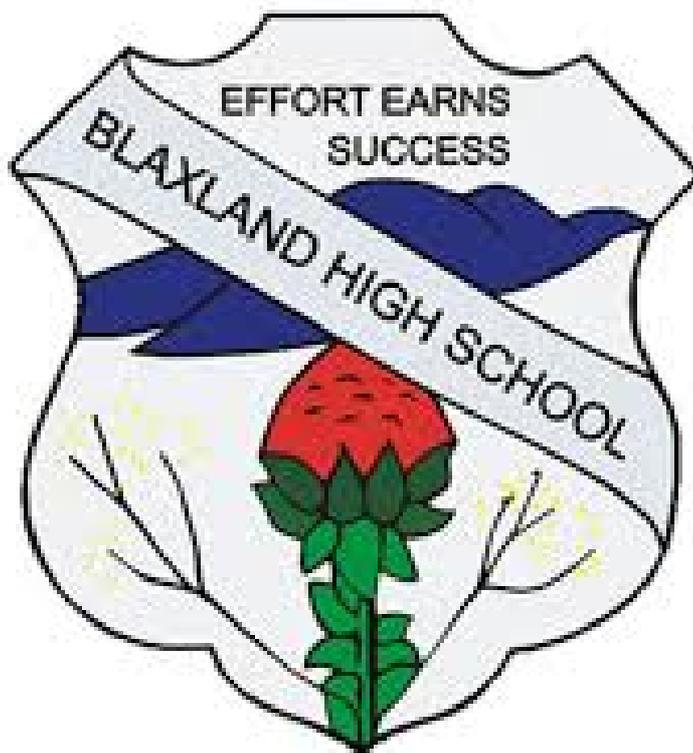


# 2021 Annual Report

## Blaxland High School



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# Introduction

The Annual Report for 2021 is provided to the community of Blaxland 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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## School vision

Blaxland High School is committed to the ideal that 'Everybody gets a chance to be a somebody in the school' (Uncle Graeme Cooper). Students are supported and stretched, encouraged and challenged, and welcomed for who they are. Staff are supported to continue to grow in expertise and to remain engaged and excited by their work.

## School context

Blaxland High School is a comprehensive, co-educational school that services the educational needs of the community of the lower Blue Mountains from Lapstone to Warrimoo. It has 1015 students, 4% of whom identify as Aboriginal. The school includes a specialist Autism support unit. Our students primarily have English as the language spoken at home, but we also have around 20 other languages as the main language in the home. Stable enrolment patterns assist in planning for strategic resourcing. Destination high school data indicates that Blaxland HS is the school of choice for partner primary schools with a small enrolment number to selective and independent schools.

On the whole, literacy and numeracy of students is above state average as is attendance with a high proportion of students attaining their HSC. The community values learning, effort and achievement. Parents and carers have high expectations for their children and high expectations of the school to deliver quality educational programs in a safe and respectful environment. The P&C is active in contributing to school improvement and are highly valued by the school staff.

The school is committed to providing a rich range of opportunities for all students and has a strong reputation for outstanding academic, sporting, performing and creative arts achievements. We provide a broad curriculum, including academic extension programs, diverse electives and vocational programs. We offer extracurricular activities in Art, Dance, Drama, Vocal and Band. Opportunities are provided in a wide variety of sporting and public speaking/ debating competitions and we actively engage with the Premier's Sporting, Reading and Debating Challenge programs.

The school has a full-time teaching allocation of approximately 74 staff and 16 school support staff. In addition, we fund extra teaching, learning and administrative support to allow for a broad curriculum delivery, wellbeing support and personalised learning supports. BHS has two Deputy Principals and eight faculty Head Teachers. There are also four additional Head Teachers with responsibility for Student Services, Teaching & Learning, Learning Support and Administration. The principal commenced in the role in August 2020.

We are committed to continuous improvement and have identified three key areas for focus. Firstly, while our students consistently achieve well above state average in NAPLAN, we want to increase the consistency of student growth, with each student meeting or exceeding expected growth throughout their secondary schooling.

Secondly, although the vast majority of our students complete their HSC and students achieve very pleasing results, we want to keep improving these results. Not every student needs to achieve an exceptional HSC result, but each student should be confident they have had opportunities to be interested in their learning, have been supported and challenged, and are proud of their results and feel equipped for the next stage of their life.

