

2021 Annual Report

Broken Hill High School



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Introduction

The Annual Report for 2021 is provided to the community of Broken Hill 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 Strategic Improvement 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

Broken Hill High School aims to assist in the development of well-balanced students who are capable of higher order thinking and flexible enough to meet the challenges of the future.

After consultation with the Parents and Citizens Association and the Student Representative Council plus extensive consultation with staff members, the following vision statement was developed.

Broken Hill High School is:

A caring inclusive school where students are supported to reach their potential in a changing world.

School context

Broken Hill High School is a comprehensive high school of 534 students (18% Aboriginal). Our school proudly includes IO/IS and multi-categorical support classes. There are very strong ties within both Broken Hill and the school community. These ties are evident through the actions of our P&C who make regular contributions to the school, our close relationship with the "Golden Oldies" ex-students association, the support for existing programs that are targeting Aboriginal students, our SRC involvement in assisting numerous charities and community organisations, the support of local employers for excursions and student trips as well as work placements for our VET students.

Broken Hill High School has a reputation for academic excellence. Students leaving our school in Year 12 are succeeding in gaining university entrance, employment, traineeships, exploring TAFE options and other training opportunities. We expect students to achieve to the best of their ability or beyond. We have established welfare support mechanisms and teaching and learning experiences of high quality to maximise student outcomes.

The school works strongly to overcome the issues raised by our isolated position. We utilise strategies that maximise student opportunities for success. Our strategies in many areas will be strengthened through the expenditure of Equity funding over the next 3 years.

An important issue that is currently affecting our future direction is the reducing student population in Broken Hill. This is impacting on school structure and curriculum. To combat this we have established the RASP initiative with Willyama High School sharing senior classes. Faculties and the school will focus on quality teaching and learning initiatives and the priorities in this plan while keeping an eye on the long term learning needs of students who live in an isolated rural setting.

Following a rigorous situational analysis that included authentic consultation, and review of available data to inform this strategic plan the three areas for strategic focus and improvement are:

1. **Student Growth and Attainment:** with a focus on initiating whole school approaches to literacy (reading) and numeracy to enhance student achievement in NAPLAN top, two bands.
2. **Collaboration and use of evidence based teaching practices:** with a focus on developing collaborative professional learning opportunities for staff that focus on evidence based teaching strategies with a vision of improving HSC Band 3 and above results and growth in NAPLAN. High expectations in all classroom activities is a key element of this focus.
3. **Our Wellbeing and engagement:** with an emphasis on creating and maintaining positive environments and enhancing wellbeing student attendance and attainment will be a focus. Our wellbeing and engagement are important conditions for learning so that students connect with and feel as they are accepted as part of the school 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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
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	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To improve student academic performance through a focus on literacy and numeracy

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Whole school approach to reading
- Whole school approach to numeracy

Resources allocated to this strategic direction

Socio-economic background: \$62,474.50

Low level adjustment for disability: \$98,327.05

Summary of progress

The priority for 2021 to support student growth and attainment was the embedding of a whole school approach to improving reading and numeracy.

To foster improvement in reading, classroom teachers have been implementing reading strategies into their teaching and learning programs, and lesson plans. The data used to gauge targets for these lessons/strategies have been obtained from a number of sources including, SCOUT - (Naplan Data and Check-In Assessment Data), summative and formative assessment practices and Diagnostic reading data.

This data led to a range of teaching strategies been used to accommodate the range of learning styles and better support student learning. A concern was raised from the impact of remote learning in touching base with a number of students, especially to those who did not have access to digital devices or internet coverage. The Literacy Team has been investigating ways to improve reading as the strategies utilised this year have not been successful in helping students to progress and meet the targets outlined in the SIP. CARS and STARS has been identified for Years 7- 10 for 2022. Set Literacy Lessons have been incorporated into the curriculum structure for each year in 7-10. Spell-It will also be taught specifically to Years 7 & 8.

