2022 Annual Report

Blakehurst High School

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Introduction

The Annual Report for 2022 is provided to the community of Blakehurst High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

2022 was a challenging, yet rewarding year for all. Despite the challenges; teacher shortages, the relentless wet weather, our school being flooded, and our students being evacuated to name a few, our purpose has been steadfast. Amidst the roller coaster that has been 2022 we felt extremely grateful for the return to school and face to face teaching. This year of "normality" has certainly cemented our future focused directions, and the progressive, forward thinking, flourishing school we are.

At a whole school level the way in which our staff banded together to meet staff shortages ensuring our students learning needs were met was truly been inspiring. Our teachers taught 482 periods above their loads and support staff 326 periods above theirs. This is a testament of our teachers commitment and strong work ethic.

Faculties continued to sharpen their skills in the implementation of asynchronous blended learning to enhance the critical soft skills our students will need in this ever-changing world.

Our Student Engagement team led the implementation of the High Potential Gifted Education Policy and staff were professionally developed. As a result, Project Based Learning was embedded within year 7 programming, and our students work show cased on our school's social media.

Our staff DATA team has synthesised and shared internal and external student data and collaborated with the Collaboration, Explicit Teaching and High Expectations School Improvement Plan teams to inform practice. This has resulted in the implementation of:

- Topic, Sentence, Explain, Evidence and Link (TEEL) paragraph scaffold and A Learning and Responding Matrix (ALARM) pedagogical scaffolds across all KLA's and stages.
- The partnering with the student online learning platform ATOMI.
- The implementation of the planned Restorative Reflection Room in consultation with our school community
- The implementation of the Bring Your Own device Policy, and the complete ban of the use of mobile phones and earpods, for the duration of the school day.

In terms of Professional Learning, High Leverage HSC Strategies have been a focal point and our Beginning and Early Careers teachers participated in workshops and a day's conference.

On the student front, 72% of our Year 12 cohort achieved Early Entry to University offers. HSC success includes 2 State placements. Luke Oglos placed first for Standard Mathematics and Panayiota Nakis Gkourlias placed fifth in Modern Greek continuers. Twenty other Year 12 students were acknowledged as Distinguished achievers.

Students were also successful in gaining apprenticeships and traineeships.

Additional examples of the way in which our students' intellect was further challenged, and publicly recognised include the way in which they excelled in external ICAS examinations achieved Credit, Distinctions and High Distinctions. Blakehurst High School students excelled in all areas of the curriculum, including the Creative Arts, Sciences

Humanities, Practical Subjects, Languages Mathematics and English.

Publicly and socially our students competed in Debating the Dance Eistedford and in the Brave New Words Poetry Festival - Slam Poetry competition. Where they were awarded first and second place; Katerina Daris in first place speaking about feminism and Kirato Hope awarded second place spoke about redefining manhood. and masculinity. Daria Popovic and Milica Cankovic also represented Blakehurst in the final. Their spoken word performances, challenging society's expectations and norms, were equally thought provoking and impressive.

Our aim to enhance individual and collective school pride, and to providing students with opportunities to grow as leaders is an intrinsic element of our school culture has been ongoing. Students continued to be given a voice at every school assembly delivering ' I Say ' speeches, communicating their beliefs, influencing their peers and strengthening our school culture.

The myriad of student clubs such as the Environmental Team, Marine Club, Trivia Club, book club, Visual Arts, Chess Club, and Drama Clubs to mention a few continued to be hubs of imagination and student growth, as was our Girls Dance group.

The empowering of all students across all stages has underpinned all extra-curricula activities. These have included:
- Study Skills workshops across all year groups
- U Turn the wheel seminars,
- White Card training,
- Careers incursions and excursions aligned with Universities,
- a VET student induction night and highly successful, Careers Expo and Stage 6 Universities Admission Centre (UAC) evening.

Similarly, students' learnings were reinforced through faculty specific experiences including the annual Great Barrier Reef and Ski Trips.

Our student leaders under the leadership of Ms Taradilis, coordinated worthwhile fundraises including the World's Greatest shave. Many student driven activities to foster inter year group relationships such as sporting challenges and trivia competitions were undertaken.

Our student leaders from all groups including the Student Representative Council (SRC) and prefects attended, leadership conferences, camps and youth empowerment excursions.

