

# 2021 Annual Report

## Blacktown Boys High School



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# Introduction

The Annual Report for 2021 is provided to the community of Blacktown Boys High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

## School contact details

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## Message from the principal

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The 2021 school year has turned out to be an exceptional year for Blacktown Boys High School. In the 2021 HSC, Blacktown Boys has progressed forwards towards its best ever academic performance, moving from a ranking of 272nd in 2020 to 111th in the state in 2021. This move has been despite the impact of Covid and the lengthy period of time where the school was operating remotely. The school has begun an academic and physical transformation. Literacy, numeracy and Wellbeing programs are being explored, assessed and where necessary re-invigorated and implemented into practice. Student wellbeing is a major focus in the school plan with an audit being initiated and a streamlined Wellbeing program being developed to accommodate strategies and data related to Year 6 Transition to Year 12 Post school destination. The school is investing significantly in infrastructure to accommodate the needs of the students. Infrastructure has included new seating, a new volleyball court, new and improved computing technology across all faculties and improved facilities for staff. Improvements to infrastructure are projected and planned to continue into 2022 and 2023. As principal I verify the accuracy of this Annual School Report.

## School vision

Blacktown Boys High School will be a progressive, forward looking and challenging place of learning, reinforcing its proud traditions, extolling high standards and achieving exceptional academic outcomes. The school's focus will be a balanced, differentiated curriculum; giving students the skills necessary for lifelong inquiry and education. Parallel to the academic development of our students, the school will be heavily invested in their overall wellbeing, running dynamic programs and systems ensuring their physical, social and mental health and development. The school's focus on wellbeing and academic excellence will ensure core and elective courses accommodate a diverse group of learners with highly trained teachers, administrative and support staff acting as partners in the overall academic and social development of our students. Highly trained staff will ensure that students experience the latest pedagogies and methodologies utilizing the most recent technologies to support learning. Blacktown Boys High School will be at the forefront in establishing partnerships with universities, colleges and business ensuring our students are exposed to innovative and modern approaches to learning, problem solving and group and individual inquiry to prepare them for the challenges of the future.

## School context

Blacktown Boys High School draws students from the local and Greater Western Sydney area catering for a culturally diverse, gender specific student population. The school serves an assorted group of students including a selective stream, gifted and talented group and an inclusive education unit consisting an IM class and two multi categorial classes from 2022. The school prides itself in its rich diversity, its differentiated teaching and its focus on the wellbeing of all its students.

The school celebrates Aboriginal culture and historical custodianship of the surrounding land. Buildings across the school are named after famous and influential Aboriginal leaders and the contributions of all Aboriginals of the past, the present and emerging are acknowledged and recognised during meetings and public assembly.

Blacktown Boys High School is focussed on the holistic development of the student ensuring that academic, cultural and sporting programs are complemented through a strong student wellbeing program, catering for the physical, social and mental development of the student. Ongoing positive links have been established with all major Sydney based universities and major businesses. These organisations combine to provide the school with academic, social and vocational mentoring and potential employment pathways. Identification of best practice and sharing of skills is fostered through membership of the Nirimba Learning Community. The 2020 Situational Analysis identified three strategic areas of focus from 2021. These are:

**Strategic Direction 1: Student Growth and Attainment.** The school's focus will be on improving literacy and numeracy from Years 7 to 12, utilising high leverage teaching strategies to advance skill and understanding across all subject areas. Summative and formative assessment will be embedded into practice. Instructional methodology and strategy will be the focus of faculty and staff professional learning. The outcome will be a culture of high expectation, individualised student support and curricular alignment within a Quality Teaching Framework.

**Strategic Direction 2: Wellbeing, Engagement and Belonging at Blacktown Boys High School.** The school will focus on students, connecting, thriving and succeeding at school. School wellbeing will be mapped and the wellbeing team redeployed and strengthened. The schools' transition system and links to post school destinations will be evaluated as will its PBL program, its organisational structures and staff professional learning. The ongoing collection of various data sources such as 'Tell Them from Me' will be utilised as a guide.