To build students' numeracy skills, some classroom teachers have been attempting to implement numerical teaching strategies into their lesson planning and programs. However, the evaluation of how effective these strategies have been has been identified as an area of development/subjectivity. The Numeracy Team have been working on identifying specific target areas that need to be addressed to support the growth of students.

Target lessons in the curriculum structure for 2022, will allow the creation of targeted classes to support students at various stages of their numerical skill development. Key Learning Areas have been refining teaching and learning programs to identify specific areas where numeracy skills and application can be explicitly taught in their target teaching area. Staff capacity will continue to be developed to ensure effective evaluation and progression. The Numeracy Team have started developing targeted lessons using the Quicksmart program to support the targeted areas of concern. More numeracy lessons need to be embedded in teaching programs to ensure explicit teaching of numerical skills outside of the set lessons. Mathematics has still been identified as the Key Learning Area responsible for the specific teaching of numeracy and work will continue to focus on changing this mindset to ensure that all teachers understand their role in improving student growth and attainment in numeracy.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improve the percentage of students in Naplan top 2 bands in Reading by 5.5%.	Data indicates 10.13% of students are in the top two skill bands for reading which is a decrease against baseline data.
Improve the percentage of students in	In numeracy, 6.67% of students are in the top two skill bands indicating a

Naplan top 2 bands in Numeracy by 3%	decrease against baseline data.
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Strategic Direction 2: Collaboration and use of evidence based teaching practices.

Purpose

The school has identified the need for students to become more engaged and successful learners. Each student will be engaged through high expectations, differentiation, collaborative teaching practices and other evidence based teaching practices with a focus on developing skills in literacy and numeracy.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaborative Professional Learning
- High Expectations for high impact teaching and learning.

Resources allocated to this strategic direction

Professional learning: \$5,000.00

Socio-economic background: \$49,781.00

Summary of progress

Establishing structures and practices to build an environment of collaboration that focused on building high expectations and high impact teaching and learning was a priority for 2021.

Collaborative Professional Learning:

Fortnightly professional learning groups. Areas that have been worked on include staff well being, student well being, Aboriginal education, Literacy and Numeracy and use of TEAMS. All staff were allocated 1 period per fortnight and joined to work through these areas. BHHS have also held whole staff development days. Professional learning areas for 2021 are listed below.

Staff Development Days

2/2 Staff Meeting - Principal's address/admin tasks/Code of Conduct update - 2hrs

2/2 LEED Project - 1hrs

2/2 KLA discussions/Strategic Directions - 3hrs

3/2 Ian Luscombe - BehaveAbility Presentation - 6hrs

4/2 CPR/Anaphylaxis - 1hr

4/2 Mandatory PL as per MyPL once complete

4/2 KLA/Year Advisers/Beginning Teachers Meeting - 1.5hrs

27 - 28/4 Safeguarding Kids Team Presentation/Workshops - 12hrs

PL Groups (all 1hr)

Term 2

Week 1/2 Staff Wellbeing

Week 3/4 Mandatory PL/TLN (own choice)

Week 5/6 Aboriginal Education

Week 7/8 Mandatory PL/TLN (own choice)

Term 3

Week 1/2 Student Wellbeing

Week 3/4 Mandatory PL/TLN/Parent Teacher conferences (own choice)

Week 5/6 Review & Merits

Term 4

Week 5/6 TLN - STLN 2060 Literacy in the Classroom (date of completion on certificate)

Week 7/8 TLN - STLN 2055 Numeracy in the Secondary Classroom (date of completion on certificate)

Week 9/10 MyPL - Introduction to Teams

High Expectations for high impact teaching and learning.

All 2022 Year 12 teachers have participated in HSC professional learning which looks at High Leverage Strategies paper which looks at teaching success in the NSW HSC. (Professor Wayne Sawyer). Beginning teachers met at the start of 2021 and have been provided with relevant information regarding high expectations and high impact teaching and learning. Meetings with beginning teachers were held throughout the year to ask for feedback and comments on progress.

