

2020 Annual Report

Blacktown Boys High School



8244

Introduction

The Annual Report for 2020 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.

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School vision

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

721 students were enrolled across the six years of schooling at Blacktown Boys in 2020. 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 an Inclusive 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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
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	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
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

Retention has been high and continues to improve. The increase in numbers has resulted in expanded curriculum due to a focus on continuity of learning. A focus on transitional programs such as step up and maths transition programs were implemented to retain students. Attendance is above state averages indicates a commitment towards ongoing learning.

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Plans are communicated and shared with staff to implement into classroom practice. Some student plans have been updated - rest to be completed in 2021.	ILPs, PLPs.

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

Evaluation	Funds Expended (Resources)
BYOLD changed to increasing technology supplied by school for equity reasons. Student learning was supported by each teacher's classroom practice, supplemented by LST, and was delivered during online learning with increased use of technology.	

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

Evaluation	Funds Expended (Resources)
Facebook was continued and expanded in 2020. Community events were postponed or cancelled due to COVID-19 and replaced by on line alternatives such as learning hub and virtual subject selection and virtual Year 6 orientation. Google classroom was established and successfully allowed for continuity of learning.	

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

Evaluation	Funds Expended (Resources)
In 2020 the Whole School Culture Team organised multiple events linking with student wellbeing, growing connections and engagement within the	External providers

Progress towards achieving improvement measures

school community. Events included our annual Men's Health Day, Harmony Day for cultural awareness, release of the school mascot, and the re-establishment of the student reward system- 'Vivo'.

Teachers

Time for planning and prep

Individual resources depending on each event. eg. sporting equipment, art equipment, rooms, space, cleaning equipment, microphones, prizes, computers etc.

2020 WSC team budget use

Sydney thunder cricket - \$300
Catering - \$6.00 pp
Cultural infusion - \$990.00
(minimum 150 students @ \$6.00 each)
Dissection- \$100 give and take
Vivo's - Canteen vouchers - \$150,
pizza party @ 10 students each term
\$200, \$70 cans of drinks, Trivia -
\$100
Art therapy - \$300
Harmony Day Vouchers- 3 x \$20

Next Steps

2021 - 2024 SIP has a strategic direction focussing upon student wellbeing, belonging and engagement while the other two strategic directions target student achievement and student academic performance, expansion of face to face engagement with the community utilising various media sources

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 staff undertook professional learning in data analysis throughout 2020 and applied to their individual classes. Staff used data to track student progress addressing areas of need and their own professional practice. Professional learning was coordinated to address common areas of need or interest of staff.

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
PL was organised to address school needs, as well as staff interests based on a survey conducted. Staff engaged in additional PL to support online delivery during remote learning, and PL was accessed to target school, system, and individual requirements and demands. Through the PL@BBHS program, staff were able to engage in collaborative discussions and share expertise to develop the capacity of all teachers.	

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)
As part of the implementation of the writing cycle, student growth of pilot students was measured with follow-up work samples provided by staff. Staff also engaged in analysis of other literacy and numeracy needs of students, as well as student performance in external assessments including Check-In and HSC. Through the writing cycle implementation and other data analysed, staff made changes to teaching and learning programs to better suit student learning needs.	Student work samples, Literacy Progressions.

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

Evaluation	Funds Expended (Resources)
QTR postponed due to Covid. QTR continued into new SIP.	

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

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
the team has been subsequently dismantled, however this may be reviewed and re-invigorated in 2021.	Peer coaching amongst staff was formalised matching expert teachers with beginning teachers. Feedback was that all meetings were very productive as they focussed on professional goals using the QTF

Next Steps

This strategic direction has been reviewed and forms part of the new School Improvement Plan 2021 - 2024. Literacy, numeracy, HSC success and QTR have been embedded across the SIP 2021-2024.

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

VOR process was reviewed and a bank of scenarios and risk management proforma comments. Challenges were technology issues which hindered the final product.

BYOD targeted PL was delivered to teachers in order to improve student learning via online formats as a precursor to implementing the policy. Providers were researched.

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
VOR process not finalised. Can be taken up by interested party in future.	