Our welfare team led by our Deputies along with our Year Advisors in consultation with our Diverse Learning team, Learning and Support Teachers LaSTS, Student Support Officer and school counsellors worked collaboratively to impact the development of students, supporting their individual welfare needs and emotional and academic progress.

Our students benefited from a student breakfast club and participated in an array of targeted growth mindset, and wellbeing initiatives.

Blakehurst High School students achieved an array of successes within the sporting realm. Students were awarded age champions in a number of age groups at the St George Zone carnivals of swimming, cross country and athletics. at St George Zone level, we had students make it to state level representation in the areas of swimming, athletics and cross country with Jovial Wang of year 8, winning at the NSWCHS championships. We also had a number of students represent Sydney East in the sports of basketball, tennis, squash, volleyball and cricket, with Anthony Mundine winning both a ST George, and Sydney East Blue award. To finish off this year we had 4 teams win their respective Summer Grade Sport competition, with another 4 making the finals.

In terms of our school infrastructure and grounds, our school Library - The Bidgigal Learning Centre, has continued to be upgraded, as have classrooms. We are committed to transforming all learning spaces into spaces that have technology, and are student centric environments.

Additional outdoor furniture was placed throughout the school, as well as external Ping Pong tables to ensure a more conducive break time environment.

We are resolute in improving our school site to meet the needs of our students and teachers.

This snapshot of 2022 captured our successes and experiences and exemplify our core values: Integrity, Rigour and Empathy.

Message from the school community

I firmly believe what sets Blakehurst High School apart is the outstanding experience and diversity in teaching staff. The

school hosts over 1,000 students and the executive team continue to bring out new initiatives to provide impact on learning for its students. Blakehurst High School is one of the leading schools in the St George area which is a testament to the hard work, discipline and dedication from all staff. Blakehurst High School goes beyond the standard mandate of subjects to offer a diverse selection of electives to open up opportunities for its students. HSC results continue to grow in NSW rankings. It is pleasing to see significant and positive change to key facilities. The executive have demonstrated resilience in this area, tirelessly pushing the boundaries with government departments to initiate change.

Emmanuel Gounakis

P&C Treasurer

Message from the students

When it comes to education, I feel very supported by all of my teachers. I am a year 11 student who takes extension english and maths, engineering, physics, and design technology, and as a girl in mainly technical subjects, I feel really supported to reach my goals and am happy .As a student who is highly invested in our school's extra curricular activities, I must commend the layout. There are many options for students to choose from, however there is no harm in adding a few more. My personal recommendation is a poetry club. Socially, the school leadership teams are highly skilled at creating successful fundraisers that are enjoyed by the student body. The only qualm we have is the lack of mufti. Conclusively, Blakehurst High School is a great environment for its students and it can only get better from here.

Daria Popovic

Year 11 Student

School vision

At Blakehurst High School, we inspire students to excel as critical learners, thinkers and champions of diversity, who have a positive impact on their world.

Our purpose is to ensure students grow in their learning through shared data and explicit, consistent and research-informed practice.

We aim to continuously deliver a high standard of educational practice and curriculum design that engages all students and empowers them to excel through innovative pedagogy, quality teaching and wellbeing programs that foster positivity and resilience and self, and collective efficacy.

Our common purpose is to ensure, staff and students thrive in a flourishing school culture as individuals and as a collective community.

School context

Blakehurst High School is a highly successful co-educational comprehensive school. The student population is approximately 1064 students, 84% coming from a non-English speaking background. We have 890 students who have English as an additional language or dialect (EAL/D), 16 Aboriginal Students and 30 International students.

Blakehurst high school is a dynamic, high energised school where there is a strong student voice and many varied leadership and extra curricula opportunities, including interactive clubs.

The school has a history of strong academic excellence with the delivery of outstanding future focused, contemporary teaching and learning programs. The innovative contemporary learning environment supports students to thrive and enjoy their learning.

The school has a focus on high potential and gifted education and has an aspirational culture of teaching and learning.

The school's staffing entitlement is that of 71.2 teaching staff and 11.572 school administrative and support staff. There has been change with the appointment of 4 new Head Teachers appointed in the last 4 years, and stability in that the 8 of the Head Teachers have been leaders at Blakehurst High School an average of 20 years. There is a ratio of Higher duties to substantives of 6.49%, and a 4.10% turnover in staff. There is a ratio of 18.97% of beginning teachers to experienced teachers.