KLA Head teachers have increased the use of student data (NAPLAN, Check in, tell them from me, 2020 HSC data) to inform staff on areas requiring extra assistance to improve results for students. Literacy and Numeracy teams have been established in response to state priorities and all staff have been surveyed regarding preparing and delivering targeted lessons to all students throughout 2022 in the areas of Literacy and Numeracy.

2022 - Where to next:

Professional learning groups will once again touch on staff and student well being and Aboriginal Education. Literacy and Numeracy targeted lessons will be delivered by staff. Current data will be incorporated into programs ensuring that high expectations are met. SDD will also be utilised to promote high expectations and high impact teaching and learning.. Professional learning groups will be evaluated.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement in the % of HSC course results in the top 3 bands to 40% or above.	HSC results in 2021 have seen growth in the number of students achieving Band 6. In total, the school achieved 8 x Band 6 (PDHPE x3, CAFS x 2, Vis Art x 2, Standard Maths x1) and 28 Band 5 with respect to system negotiated targets 39.25% of results were within the top 3 bands. The school staff and executive will undertake reflection and analysis of results and include them within KLA plans and programming strategies to see further improvements.
Increase the percentage of Students Achieving Expected Growth in NAPLAN Numeracy to reach the lower bound	2022 NAPLAN results indicated that 42.42% of students achieved expected growth in NAPLAN numeracy this indicates a reduction in the percentage of students achieving expected growth in numeracy for 2021. A number of

<p>projected system-negotiated target of 57.14% or above.</p>	<p>factors have contributed to this including 2 lengthy periods of remote learning and staff shortages due to covid isolations. The school has evaluated these results and planned for 2022 to implement specific and targeted numeracy lessons in small groups for all students in years 7 to 10 with specific numeracy strategies and programs aimed at the development of key numeracy skills identified as needing development. Further evaluation of NAPLAN growth data shows that 86% of students have shown positive growth in NAPLAN numeracy.</p>
<p>Increase the percentage of Students Achieving Expected Growth in NAPLAN Reading to reach the lower bound projected system-negotiated target of 55.18% or above.</p>	<p>2022 NAPLAN results indicated that 48.61%% of students achieved expected growth in NAPLAN reading this indicates a reduction in the percentage of students achieving expected growth in numeracy for 2021. A number of factors have contributed to this including 2 lengthy periods of remote learning and staff shortages due to covid isolations. The school has evaluated these results and planned for 2022 to implement specific and targeted reading and literacy lessons in small groups for all students in years 7 to 10 with specific reading and literacy strategies and programs aimed at the development of key literacy and reading skills identified as needing development. Further evaluation of NAPLAN growth data shows that 80% of students have shown positive growth in NAPLAN numeracy</p>

Strategic Direction 3: Our Wellbeing and engagement.

Purpose

Our school aims to create positive relationships among both students and staff and to create a sense of belonging and engagement with learning. We will strive for every member of the school to develop the skills needed for a healthy and balanced life, maintaining positive relationships and having the resilience and determination to deal with any challenges they may face.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Positive Learning Environments
- Wellbeing
- Aboriginal Education

Resources allocated to this strategic direction

Socio-economic background: \$448,542.00

Integration funding support: \$240,615.00

Aboriginal background: \$15,870.00

Summary of progress

This year has seen the creation of a positive environments team that have looked at the school and student expectations data to establish areas to work on. This has led to a reworked school expectations matrix. The Positive environments team have implemented regular assemblies to provide focus and learning on the school behaviour and learning expectations. The positive environments team have also developed faculty posters and are currently working to update school-wide signage. From the tell them From Me surveys 44% of students indicated a positive sense of belonging, 58% indicate that they value schooling compared to 72% of NSW DoE schools while 88% indicate positive behaviour. Students also indicate positive relationships with staff commensurate with state averages. At this stage, the school positive rewards system 'BHillians' is working outside of the positive environments team.