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

Evaluation	Funds Expended (Resources)
PL delivered, and to be coordinated in new SIP by HT Teaching and Learning. External providers of PL have been accessed, with staff also providing internal PL based on their expertise and knowledge. Future PL is to target key areas of literacy, numeracy, subject expertise and pedagogy, differentiation and quality teaching, and wellbeing.	

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

Evaluation	Funds Expended (Resources)
Staff provided with report. Findings used in development of SD2 2021-2024 SIP.	Staff Wellbeing Survey 2

Next Steps

Review of whole school technology undertaken in lieu of BYOD. Refurbishment of library space into a technology hub proposed. A review of the use of the VoR process is continuing and commercial providers are being explored to build upon previously created Risk Management comment banks. Laptops issued to all faculties.

Key Initiatives	Resources (annual)	Impact achieved this year
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$82 204.00) 	<p>In 2020, 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. Students received additional access and support through Welfare programs and Year Advisor assistance, as well as whole-school programs including the Homework Centre that operates two days a week and provides students with teacher support and access to learning technology.</p> <p>During the remote learning period, students were provided with access to technology so that they could engage in their learning. Through a survey of student needs, internet and laptops were sourced and purchased by the school for student use at home. Students continued using these resources after they returned to on-site learning to ensure they were not disadvantaged in their learning.</p>
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$81 155.00) 	<p>The Induction Program was used to support beginning teachers and was aligned with the 2018-2020 School Plan. Beginning teachers were actively engaged in professional development to improve their performance and were committed to their ongoing development as members of the teaching profession. This induction program was created using the "Strong Start, Great Teaching" guidelines and resources and the "Graduate and Grow" resource (Principal's Institute of Australia). The induction program was been customised to be relevant to the Blacktown Boys High School (BBHS) context in 2020. Unfortunately, due to Covid-19 face-to-face time was limited during the Induction course delivery. During this period, amendments to the program were made and a focus was placed on remote communication and remote teaching. Induction was presented through four phases and excluding the remote learning time period, these phases were delivered fortnightly. Phase 1: Orientation, Phase 2: Developing quality sustainable practices, Phase 3: Building expertise and working through accreditation and Phase 4: Building excellence. During these phases, beginning teachers actively engaged in practices such as; familiarisation with processes procedures and policies, developing reflective practice, building classroom management skills, discussing aspects of assessment, classroom observations, building effective feedback skills, improving questioning techniques, reflecting on teaching standards, exploring differentiated learning, observing experienced teacher lessons , and developing their understanding of accreditation</p>

Targeted student support for refugees and new arrivals	Funding Sources: <ul style="list-style-type: none"> • Targeted support for refugees and new arrivals (\$3 425.00) • Targeted support for refugees and new arrivals (\$7 290.00) 	<p>During 2020, Blacktown Boys High school has continued to support refugee and asylum seeker students through various initiatives, such as the Macquarie Mentoring program and in class EAL/D support. Through these practices, students were able to improve their language proficiency and their learning outcomes. Supporting students in their regular classes and providing them with one-to-one support allowed students to access the tasks and reflect their knowledge and understanding of the course content. With the impact of Covid-19, we were able to support students via phone call to assess how they were managing with the online work, wellbeing and engagement. They were also provided with laptops. The EAL/D teacher liaises in an ongoing manner with each student's teachers to ensure that the student's welfare and educational needs are catered for in a new setting.</p>
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$6 463.00) 	<p>COVID 19, saw reduced face to face interactions with a reliance on online delivery during Semester 1. Despite this challenge, our Aboriginal program continued to work towards achieving its three key goals: helping our Aboriginal students achieve academically, to develop a positive self-image and pride and identity and in increasing the school communities understanding and appreciation of Aboriginal history and culture.</p> <p>During online learning, weekly check-in phone calls resulted in building and strengthening our links with many of our Indigenous community. This regular communication and the academic assistance offered was appreciated by parents, caregivers and students. Feedback emphasised the benefit of this contact on the wellbeing of our student and in keeping them feel connected.</p> <p>Aboriginal Education continued throughout this time to be addressed within teaching programs and units of work in all KLA areas. These focused not only on the History of the First Nation People, but also the cultures, values and practices of Aboriginal peoples. The experiences of Aboriginal people in Australia are studied for the impact there has been on culture, Australian identity, and politics.</p> <p>In History and Geography, students learnt about the cultural interactions within and between Indigenous groups and other cultural groups (including South-East Asian peoples and British colonisers), they investigated sustainability in ecosystems, and explored the indigenous ideas of being connected to the land and Aboriginal identities.</p> <p>The English faculty further explored Aboriginal cultural expression through poetry, artwork, and other history and story-telling practices.</p>

Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$6 463.00) 	<p>CAPA in Stage 6 Visual Arts, explored case studies on artists, art sites, and concepts of significance. Students completed critical studies on contemporary Aboriginal Artmakers such as Emily Kame Kngwarreye, Yvonne Koolmatie, 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.</p> <p>PDHPE studied traditional Aboriginal games which were used to teach young children the ways of traditional life such as hunting and gathering, developing skills to throw hunting weapons, learn the ways traditional animals were hunted and how to protect themselves from harm.</p> <p>NAIDOC Week 2020 was celebrated each day through a range of activities that students could participate in, targeting different aspects of Indigenous Culture. The Week began with a whole school assembly outlining the significance of NAIDOC Week and the year's theme, 'Always Was, Always Will Be' and provided a range of interactive and enriching educational activities throughout the week. The schedule of events was read to students each morning in Homeroom to advise students of what was running each day and in which location. Students had the opportunity to participate in the following activities during their recess and lunch breaks throughout the week: 'Hall of Fame' gallery walk, Aboriginal History Trivia, Poster Competition, Writing/Poetry Competition, Rock Painting, Colouring In, Movie Screening and Dreamtime Story sessions. Additional to this, each year group played traditional Indigenous games during their compulsory sport periods during NAIDOC week and were provided History about the game they played.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (Staffing) (\$87 507.00) • English language proficiency (flexible) (\$52 031.00) 	<p>In 2020, students were supported in their development of the English language through targeted support and interventions. Through assessments of students, including Year 7 Best Start, Minimum Standards Testing and internal assessments, data was collected and analysed to determine the level of support required by each student. All students received support from their classroom teachers, while students with a higher level of need received additional support from the EAL/D and LaST teachers, as well as SLSOs. These specialist staff also assisted students during remote learning by providing differentiated resources and individualised support.</p> <p>Additional initiatives to target student</p>

English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (Staffing) (\$87 507.00) • English language proficiency (flexible) (\$52 031.00) 	<p>language and literacy development included the continuation of the MacqLit program, as well as professional learning for all staff to assist them in their support of students' language acquisition. All faculties implemented the writing cycle and evidence-based supportive strategies into teaching and learning programs to systematically address all student literacy needs, with ongoing PL provided by trained staff to assist teachers in their delivery of these practices.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (staffing) (\$109 384.00) • Low level adjustment for disability (\$64 113.00) 	<p>In 2020, students who were identified as having additional learning needs were supported by the LaST and Behaviour Support Teacher, as well as SLSOs, through in-class support and additional programs. Through Individualised Learning Plans, student needs were addressed with targeted strategies delivered by these specialist staff and classroom teachers. During remote learning, these staff members also supported students in engaging in their learning by identifying difficulties students were having and working with teachers to address these.</p> <p>Through programs including MacqLit, RAGE, and TAFE 'YES', additional supports were provided to students to address their needs in an enhanced manner. Students were able to develop additional knowledge and skills by participating in these programs, aimed to assist them in engaging in their learning more effectively. Classroom teachers also engaged in professional learning to further develop their skills in addressing different disabilities, and through their teaching, supported learning by differentiating for the varying needs and abilities of all students.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	520	576	652	715
Girls	0	0	0	0

Student attendance profile

School				
Year	2017	2018	2019	2020
7	92.5	93.5	92.4	89.1
8	92.3	90.9	93.3	88.9
9	93.7	91.2	91.7	88.7
10	90.5	90.8	89.3	87.4
11	89.9	89.6	84.6	83.1
12	89.6	89.8	87.7	88.1
All Years	91.7	91.3	90.7	87.8
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.

