioners - and the painting of B Block and the exterior to mirror our new administration block.

Externally - we have now covered the school quad and side demountable area with shade cloths and sails providing the much needed shelter that was lacking and

New outdoor furniture was placed through out the school to ensure a more conducive break time environment. With the support of our student leaders through student grant submissions, added bubblers, bins and bike racks have been installed. Further success in applying for a sustainable environmental grant has allowed us to landscape key areas of our school.

I would like to sincerely send a note of thanks to our, parents for their partnership, and commitment to their childrens' education,

Especially after the roller coaster we have been on together - the many emails of thanks and appreciation we received during Covid-19 held us in good stead and kept us going.

Most importantly, after the year we have had. I would like to thank whole heartedly, my colleagues at Blakehurst high the teaching staff, non teaching and executive for their continued commitment to student well being and student learning. They were the critical element in ensuring we as a school community only strengthened during these difficult times.

We have been acknowledged by the department in the way in which worked through Covid and implemented online learning, and it is to the credit of hard working staff that we were and continue to be successful.

I am looking forward to a shared leadership of our New School Plan and the implementation of our new initiatives to meet our New School Directions

And we as a school, are looking forward to implementing in 2021 the Department's Success Model in which, a shared triangulated responsibility between students, parents and our school, will lead to further improved outcomes for all students and a thriving, flourishing school community.

Sophie Kapsimalis

Principal

## School vision

At Blakehurst High School we inspire students to excel as critical learners, thinkers and champions of diversity, who have a positive impact on their world

## School context

Blakehurst High School has approximately 1064 students enrolled with 81.8% coming from a non-English speaking background and 50 international students. It is a successful co-educational comprehensive school recognised within the local community for exemplary learning and wellbeing programs.

The school has an excellent reputation for academic, sporting and multicultural achievements. Students engage in and enjoy a broad curriculum, including a wide vocational education training program.

The school's priorities include professional learning for all staff which supports quality teaching and learning and the development of student responsibility for learning.

The school enjoys strong support from parents and the 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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Working towards Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

Inspired, empowered students

### Purpose

To provide inclusive opportunities to develop happy, engaged, life long learners, who achieve personal excellence through high expectations.

### Improvement Measures

Reduction in N Determinations.

A reduction in negative behaviour referrals.

Increased student attendance and student engagement.

Assessment tasks display effective use of metacognitive strategies and curriculum differentiation.

Above average growth in NAPLAN and HSC results.

Exit surveys demonstrate clear pathways achieved for all students as indicated in PLPs.

### Overall summary of progress

There was a 4% increase with regards to students receiving N Awards however no students were N Determined for any subjects. The implementation of a revised HSC improvement program aligned with our continued increasing student expectations facilitated this positive outcome. Student behaviour referrals increased as the year progressed as did referrals to the School Counsellor. This may be attributed to the loss of school structure in student lives and the social economic impacts of Covid-19. flowchart. Student behaviour referrals increased as the year progressed as did referrals to the School Counsellor. Students' general attendance rate was 91.18%. The Tell them From Me Survey indicates that 63% of students who completed the survey feel that they have a strong sense of belonging to the school. Incorporating. Despite the pandemic Learning and Support Teachers continued to be aligned with faculties to assist staff with the differentiation of lessons and assessment tasks in order to ensure all students were able to access the curriculum and achieve course outcomes. 24.69 % of students achieved in the top two bands for Numeracy and 17.37% in Reading in the NAPLAN. Students' value-added from Year 9 to 12 was deemed as excelling. Blakehurst High School HSC students achieved an average score of 69.06% as opposed to the state average of 72.33%. All students with Personalised Learning Plans were supported to transition to the most appropriate pathway.

### Progress towards achieving improvement measures

#### Process 1: Positive Behaviour for Learning

Invigorate PBL procedure. Implement a PBL policy that is clear, concise and consistently followed by students, class teachers, Head Teachers and Senior Executive.