A staff wellbeing team has been set up after completion of work with the safeguarding Kids Team, this team in its infancy has set up and delivered staff functions including morning teas, Lunch and a Christmas function. The whole school was involved in the Safeguarding kid's PL sessions. Broken Hill High School has implemented the online bullying reporting system stymie that has been used by students to report wellbeing concerns about themselves and other students. To support wellbeing Broken Hill High School has employed a Student Support Officer, established the West Campus (tutorial centre) that is being used to provide another layer of support to those students that require it., The school's wellbeing team have continued to evolve their practices focussing on supporting attendance and learning. Tell them from me data shows a 32% increase in treating people with respect.

The schools Aboriginal Education Team have arranged and had PL delivered in the 8 ways of learning. The team in consultation with the community have designed an Aboriginal cultural significant uniform option, they have also designed and had quoted a cultural walk that should start construction early in 2022. The Aboriginal Education Team have developed posters promoting ARCOs, NAIDOC week. The school continues to support the CLONTARF foundation and has a strong academy. The schools new Teaching & Learning program template has incorporated aboriginal perspectives. Tell them from me shows 65% of Aboriginal students feel positive about their culture, but are unsure if teachers understand it as 39% neither agreed or disagreed that staff understood culture.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students attending greater than 90% of the time to be above the system-negotiated baseline of 46.0%	The number of students attending greater than 90% of the time or more has decreased by 10.2%.

<p>Increase the percentage of students reporting expectations for success, advocacy and sense of belonging to be above the school's system-negotiated baseline of 57.1%</p>	<p>Tell Them From Me data shows 65.3% of reported positive wellbeing, including a 6% decrease in advocacy at school, 5% decrease in sense of belonging and 0.12% decrease in expectations of success.</p>
<p>Increase the % of Aboriginal students attaining the HSC whilst maintaining their cultural identity to a minimum of the system-negotiated lower bound target.</p>	<p>The percentage of Aboriginal students attaining HSC whilst maintaining their cultural identity has <increased/ decreased> by <insert value>%. 3 - boys completed HSC 2021, 2 girls completed HSC 2021 - Check 2019 figures</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$240,615.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Broken Hill High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in:</p> <p>Students that require additional support are all provided with School Learning Support officer support within the classes that they have, meetings with parents and students are conducted to determine subjects or learning areas that need additional support, Learning and Support staff develop timetables to best fit the needs of the student and staff. After evaluation of programs from the previous years, programs and initiatives were identified and the relevant staff was employed to meet the need. Student Support Officers were employed to run specific programs such as MultiLit. Implementation of new software programs was supported and training was provided through the school's professional learning program and on occasion was delivered by the software providers. Homework and student assessment support was provided through the running of the Homework Center as well as the Ross Clark Learning Centre. These extra supports and support staff all provided students with the support and resources to improve outcomes in all wellbeing areas. The employment of a second deputy allowed for both deputies to focus on target areas such as welfare and curriculum.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to explore and evaluate the wellbeing programs and strategies that have been put into place through the evaluation cycles and renew and update as specific need arises.</p>
<p>Socio-economic background</p> <p>\$560,797.50</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Broken Hill High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole school approach to reading • Positive Learning Environments • High Expectations for high impact teaching and learning. • Wellbeing • Whole school approach to numeracy • Aboriginal Education <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement [program/initiative] to support identified students with additional needs

