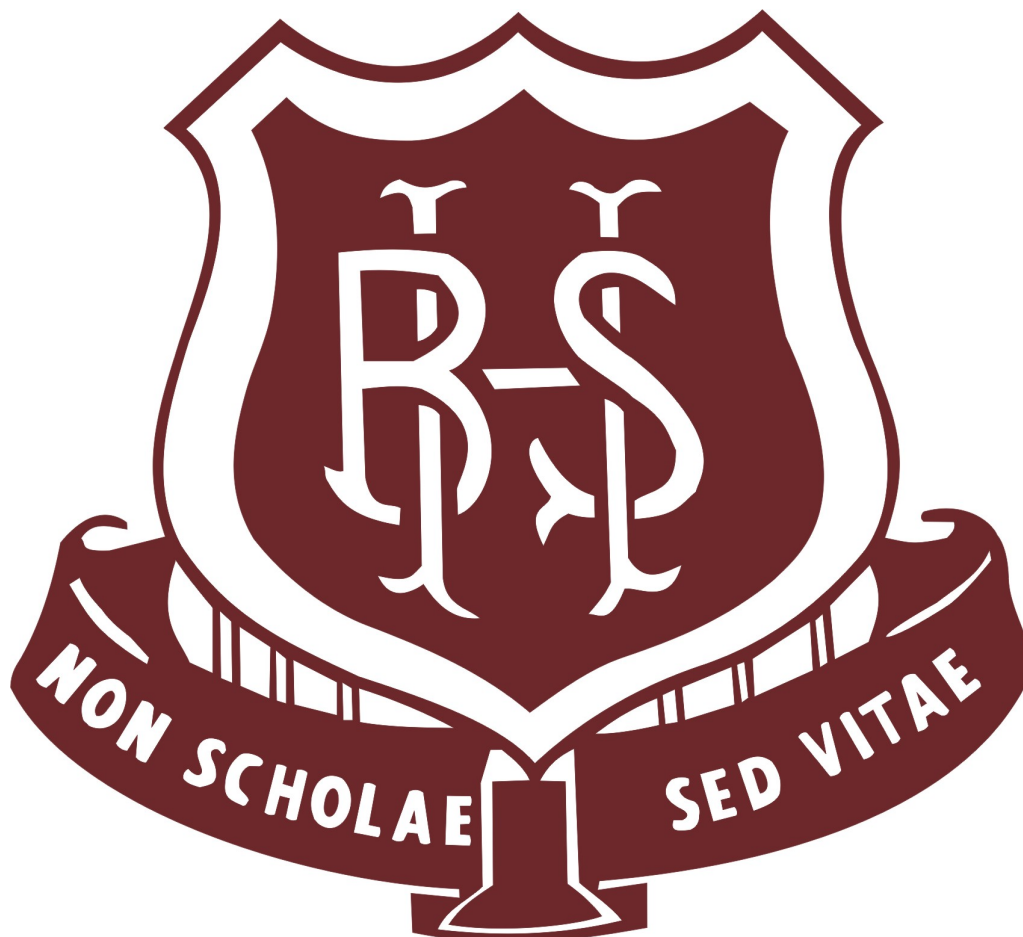# 2021 Annual Report

Blayney High School

8357

Introduction

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

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

Blayney High School
Water St
Blayney, 2799
https://blayney-h.schools.nsw.gov.au
blayney-h.school@det.nsw.edu.au
6368 2100

School vision

Grow, Lead, Contribute

Our vision is to make a positive difference to the lives of students and help them develop the skills, mindset and motivation to be productive global citizens. We eagerly embrace opportunities and meet challenges with resiliency throughout our lives.

We aim to prepare and motivate our students and staff for a rapidly changing world by instilling in them critical thinking skills, a global perspective, and a respect for core values of honesty, loyalty, perseverance, and compassion. Blayney High School is a place where students are leaders in their own learning, facilitated by a proactive staff and supportive community. Students will contribute to their own success for today and be prepared to contribute to society now and into the future.

School context

Blayney High School is a small rural comprehensive school in the Central West of NSW situated within a 40 minute drive from two larger regional towns (Bathurst and Orange). The school population is steady at approximately 350 students inclusive of 6.7% Aboriginal students and 27.5% students with additional needs. Over 70% of students are from low SES backgrounds. Students come from a wide area, many from the small rural villages and the local town-based schools known as the Heritage School's Learning Community.

