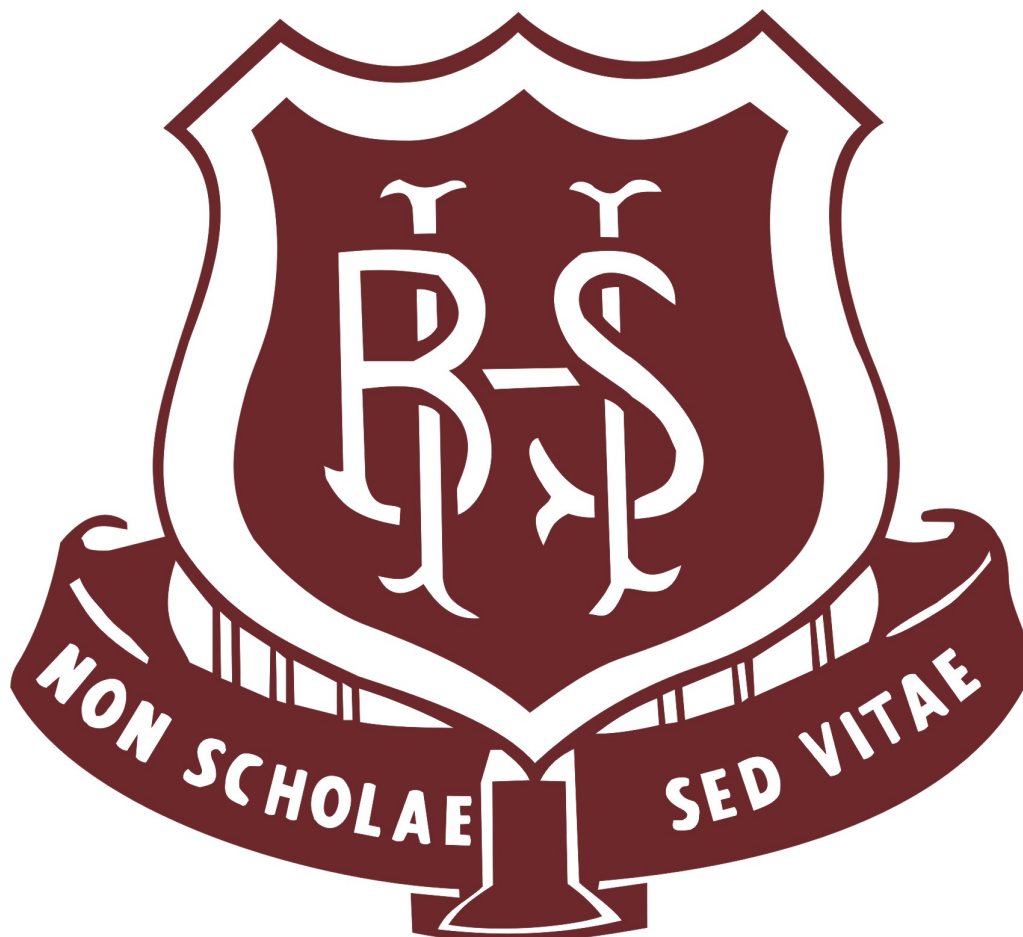# 2020 Annual Report

Blayney High School

8357

Introduction

The Annual Report for 2020 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 vision

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 remans 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

Self-assessment using the School Excellence Framework

Elements	2020 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	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
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.

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)
Questions: Are Rubrics explicitly identifying a hierarchy of achievement to allow students to asses 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? **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. **Analysis**: Student action on teacher feedback is ever increasing, particularly in Stage 5. The percentage of students failing to act on feedback is continuing to reduce. The inclusion of marks allocated to the actioning of feedback has been a successful strategy in subjects that have trialled this initiative. **Implications**: Expanding this strategy to further strengthen the explicit nature of Quality Assessment Criteria will be a major focus of the next school plan. Particular attention will be given to adding student self and peer assessment in addition to teacher feedback during the assessment for learning process.	