<p>Socio-economic background</p> <p>\$560,797.50</p>	<ul style="list-style-type: none"> • supplementation of extra-curricular activities • equitable access to specialist resources • engage with external providers to support student engagement and retention • professional development of staff through [program] to support student learning • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: After evaluation of programs from the previous years, programs and initiatives were identified and relevant staff employed to meet the need. Student Support Officers were employed to run specific programs such as Athletics, MultiLit and MacqLit, technology was supported and upgraded through the employment of a Technology Support Officer. Homework and student assessment support were provided through the running of the homework centre as well as the Ross Clark Learning Centre. These extra supports and support staff all provided students with the support and resources to improve outcomes in all areas. The employment of a second deputy allowed for both deputies to focus on target areas such as welfare and curriculum. Funding also supported the development, establishment and purchasing of resources needed to deliver small group literacy and numeracy programs. The establishment of a positive environments team resulted in some changes to classroom procedures and recognised school and classroom values based on positive behaviour strategies. Positive rewards for behaviour and attendance were also received positively by staff and students. The MultiLit suite of programs continues to deliver significant growth in the reading and reading fluency aspects of identified students with some students experiencing 3-4 years growth in reading ages over the time they are involved in the strategy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Departing staff will require a need to fill some of the positive environments team member positions early in 2022. Curriculum structure changes planned for in 2022 will see further embedding of small group literacy and numeracy lessons within the timetable raising the profile of these key skills as it is given a high profile and priority over other subject time.</p>
<p>Aboriginal background</p> <p>\$161,632.03</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Broken Hill High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Aboriginal Education • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in: 100% of all Aboriginal students have a Personalised Learning Plan. An Aboriginal Education Officer (AEO) is part of the School's staffing entitlement. The remaining funds were utilised to contribute to the cost of employment of a second AEO and an Aboriginal School Learning Support</p>

<p>Aboriginal background</p> <p>\$161,632.03</p>	<p>Officer. As a result, the continued support of all Aboriginal students through student learning support officers to assist with assessment tasks, classwork and social and emotional wellbeing was maintained. Aboriginal students were also provided with additional support with attendance, literacy, numeracy and wellbeing issues. The CLONTARF program has also increased the retention and engagement of Aboriginal boys.</p> <p>After evaluation, the next steps to support our students with this funding will be: The revitalisation of the schools aboriginal education team have lifted the profile of aboriginal students and have actively encouraged the embedding of Aboriginal perspectives in all teaching programs. The Aboriginal Education team is currently planning for the construction of a cultural walk area to further support Aboriginal recognition and supports for community links.</p>
<p>English language proficiency</p> <p>\$15,322.15</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Broken Hill High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in: The small numbers of students that are included in this initiative are offered one to one support with the completion of reading and written intensive assessments and class work.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to deliver as is employing a Learning Support Officer part-time with reflection on how this may look in the future if numbers were to increase.</p>
<p>Low level adjustment for disability</p> <p>\$288,927.65</p>	<p>Low level adjustment for disability equity loading provides support for students at Broken Hill High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole school approach to reading • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • targeted students are provided with evidence-based interventions to increase learning outcomes <p>The allocation of this funding has resulted in: The school's Support Teacher Learning Assistance have played a key role in ensuring that students requiring low level adjustments have learning support meetings and learning support plans with proposed interventions are created and disseminated to all teaching staff through the school student management system. Students that require significant adjustments are also provided with individual learning plans that show up as a flag on the student record. All classroom teachers are required to provide detail of the types and levels of adjustments into the school's management system so that data is easily transferable and reported against. The inclusion of adjustments are also presented in teaching and learning programs. The school LASTs also seek applications for special provisions for external tests and provide assessment support to students that require it. The LASTs also supervise a number of SLSOs that deliver the MultiLit program to targeted students and</p>