Our school has an excellent reputation within the education districts and wider community and we have a strong tradition of providing an inclusive education that not only addresses the academic needs of the students but provides opportunities and wellbeing programs to support all students to achieve their best.

Blayney High School has a very committed teaching, administrative and executive staff with a range of experience. Student leadership and participation in sports, the arts, school service and community is actively developed. The school has above average attendance, full school uniform, low suspension rates and a commitment to building positive relationships through personal responsibility.

We have a highly successful learning community and collaborate on many projects, such as curiosity and powerful learning, renaissance reading and feedback based on quality success criteria, which have contributed to the overall development of our students.

We have conducted a detailed situational analysis which has developed an in-depth evaluation of both internal and external data. This has included authentic consultation with our community and local AECG to ensure we have shared understandings and input into our school improvement plan.

Evidence from external assessment data such as Year 10, NAPLAN and ESSA suggest the school has shown growth in several areas of literacy and numeracy, however, there are still areas of need that have been identified in this plan. The HSC results are harder to assess due to small candidature but z-score performance shows positive achievement in 40-50% of subjects. There is evidence that some which subjects consistently score above average. Data indicates we add value to all of our students learning but a focus of higher order tasks is needed for top performing students.

As a result of our evaluation, we will focus on data to inform practice, explicit teaching collaboration, and provide high impact professional learning for staff so that all students improve.

These initiatives will be funded through our current budget allocation and will be monitored regularly though both internal systems and our finance team, of which community are represented.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment 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

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
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

Our purpose is to ensure that every student is highly engaged and shows strong growth in their learning through explicit, research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through high impact professional learning and use of student assessment data to inform teaching.

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 Teaching
- Data Informed Practice

Resources allocated to this strategic direction

Professional learning: $35,423.50
Location: $750.00
Beginning teacher support: $1,904.00
Aboriginal background: $350.00

Summary of progress

Significant progress was made in the planned whole school teaching of Numeracy. The data identified gap in Measurement and Geometry was the focus for Semester Two. Despite the COVID induced delay to this programme significant improvements were seen from the baseline tests to the end of your comparisons. This programme will continue throughout 2022 using data from Best Start, Check in and NAPLAN to assess the area of need for each cohort. The Literacy programme designed to dovetail with the Numeracy programme was more heavily impacted by the Remote Learning phase of Semester Two. Data indicated that areas of focus to be inferential reading and vocabulary. These will be the focus areas in the program from the beginning of 2022.

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
Continued growth in the Top 2 band achievement data in NAPLAN in reading	• 11.1% of students are now in the top two skill bands (NAPLAN) for reading, indicating progress is yet to be seen toward the annual progress measure.
Continued growth in the Top 2 band achievement data in NAPLAN in numeracy	• 14.8% of students are now in the top two skill bands (NAPLAN) for numeracy, indicating progress is yet to be seen toward the annual progress measure.
Student growth in reading is continuing to trend higher and is tracking on the lower bound trajectory.	• 64.4% of students achieved expected growth in Year 9 NAPLAN reading to meet the lower bound system-negotiated target.
Student growth in numeracy is continuing to trend higher and is tracking on the lower bound trajectory.	• 44.4% of students achieved expected growth in numeracy indicating progress yet to be seen toward the lower bound system-negotiated target.
Continue to increase the percentage of HSC course results in top two bands tracking towards the achievement of the lower bound system-negotiated target of 20.7% or above.	• 21.92% of students attained results in the top two bands demonstrating achievement of lower bound target and progress towards upper bound system negotiated target.
Increase the percentage of Aboriginal students achieving top 2 NAPLAN	A small cohort makes data insignificant.

bands in reading and numeracy.	
Results for Aboriginal students achieving HSC credential are at or above the average result achievement for the cohort.	A small cohort makes data insignificant.

Strategic Direction 2: Educational Leadership

Purpose

Our purpose is to foster a strong culture of professional collegiality to prioritise the investment in quality teaching practice to ensure that high impact teaching and learning occurs in every classroom.

Professional learning opportunities will be coordinated in a manner to focus on explicit proven high quality teaching practices in order to broaden the leadership skill and expertise of all levels of staff experience.

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.