Evaluation	Funds Expended (Resources)
Referencing the relatively new school values of Integrity, Rigour and Empathy continued to be a focus.. It is an area for continued emphasis in order for the new expectations to be embedded within the school culture holistically.	NIL

#### Process 2: Metacognition

Professionally develop staff and students in metacognition and a how it can be applied to learning.

Evaluation	Funds Expended (Resources)
There was a shift with a focus on stage 4 and 5 programming. Hence Metacognition took a back step whilst faculties worked ensuring compliance, was met within these stages.	NIL

## Progress towards achieving improvement measures

### Process 3: Curriculum Differentiation

Undertake professional learning in curriculum differentiation; inclusive classroom PD opportunities.

Evaluation	Funds Expended (Resources)
The Learning and Support Teachers were aligned with specific KLAs to support the differentiation of curriculum and tasks. A "book a LaST" system continued to be implemented and successful. Student enrichment tasks, needed to be adapted to suit the on line learning environment. Year 7 enrichment classes produced e-books that presented Covid -19 and the impacts on them as young people. This task was globally celebrated.	NIL

**Process 4:** Develop a common language, with regards to our welfare system, metacognitive teaching & learning strategies, and curriculum differentiation.

Evaluation	Funds Expended (Resources)
Although our school values were a common thread across the school. The fleshing of the PBL framework took a back step. Up-skilling staff in online learning approaches and the use of Google classroom became the priority.	NIL

### Next Steps

The reinforcement of the use of Google class room and contemporary learning will be a focus with regards to teaching practice in the 2021-2024 School Improvement Plan



## Strategic Direction 2

Highly skilled, effective teachers

### Purpose

To continuously deliver a high standard of educational practice and curriculum design that engages all students and empowers them to excel through innovative pedagogy and quality teaching.

### Improvement Measures

Results from the Tell Them From Me survey demonstrate improvements in: Rigour, Relevance Positive Learning Climate.

All PDPs are meaningful and aligned -Australian Standards, School Excellence Framework.

Increased number of teachers leading workshops.

Increased number of students performing in the top 2 bands in literacy and numeracy.

### Overall summary of progress

The Tell Them From Me data demonstrates that 55% of the students surveyed feel there is strong student advocacy, 76% of students feel that there are high expectations at Blakehurst High School and 63% of students feel a sense of belonging at school. All staff have Professional Development Plans that are reflective of their own areas of growth. These are in line with the Australian National Standards and School Excellence Framework. There has been a continued increase in teachers sharing professional Learning especially in the form of sharing resources to place online.

### Progress towards achieving improvement measures

#### Process 1: Explicit Learning

Consolidate the work of the past Literacy and Numeracy teams in which there were faculty representatives, across KLAs. Promoting literacy and numeracy at a whole school level.

Evaluation	Funds Expended (Resources)
A mock audit of stage 4 and 5 programs led to a shift in focus from HSC programming and compliance to stage 4 and 5 compliance. Faculties continued the Literacy and Numeracy focus at a faculty level.	NIL

#### Process 2: Student engagement

Raise awareness and skill set of staff in applying evidence based teaching/active learning teaching strategies.

Evaluation	Funds Expended (Resources)
A mock audit of stage 4 and 5 programs led to a shift in focus from HSC programming and compliance to stage 4 and 5 compliance. Faculties continued the Literacy and Numeracy focus at a faculty level.  The Covid-19 pandemic saw faculties being innovative with their teaching practices. Asynchronous and blended learning strategies were implemented in the English faculty at a deep level, and the PDHPE faculty also moved towards an increase in blended learning.	NIL

#### Process 3: Feedback

Review, build upon and improve existing feedback systems at BHS and develop new feedback tools to enhance student learning and teacher growth.