<p>Low level adjustment for disability</p> <p>\$288,927.65</p>	<p>provide support for students on integration funding.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to maintain LAST interventions and support to teaching staff so that low-level adjustments and modifications can be made to programming and assessments.</p>
<p>Location</p> <p>\$66,065.96</p>	<p>The location funding allocation is provided to Broken Hill High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • incursion expenses • student assistance to support excursions <p>The allocation of this funding has resulted in: The school now has portable technology in each Key Learning Area that is regularly used and supports student access to relevant ICT skills, having good stocks of portable devices has supported the whole school delivery of online assessment programs such as NAPLAN and HSC minimum standards it has also provided equitable access to ICT for all students during class learning activities. The provision of cost-free offsite school sports has improved inclusion and has allowed all students to access the full variety of sports on offer at Broken Hill High School. HSC students have been supported with online learning tools that have provided study and curriculum resources for courses studied.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to increase the stocks and availability of portable devices, when the need arises replace and upgrade as needed. One to one device policy has been considered but the current KLA based system has been identified as the best option at this stage to manage updates, repairs and ongoing maintenance. Training and development will need to be sourced and implemented to support teaching staff in the delivery of current ICT skills needed for student achievement. The school has decided to convert to a one platform school in 2022 with all school staff using and implementing as the online learning platform Microsoft Teams.</p>
<p>COVID ILSP</p> <p>\$314,174.39</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • employing staff to supervise and monitor progress of student groups engaging in online tuition in [program] <p>The allocation of this funding has resulted in: An inability to attract staff to fill these Covid intensive learning program resulted in a change to the structure. The school used Covid ILSP funds to contract online tuition for selected small groups of students identified with learning gaps. This program was delivered with significantly lower costs as</p>

<p>COVID ILSP</p> <p>\$314,174.39</p>	<p>human resources were simply not available. Small groups of students were able to access the intensive learning provided online, 2022 NAPLAN results will provide more accurate data on the benefits of the tuition program.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Broken Hill High School will continue to support the delivery of Covid ILSP online tuition support in 2022.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	311	275	249	247
Girls	303	283	262	245

Student attendance profile

School				
Year	2018	2019	2020	2021
7	88	86.7	88	86
8	84.1	84.1	89.8	74.1
9	83.1	81.2	85	78.5
10	73.7	79.9	83.6	67.8
11	85.7	85.1	87.9	84
12	84.9	86.3	86.8	85.2
All Years	83.4	83.6	86.8	78.9
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	1	0	16
Employment	3	4	47
TAFE entry	3	1	0
University Entry	0	0	30
Other	0	0	7
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

32.31% of Year 12 students at Broken Hill High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

89.3% of all Year 12 students at Broken Hill High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1.6
Head Teacher(s)	8
Classroom Teacher(s)	39.9
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	14.48
Other Positions	3

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

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 2021, our School Development Days included a continued focus on staff and student wellbeing and evidence based teaching strategies 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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,819,524
Revenue	10,598,823
Appropriation	10,497,639
Sale of Goods and Services	11,418
Grants and contributions	89,311
Investment income	356
Other revenue	100
Expenses	-10,292,194
Employee related	-8,582,749
Operating expenses	-1,709,445
Surplus / deficit for the year	306,629
Closing Balance	2,126,153

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.

	2021 SBAR Adjustments (\$)
Targeted Total	208,539
Equity Total	1,026,679
Equity - Aboriginal	161,632
Equity - Socio-economic	560,798
Equity - Language	15,322
Equity - Disability	288,928
Base Total	7,850,649
Base - Per Capita	130,422
Base - Location	66,066
Base - Other	7,654,160
Other Total	867,195
Grand Total	9,953,062