These two school goals would reflect an increasingly consistent practice across the school to ensure that the individual learning needs of students are met through data-informed, explicit teaching and appropriate additional supports when required.

Thirdly, we aim to further enhance student agency within the school to shape our school culture. Data indicates that we need to improve our students' sense of belonging to the school. Blaxland HS will centre student voice for school improvement.

## 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	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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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Every student at BHS should demonstrate growth in their learning at or beyond expected levels. Students will be supported through personalised learning and interventions as required. Staff will work collaboratively within a supportive culture to refine teaching practices that are responsive to the learning needs of individual students.

### Initiatives

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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.

- Personalised Learning
- Data Informed Practice

### Resources allocated to this strategic direction

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**Low level adjustment for disability:** \$168,430.00

**Socio-economic background:** \$6,000.00

**Professional learning:** \$18,353.00

**COVID ILSP:** \$64,000.00

### Summary of progress

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Our focus for 2021 was to consider how personalised learning is provided to students and look for opportunities to enhance these through the use of data-informed practice and refined / newly developed programs. Student growth and achievement in numeracy, literacy and executive function would be documented through PLAN2 and seen within SCOUT and in school-level learning data. Staff within the Student Services Faculty engaged in professional learning and delivered programs and professional learning to students and fellow staff in order to achieve these goals.

Due to the shift to learning from home, staff across the school pivoted to a second iteration of remote learning activities, identifying students at risk of disengagement as a priority. Data sources including individual teacher feedback, Sentral notifications and, later, Check In Assessments, were used to identify those students who needed additional support. SLSOs, Learning Support Teachers and the Student Services Officer collaborated with teachers and parents to provide personalised learning activities, learning hubs, homework assistance and student clubs. The Western Sydney University senior tutor program was continued remotely, establishing connections between senior students and university students in the lead up to their Trial and HSC examinations.

Throughout 2021, Student Services conducted classroom observations and data surveys to identify students at risk of disengagement and to enhance the provision of personalised learning to students with learning needs. This included assisting parents and carers with access external supports, liaising with external health professionals and counsellors to apply for disability provisions, Integrated Funding Support and support class placements.

Preparing for students to transition to Blaxland High School is undertaken through primary school liaison and transition visits, and the Transition Plus program delivered to vulnerable students. To accommodate the limitations imposed by public health orders, staff visited feeder primary schools and collected data on student needs, relaying this to whole school staff through professional learning and class creation.

This strategic direction was most directly impacted by the learning from home period. On return, opportunities such as JobQuest and School to Work programs became even more important than before. The Careers Advisor facilitated early entry applications to university, future focus programs and work placements.

The activities during the learning from home period, and the complexities of returning to the regular school environment in Term 4, broadened the skills and scope of interest of the Student Services team. The Student Support Officer was inducted and introduced to the school remotely, implementing programs to enhance wellbeing and thereby facilitate a more positive approach to learning. The lessons learned have been built upon in the school environment to better serve the needs of the students at Blaxland High School.

Our progress on targets has been hindered by the significant disruption to learning in 2021. Careful monitoring of progress in 2022 will be required.

### Progress towards achieving improvement measures

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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 minimum of 26.4% of Year 7 and 9 students achieve in the top two bands in NAPLAN numeracy.	26.39% of Year 7 and 9 students achieved in the top two bands in NAPLAN numeracy.
A minimum of 30.26% of Year 7 and 9 students achieve in the top two bands in NAPLAN reading	25% Year 7 and 9 students achieved in the top two bands in NAPLAN reading
A minimum of 63.54% of students achieve expected growth in NAPLAN numeracy.	48.12% of students achieved expected growth in NAPLAN numeracy.
A minimum of 63.44% of students achieve expected growth in NAPLAN reading	54.29% of students achieved expected growth in NAPLAN reading
School self-assessment in Learning , Student performance measures, Student growth is at delivering	School self-assessment in Learning , Student performance measures, Student growth is at delivering
All Aboriginal students have individual targets for attainment.	All Aboriginal students have individual targets for attainment.