At Blacktown Boys High School attendance is seen as a crucial element in the making of a successful student. Students who aim for excellence must attend school every day.

Attendance is managed and dealt with at a number of levels. Rolls are marked daily in the morning via Homeroom and then period by period through Sentral. SMS messages and emails are sent via Sentral daily to inform parents of their son's absence.

Students who fall under the 85% attendance band are reported back to the Year Advisors at the Welfare meeting.

Students who fail to improve their attendance after several

interventions by the school Welfare Team are then referred to the HSLO for action at a higher level. Our systems are working very efficiently as our data above shows where we have outperformed the state overall attendance figures for the 9th consecutive year.

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	4.3	6.5	21
TAFE entry	0	0	25
University Entry	0	0	54
Other	0	0	0
Unknown	0	2	0

SRS - 18 students applied for entry into various Universities. 12 were offered a place and accepted, however only 3 students continued with their offer, as the remaining 9 students obtained a higher order/ATAR Rank course entry

Macquarie Leaders & Achievers - 16 students applied for alternative early entry via the Leaders & Achievers entry application. 11 students were offered a place and accepted. 6 students continued with the offer. 5 students accepted better offers due to their high ATAR score.

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Blacktown Boys High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Blacktown Boys 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)	1
Head Teacher(s)	7
Classroom Teacher(s)	39.2
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	11.28
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 ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	2,115,000
Revenue	8,420,492
Appropriation	8,297,307
Sale of Goods and Services	22,172
Grants and contributions	95,503
Investment income	5,253
Other revenue	257
Expenses	-8,159,120
Employee related	-7,401,911
Operating expenses	-757,209
Surplus / deficit for the year	261,373
Closing Balance	2,376,373

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.

	2020 Approved SBA (\$)
Targeted Total	15,810
Equity Total	401,702
Equity - Aboriginal	6,463
Equity - Socio-economic	82,204
Equity - Language	139,538
Equity - Disability	173,497
Base Total	7,199,387
Base - Per Capita	160,070
Base - Location	0
Base - Other	7,039,317
Other Total	394,797
Grand Total	8,011,696

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 to access the school data.

2020 NAPLAN

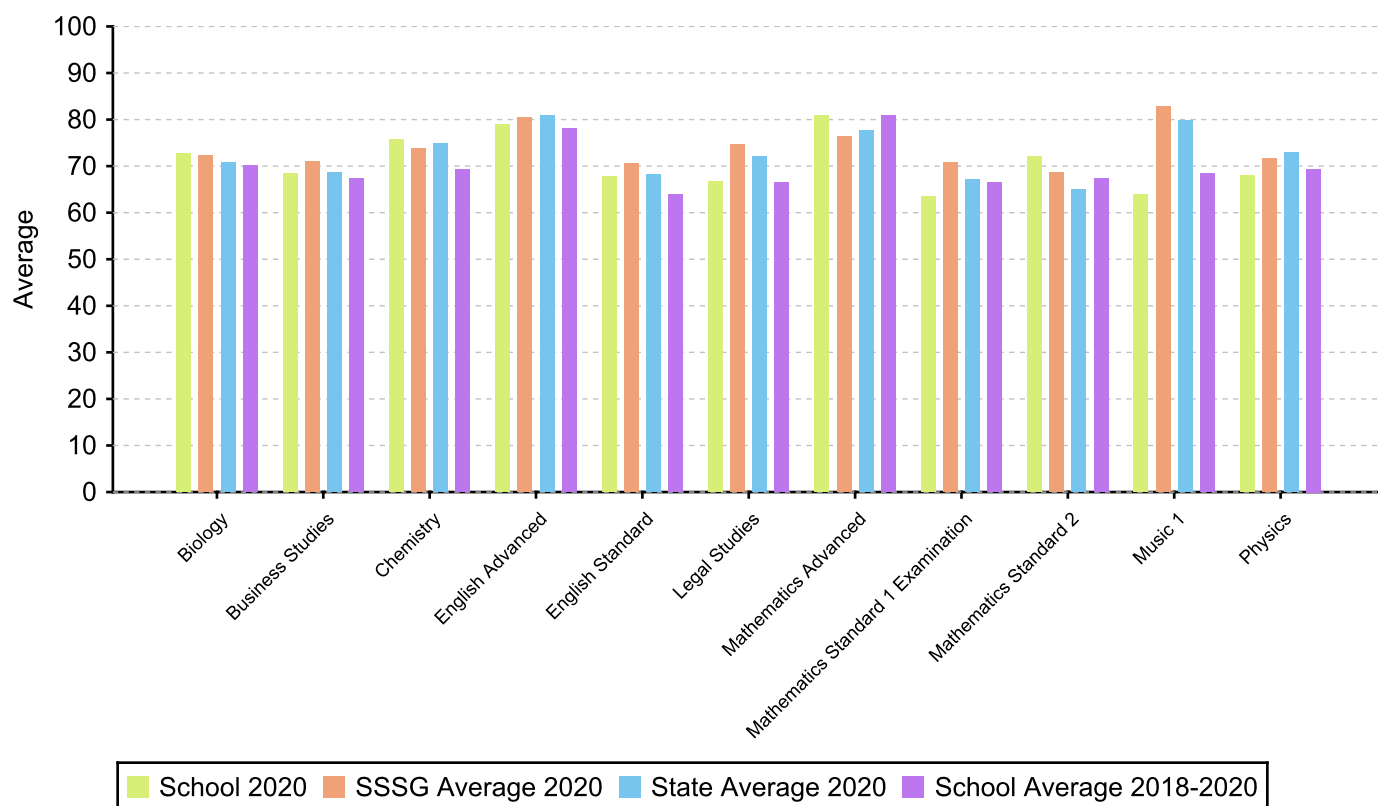
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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.