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

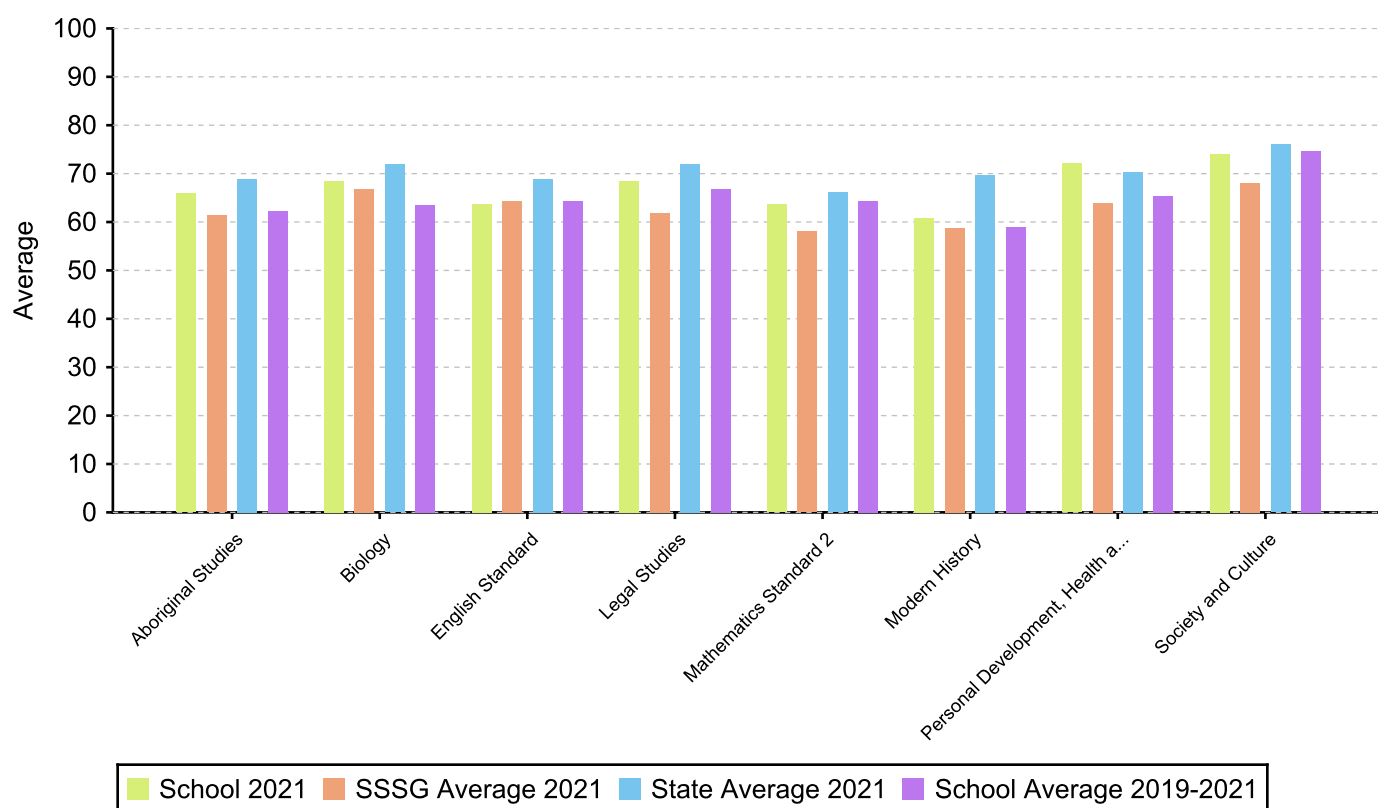
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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 2021	SSSG	State	School Average 2019-2021
Aboriginal Studies	65.9	61.4	68.8	62.3
Biology	68.4	66.8	71.9	63.5
English Standard	63.8	64.3	68.8	64.4
Legal Studies	68.5	61.9	72.0	66.8
Mathematics Standard 2	63.6	58.0	66.1	64.3
Modern History	60.8	58.8	69.7	59.0
Personal Development, Health and Physical Education	72.1	63.9	70.3	65.4
Society and Culture	74.1	68.1	76.0	74.7

Parent/caregiver, student, teacher satisfaction

Broken Hill High School completed the Tell Them from Me teacher, student and parent surveys in 2021. In 2021, 12 parents voluntarily completed the surveys and this provided the school with very limited information from a very small percentage of our school community. 324 students at Broken Hill High School completed the survey. This provided the school with a diverse sample of responses and provided us with some key issues and strengths of our school. Some of the information included:

- * 72% of students had positive relationships.
- * 88% of students indicated they had positive behaviour.
- * 63% of students indicated they had aspirations to finish high school, a decline of 1% from the previous year.
- * 31% of students in the school plan to pursue a trade or apprenticeship program, this figure has remained stable.
- * 38% of students had aspirations for pursuing post secondary education.

Our student responses were in-line with most of the NSW Government School 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.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.