**Strategic Direction 3: High Quality Teaching and Learning.** Individual and collective professional learning activities aimed at lifting quality and expertise in the delivery of learning material to all students will be the focus of High Impact Professional Learning at Blacktown Boys High School. The latest evidence and practice will be applied to embed skills in differentiated teaching, to reinforce the quality teaching framework and address effective feedback and use of data to update practice. Professional dialogue and observations will support a path towards a quality teaching environment.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

To support achievement and academic success inclusive of all students, by ensuring students continually improve their literacy and numeracy skills.

### 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.

- Explicit and Targeted Numeracy Teaching
- Explicit and Targeted Literacy Teaching
- Stage 6 Attainment

### Resources allocated to this strategic direction

**Professional learning:** \$60,500.00

**English language proficiency:** \$5,000.00

### Summary of progress

During 2021, explicit and targeted teaching of Numeracy and Literacy has been delivered via online learning platforms. For students with sufficient Internet connection and IT capabilities, teachers have identified an increased capacity to target individual student needs, students learning at their own pace and accelerating through concepts as they choose.

Stage 6 Attainment: Teachers worked tirelessly to support parents and engage students in online learning, in order to maximise the impact of loss of face to face learning. HSC scores for the 2021 cohort reflect excellent results with students performing beyond expectations and indicate online learning supplemented quality classroom teaching.

### 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
Numeracy Team evaluate data to identify opportunities for numeracy to be enhanced. Determine and implement a plan to embed targeted numeracy strategies across the whole school.	A school numeracy team has been formed and team members are participating in professional development in 'Leading Secondary Numeracy' to develop knowledge of the national numeracy progressions. Forward planning will enable numeracy team members to lead and facilitate staff understanding the role of numeracy progressions in formative assessment and targeting school wide improved numeracy.
Across Stage 4, staff are using data to inform numeracy teaching programs and drive differentiated teacher practice to engage all students.	Teachers are analysing internal assessment tasks and external assessment ( Best Start, NAPLAN, Check-in) to identify students requiring additional support and differentiate teaching and assessment tasks for students including, High Performance and Gifted Students, and those with special needs.
Literacy Team members lead school wide PL on explicit strategies to target reading comprehension.	All staff have participated in Professional Learning on the Writing cycle lead by Literacy Team members.
All staff undertake PL on explicit strategies to target reading comprehension.	All staff have participated in Professional Learning on delivery of effective literacy strategies. These literacy strategies have been implemented into lessons school wide with a focus on Stage 4. NAPLAN Band Distribution results demonstrate BBHS has 54.5% of students in Bands 8 and 9, which is higher than SSSG. Since 2019 BBHS results have shown positive growth despite downward trends in SSSG and State schools.
All staff participate in PL on High Leverage strategies for Stage 6.	Staff have participated in professional learning on standard deviation, and Z-Scores to enable effective analysis of HSC results. Staff have also

All staff participate in PL on High Leverage strategies for Stage 6.	engaged in evaluation of their teaching programs and practices as faculties, as well as individual reflective practice to implement new strategies to improve the quality of teaching provided to students. Additional resources have been allocated to better support students with high level literacy needs (Covid-19 SLP).
All staff participate in PL on high leverage strategies for Stage 6.	Staff have participated in professional learning on standard deviation, and Z-Scores to enable effective analysis of HSC results. Staff have also engaged in evaluation of their teaching programs and practices as faculties, as well as individual reflective practice to implement high leverage strategies to improve the quality of teaching provided to students.
Staff participate in professional learning to build teacher understanding of best practice strategies for teaching of literacy and numeracy skill development.	Staff have engaged in evaluation of their teaching programs and practices as faculties, as well as individual reflective practice to implement high leverage strategies to improve the quality of teaching provided to students. Forward planning is also targeting staff PL to build the capacity of teachers to ensure best practice methodology is utilised to raise student achievement levels.