Subject	School 2020	SSSG	State	School Average 2018-2020
Biology	72.8	72.4	70.8	70.2
Business Studies	68.4	71.1	68.6	67.3
Chemistry	75.7	73.9	74.8	69.3
English Advanced	78.9	80.4	80.8	78.1
English Standard	67.8	70.6	68.1	63.8
Legal Studies	66.7	74.6	72.1	66.5
Mathematics Advanced	80.8	76.4	77.7	80.8
Mathematics Standard 1 Examination	63.5	70.7	67.2	66.5
Mathematics Standard 2	72.0	68.7	64.9	67.4
Music 1	64.0	82.9	79.8	68.4
Physics	67.9	71.7	73.0	69.4

Parent/caregiver, student, teacher satisfaction

In 2020 the school once again participated in The Tell Them From Me Survey (TTFM), to gain a snapshot of the opinions of parent/caregivers, staff and students. Staff were also invited to participate in small focus groups to provide feedback on school resource allocation, collaboration and evaluative practices. This teacher qualitative data together with the TTFM results will help the school further refine policies and practices to ensure relevance and continual improvement.

The TTFM trend reports indicate a slight downward shift in parent/caregiver, student, and teacher satisfaction between 2019 and 2020. Restrictions imposed by the NSW Department of education regarding parent meetings and visitation to schools, the disruption to face to face teaching and the cancellation of key events on our annual calendar due to COVID-19 are contributing factors to this downward trend. Despite this, satisfaction levels of our stakeholders were in a number of measures at or above NSW Govt. norms.

Positive student responses in the TTFM survey were particularly pleasing in the socio-emotional domain, Blacktown Boys High School students were at or above the state average for a number of measures. Areas included student participation in extracurricular activities and students with positive sense of belonging. Other pleasing areas included positive teacher relations 9 % above state. The data also clearly indicated that our students felt safe, were motivated with 80% of the school population indicating that they planned to attend university at the completion of Year 12, in comparison to 67% of the state.

The TTFM 'Partners in Learning' Parent Survey indicates that overall, parents felt welcome at the school and were generally happy with the communication from the school. Respondents indicated that communication was clear, and that they had been informed of both positive and negative behaviours. 83% of the parent participants indicated that they had talked with a teacher about their son's learning on more than on one occasion. In the area of parent involvement in school committees the school scored 2%, this is significantly lower than the state norm and is an area for future focus.

The TTFM Staff survey data closely correlated with our focus group results. Staff are highly professional, motivated and hold high expectations. They see collaboration as crucial and work with school leaders and staff to create a safe and orderly school environment where students are engaged in their learning. In providing student feedback, the establishment of a positive learning climate, clear rules and expectations for classroom rated above state norms.