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
A mock audit of stage 4 and 5 programs led to a shift in focus from HSC programming and compliance to stage 4 and 5 compliance. Faculties continued the Literacy and Numeracy focus at a faculty level.	NIL

## Next Steps

Staff will continue to work on ensuring HSC and both Stages 5 and 4 compliance is an optimum level. The focus for 2021 will be on ensuring that all programming across stages continue to be at a high level and that they reflect evidence based best practice, and reflective of the 2021-2024 School Improvement Plan.

## Strategic Direction 3

A flourishing, high performing school

### Purpose

To develop effective procedures and frameworks that enhance student and staff well being, and build leadership capacity.

### Improvement Measures

Audit findings demonstrate BHS policy and procedures are aligned with DoE requirements.

Student voice focus groups and well being data, indicate an increase in student engagement and positive well being.

Increased staff engagement across school wide programs.

Increased staff leadership capacity and career progression.

### Overall summary of progress

A mock audit of stage 4 and 5 programs led to a shift in focus from HSC programming and compliance to stage 4 and 5 compliance. Faculties continued the Literacy and Numeracy focus at a faculty level. The implementation of Google classroom and online learning practices also took precedence.

### Progress towards achieving improvement measures

#### Process 1: Policies and Procedures

Research our current practices, modify if needed, share with staff and ensure consistent application.

Create and develop mentoring programs that incorporate DoE best practices in leadership.

Evaluation	Funds Expended (Resources)
A mock audit of stage 4 and 5 programs led to a shift in focus from HSC programming and compliance to stage 4 and 5 compliance. Faculties continued the Literacy and Numeracy focus at a faculty level. The implementation of Google classroom and online learning practices also took precedence.	NIL

#### Process 2: Perma

Embed PERMA wellbeing strategies across the operational framework of BHS.

Evaluation	Funds Expended (Resources)
A mock audit of stage 4 and 5 programs led to a shift in focus from HSC programming and compliance to stage 4 and 5 compliance. Faculties continued the Literacy and Numeracy focus at a faculty level. The implementation of Google classroom and online learning practices also took precedence.	NIL

#### Process 3: Leadership Framework

Create and develop mentoring programs that incorporate DoE best practices in leadership.

Evaluation	Funds Expended (Resources)
A mock audit of stage 4 and 5 programs led to a shift in focus from HSC programming and compliance to stage 4 and 5 compliance. Faculties	NIL

### Progress towards achieving improvement measures

continued the Literacy and Numeracy focus at a faculty level. The implementation of Google classroom and online learning practices also took precedence.

### Next Steps

Staff will continue to work on ensuring HSC and both Stages 5 and 4 compliance is an optimum level. The focus for 2021 will be on ensuring that all programming across stages continue to be at a high level. and that they reflect evidence based best practice, and reflective of the 2021-2024 School Improvement Plan.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Aboriginal background loading (\$7,028.00)	Aboriginal Background students have surpassed goals differentiated in their IEPs, and have demonstrated high achievement in learning outcomes across their KLAs.
<b>English language proficiency</b>	English language proficiency (\$50,580.00)	EAL/D students demonstrated increased proficiency in English usage as indicated through phase evaluations. EAL/D students also achieved KLA outcomes at high level. LBOTE and International students report data also demonstrated improvement in student proficiency. All students met minimum standards.
<b>Low level adjustment for disability</b>	* Low level adjustment for disability (\$118, 513.00)	The collaborative work of the Learning and Support staff and faculty staff led to an increased understanding and improved skill sets of students across KLAs. Students supported demonstrated an increase in submitted quality tasks on time. There was a decrease in welfare referrals with regards to students supported through the Diverse Learning Team. Students demonstrated increased involvement in whole school activities . Staff capacity grew in terms of being able to differentiate curriculum and assessment.
<b>Socio-economic background</b>	* Socio-economicbackground (\$117 497.00)	The strategically pairing of Student Learning and Support Officers to students and then across KLAs ensured that students in need were supported. Students demonstrated participation and engagement in online learning, as indicated in improved in the learning outcomes achieved.

## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	611	605	615	608
Girls	504	508	467	453

A decrease in numbers is a reflection of Department's enrollment policy. The school is looking at introducing extra curricula activities which will enhance the enrollment of local female students.

### Student attendance profile

School				
Year	2017	2018	2019	2020
7	92.8	93.8	92.5	94.2
8	92	90.7	91	92.6
9	90.6	91.4	90.5	92.6
10	89.8	89.2	89.8	92.2
11	90.7	90.3	89.3	93.5
12	90.7	93.3	91.3	92.3
All Years	91	91.4	90.7	92.9
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

The staff of Blakehurst High School were responsive to the Covid-19 pandemic. SASS staff were critical as a link between home, year advisors and teachers as student well being was critical concern.

### 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	1.1	4.3
Employment	3.5	1.8	10.5
TAFE entry	1.7	1.1	8.8
University Entry	0	0	81.9
Other	0	0	1.8
Unknown	0	0	1.8

### Year 12 students undertaking vocational or trade training

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23.63% of Year 12 students at Blakehurst High School undertook vocational education and training in 2020.

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

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96% of all Year 12 students at Blakehurst High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	51.7
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
Teacher ESL	2.2
School Counsellor	1
School Administration and Support Staff	12.57
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers



and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	1,199,828
<b>Revenue</b>	12,082,999
Appropriation	11,573,401
Sale of Goods and Services	72,654
Grants and contributions	287,447
Investment income	3,646
Other revenue	145,852
<b>Expenses</b>	-12,916,350
Employee related	-10,813,712
Operating expenses	-2,102,638
<b>Surplus / deficit for the year</b>	-833,351
<b>Closing Balance</b>	366,477

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	335,216
<b>Equity Total</b>	731,996
Equity - Aboriginal	7,028
Equity - Socio-economic	162,093
Equity - Language	291,225
Equity - Disability	271,650
<b>Base Total</b>	9,855,774
Base - Per Capita	260,177
Base - Location	0
Base - Other	9,595,596
<b>Other Total</b>	404,576
<b>Grand Total</b>	11,327,562

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.

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.