## Strategic Direction 2: Wellbeing, Engagement and Belonging at BBHS

### Purpose

To develop systems, policy and culture supporting the wellbeing of all school community members, ensuring connectedness and belonging; engaging students in their learning and promoting social and emotional skills.

### 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.

- Develop a planned approach to wellbeing
- Ensure students, staff and community members are valued and cared for
- Effectively utilise wellbeing data to monitor student wellbeing, target specific areas of need for individuals and inform wellbeing initiatives.

### Resources allocated to this strategic direction

**Socio-economic background:** \$3,600.00

**Flexible Funding for Wellbeing Services:** \$23,000.00

**Per capita:** \$1,250.00

### Summary of progress

Throughout 2021 there was a school wide focus on ensuring that student wellbeing programs delivered effective wellbeing that complemented online learning for students and ensured students, staff and community members were valued and cared for. The school has continued to engage parents in the decision making process to support student learning and wellbeing. The focus being the smooth transition across all stages. This was exemplified by inviting Year 10 parents to attend personalised subject selection interviews with their child in preparation for Stage 6.

### 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
A 5% uplift in the percentage of students reporting increased Advocacy as measured in the Tell Them From Me Survey.  Teachers and school executive are regularly meeting with student representatives to collaborate with students in implementing effective wellbeing initiatives that enhance student sense of belonging and increase advocacy.	TTFM results indicate students feel they have someone at school who consistently provides encouragement and can be turned to for advice. There is a HSC student mentoring initiative in place where teachers and senior executive members are assigned a student or group of students to mentor throughout their HSC year. 2021 TTFM results indicate advocacy at school is 6.3 compared to the NSW Govt Norm of 6.0. Advocacy is highest in Stage 4 & 5 with a slight drop in Stage 6. Improving advocacy at school for all students is a key area of focus moving forward.
Head Teacher Admin to work with Year Advisers and HSLO to closely monitor student attendance. Early interventions targeting student attendance will be coordinated and managed by the Head Teacher Administration and have access to appropriate wellbeing support structures.	The Head Teacher Admin continues to work with Year Advisers, the HSLO and ASLO to ensure students with low attendance are targeted with appropriate interventions to increase attendance. There is school wide reinforcement of the importance of attendance via SMS, internet and social media as well as the school newsletter. As of Week 4, Term 4, 2021, overall school attendance rates (93.9 %, with 76.4% of students attending >90% of time) are improving, compared to state attendance rate of 85.3% and network attendance rate of 87.5%.
Deputy Principal to lead restructure of Wellbeing Team and all aspects of School Wellbeing policy.	The school has recently employed a SSO who along with a full time school counsellor, HT Administration, Learning Support Team Leader and Year Advisers form the school Wellbeing Team. As a part of a planned approach to wellbeing the school has mapped all wellbeing initiatives across all years.

Deputy Principal to lead restructure of Wellbeing Team and all aspects of School Wellbeing policy.	Improved transitions across all stages of schooling are being implemented including an increase in parent engagement as a part of this process. The school curriculum pattern for 2022 has also been modified to incorporate 1 period per cycle dedicated to improving student wellbeing. This program is called 'Learn to Live'. Year advisers are developing the program under the guidance of the Deputy Principal.
Wellbeing team to investigate advocacy programs to build a positive learning environment focussed on positive student - teacher relationships across the school (eg: student -teacher mentoring programs, transitions)	The School has developed a partnership with REAL Schools that will implement 'restorative practice' throughout the school. This will focus on developing teachers and staff to use language that drives a positive school culture and strengthens student - teacher relationships.



### Strategic Direction 3: Deliver high quality teaching and learning, inclusive of all learners.

#### Purpose

To ensure the learning needs of all students are met, in a consistently high quality teaching and learning environment. High impact professional learning focused on utilisation of evidence-based strategies will empower staff to design teaching and learning that is responsive to student needs.

#### 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.

- High impact professional learning to improve classroom practice.
- Collaborative practice, shared expertise and innovative teaching

#### Resources allocated to this strategic direction

**Professional learning:** \$16,000.00

#### Summary of progress

Throughout 2021 teachers participated in professional learning focused on quality delivery of online learning that maximised the support for students to facilitate effective remote learning and assessment.