The school enjoys the support of its diverse community, including successful partnership with the University of Technology and the Engineering WANAGO program and sporting Partnerships with E.L.I.T.E Table Tennis Club, Kogarah Cougars, ST George Basketball and Connells Point Rovers. The school is the largest representative in the St George Sporting Zone and many students compete at regional and state level.

The school is strong in the Creative Arts, participating in regional dance ensembles, State Choir ensembles, and School Spectacular. The school holds an annual Music Open Night and held its first Musical in 2021.

The majority of the school's equity funding will be used to support initiatives developed in the 2021-2024 Strategic Improvement Plan (SIP).

In analysing our collated internal and external data, we believe that a focus on the use of Data in a deep way will lead to further clarity in student learning, and the implementation of highly effective strategies, targeted at both individual and at group levels. Identifying areas of development and areas of strength in students to integrate most applicable strategies will lead to improved growth and attainment.

As part of Direction 1, Growth and Attainment, an initiative based on collaboration, will support the process of staff analysing data and implementing teaching practice and support improved learning outcomes as indicated by; Improvement in internal data and external data such as the National Assessment Program - Litaeracy and Numeracy (NAPLAN)and Higher School Certificate (HSC) results. Further to this, a structure of collaboration will enhance the use of data, and evidence-based teaching practice and foster staff collective efficacy.

Our Second Direction: Highly skilled, effective teachers, positive, productive, proactive and Independent learners, will be uderpinned by focusing on research-based effective teaching practices. Explicit Teaching will form the basis of the first initiative. This will include an emphasis on Literacy and Numeracy, direct instruction, and feedback. Consistent use of common scaffolds, explicit language, and the embedding of key EAL/D teaching strategies across Key Learning Areas (KLAs) will realise this process.

Engagement in Learning is the second initiative for Direction 2. This is high on the agenda for both students and staff alike. Increased engagement in learning will lead to students further valuing their education, becoming interested and vested in their learning; becoming further aspirational and effective, self-regulated learners. Contemporary learning pedagogy, such as Blended Learning and Project-Based Learning, will form the underpinning methods that the High Potential and Gifted Education Policy will be weaved through. These two initiatives, explicit teaching, and engagement in learning, will support each other and be driven by the initiatives of Direction 1, by embedding the use of Data and by developing collaborative structures that enable staff to focus on these practices.

Our Third Direction: A thriving, flourishing school where there is a culture of continuous improvement will drive both Directions 1 and 2 and will drive a thriving school culture of continuous improvement. The two initiatives that will form Direction 3, are Consistent High Expectations of both students and staff, and the development of Leadership in driving the SIP Directions. This third Direction will bring into fruition Directions 1 and 2 and will drive the next 4 years of continuous improvement. Establishing the necessary foundations and expertise to enhance Blakehurst High School's successes well beyond 2024 into the next phase of school planning.

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	2022 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	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

The school Self-assessment was completed in consultation with the school executive, the teaching body and school administration staff. It is a reflection of where BHS is at as a school community against the School Excellence Framework (SEF). Internal and External qualitative and quantitative data was used through out the judgement process which occurred in Term four of 2022. In working towards external validation we will be unpacking and re-evaluating our position. Integrity being our cornerstone value at Blakehurst High School we believe that we are Delivering in most domains and elements. The high turnover in staff and impediments of Covid-19 has hindered our progress. None the less we are determined to continue our aspirational work in working towards becoming a school community that is Sustaining and Growing and Excelling in all areas of the School Excellence Framework.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure students grow in their learning through shared data and explicit, consistent and research-informed practice

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.

- Shared, systemic data informed practice
- Deep cross KLA collaboration focused on student outcomes

Resources allocated to this strategic direction

Integration funding support: $259,580.00
Socio-economic background: $143,549.00
English language proficiency: $71,491.00
Aboriginal background: $10,547.00
Low level adjustment for disability: $119,102.00
Student support officer (SSO): $80,972.00
Professional learning: $83,752.00

Summary of progress

In 2022 there was a consistent focus on the use of data to inform practice. The DATA team led whole school professional development in the use of SCOUT at whole school meetings.

The DATA team met periodically and strategically with SIP teams to inform areas of student concern and needs. This enabled SIP teams to plan for and implement whole school initiatives that would be most impactful on student learning.