### 2020 NAPLAN

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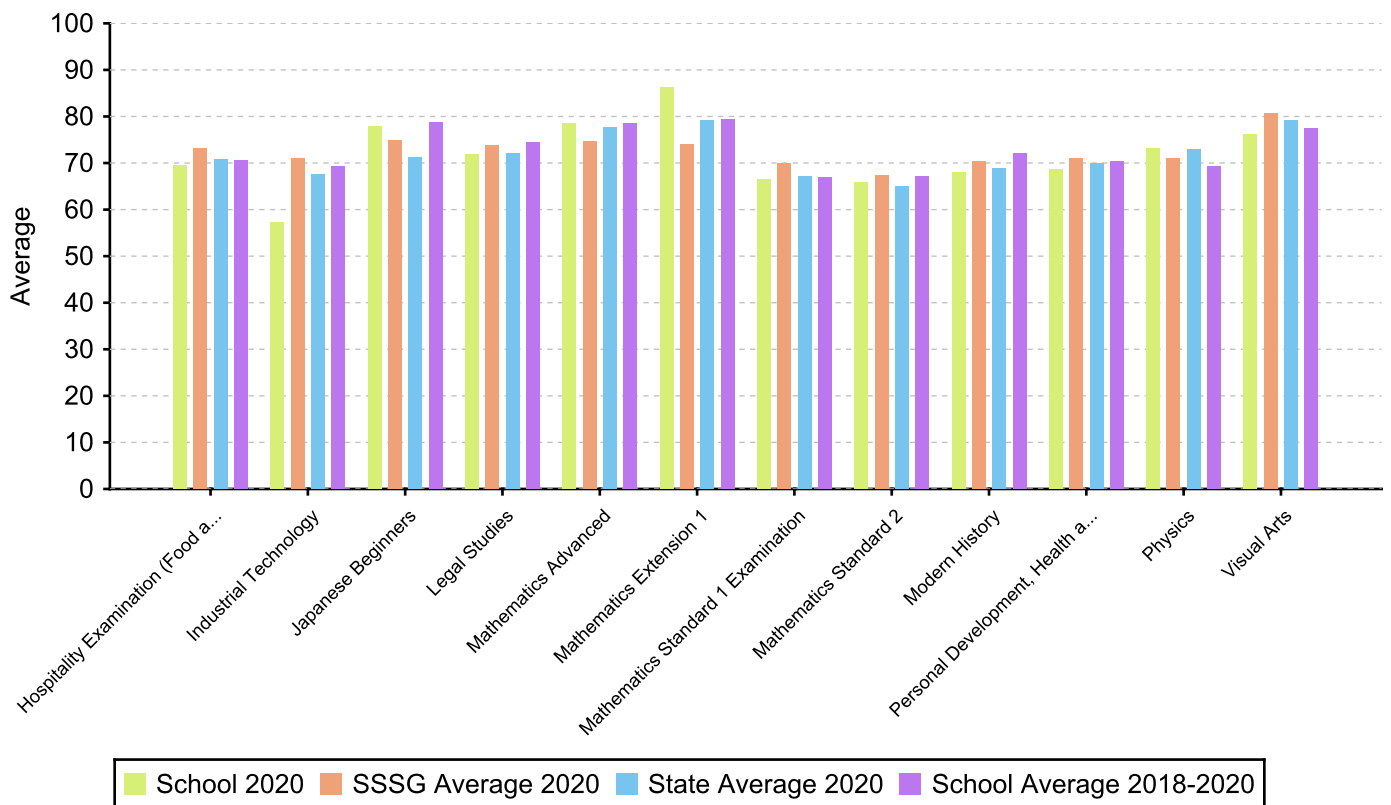
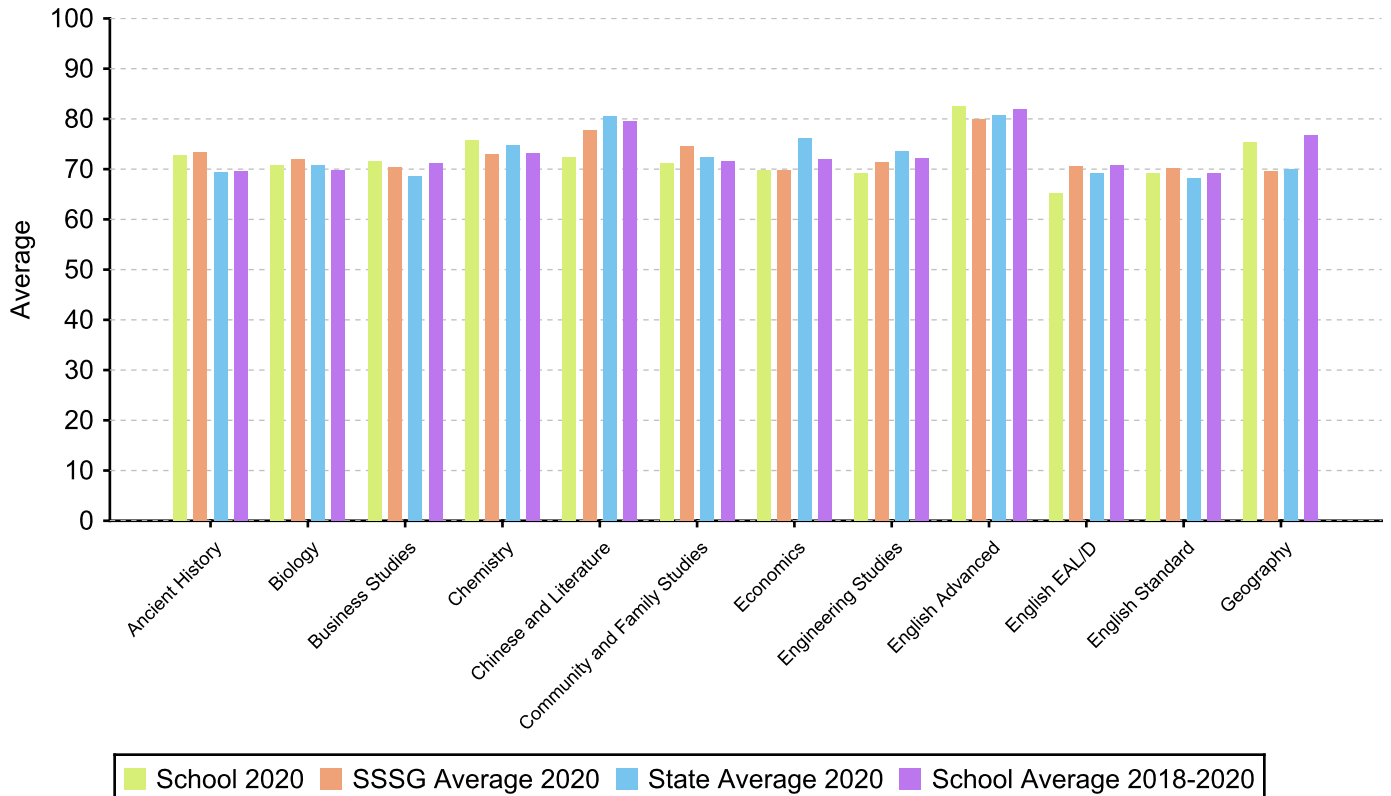
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