## Strategic Direction 2: Informed, explicit teaching

### Purpose

Data-informed and collaborate evaluation of teaching and learning programs will be embedded into school structures. Staff will be able to priorities maintaining and expanding expertise in their core business. Explicit teaching and program will support students in developing adaptive motivation and engagement strategies. This will be reflected in HSC results.

### 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.

- Teacher Praxis
- Collaborative Practice
- Writing in Secondary Project

### Resources allocated to this strategic direction

**Socio-economic background:** \$32,621.00

**Professional learning:** \$30,000.00

**Low level adjustment for disability:** \$10,011.00

### Summary of progress

Our focus for 2021 was on enhancing teacher capacity by building teacher praxis and strengthening the collaborative practices of teachers to improve student outcomes. We focused on assessment processes and evidence-based teaching practices for embedding formative assessment strategies in all subject areas. All staff engaged in evaluative practices that enhanced their understanding of where we are, where we are going and how to get there.

Due to a shift in learning from home, the planned processes and systems for implementing evidence-based research were revised. All faculties critically reviewed their practice. With the support of Senior Executive, Head Teachers led the analysis of data within their faculties, leading to professional discussions and critical evaluations of formative assessment practices in the teaching and learning programs. Student focus groups and surveys provided essential information on their experiences in the classroom and promoted student voice and agency in their learning. Evidence from a range of sources indicated an increase in staff engagement in professional learning and the use of data to improve student learning.

The Writing in Secondary team focused on expanding the repertoire of writing practices within stages 4 and 5 across the KLAs of PDHPE, Science, HSIE and Visual Arts. This included low stakes writing practices embedded into daily lessons and facilitating lessons that incorporate language and effects, to reinforce understanding. The CWS and pilots developed and tested Writing in Secondary resources on assessment for writing, the writing planner and Scope for Writing to backward map writing goals into existing programs, assessments and resources. The CWS undertook an intervention task with Year 8 Visual Arts which resulted in 0.97% improvement in creating text and 0.67% improvement in grammar.

These rich, collaborative learning experiences have paved the way for the 2022 focus on implementing and embedding contextualised feedback between students and ensuring that students understand the purpose of each lesson and become assessment capable learners. Focusing on High Impact Professional Learning, staff will build on formative assessment knowledge gained in 2021 and embed practices into their teaching and learning programs. This whole-school approach will ensure consistency in practice across all subjects and strengthen all subjects teachers and students ability to assess gaps in student learning.

Our progress on targets has been hindered by the significant disruption to learning in 2021. Careful monitoring of progress in 2022 will be required.

### 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 minimum of 77.96% of HSC results in	68.67% of HSC results were in the top three bands

the top three bands	
A minimum of 41% of students will indicate they are intellectually engaged and find learning interesting, enjoyable, and relevant.	30% of students will indicated they are intellectually engaged and find learning interesting, enjoyable, and relevant
School average on staff What Works Best Survey rates collaboration at 4.02	Staff recorded 4.1 for Collaboration in the "What Works Best Survey" indicating a 0.1 increase from the 2020 survey

### Purpose

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Increase the role of student voice in the planning and development of school initiatives and teaching and learning activities. Students will have more opportunities to feel positively connected to others, the school and their learning.

### Initiatives

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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.

- Student voice
- Belonging

### Resources allocated to this strategic direction

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**Socio-economic background:** \$16,000.00

**Aboriginal background:** \$37,147.00

**Professional learning:** \$10,000.00

**Low level adjustment for disability:** \$14,900.00

### Summary of progress

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Our focus for 2021 was on enhancing the existing sense of belonging and the student voice within Blaxland High School. After the lock down period of 2020, students reported in Tell Them From Me data that their sense of belonging had been significantly impacted. Through consultation with the newly established principal, it was determined that student voice and belonging was a priority for school staff, and staff engaged in professional learning to determine where areas of opportunity were evident in existing practices.

The school has a robust SRC across all grades, with the student leadership team of captains elected for both Years 11 and 12. The Leadership Team regularly consults with Senior Executive in order to determine future directions and feed back to the student body more broadly.