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

Evaluation	Funds Expended (Resources)
Question: How precisely are staff providing feedback aligned to the Quality Success Criteria and modelling the use of their feedback? To what extent do all students use feedback to refine and expand their learning? **Data:** Stage 4 and 5 programs clearly show continuing refinement of Quality Assessment Criteria and registers demonstrate evaluation of their use and effectiveness. Student work samples indicate continued growth in learning based on effective use of teacher feedback. Student surveys indicate value in Quality Assessment Criteria as a learning tool. **Analysis:** Student use of the Feedback Cycle continues to strengthen with an ever increasing percentage of students becoming familiar with the model and using it to refine and improve their learning. Work samples from students	

Progress towards achieving improvement measures

of all levels of ability demonstrate improvement following teacher feedback. Students who choose to action feedback indicate they find this an extremely positive learning tool.

Implications: The improved quality of student work samples indicates the use of the Teacher Feedback Cycle has had a significant impact on the quality of student growth, skill and knowledge in Stages 4 and 5. Continued monitoring of the program will be essential to ensure growth in Stage 4 and 5 continues and Stage 6 raw and value added results continue an upward trend. begun in 2020 HSC achievement. The expansion of the assessment cycle to include student self and peer assessment will be a focus of the 2021 - 2024 school plan to further strengthen students as self directed learners and the assessment for learning cycle.

Next Steps

Following the Situational Analysis conducted at the end of 2020 the following considerations were made regarding the 2021-2024 strategic direction Student Growth and Attainment.

There needs to be strong emphasis on increasing Reading and Numeracy to increase the inherent skill of every student and achieve an increase in Top 2 Band results in NAPLAN and HSC. The analysis of data to underpin this work and focus in every classroom will require consistent Professional Learning and will be linked to system-negotiated targets in these areas. Professional Learning will be sourced from internal expertise in the school as well as external supports including School Services Instructional Leaders.

We need to use data effectively to highlight areas of strength and weakness in individual students and in Teaching and Learning programs.

If we

- Make collecting and using data a routine and regular part of collaborative teaching practice.
- Put systems and structures in place to record meaningful data from all stages of the learning process that provides information on 'where to next?'
- Prioritise professional learning in effective and efficient use of data.
- Monitor and reflect on the progress of every student to identify strengths and gaps in learning and compare student data across years or classes to identify wider trends.
- Use data to evaluate the effectiveness of teaching practice and moderate practice to meet the learning needs of students across the full range of abilities.
- Use data to evaluate individual learning programs to inform new goals for student learning or adapt existing goals to ensure that all students are challenged and successful.

Then

- Teaching and learning programs will be dynamic and reflect evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

We need to explicitly teach Reading, Numeracy and syllabus specific content to address the highlighted areas of need from internal and external data sources including Best Start, NAPLAN, Check in assessments, VALID and RAP.

If we

- Explain to students what they will be learning and be clear about the purpose and relevance of all tasks.
- Clearly explain the success criteria and check for student understanding.
- Provide opportunities for guided, and then independent, practice as students gain proficiency and understanding of concepts and skills and progress towards mastery.
- Use and explain the language of the syllabus to increase students' familiarity with the vocabulary so students can unpack assessment questions and understand exactly what they are being asked to do.
- Ask students challenging questions, such as 'why, why-not, how, what-if, how does X compare to Y, and what is the evidence for X?' to deepen knowledge and check for understanding.
- Frequently use formative assessment, such as asking for verbal, written or visual responses from all students during activities or tasks, to monitor their levels of understanding.
- Provide specific feedback based on the success criteria and give students opportunities to reflect on and apply the feedback to improve their work.
- Regularly review student learning records to inform differentiation and future direction.

Then

- A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

So That

- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.
- The school achieves excellent value-added results, significantly above the value added by the average school.
- A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.
- The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data.
- Reporting on school performance is based on valid and reliable data and analysis.

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.