The synthesis and sharing of NAPLAN data with the Explicit Teaching, and Collaboration teams led to the implementation of writing scaffolds TEEL and ALARM. The rejuvenation of the Super Six reading strategies and a cross KLA Numeracy initiative on Worded Problems in stage four are a key focus.

The synthesis and sharing of the Tell Them From Me (TTFM) data with the Student Engagement team enabled a focus on Project Based Learning and consolidation of Blended Learning in core areas of the curriculum.

A collaborative evaluation of Sentral Archive Wellbeing data shared with the High Expectations team led to restorative student reflection processes developed, communicated and implemented.

The analysis of staff Human Resources (HR) data with the SIP Leadership team led to a narrow focus on supporting and developing Second in Charge (2Ic) positions in alignment with the Department of Education's School Leadership Identification Framework (SLIF) policy.

Staff accessed NAPLAN, Best Start, Minimum Standards and Australian Academic Standards (AAS) data through Sentral. This empowered staff to evaluate their class sets of this data and to appropriately plan for lessons.

Evidence of impact is seen in the implementation of the mentioned whole school initiatives and the increase in staff accessing student data to inform their practice whilst programming as is evidenced in units of work and assessment.

Next year, in this strategic direction the use of data will be driven within faculties by program coordinators. Program coordinators will access, synthesise and share data and communicate this with their peers. There will be scheduled cross KLA meetings where coordinators collaborate to discuss and share approaches so that a common language and common approach to best practice is reinforced.

Initially the Collaboration team collated all curriculum scope and sequences with the vision to deepen student learnings by developing cross KLA programs and assessment whilst implementing What Works Best strategies. A shortage in casual replacements and unfilled vacancies in the learning areas of Mathematics, Science and Creative and Performing Arts led to a change in the Collaboration team's focus. In synthesising data alongside the DATA team, the Collaboration team saw the need to implement whole school strategies in reading, writing and HSC responses. A staff survey also highlighted the need for consistency in practice and teacher talk. The Collaboration team harnessed their energy in upskilling staff in embedding student centred scaffolds and metalanguage. This saw the implementation of TEEL in stage

4 , ALARM in stage 6, and focused Vocabulary Strategies as well as HSC High Leverage Strategies across all KLAs.

The enablers of this change in planned initiatives were the leaders of each team. The middle leaders of the team were familiar and experienced in implementing these strategies and were able to provide explicit professional development site specific to our students and staff situational needs. Time constraints and staff instability prolonged the implementation process.

Evidence of impact is seen in the embedding of these strategies with programs and units of work as indicated through out compliance checklists, the annotation of programs and student samples.

It is envisioned that next year staff continue to consolidate the embedding of these strategies within all teaching programs. Faculty Head teachers and 2IC's of faculties will mentor newly appointed staff to Blakehurst High School with implementation of these strategies.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase capacity and number of staff involved in the extrapolation and synthesis of data to inform practice and for whole-school use. All teachers have a clear understanding of where stage 4 and year 9 students sit on the learning progressions Teaching and learning programs describe expected student progression, in knowledge, understanding and skill and the assessments that measure them All teachers demonstrate their practice is focused on student needs and improvement. Common Growth Coaching pillars and language is implemented within the Collaboration Framework 70% of teachers are paired and work collaboratively cross KLA.	The DATA team led professional development and worked collaboratively with other School Improvement Plan teams to synthesise data. This has led to an increase in staff confident in using data to inform their practice. The COVID ILSP staff completed professional development in the Literacy and Numeracy progressions. At a whole school level staff gained a clear understanding of student's abilities by unpacking SCOUT NAPLAN and AAS data. This data was also centralised on Sentral to enable staff to refer to, and plan units of work accordingly. This led to improved students accessibility and student outcomes. Teaching and learning programs demonstrate a clear understanding of expected student progression. The tasks developed in unison with the programs allow for the measurement of student progress. The annotation of programs and modified units of work and assessments is evidence of all staffs' deliberate focused on students' needs and improvement. Members of the SIP Leadership completed the Torrens online Growth Coaching Course and fine tuned the act of Growth Coaching conversations between members of the group. Growth Coaching conversations occurred between the SIP leadership team members and other SIP team leaders and members to facilitate solution focused conversations beyond their group as conduits of the SIP. A Collaboration Framework was not developed as staff shortages impeded the implementation of a planned framework. Staff have worked collaboratively through their SIP teams however, long term pairing has not occurred due to staff shortages and inability to release staff in order to collaborate.
HSC attainment Improvement in the percentage of HSC course results in top two bands to 40.7%. Improvement in the percentage of HSC course results in top three bands to 72.5%	36.03% of students attained results in the top three bands demonstrating progress toward the lower bound target. 68.61% of students attained results in the top three bands demonstrating progress toward the lower bound target.
HSC attainment Improvement in the percentage of HSC course results in top two bands to	36.03% of students attained results in the top three bands demonstrating progress toward the lower bound target. 68.61% of students attained results in the top three bands demonstrating