While the ambitions for 2021 were unfulfilled to a certain extent, the lock down period offered up surprising opportunities to refine communication with students, explore electronic means for connectedness, and identify areas of improvement. Staff in the Student Services faculty collaborated closely with colleagues across the school to support students in need of wellbeing support, particularly to reconnect students with peers and with their learning. The ambition for 2021 rapidly became to establish a sense of community and connectedness for students during remote learning and as we emerged into a more regular pattern of attendance.

Student input to initiatives was sought through regular online year meetings and by individual contact between Year Advisors and students. Students were offered a variety of ways to contribute suggestions for online engagement opportunities; via surveys, small group discussion, individual contact from Year Advisors and within subject classes. Staff volunteered for and created online clubs for such things as Craft, Knitting, Japanese and Wellbeing. Students were also able to gather together online to recognise and celebrate days such as Wear It Purple and RUOK Day. Counsellors and the SSO facilitated online engagement through a Wellbeing Google Classroom, and contributed resources to Grade Google Classrooms, where students could also connect with peers and teachers.

External programs and resources were employed regularly, including presentations by EnlightenED, available to both students and parents, and resources from Reach Out were promoted for students to consider, both through Year Meetings and grade Google Classrooms.

The already well-established avenues for connectedness for students of Aboriginal background were re-directed during lockdown. The AEO and Student Services faculty worked together to engage students in a Warami Google Classroom and provided regular opportunities for students to meet online.

As students and teachers returned to the regular school environment, student feedback was monitored through frequent one to one check ins, online gatherings and opportunities for grades to gather in spaces such as the Library to reconnect. Support dogs were introduced to the school to diversify options for students to reengage with their learning.

Students, parents and teachers undertook a significant technological shift as a result of the lock down period. While the detrimental effects of this time are the subject of ongoing research, and undoubtedly the ambitions of 2021 were unable to be fulfilled, it remains that new ways of doing emerged that have altered the way we communicate, not all to our disadvantage.

Our progress on targets has been hindered by the significant disruption to learning in 2021. Careful monitoring of progress in 2022 will be required.

### **Progress towards achieving improvement measures**

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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.

<b>Annual progress measure</b>	<b>Progress towards achievement</b>
A minimum of 63.15% of students indicate positive wellbeing on the Tell Them From Me Survey.	55.54% of students indicated positive wellbeing on the Tell Them From Me Survey.
A minimum of 71.9% of students are attending school more that 90% of the time.	59.13% of students are attending school more that 90% of the time.
61 % of students report having high Student academic self concept in the Tell Them From Me survey	55% of students reported having high Student academic self concept in the Tell Them From Me survey

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$202,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Blaxland 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>• additional staffing to assist students with additional learning needs</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• staffing release for targeted professional learning around data analysis and use</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Year 8 Student students achieved 12% above state and 5.9% above SSSG groups in Reading on the check-in assessment Term 1, 2022  Increase in students in Top 2 Bands of NAPLAN by 4.87% from 2019  Value add in 2021 at Sustaining and Growing increased from Working towards Delivering  In 2021, around 60 students across the school engaged in targeted Learning Support hubs focused on Literacy, Numeracy and Executive Functioning on a regular basis. Year 10 students involved in this support all continued into Year 11, only one not at Blaxland High School. Year 8 and 9 students involved in this program had reduced non-completion warnings and negative incident data records for assessment tasks / behaviour when compared to 2020 reports on Sentral.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Maintaining and developing strong processes for development of PLSPs in partnership with parents and carers. This will be supported with individualised learning support and adjustments to curriculum to meet the needs identified in the PLSPs.</p>
<p>Socio-economic background</p> <p>\$54,621.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Blaxland 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>• Student voice</li> <li>• Collaborative Practice</li> <li>• Personalised Learning</li> <li>• Belonging</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>• supplementation of extra-curricular activities</li> <li>• employment of additional staff to support transition initiatives</li> <li>• engage with external providers to support student engagement and retention</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>All year 11 and 12 students had access to EdRolo to support HSC learning</p>