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)
Question: Has whole school Professional Learning been undertaken to raise awareness of individual student Literacy goals and effective teaching strategies to teach to these goals? Are there collaborative processes in place to develop a consistent approach to the explicit teaching of Literacy through all areas of the curriculum? **Data:** Individual student Literacy goals are developed and widely available. Minutes of meetings indicate Professional Learning has been undertaken to raise awareness of these goals. Professional Learning has been undertaken in collaborative groups to initiate explicit and consistent effective teaching protocols to target student goals throughout all curriculum areas. Monitoring and tracking of student goal attainment and growth has been complete and is recorded for future analysis. **Analysis:** Individual student Literacy goals were developed for all students in Stage 4 and were a focus of whole staff Professional Learning in Semester Two. Analysis of data indicates these goals were of benefit in targeted intervention programs and small group tuition during the early stages of their use, particularly for students below Stage ability. However, focus on these targets for higher ability students throughout the curriculum is not yet embedded as core practice in teaching and learning. **Implications:** Collaboration has been highlighted as a continuing need through the School Situational Analysis. Collaboration is a major initiative within the 2021-2024 Strategic Direction Educational Leadership. Clear and explicit whole school strategies for teaching Literacy and Numeracy need to be a focus for Professional Learning on a more consistent basis to ensure these skills are taught explicity in all subject areas throughout the curriculum Collaborative activities planned over this four year period will be aimed at the achievement of the excelling descriptors in the School Excellence Framework in the targeted area of Learning and Developmen and Effective Classroom Practice.	Staff engaged in ongoing Professional Learning regarding the explicit teaching of Literacy and Numeracy both individually and in faculty and cross curricular collegial groups. **Funding Sources:** • Professional learning ($31000.00)

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Question: How widespread is the use of data analysis as an evaluation tool used by all stakeholders as an inherent part of practice? **Data:** Is a school self-assessment team is in place? Staff regularly collaborate on data analysis to refine Teaching and Learning programs.? **Analysis:** Significant data exists within the school that identifies strengths and weaknesses regarding each individual student, as well as wider cohorts. There are not yet imbedded systems and practices to make the most effective use of the data available. Professional Learning continued throughout 2020, particularly in the analysis of HSC data by the executive staff and then in faculty groups. However, the initial planning to improve collaboration and form an explicit school self-evaluation team was affected by COVID-19. **Implications:** Following the 2020 COVID disruptions and the School Situational Analysis the need for a major focus on Data Skills and Use has been highlighted as continuing area of need. These initiatives are written into the 2021-2024 school plan under the second Strategic Direction "Educational Leadership". Success will be judged against the target of the achievement of the excelling descriptors in the School Excellence Framework in the area of Data Skills and Use.	Following the review of meeting structures in 2019 the re-structuring of staff and faculty meetings began in 2020. As Semester One was significantly affected by COVID disruptions the efective rollout of this re-structure did not occur until Semester Two. Dedicated meeting time was allocated to data analysis, particularly the HSC data available. There was no financial allocation of resources allocated to this re-structure. However, there was a significant investment of human resource allocated to the changes made.

Next Steps

Following the Situational Analysis conducted at the end of 2020 the following considerations were made regarding the 2021-2024 strategic direction Educational Leadership.

There needs to be a focus 7 - 12 on developing teachers expertise in using data in planning and teaching in order to determine teaching directions and reflection of teaching practice. Work in this area will underpin Strategic Direction 1 and the achievement of Reading, Numeracy and HSC targets. The revival of the Curiosity and Powerful Learning program following its 2020 hiatus will allow for quality and targeted collaborative Professional Learning through lesson observations and feedback. Consistency of teaching and learning protocols for every teacher and student in every classroom are required for the achievement of future sustained growth and achievement.

We need to re-establish a strong culture of professional collegiality to prioritise the investment in quality teaching practice

If we

- Draw on the collective expertise of teachers within the school and use external expertise to identify and implement best practice models.
- Open classrooms to other teachers and be prepared to give and receive feedback that discusses the effectiveness of strategies observed during the lesson and highlights areas for improvement.
- Act on the feedback received to refine and improve teaching and learning.
- Initiate and engage in ongoing professional dialogue and debate in the context of mutual trust, collective growth and collective efficacy.
- Seek out partner schools where stages or faculties can connect and share ideas, resources and professional learning.