40.7%. Improvement in the percentage of HSC course results in top three bands to 72.5%	progress toward the lower bound target.
NAPLAN Top 2 or 3 Bands Improvement in the percentage of students achieving in the top two bands, to be in reading of 20.6% and in numeracy of 37.8%	14.20% of students achieved in the top two bands in NAPLAN reading demonstrating progress toward the lower bound target. 24.39% of students achieved in the top two bands in NAPLAN numeracy demonstrating progress toward the lower bound target.
NAPLAN Top 2 or 3 Bands Improvement in the percentage of students achieving in the top two bands, to be in reading of 20.6% and in numeracy of 37.8%	14.20% of students achieved in the top two bands in NAPLAN reading demonstrating progress toward the lower bound target. 24.39% of students achieved in the top two bands in NAPLAN numeracy demonstrating progress toward the lower bound target.

Strategic Direction 2: Highly skilled, effective teachers, positive, productive, proactive and Independent learners.

Purpose

To continuously deliver a high standard of educational practice and curriculum design that engages all students and empowers them to excel through innovative pedagogy, quality teaching and wellbeing programs that foster belonging.

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.

- Targeted explicit and consistent classroom practice
- Engaging classroom practice and positive wellbeing

Resources allocated to this strategic direction

Summary of progress

The Explicit Teaching team consolidated teachers' capacity in embedding the Super Six Comprehension strategies through the delivering of Professional development and by unpacking the Literacy universal teaching hub resources. The team created cross curriculum resources to support the explicit teaching of these strategies. The group also had the task of developing and implementing a whole school numeracy program. The initial momentum of the team led to the implementation of a whole school focus on worded numerical problems.

Staff shortages and the movement of expert staff led to the team changing focus and limited success in the carrying forth of initiatives, particularly with regards to developing a whole school Numeracy platform. Faculty teams addressed Numeracy at a faculty level as evidenced in their teaching programs.

Evidence of impact has been the consolidation of the Super Six strategies in programs. Qualitative data in student assessment and report outcomes demonstrates an improvement in literacy outcomes. Quantitative data in external assessment demonstrates that we are working towards meeting our targets.

The School Improvement Engagement team completed the initiatives set for 2022. The goals of the High Potential Gifted Education Evaluation and Planning Tool, sets out the initiative of two policy statements per year. All staff completed Tier 1 of the Department of Education's HIgh Potential Gifted Education (HPGE) Professional Development. The team created student and staff surveys. Examples include a HPGE teacher attitude survey and a student enrichment class survey to compile data. TTFM data and AAS data was also referenced. There was an evaluation of existing enrichment programs prior to the implementation of Project-Based Learning in Term 3. The realisation of Project-Based Learning occurred through assessment and program modification. A planned school social media showcase of students Project-based learning works was held in Term 4 of 2022.

The planned approach in which the student engagement team was led and exercised actions such as professional development, involvement of the school community, the representation of each KLA within the team and the intrinsic interest of each member enabled the initiatives to be completed in a timely focused manner. This allowed for clarity and a holistic whole school integration of the HPGE policy.

The student body has responded positively to the whole school Project-Based Learning strategy at Blakehurst High School. The samples of work produced were part of a social media showcase during Term 4 to present the excellent examples of student work to the community. Teachers have demonstrated a high level of competency to adapt, modify and customise units of work to adopt the HPGE policy philosophy. Student post surveys demonstrate an increase in student engagement whilst learning. Improved student outcomes were reflected in yearly student reports.