#### 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
Teachers receive Professional Learning in explicit teaching practice.	As a result of Covid-19 and the shift to remote learning, the focus on explicit teaching has shifted towards delivery of explicit teaching in the online environment.
School wide review of feedback processes and professional learning plan developed to ensure consistent delivery of feedback to students across all faculties.	Review of feedback processes and development of a school professional learning plan have not been completed in 2021 as the focus of teaching and learning has been on effective delivery of lessons and assessment in an online environment.
Preparations for Quality Teaching Rounds (QTR) to be introduced in 2022 are facilitated by school executive.  Engagement of external provider 'real schools' to collaborate and mentor staff to develop a learning culture of committed teachers, caring students and connected communities.	Due to Covid compliance measures, Quality Teaching Rounds (QTR) were not implemented in 2021.  Blacktown Boys High School has engaged 'real schools' to work with students, staff and parents to embed restorative practice into our school culture so that teaching and learning environment is underpinned by positive support and respect.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$99,288.30</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Blacktown Boys High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Develop a planned approach to wellbeing</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement [program/initiative] to support identified students with additional needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  SLSO was utilised to assist students experiencing difficulty with both literacy and numeracy in Year 7 and Year 8. The impact has resulted in improvement in reading, writing and numeracy as we work towards achieving school plan targets.  Resources have been purchased and utilised to facilitate the implementation of literacy, numeracy and wellbeing programs across the school. Staff have been professionally developed to modify practice and target areas of student need. A Student Support Officer was hired to support at risk students, collaborate with wellbeing team members and implement initiatives for targeted students and whole school activities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  The next steps to support our students with this funding will be: continue to engage the literacy, numeracy and wellbeing teams to support our trajectory towards achieving targets. The role of the Student Support Officer (SSO) will be evaluated and expanded to meet additional school needs. Next year, the school will diversify the role of the SSO to focus on attendance and physical wellbeing.</p>
<p>Aboriginal background</p> <p>\$8,956.08</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Blacktown Boys 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Provision of relief time for staff to deliver personalised support for Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Provision of support to Aboriginal students to complete Personalised Learning Pathways and establish high expectations for learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Initiatives to provide learning support and enhance student wellbeing are being evaluated and developed. The school will focus on ensuring that excellence and improvement in learning outcomes for Aboriginal students is prioritised and the strength, diversity, ownership and richness of Aboriginal cultures and Custodianship of Country are respected, valued and promoted.</p>

<p>English language proficiency</p> <p>\$166,781.90</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Blacktown Boys High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit and Targeted Literacy Teaching</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Specialist staff have been employed to provide in class support for students identified in beginning and emerging phases. As a result EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The next steps to support our students with this funding will be: to capitalise on the expertise of EAL/D teachers to lead professional development that enhances teacher capacity to design integrated writing units across all KLAS that reflect the needs of EAL/D learners. Classes dedicated to EAL/D students will be implemented for Stage 4 &amp; 5 enabling the EAL/D teacher to focus on implementing targeted strategies to support student engagement and progress.</p>
<p>Low level adjustment for disability</p> <p>\$176,230.89</p>	<p>Low level adjustment for disability equity loading provides support for students at Blacktown Boys High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a Learning and Support Head Teacher to work with individual students and in a case management role within the classroom/whole school setting</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The school has achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. There has also been an increase in the number of students meeting Minimum Standards for Literacy and Numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Professional learning</p> <p>\$96,885.93</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Blacktown Boys High School.</p>