- Collaboration
- Professional Learning

Resources allocated to this strategic direction

Beginning teacher support: $456.00
Professional learning: $912.00

Summary of progress

The Educational Leadership team was formed in early Term 2. Significant focus remained on beginning and early career teachers and investigation into forming a HALT working group. COVID enforced delays caused the postponement of serious progress towards the HALT and whole school peer observation work. There is significant crossover between the three projects planned for 2021 and these will be rationalised to two in 2022. These projects will focus on consistent teaching and learning protocols in every classroom.

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
An Aspiring Leadership team has been formed and planning for a 2022 program is complete.	A staff survey was completed showing 50% of respondents had aspirations to achieve a position of educational leadership within the next 10 years. An Aspiring Leaders team was formed to prepare a program looking at pathways and support toward HALT accreditation and Head Teacher or Deputy career pathways. The program is ready for 2022 implementation.
Educational leaders in the school have been identified and a mentor program planned for beginning and less experienced teachers.	Blayney High School had two beginning teachers in 2021. A formal induction program was run by the relevant Head Teachers, overseen by the Deputy Principal. This program will be further developed throughout 2022 using cross faculty mentors to add additional consistent school wide approaches to strategies around Teaching, Learning and classroom management.
Observational triads have been re-established as the core collaborative practice. Peer observations are focussed on classroom practice in Reading and Numeracy target areas.	Observational Triads were not re-established during 2021 due to the COVID disruptions and significant period of Remote Learning in Semester Two.

Strategic Direction 3: Connect and Contribute

Purpose

Our purpose is to build and respect academic success in a manner that is visible and valued by all members of the school community, underpinned by the core belief that all students can learn and achieve now and into the future. We aim to uphold the philosophy of the school motto "not for school, for life

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.

- Community connections
- Engagement and Wellbeing

Resources allocated to this strategic direction

Professional learning: $8,984.00

Summary of progress

Tell Them From Me data shows 42% of students have a high expectation for success combined with a positive sense of belonging while nearly half of our students have a high exectation of success combined with positive advocacy. However, of concern is that 20% of students have a low expectation for success and low sense of belonging while 25% of students indicate low advocacy combined with a low expectation of success. The Community Connections Team was formed to investigate strategies to counter the significant disconnect in these results. Significant projects have been planned through the use of student voice to cater for all students and celebrate success. The appointment of the School Support Officer in Semester Two has been significant in planning these projects.

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
Attendance data is at or above the minimum lower bound trajectory of 72.37%.	52.2% of students had an attendance rate of 90% or higher in 2021 indicating progress is yet to be seen toward the lower system set target. This figure was affected heavily by COVID absences throughout the year.
90% of students complete the Tell Them From Me survey to ensure a quality data set for analysis.	295 student surveys were completed in Semester One with 257 surveys complete in Semester Two following the departure of the HSC cohort. This more than meets the target of 90% and makes the Tell Them From Me data statistically significant for the first time.
There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning.	A Community Connections team was formed in Term Two. The team focused on the public celebration of success in all aspects of school life. Student voice was a significant factor in assessing how to better acknowledge and celebrate academic success. Wide reaching student and parent surveys were conducted in Semester Two. Planning for 2022 has been based on the recognised strengths and issues raised in these surveys.

Funding sources	Impact achieved this year
Integration funding support $106,802.00	Integration funding support (IFS) allocations support eligible students at Blayney High School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) **The allocation of this funding has resulted in:** all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. **After evaluation, the next steps to support our students with this funding will be:** to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.
Socio-economic background $198,223.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Blayney High School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support a wider variety of curriculum choices. • providing students without economic support for educational materials, uniform, equipment and other items • supplementation of extra-curricular activities • additional staffing to implement Welfare programs to support identified students with additional needs • employment of additional staff to support literacy and numeracy program implementation. **The allocation of this funding has resulted in:** NAPLAN growth data in reading being 11.6% higher than State. Band 5 and 6 HSC results are tracking at the higher bound system set target. Students have access to a wider range of curriculum options catering for a wider range of student need Students have equitable access to learning programs and experiences regardless of disadvantage. **After evaluation, the next steps to support our students with this funding will be:** continue to employ additional staff to ensure maximum curriculum offerings within the school and literacy and numeracy support for students in mainstream classes. Additional staff (0.2 position) will be employed to