Then

- A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities.
- Teachers employ evidence-based effective teaching strategies.
- Effective methods are identified, promoted and modeled, and students' learning improvement is monitored, demonstrating growth.

We need to use the PDP process to target Professional Learning opportunities in a coordinated manner to focus on explicit proven high quality teaching practices in order to broaden the skill and expertise of classroom teachers and middle leadership in the school

If we

- Actively participate in professional networks and professional learning communities that focus on continuous student improvement and share any professional learning.
- Take opportunities to gain expertise that will inform teaching practices.
- Put in place processes to share ideas, practices and resources and use them on a regular and ongoing basis.
- Pursue opportunities to participate in decision making with school leaders for all staff

Then

- We can help ensure a more accurate and balanced judgement of current school practice and identify areas for improvement and ways to improve.
- The leadership team will have established a professional learning community which is focused on continuous improvement of teaching and learning
- The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.

So That

- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.
- The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.
- Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers such as those accredited at Highly Accomplished or Lead.
- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school wide improvement in teaching practice and student results.
- The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required.

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.

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)
Question: Are staff able to use the language of the Respect Charter in their interactions with students to reinforce school and community expectations? How is the Respect charter strengthening our school culture? **Data:** The high visibility of the three core Respect Statements, underpinned by the three beliefs in each area is in place throughout the school. Staff are able to use the language of the Charter at their own discretion. However, the impact of COVID -19 and the remote Learning phase of 2020 has put this program significantly behind schedule in that the key descriptors that allow the explicit teaching to the core concepts were not developed. **Analysis:** The lack of consistency brought on by the delayed explicitly teachable descriptors has resulted in an understanding of, and approach to the use of the Charter that is inconsistent throughout the school at both teacher and student level. **Implication:** This speedy development of the teachable components of the Charter in 2021 will be key to the success of this strategy.	

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

Evaluation	Funds Expended (Resources)
Question: Do students value the VIVO positive recognition system? Have students indicated how, when and why they will receive positive recognition for positive behaviour and academic growth. **Data Sources:** VIVO reward data., Student feedback surveys, formal Sentral recognition letters, assembly awards. **Analysis:** The redemption of VIVO rewards continued its downward trend. Many students did not regularly log onto the system and a significant number failed to log on at any time in 2020. Student surveys indicated that the the lack of immediate recognition when being allocated VIVOs was an issue and caused confusion regarding why points were given. Parents significantly value of the Sentral commendation letters as they are a formal and lasting form of recognition.	

Progress towards achieving improvement measures

Many students greatly value the public recognition given to them through the assembly award process. However, there are some students who continue to find this recognition challenging to receive.

Implications: An alternative to the VIVO system such as the Positive Attitude Token (PAT) system used pre-2017 which does give immediate positive recognition will be developed and implemented in 2021.

Continuing to grow a positive culture where all students are happy to be publicly acknowledged and strive for this success will be an ongoing focus.

Next Steps

Following the Situational Analysis conducted at the end of 2020 the following considerations were made regarding the 2021-2024 strategic direction Connect and Contribute.

There needs to be a continuing increase in expectations placed on students in and out of the classroom to raise the culture of celebration of academic success. Students must be active participants in their learning in a safe and supportive learning environment.

We need to build, respect and celebrate academic success in a manner that is visible and valued by all members of the school community underpinned by the core belief that all students can learn.

If we

- Model goal setting and work with students to co-develop goals that are relevant, specific, measurable, challenging and achievable, and aligned to their individual needs.
- Provide clear and concise learning intentions and success criteria at the beginning of each lesson and unit of work to establish expectations early in the learning process.
- Ensure that all students in the class and across year groups know that their learning goals can be realised when they work hard.
- Provide increasingly more complex tasks that consider the prior knowledge and ability of each student, and ask challenging questions that require deeper thinking and problem solving.
- Create a safe space where all students feel comfortable taking risks, making mistakes and asking questions to clarify their thinking.
- Provide clear and specific feedback that identifies the next step and skills needed for students to improve. in a positive classroom environment characterised by supportive, collaborative relationships and frequent student-teacher and student-student classroom interactions.