<p>Socio-economic background</p> <p>\$54,621.00</p>	<p>and revision</p> <p>Increased opportunities for students to participate in extra-curricular activities through student assistance</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue EdRolo subscription and maintain student assistance program.</p>
<p>Aboriginal background</p> <p>\$37,147.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Blaxland 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>• Student voice</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>• Warami Cultural program</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of specialist additional staff (AEO) to support Aboriginal students</li> <li>• 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</li> </ul> <p><b>The allocation of this funding has resulted in:</b> No Aboriginal student left Blaxland High School in 2021 Fourth year annual increase in NAPLAN for Aboriginal students, up 10 marks from 2019.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Maintaining the AEO role to enhance the partnerships between home, school and community. Maintain ASLO roles to continue to support learning and retention. A continued focus on leadership and cultural connection will be a key pillar in 2022..</p>
<p>English language proficiency</p> <p>\$9,745.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Blaxland 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>• 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 additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All students successfully met stage outcomes on</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Targeted support to a small number of students will be maintained and the universal support to curriculum design for classroom teachers will be</p>

<p>English language proficiency</p> <p>\$9,745.00</p>	<p>strengthened.</p>
<p>Low level adjustment for disability</p> <p>\$201,341.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Blaxland 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>• Personalised Learning</li> <li>• Student voice</li> <li>• Collaborative Practice</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>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> <li>• An additional 40 students from Year 7 engaged in the Multi-Lit program through a Roll Call group. 35 students from Year 7 completed the Multi-Lit program in 2021.</li> <li>• Homework Hub two afternoons a week staffed by LaST</li> <li>• Learning Hubs to support students with assessment tasks and key learning activities <ul style="list-style-type: none"> <li>- Between 50 and 60 students actively engaged in Learning Hubs, attending one to two hours per fortnight.</li> <li>- Inclusion in this group took into account teacher referrals, identification of student need from Check In and Best Start data, diagnosis, parent request for support</li> <li>- Focus on literacy, numeracy, executive functioning</li> <li>- Check in on assessment tasks and ensuring personal organisation to achieve completion and submission of these - look at N-warnings for students, continuation to Year 11, grades</li> </ul> </li> </ul> <p>Homework Hub</p> <ul style="list-style-type: none"> <li>- Between 10 and 20 students each session, twice per week</li> <li>- 3 to 5 teacher volunteers each session</li> <li>- Continued throughout COVID via online platform, supported by SLSOs and teacher volunteers</li> <li>- Most students attending do not attend learning hubs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>In 2021, around 60 students across the school engaged in targeted Learning Support hubs focused on Literacy, Numeracy and Executive Functioning on a regular basis. Year 10 students involved in this support all continued into Year 11, only one not at Blaxland High School. Year 8 and 9 students involved in this program had reduced non-completion warnings and negative incident data records for assessment tasks / behaviour when compared to 2020 reports on Sentral.</p> <p>An additional 40 students from Year 7 engaged in the Multi-Lit program through a Roll Call group. 35 students from Year 7 completed the Multi-Lit program in 2021.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>In 2022, the structure of the Learning Hubs will remain consistent. As Roll Call will not continue, Year 7 students won't be targeted for Multi-Lit but</p>

<p>Low level adjustment for disability</p> <p>\$201,341.00</p>	<p>students will be identified through Best Start Year 7 and placed in Learning Hubs, to meet weekly.</p> <p>In addition, workshops will be conducted for Stage 6 students identified through Minimum Standards testing as requiring additional assistance in Writing, Reading and Numeracy. Minimum Standards workshops will also be conducted for students in Year 10</p>
<p>COVID ILSP</p> <p>\$64,000.00</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>• Personalised Learning</li> <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 teachers/educators to deliver small group tuition for numeracy</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups</li> <li>• employing staff to provide online tuition to student groups in writing</li> <li>• The COVID ILSP Literacy funding was directed at senior students identified by self or teachers as being at risk of non-completion of their courses. Across 2021, more than 50 Advanced and Standard HSC English students accessed writing workshops focused on identified areas of need, including grammar, punctuation, clarity, paragraphing and use of source material.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Of the 26 Standard English HSC students regularly involved, 24 completed the Standard course and 2 completed the English Studies course. Of the 25 Advanced English HSC students regularly accessing support, all completed the Advanced course. Preliminary HSC students from both Standard and Advanced English reported feeling more confident about their written responses, seeking feedback from teachers and engaging with external supports to improve their results.</p> <p>26 year 8 students were identified through the check-in assessment for support in elements of the numeracy progression. On Average these students improved by 5 points on the targeted progressions.</p> <p>Year 9 NAPLAN Writing 25.96% above state and 2.83% above SSG schools</p> <p>72.1% of students in Year 9 NAPLAN Writing at or above expected growth, above state and SSG</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>In 2022, the COVID ILSP Literacy funding will be used to again target HSC and Preliminary Standard and Advanced English students at risk of non-completion. Additionally, support will be extended to students in Year 10 identified as having the potential to complete the Standard and Advanced English courses, but who have been impacted by COVID-related absence or gaps in learning.</p> <p>Best Start Year 7 data will identify students for targeted numeracy small group intervention.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	521	511	498	506
Girls	473	480	474	479