Socio-economic background $198,223.00	address the attendance rate and liaise with the families of students with a low attendance percentage.
Aboriginal background $16,804.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Blayney 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Informed Practice • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to deliver personalised support for Aboriginal students • planning of whole school events to acknowledge and celebrate Wiradjuri culture. **The allocation of this funding has resulted in:** All Aboriginal students are on a Personalised Learning Plan. These plans are negotiated with the student and parent and supported by a 0.2 Teacher to focus on identified academic and cultural goals. Wiradjuri culture underpins the entire school belief system of Respect (Yindyamarra). **After evaluation, the next steps to support our students with this funding will be:** the continued funding of the 0.2 position as this has been shown in student feedback to be a significant asset to engagement in learning and cultural identity. Liaison with AEOs from other schools and significant community leaders will further improve the whole school programs and events to build knowledge, understanding and recognition of local Wiradjuri culture.
Low level adjustment for disability $196,656.00	Low level adjustment for disability equity loading provides support for students at Blayney High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy and numeracy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers **The allocation of this funding has resulted in:** an increase in the school's 7-9 value-add NAPLAN results sustaining a positive 4 year trend. The school 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. **After evaluation, the next steps to support our students with this funding will be:** to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment and training of SLSO staff.

Location $19,045.85	The location funding allocation is provided to Blayney High School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Informed Practice • Other funded activities **Overview of activities partially or fully funded with this operational funding include:** • subsidising student excursions to enable all students to participate • incursion expenses • fully funded events to support positive student engagement in learning and school culture **The allocation of this funding has resulted in:** students being able to access sporting, cultural and aspirational events on an equal basis. **After evaluation, the next steps to support our students with this funding will be:** to reintroduce the wider variety of extra-curricular events and educational opportunities that have been missed in 2020 and 2021 due to COVID restrictions.
COVID ILSP $179,949.65	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy • employing staff to provide online tuition to student groups in literacy/numeracy • employing/releasing staff to coordinate the program • development of resources and planning of small group tuition • leading/providing professional learning for COVID educators **The allocation of this funding has resulted in:** 85% of students in the program demonstrating improvements in their comprehension, fluency and numeracy skills through participation in the targeted small group intervention. **After evaluation, the next steps to support our students with this funding will be:** To maintain and improve focus and engagement in the program so all students are able to achieve a measurable improvement in their individual growth targets.. To ensure the continued quality data analysis to ensure literacy and numeracy strategies are targeting the area of most need based on internal and external assessments.
Location	

Student information

Student enrolment profile

Students	Enrolments			
	2018	**2019**	**2020**	**2021**
Boys	169	173	172	172
Girls	180	173	161	161

Student attendance profile

School				
Year	**2018**	**2019**	**2020**	**2021**
7	91.9	91.8	93.2	87.4
8	90.3	89.1	90.7	89.2
9	92	88.6	89.1	82
10	88.8	90.2	87.8	82.9
11	89.6	90.3	92.2	86
12	90.9	86.2	92.5	87.5
All Years	90.6	89.4	90.8	85.6
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	0	0	15
Employment	100	80	9
TAFE entry	0	0	12
University Entry	0	0	55
Other	0	20	9
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

48.84% of Year 12 students at Blayney High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Blayney 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
Head Teacher(s)	6
Classroom Teacher(s)	23
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	9.58
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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.

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	497,226
Revenue	6,718,025
Appropriation	6,570,941
Sale of Goods and Services	5,460
Grants and contributions	138,023
Investment income	519
Other revenue	3,082
Expenses	-6,545,680
Employee related	-6,106,541
Operating expenses	-439,140
Surplus / deficit for the year	172,344
Closing Balance	669,570

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	98,547
Equity Total	419,165
Equity - Aboriginal	16,804
Equity - Socio-economic	205,705
Equity - Language	0
Equity - Disability	196,656
Base Total	5,045,556
Base - Per Capita	85,235
Base - Location	19,096
Base - Other	4,941,226
Other Total	339,100
Grand Total	5,902,368

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.