Then

- All students will be consistently challenged to learn new things with appropriate guidance and support towards meeting expectations.
- Student growth and attainment will be recognised in a manner that is valued.
- Planning for learning will be informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.
- There will be school-wide, collective responsibility for student learning and success, which is shared by the entire school community.

We need a planned approach to wellbeing

If we

- Support the development of self-regulation skills and model healthy coping strategies in the classroom
- Establish mentoring programs that identify strengths and success as well as build resilience.
- Establish opportunities for the development of student voice to encourage students to feel connected to their learning.
- Communicate changes based on this feedback to show students that their opinions and experiences have been considered and are valued and important.
- Showcase student progress and achievements to ensure that all students are known, valued and cared for across the school.
- Discuss students' progress with parents and carers to establish partnerships built on trust and respect.
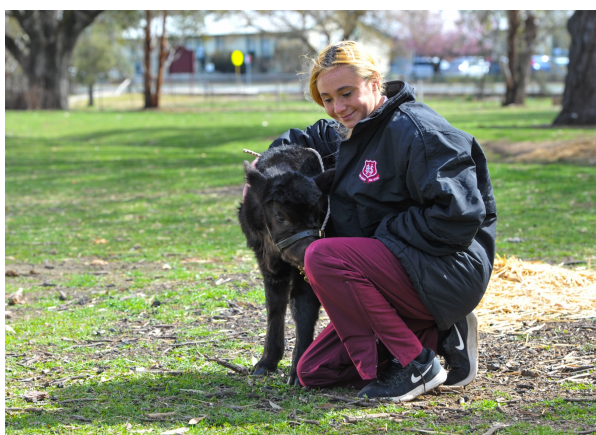
Then

- Positive, respectful relationships will be evident and widespread among students and staff to promote student wellbeing ensuring optimum conditions for student learning across the whole school.
- Healthy coping strategies, resilience and self-regulation strategies will be proactively taught.

- Strategies to build a positive learning environment in the classroom characterised by supportive relationships and regular contact with each student will be evident
- Targeted supports for student in different phases of development and for students who may be at risk will be in place.

So that

- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.
- The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.
- All classrooms and other learning environments are well managed within a consistent, school-wide approach.Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.
- Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($16 268.00) • School discretionary funding ($17 009.00)	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. Additional funding was allocated for major NAIDOC events that were cancelled due to COVID-19. School based events such as major ongoing work to the yearning circle were completed but with minimal expense. The use of the Wiradjuri term 'Yindyamarra' was chosen by the students for inclusion in the Respect Charter and approved by the Bathurst AECG. Yindyamarra (Respect) underpins the Blayney High School core beliefs and is explicitly visible throughout the school.
Low level adjustment for disability	**Funding Sources:** • Low level adjustment for disability ($171 225.00) • School discretionary funding ($15 474.00)	$120,322 of this funding was allocated for the 1.1 substantive Learning and Support staff. $10938 of School discretionary funds were used to increase the Literacy position by 0.1 back to it's pre 2019 allocation of 0.6. The role of the Learning and Support teachers was redeployed in 2020 to better reflect the true role description. LaSTs were used to support teaching and learning throughout all aspects of the curriculum rather than their previous narrower focus of Literacy and Numeracy within the English and Maths faculties respectively. The deployment of their duties was overseen through the Learning and Support team on an ongoing needs basis. 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. The remaining $50,903 was combined with school based discretionary funding of $15,474 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.
Socio-economic background	**Funding Sources:** • Socio-economic background ($239 746.00)	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. Significant costs were involved in the distribution of laptops to students during the Remote Learning phase of schooling in late Term 1 and early Term 2.

Socio-economic background	Funding Sources: • Socio-economic background ($239 746.00)	Additional staffing was purchased with these funds to maximise student support at all levels in Literacy and Numeracy and increased curriculum offerings to maximise key learning and student choice.