<p>Professional learning</p> <p>\$96,885.93</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit and Targeted Numeracy Teaching</li> <li>• Explicit and Targeted Literacy Teaching</li> <li>• Collaborative practice, shared expertise and innovative teaching</li> <li>• Stage 6 Attainment</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Personalised and targeted professional learning that builds capacity for teachers to monitor student improvement, using multiple data sources, that drive the delivery of quality teaching strategies, in numeracy across KLAs.</p>
<p>School support allocation (principal support)</p> <p>\$38,992.59</p>	<p>School support allocation funding is provided to support the principal at Blacktown Boys High School with administrative duties and reduce the administrative workload.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Hiring of a business manager to support the Principal</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Streamlining of administrative processes within the school to support the Principal with all functions of school management and ensure policy compliance.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Ongoing professional development for school administrative officers to diversify skills and better support the Principal in managing the school and supporting students, staff and parents.</p>
<p>Flexible Funding for Wellbeing Services</p> <p>\$42,168.80</p>	<p>The flexible funding for wellbeing services allocation is provided to support student wellbeing at Blacktown Boys High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Ensure students, staff and community members are valued and cared for</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staffing release for case conferences and developing intervention strategies</li> <li>• staffing release to develop a school wellbeing program 'Learn 2 Live' , for implementation in 2022</li> <li>• employment of Student Support Officer to support vulnerable students</li> <li>• employment of Student Support Officer to support the Learning Support Team in the implementation of engagement programs and the evaluation of</li> </ul>

<p>Flexible Funding for Wellbeing Services</p> <p>\$42,168.80</p>	<p>school based data</p> <p><b>The allocation of this funding has resulted in:</b> Increased student engagement and support for students with specific wellbeing needs such as anger management and conflict resolution.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Developing further systems to identify and support 'at risk' students.</p>
<p>COVID ILSP</p> <p>\$228,132.89</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employing staff to analyse school and student data to identify senior students for small group tuition and monitor ongoing student progress</li> <li>• Providing targeted, explicit instruction for student groups in literacy/numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The majority of the students receiving support achieved significant progress towards their personal learning goals</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>Integration funding support</p> <p>\$12,385.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Blacktown Boys High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• Additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Eligible students have demonstrated progress towards their personalised learning goals. All personalised learning plans were regularly updated and responsive to student learning needs ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed.</p>
<p>Refugee Student Support</p> <p>\$2,769.13</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p>

<p>Refugee Student Support</p> <p>\$2,769.13</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of additional staff for targeted student support</li> <li>• Additional staffing for targeted interventions to support student learning</li> <li>• intensive English language and learning support to increase educational outcomes for students</li> <li>• strengthening orientation and transition program for identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>In class learning support has facilitated provision of intensive English language support to promote student engagement in learning. Students have also engaged in targeted programs that support language acquisition and development. Support has been provided to assist transitions and orientations to school and post school destinations.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>To sustain relationships with culturally and linguistically diverse parents, the need to embed the use of interpreters within all home-school communication processes has been identified. School resources will be created to guide this process.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	576	652	715	762
Girls	0	0	0	0

### Student attendance profile

School				
Year	2018	2019	2020	2021
7	93.5	92.4	89.1	94.7
8	90.9	93.3	88.9	89.5
9	91.2	91.7	88.7	89.4
10	90.8	89.3	87.4	90.6
11	89.6	84.6	83.1	89.5
12	89.8	87.7	88.1	83.5
All Years	91.3	90.7	87.8	90.1
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

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

### Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	2	6	12
TAFE entry	1	4	13
University Entry	0	0	75
Other	0	0	0
Unknown	0	0	0

One percent (1%) of Year 12 students at Blacktown Boys High School undertook vocational education and training in 2021

### Year 12 students undertaking vocational or trade training

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1.08% of Year 12 students at Blacktown Boys High School undertook vocational education and training in 2021.

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

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92% of all Year 12 students at Blacktown Boys 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)	2
Head Teacher(s)	9
Classroom Teacher(s)	41.1
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	1
School Counsellor	2
School Administration and Support Staff	13.68
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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.

## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	2,376,373
<b>Revenue</b>	9,740,839
Appropriation	9,581,791
Sale of Goods and Services	22,686
Grants and contributions	134,148
Investment income	2,214
<b>Expenses</b>	-9,817,323
Employee related	-8,462,212
Operating expenses	-1,355,110
<b>Surplus / deficit for the year</b>	-76,484
<b>Closing Balance</b>	2,299,889

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

## Financial summary - Equity loadings

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	15,463
<b>Equity Total</b>	447,657
Equity - Aboriginal	8,956
Equity - Socio-economic	95,688
Equity - Language	166,782
Equity - Disability	176,231
<b>Base Total</b>	8,195,689
Base - Per Capita	179,440
Base - Location	0
Base - Other	8,016,249
<b>Other Total</b>	603,340
<b>Grand Total</b>	9,262,149

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

## School performance - NAPLAN

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

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

Our Year 7 and 9 cohorts completed the NAPLAN assessments in Term 2 of 2021, providing the school with data about their literacy and numeracy skills and development. This data is used to inform planning, make adjustments and provide support to the teaching that is delivered to students.

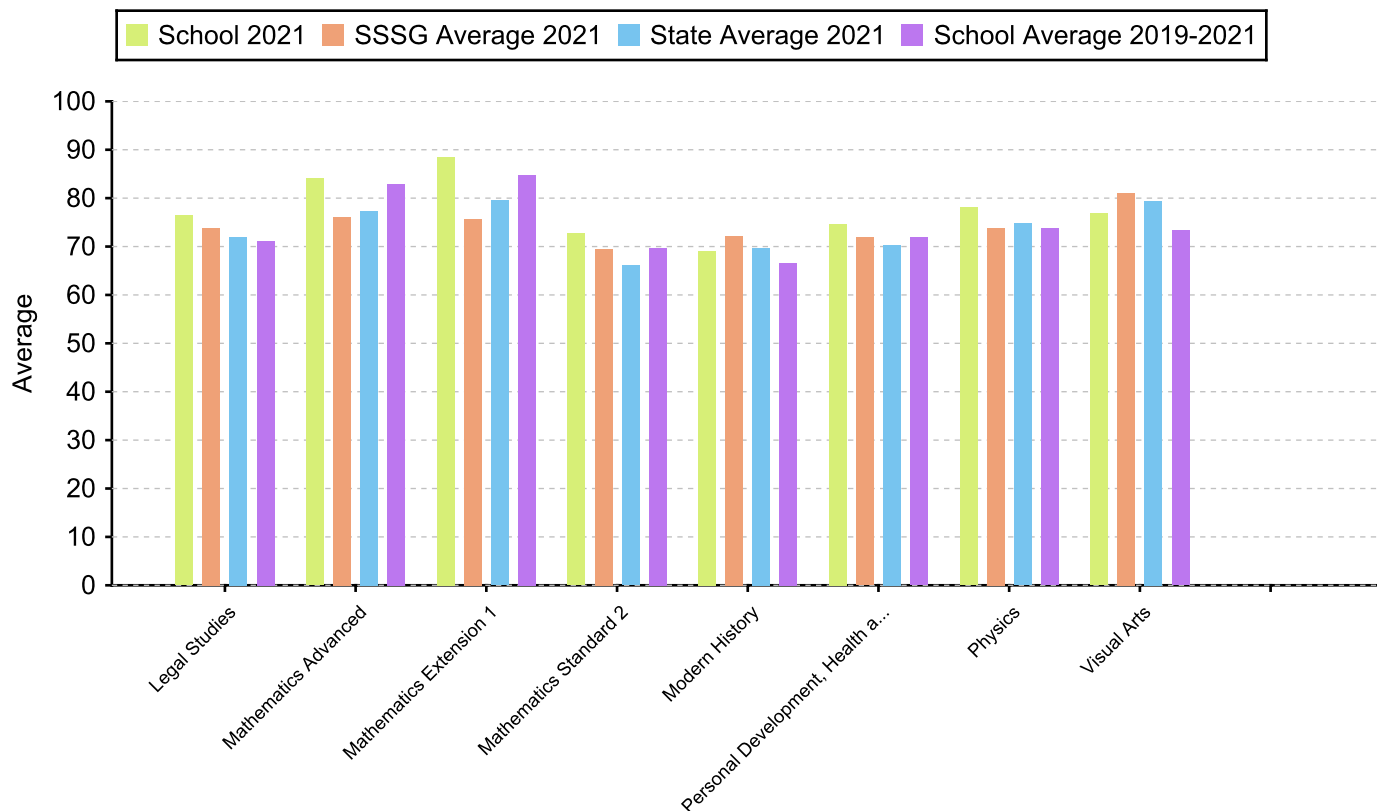
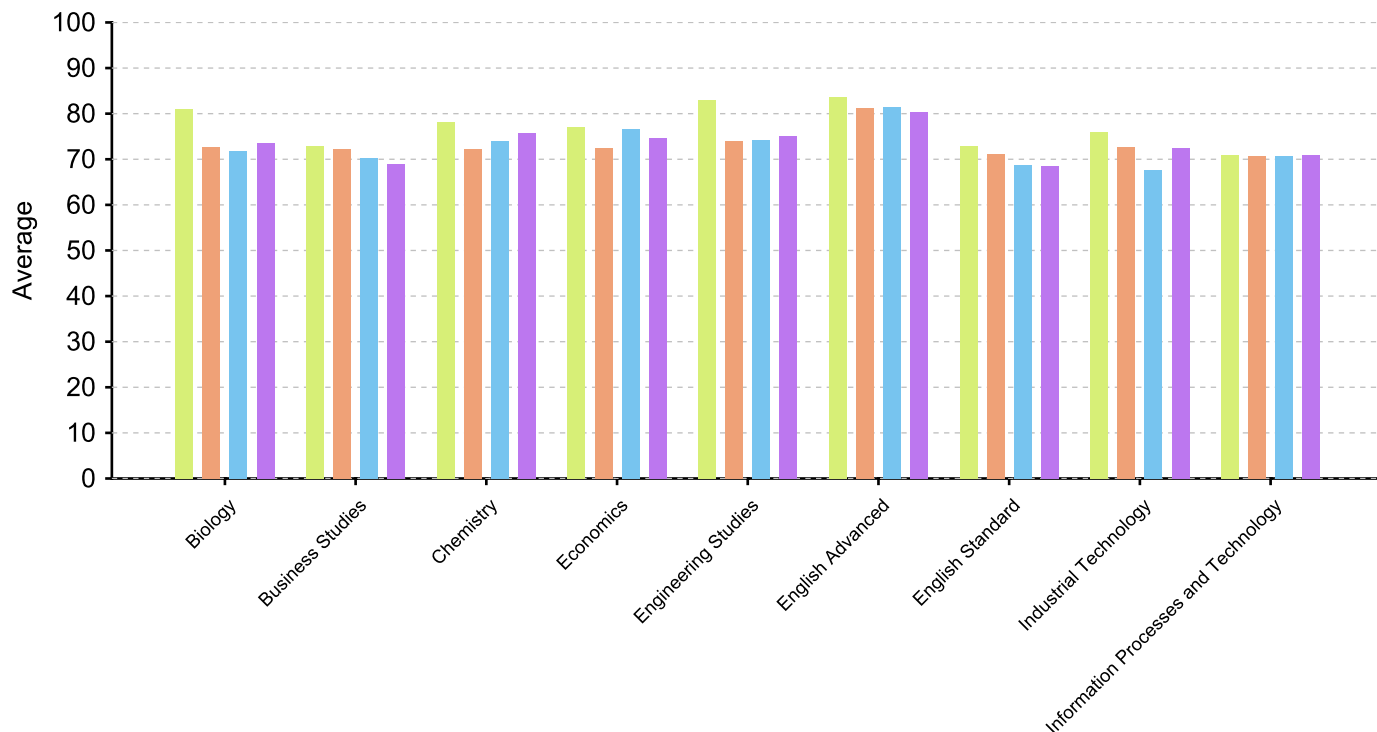
Overall, there was a general upwards trend in the Bands achieved by students. Fewer students achieved the lower Bands, with an increased percentage of students achieving Bands 8, 9 and 10 across all domains. Writing continues to be the area of biggest need among students, although there has been a significant reduction in students receiving Bands 5 or lower in Year 9 over the past 6 years. Blacktown Boys High School has been implementing a targeted writing program across the school since 2019, and this has contributed to the improved performance of students in the Writing Domain.