## Student attendance profile

School				
Year	2018	2019	2020	2021
7	94.2	92.5	90.1	91.9
8	90	90.4	88.7	89.2
9	89.6	89	88.7	87.9
10	88.8	87.4	87.4	86.9
11	87.2	87	85	85.6
12	89.4	89	87.2	87.6
All Years	90.1	89.3	88	88.3
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	5	7
Employment	10	25	12
TAFE entry	10	50	12
University Entry	0	0	61
Other	80	15	2
Unknown	0	5	6

69 early offers to university entry were made to Blaxland HS HSC students in 2021

### Year 12 students undertaking vocational or trade training

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32.43% of Year 12 students at Blaxland High School undertook vocational education and training in 2021.

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

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98.4% of all Year 12 students at Blaxland 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)	11
Classroom Teacher(s)	55
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	16.17
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 Actual (\$)
<b>Opening Balance</b>	854,650
<b>Revenue</b>	12,518,951
Appropriation	11,983,999
Sale of Goods and Services	76,278
Grants and contributions	454,667
Investment income	894
Other revenue	3,113
<b>Expenses</b>	-12,745,866
Employee related	-11,207,184
Operating expenses	-1,538,682
<b>Surplus / deficit for the year</b>	-226,915
<b>Closing Balance</b>	627,735

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>	202,220
<b>Equity Total</b>	317,156
Equity - Aboriginal	37,147
Equity - Socio-economic	64,623
Equity - Language	9,745
Equity - Disability	205,641
<b>Base Total</b>	10,438,232
Base - Per Capita	243,741
Base - Location	0
Base - Other	10,194,491
<b>Other Total</b>	600,981
<b>Grand Total</b>	11,558,589

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.

In 2021 Blaxland High School had a school-wide focus on writing, informed by our participation in the Writing in Secondary project. In 2021 NAPLAN years 7 and 9 BHS outperformed the state and SSSG schools in average writing scores. Consolidating this improvement will continue to be a focus.