Blayney High School 8357 (2020)
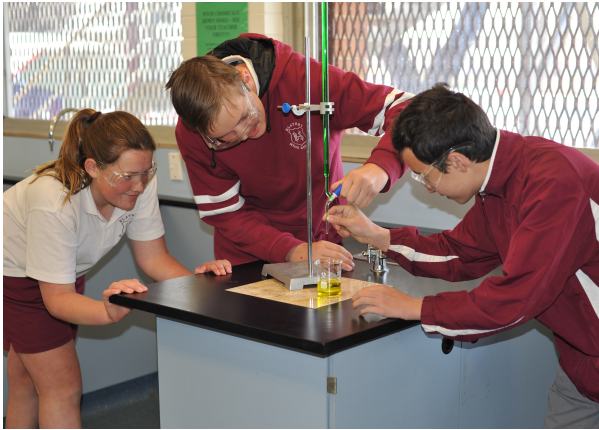
Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	163	169	173	172
Girls	196	180	173	161

Student attendance profile

School				
Year	2017	2018	2019	2020
7	93.3	91.9	91.8	93.2
8	94.4	90.3	89.1	90.7
9	93.2	92	88.6	89.1
10	87.9	88.8	90.2	87.8
11	90.1	89.6	90.3	92.2
12	91.2	90.9	86.2	92.5
All Years	91.5	90.6	89.4	90.8
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.

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	21
Employment	100	80	35
TAFE entry	0	0	6
University Entry	0	0	35
Other	0	20	0
Unknown	0	0	3

Year 12 students undertaking vocational or trade training

48.84% of Year 12 students at Blayney High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

94.3% of all Year 12 students at Blayney High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification. One student completed three HSC courses in 2020 with the following two courses due for completion in 2021 under the Pathways option for the HSC.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	6
Classroom Teacher(s)	23
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	9.58
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	688,367
Revenue	6,034,841
Appropriation	5,911,871
Sale of Goods and Services	2,687
Grants and contributions	117,101
Investment income	1,194
Other revenue	1,989
Expenses	-6,225,983
Employee related	-5,645,818
Operating expenses	-580,165
Surplus / deficit for the year	-191,142
Closing Balance	497,226

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	102,931
Equity Total	427,239
Equity - Aboriginal	16,268
Equity - Socio-economic	239,746
Equity - Language	0
Equity - Disability	171,225
Base Total	4,978,818
Base - Per Capita	85,855
Base - Location	19,450
Base - Other	4,873,513
Other Total	289,312
Grand Total	5,798,301