Numeracy continues to be the domain where students perform the highest overall, and in 2021 there was the highest overall numeracy results attained in Year 9 since 2015, with a large majority of students achieving Band 8, 9 or 10. The school will continue to focus on improving numeracy results for those students where this is an identified need, as well as maintaining the high performance of the top performing students.

## 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
Biology	81.0	72.7	71.9	73.5
Business Studies	72.8	72.3	70.4	69.0
Chemistry	78.2	72.2	74.1	75.8
Economics	77.1	72.4	76.7	74.6
Engineering Studies	82.9	73.9	74.1	75.2
English Advanced	83.7	81.3	81.4	80.3
English Standard	73.0	71.1	68.8	68.4
Industrial Technology	75.9	72.6	67.7	72.5
Information Processes and Technology	70.9	70.7	70.8	70.9
Legal Studies	76.4	73.9	72.0	71.1
Mathematics Advanced	84.1	76.1	77.4	83.0
Mathematics Extension 1	88.5	75.7	79.5	84.8
Mathematics Standard 2	72.7	69.5	66.1	69.7
Modern History	69.1	72.2	69.7	66.6
Personal Development, Health and Physical Education	74.7	71.8	70.3	71.9
Physics	78.1	73.8	74.8	73.7
Visual Arts	76.8	81.1	79.4	73.3

The 2021 HSC results for Blacktown Boys High School are among the best ever for the school, and saw the school's rank increase by over 150 places. The school also had its highest individual ATAR ever recorded, reflecting the high calibre of students completing Year 12 in 2021. Over 38% of all HSC results in 2021 were Band 5 or 6 (or equivalent in Extension subjects), which is also significantly higher than previous years. The results are also significantly higher than the state average overall.

The 2021 Year 12 cohort was severely affected by Covid-19, and had what was supposed to be their final term of secondary school delivered entirely online. While this was disruptive and difficult for students and staff, they were extremely focused, responsive and diligent during the online learning period. All Year 12 students from 2021 are to be commended for their positive attitude and diligent approach towards their HSC, and this is reflected in their results.

Key areas for improvement in HSC results continue to be supporting students in selecting the appropriate courses for them to maximise their results and pathway options for exiting school. The school is also renewing its focus on maximising student results in all areas through high leverage strategies, and targeted professional learning for staff to further enhance their delivery of Stage 6 courses.

## Parent/caregiver, student, teacher satisfaction

Throughout the year Parents/caregivers, students and teachers have collaborated to ensure high expectations for success underpin a strong learning culture. Teachers and school leaders have worked with parents to help students overcome the challenges of learning from home, ensure students are intellectually engaged and find learning interesting, enjoyable, and relevant. The school has lifted it's ranking from 282 to 111.

Tell Them From Me (TTFM) survey data reports an increase in parent connection and improved satisfaction with the school. On a scale of 0-10, Parents feel welcome is at 6.7, feeling informed is 6.6, the school is inclusive 6.5 and the school supports learning 7.0.

Teacher survey data reported that the school is a place where all students can succeed. The drivers of learning including learning culture, collaboration, parent involvement, use of technology and data to inform practice, effective teaching strategies, inclusivity, and provision of quality feedback to students as measured in the TTFM survey, have all improved in 2021.

Students survey data reported that drivers of improved outcomes including positive teacher-student relations 6.6, advocacy at school 6.3, expectations for success 7.2, effective learning time 6.8, relevance of learning 6.2 and a positive learning climate 6.5, remain above NSW Government Norms. Social-emotional outcomes decreased slightly during 2021, however these remain higher than NSW Government Norms. 73% of students report they have friends they can trust and who encourage them to make positive choices. 62% of students report positive homework behaviours and 68% feel accepted and valued by their peers.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for 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

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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.