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.

COVID-19, saw reduced face to face interactions with a reliance on online delivery during Semester 1. Despite this challenge, our Aboriginal program continued to work towards achieving its three key goals: helping our Aboriginal students achieve academically; developing a positive self-image, pride and identity; and increasing the school community's understanding and appreciation of Aboriginal history and culture.

During online learning, weekly check-in phone calls resulted in building and strengthening our links with many of our Indigenous community. This regular communication and the academic assistance offered was appreciated by parents, caregivers and students. Feedback emphasised the benefit of this contact on the wellbeing of our students and in keeping them engaged and connected.

Aboriginal Education continued throughout this time, addressed within teaching programs and units of work in all faculty areas. These focused not only on the History of the First Nation People, but also the cultures, values and practices of Aboriginal peoples. The experiences of Aboriginal people in Australia are studied for the impact there has been on culture, Australian identity, and politics.

In History and Geography, students learnt about the cultural interactions within and between Indigenous groups and other cultural groups (including South-East Asian peoples and British colonisers), they investigated sustainability in ecosystems, and explored the indigenous ideas of being connected to the land and Aboriginal identities. The English faculty further explored Aboriginal cultural expression through poetry, artwork, and other history and story-telling practices.

CAPA in Stage 6 Visual Arts, explored case studies on artists, art sites, and concepts of significance. Students 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 was hosted by the Art Gallery of South Australia. This festival highlighted the depth and diversity of Aboriginal and Torres Strait Islander Art.

PDHPE studied traditional Aboriginal games which were used to teach young children the ways of traditional life such as hunting and gathering, developing skills to throw hunting weapons, learning the ways traditional animals were hunted, and how to protect themselves from harm.

NAIDOC Week 2020 was celebrated each day through a range of activities that students could participate in, targeting different aspects of Indigenous Culture. The Week began with a whole school assembly outlining the significance of NAIDOC Week and the year's theme, 'Always Was, Always Will Be' and provided a range of interactive and enriching educational activities throughout the week. The schedule of events was read to students each morning in Homeroom to advise students of what was running each day and in which location. Students had the opportunity to participate in the following activities during their recess and lunch breaks throughout the week: 'Hall of Fame' gallery walk, Aboriginal History Trivia, Poster Competition, Writing/Poetry Competition, Rock Painting, Colouring In, Movie Screening and Dreamtime Story sessions. Additional, to this each year group played traditional Indigenous games during their compulsory sport periods during NAIDOC week and were provided with History about the game they played.

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.

In 2020 Blacktown Boys High School celebrated both Reconciliation Week, despite the COVID-19 pandemic. During Reconciliation Week, students were presented with information on the theme of the year, "In This Together" and asked to complete an activity during their Homeroom time explaining what the word 'Reconciliation' means to them and why it is important in Australia on cards that were collected and displayed in the school's quad. Alongside this, students were interviewed and filmed explaining what reconciliation means to them and its importance moving forward and this footage was compiled with photos of students holding a small sign saying "In This Together/NRW2020". This was made into a short video and uploaded to the school Facebook page to be shared with our wider community.

In 2020, Blacktown Boys High School began working with Blacktown PCYC on a program called 'Haka Warriors.' This program encouraged students from all Pacific Island backgrounds to not only learn different hakas, but also focused on developing qualities of respect, resilience, leadership, and self-identity. Students involved also developed confidence in themselves and began to grow together as a cohesive group. The students involved ranged from year 7-11, and has allowed an increased connection be made with their cultural backgrounds while at school. In 2021, students will perform the hakas they have developed with other schools, competing to demonstrate which team can give the best performance.

Other School Programs (optional)

The Duke of Edinburgh Award

The Duke of Edinburgh program is a structured program that focuses on empowering all young Australians to explore their full potential and find their purpose. The award is open to people aged 14-24 with 3 categories, bronze, silver and gold. At BBHS two students are currently completing their silver award, whilst one student has just completed their gold award. This achievement recognises the individual efforts of assisting in the community and connects people with the common purpose of youth development and inclusion.