## Year 7 Writing

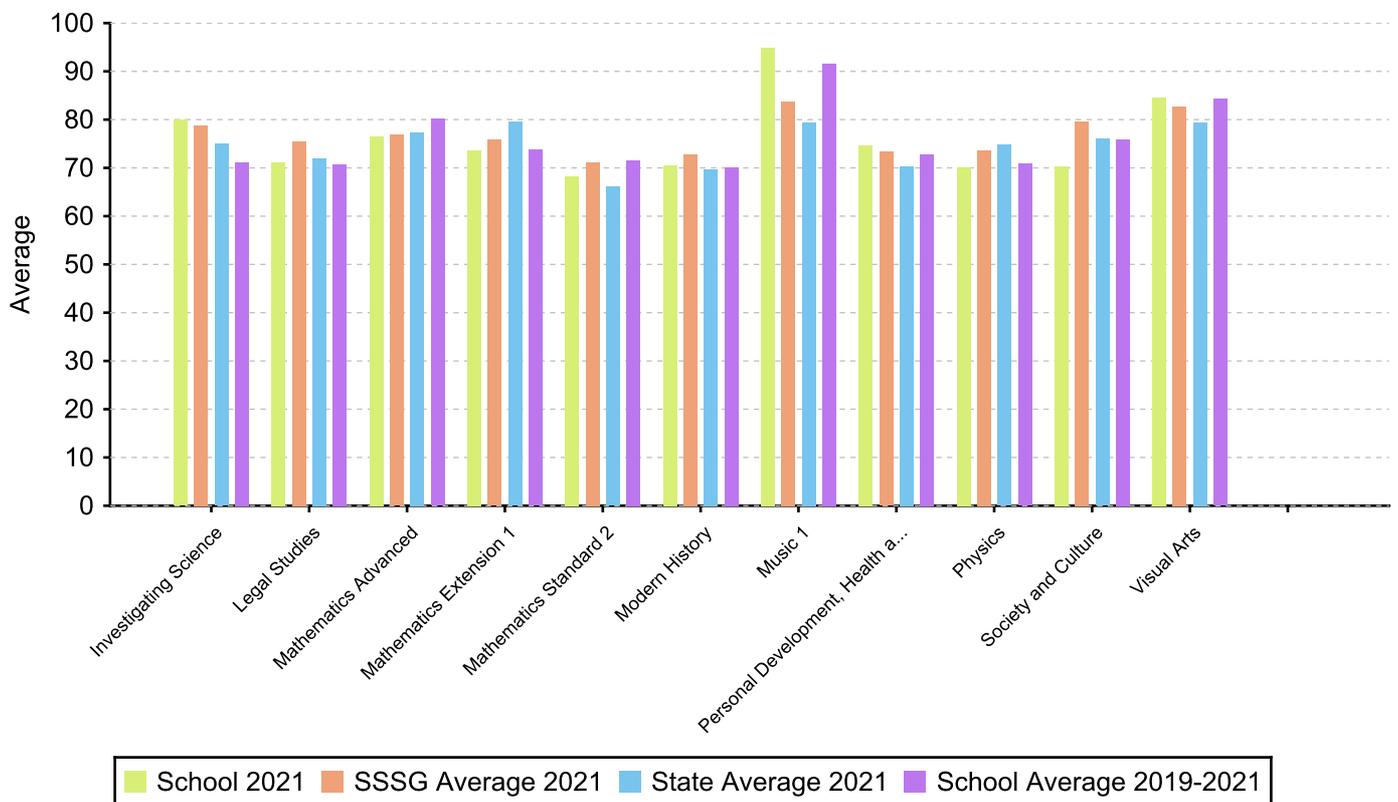
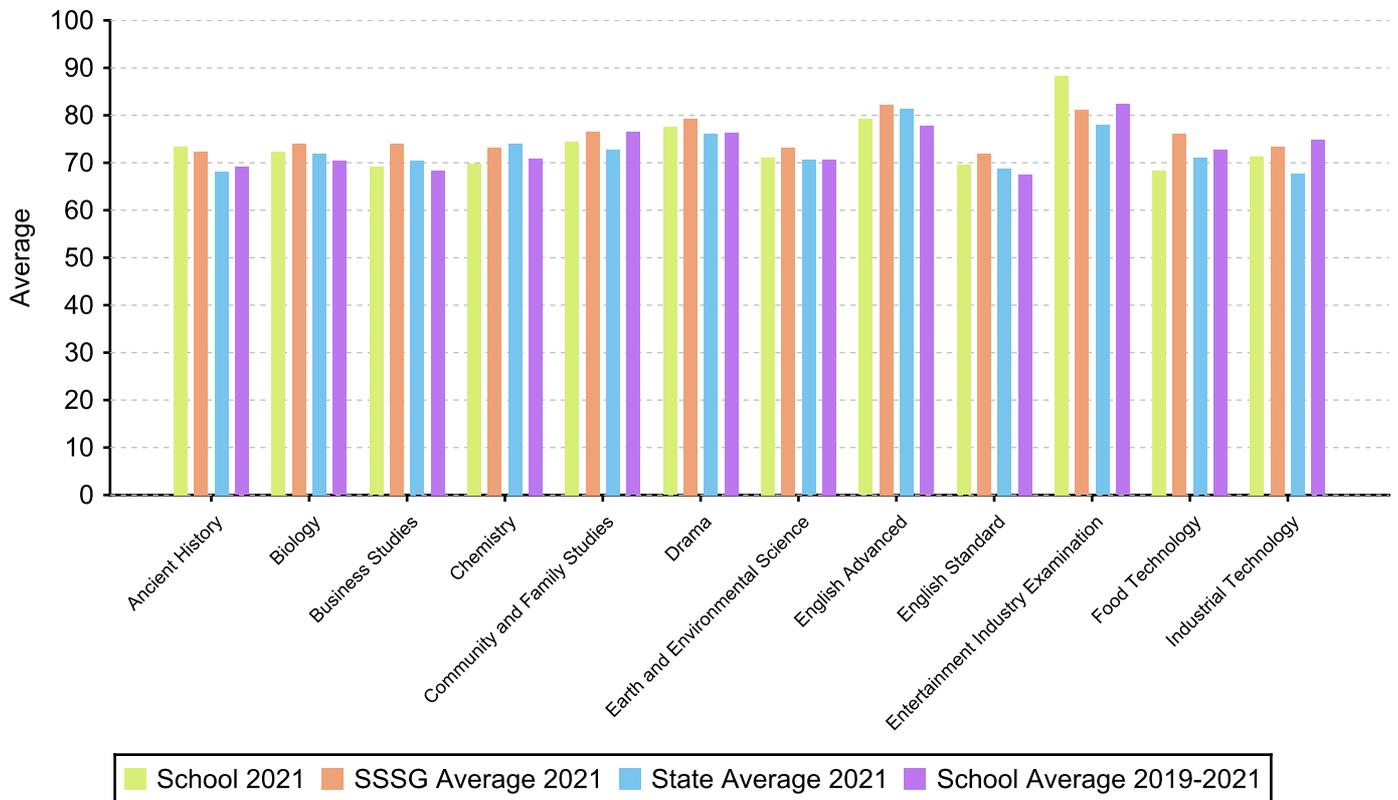