# 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 2020</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2018-2020</b>
Ancient History	72.7	73.4	69.4	69.5
Biology	70.7	72.1	70.8	69.8
Business Studies	71.6	70.3	68.6	71.1
Chemistry	75.8	72.9	74.8	73.3
Chinese and Literature	72.3	77.8	80.5	79.6
Community and Family Studies	71.1	74.6	72.4	71.6
Economics	69.8	69.8	76.1	71.9
Engineering Studies	69.2	71.5	73.6	72.1
English Advanced	82.6	79.9	80.8	81.9
English EAL/D	65.1	70.5	69.3	70.8
English Standard	69.1	70.2	68.1	69.3
Geography	75.3	69.5	70.1	76.8
Hospitality Examination (Food and Beverage)	69.4	73.2	70.8	70.6
Industrial Technology	57.3	70.9	67.5	69.2
Japanese Beginners	77.8	75.0	71.2	78.8
Legal Studies	71.9	73.8	72.1	74.4
Mathematics Advanced	78.6	74.7	77.7	78.6
Mathematics Extension 1	86.2	74.0	79.1	79.3
Mathematics Standard 1 Examination	66.5	69.9	67.2	66.9
Mathematics Standard 2	65.9	67.3	64.9	67.1
Modern History	67.9	70.3	68.9	72.1
Personal Development, Health and Physical Education	68.6	71.0	69.9	70.4
Physics	73.2	71.0	73.0	69.2
Visual Arts	76.2	80.6	79.2	77.4

## Parent/caregiver, student, teacher satisfaction

The P&C of Blakehurst High School feel strongly with regards to supporting their children's education and their local school community. In previous years P&C members were panel members of various teaching positions. The P&C supported the school with funding a stage 5 Mindfulness programs, an outdoor gym circuit, improved technology across the school and domestic and international competitions and opportunities to name a few. Due to the Covid-19 pandemic the support of the P&C was in the form of appreciative emails to staff - this was greatly appreciated. We are looking forward to our productive relationship continuing in 2021.

# Policy requirements

## Aboriginal Education Policy

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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.

## Anti-Racism Policy

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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

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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.