Legend: School 2021 · SSSG Average 2021 · State Average 2021 · School Average 2019-2021
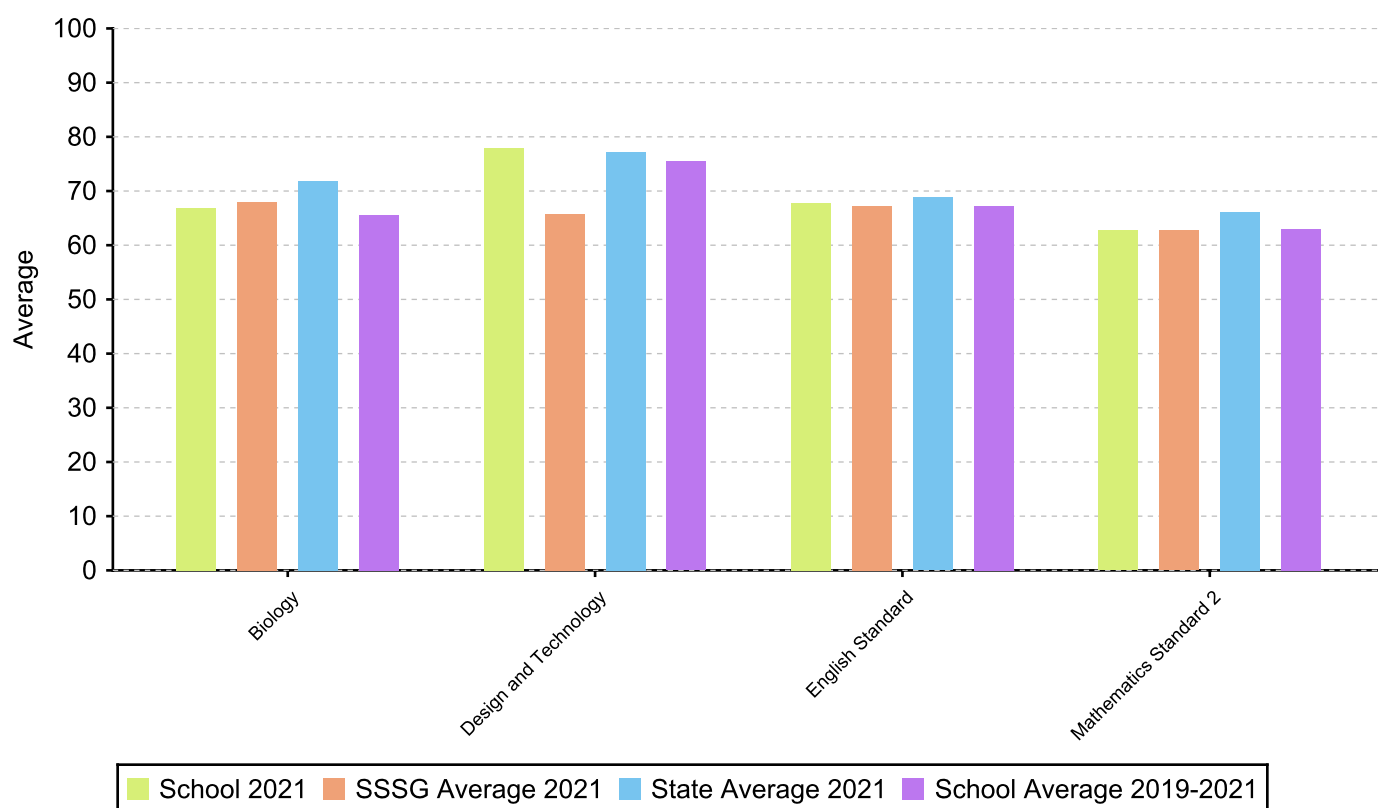
Subject	School 2021	SSSG	State	School Average 2019-2021
Biology	66.9	68.0	71.9	65.6
Design and Technology	78.0	65.8	77.2	75.4
English Standard	67.8	67.3	68.8	67.2
Mathematics Standard 2	62.7	62.7	66.1	63.0

Parent/caregiver, student, teacher satisfaction

For the first time a statistically significant proportion of the school body completed the Tell Them From Me survey. The 2021 data remained below SSSG and State in the key areas of Advocacy at School, Expectations for Success and Sense of Belonging. As outlined in Strategic Direction Three "Connect and Contribute" there is a wide gap between a significant proportion of students who take great pride in Blayney High School and a proportion of students who feel disconnected from the school. There were significant steps taken to address previously year's feedback regarding poor community communication from the parent body. The formation of the Community Connections team and the use of Sentral to communicate directly with the parent body were instrumental in positive feedback being universal regarding these two initiatives. The Sentral messaging system was critical in maintaining communications and a positive educational community during the Term Three remote Learning phase.

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.