## Year 9 Writing

# 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.



<b>Subject</b>	<b>School 2021</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2019-2021</b>
Ancient History	73.4	72.3	68.1	69.1
Biology	72.4	74.0	71.9	70.3
Business Studies	69.1	74.1	70.4	68.4
Chemistry	69.9	73.2	74.1	70.9
Community and Family Studies	74.5	76.6	72.7	76.4
Drama	77.5	79.3	76.1	76.3
Earth and Environmental Science	71.1	73.1	70.6	70.7
English Advanced	79.2	82.2	81.4	77.7
English Standard	69.5	72.0	68.8	67.5
Entertainment Industry Examination	88.3	81.1	77.9	82.4
Food Technology	68.4	76.1	71.0	72.7
Industrial Technology	71.3	73.4	67.7	74.8
Investigating Science	79.9	78.8	74.9	71.1
Legal Studies	71.2	75.4	72.0	70.7
Mathematics Advanced	76.5	76.9	77.4	80.1
Mathematics Extension 1	73.6	75.8	79.5	73.7
Mathematics Standard 2	68.2	71.1	66.1	71.5
Modern History	70.5	72.8	69.7	70.1
Music 1	94.9	83.8	79.4	91.6
Personal Development, Health and Physical Education	74.6	73.3	70.3	72.8
Physics	70.1	73.6	74.8	70.9
Society and Culture	70.3	79.7	76.0	75.9
Visual Arts	84.6	82.7	79.4	84.3

## Parent/caregiver, student, teacher satisfaction

Parents, carers and students were surveyed in response to a reversion to Learning from home, to ensure the BHS model was meeting the needs of as many as possible. Over 300 parents and carers, and 400 students completed the surveys. We received 50 pages of comments from parents and carers and 47 pages of comments from students. The results were shared with all parents, carers, students and staff. Key insights included:

- The Learning from Home experience is not the same for each family or each student. We need to make sure that we have a variety of approaches and experiences to try and have something right for everyone. Equally, we won't be able to design a system that is right for every student every time.
- While the majority of parents, carers and students don't want more Zooms, there is a need for more explicit instruction
- Finding ways of keeping social connections is increasingly important

Staff and families were also surveyed regarding preferences for parent/teacher nights. 120 parents and carers responded with 60% indicating they preferred the online format. Staff also indicated a preference for this model. Efficiency and ease were the key reasons provided.

Tell Them From Me results were down in all categories for 2021. 2022 data should indicate if this was due to the disruptions of the year or indicate a larger need for review.

# 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.