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.
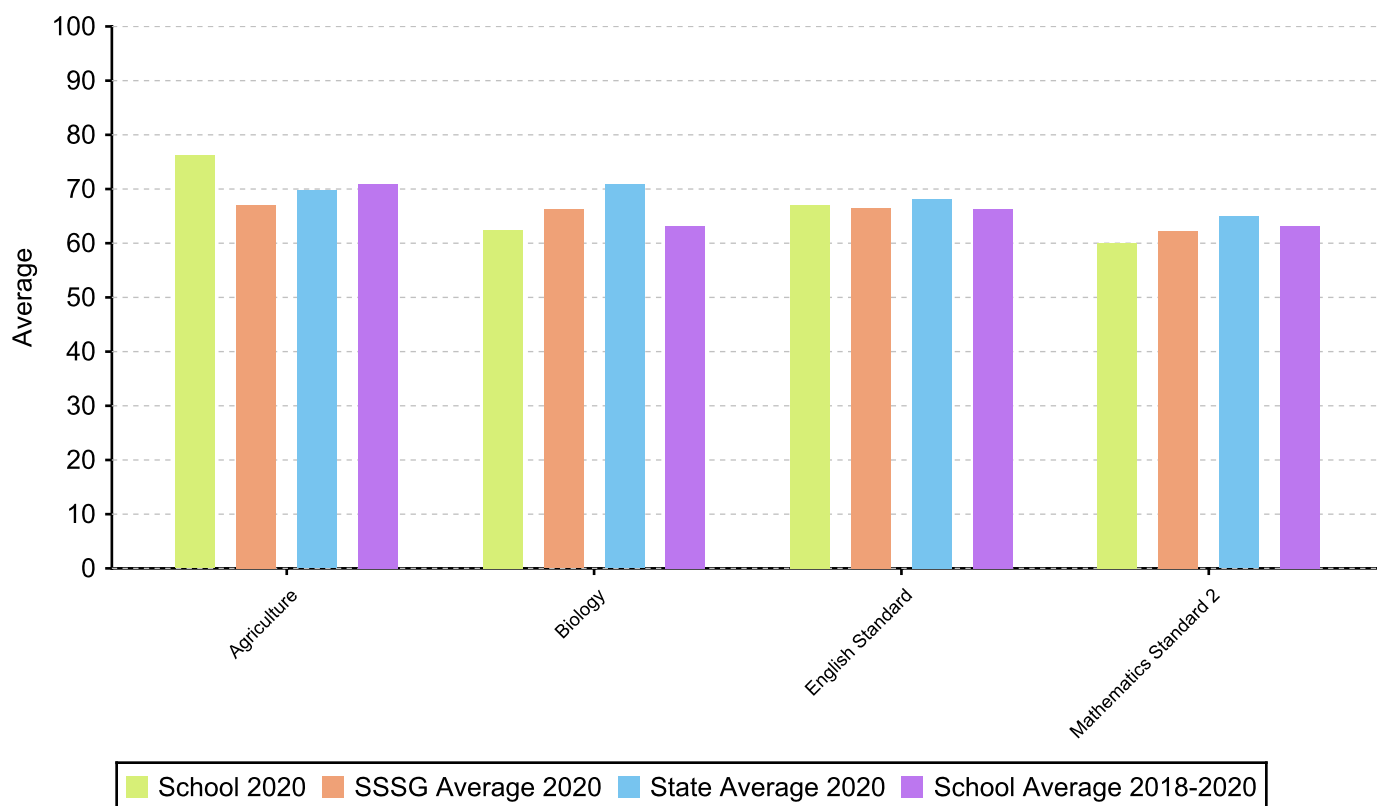
Subject	School 2020	SSSG	State	School Average 2018-2020
Agriculture	76.2	67.0	69.7	71.0
Biology	62.4	66.2	70.8	63.2
English Standard	67.0	66.4	68.1	66.3
Mathematics Standard 2	60.1	62.3	64.9	63.2
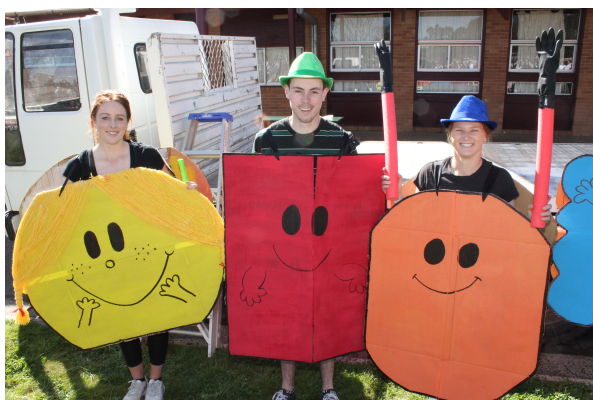
Parent/caregiver, student, teacher satisfaction

Parents, students and staff all participated in the Tell Them From Me survey in 2020. 15 parent responses were received which represents a significant improvement from the previous best response of 5. The strongest areas reflected in the parents surveys were the school being an inclusive, safe learning environment that supports positive behavior. The parent survey indicated the need for us to communicate regularly and more clearly with our community. Student data continues to be below State and SSSG levels in the key indicators of Advocacy at School, Expectations for Success and Sense of Belonging. These results warrant further investigation as they do continue to sit at odds with the school's high attendance rate , low suspension rate and high level of participation in extra-curricular activities. Teacher survey results indicate a high level of satisfaction with employment at Blayney High School and a general satisfaction in their work. Improvement in student and community satisfaction is the key focus of the 2021-2024 School Improvement Plan's third strategic direction "Connect and Contribute".

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.

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.