To maintain a consistent approach in embedding the HPGE policy, two new policy statements from the HPGE EP tool need to be addressed. In 2023 the Student Engagement team will be addressing HPGE policy Statement 1.2; Assessment and data are used in an ongoing manner to inform learning and teaching across all domains of potential: intellectual, creative, social-emotionaland physical and HPGE Policy Statement 1.7; The department supports differentiated and evidence-based procedures, programs and practices for growth and achievement of all students, including high potential and gifted students Training initiatives within the school to reinforce the incorporation of the HPGE faculty tool kit within curriculum programs. The creation of workshop sessions for teachers to participate in professional learning were delivered by their teacher peers within the school community. This will lead to a strengthened whole school strategy where Project Based Learning units of work will be embedded in additional Year 8 and Stage 5 programs.

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
HPGE - Student Engagement **Contemporary Learning** Teaching Practice is informed by BHS HPGE Policy Project Based Learning and Blended Learning are embedded in key faculties. 25% of programs include one or both of these future focused pedagogies. Increase in student engagement. Improvement in attendance >=90% above above 80%	All teachers completed HPGE Tier 1 professional development. All executive and members of the Student Engagement team completed Tier 2 of the HPGE professional development. This, and the HPGE Faculty toolkit that was collaboratively developed by the student engagement team has led to teacher practice being informed by their strengthened understanding of the HPGE policy. Project Based Learning and Blended Learning is embedded in all KLAs and in all year 7 teaching programs exceeding the expectation and milestone set for the year. Further deep pedagogical practices will be shared and implemented in 2023. There has been a marked increase in student engagement as documented in the student survey, evidenced in final year reports and as indicated by a: 9% decrease in suspensions 83% decrease in negative Sentral entries 68% decrease in Stage 6 student receiving N Awards 66% increase in positive Sentral entries
Feedback 90% of staff provide feedback in all lessons and assessment. Minimum 80% of students complete all assessments and demonstrate growth in all KLA areas.	Teacher formal and informal observations and the collation of marked assessments indicate that all staff provide formative and summative feedback. Increased depth of formative Assessment feedback is going to be a focus area of professional development in 2023. Sentral data indicates that 82% of students completed all assessment tasks.
Literacy and Numeracy Minimum 50% of staff cross KLAs confident with the embedding of Literacy and Numeracy Sprints 100% of programs demonstrate explicit whole school literacy and numeracy strategies, are embedded in teaching practice.	Staff movement and staff shortages led to a pivot in a planned literacy approach. The Super Six Reading Comprehension strategies were reinvigorated. This led to all staff across all KLAs being confident in the embedding and application of these in their teaching practice, as evidenced in programs and student work samples. 100% of programs demonstrate explicit whole school literacy strategies. 100% of programs demonstrate explicit numeracy components.
Direction Instruction Minimum 70% of staff employ explicit teaching methods in all lessons. The HOW of Learning has led to self regulated learners. Minimum 80% of class, set work is completed. Minimum 75% students demonstrate valued added growth	Teacher formal and informal observations, teaching programs and resources indicate that all teachers are employing explicit teaching methods in all lessons. Student meta cognitive pedagogical practices will be a focus area in 2024. Over 80% of class work is completed as evidence in school reports and in program evaluations A minimum 75% students demonstrate valued added growth as demonstrated in school reports and internal assessments. Quantitative data from external assessment indicates the school is working towards this target.
EAL/D and Learning Background other than English (LBOTE)	Select, Explore, Explain and Consolidate vocabulary strategies implemented in Stage 4

Practice 85% of staff have clarity of LBOTE teaching strategies and embed 2021,2022 strategies in their practice Stage 4 teaching programs and classroom observations demonstrate embedded LBOTE strategies.	Teacher formal and informal observations, and program compliance checklists indicate that all stage 4 teaching programs incorporate EAL/D teaching strategies.
Positive proactive productive learners A framework of targeted wellbeing programs is developed and is embedded at whole school level 100% Welfare Staff have clearly defined roles and work as a team Blakehurst Welfare Policy and handbook is embedded in whole school practice. Student TTFM data indicates improvement from 55% (2019) to over 75% in the area of Advocacy at school Student TTFM data indicates improvement from 76% (2019) to over 80% in the area of Expectations of Success Improvement in attendance data above 80%	This has been achieved in a very considered approach - Welfare Grid of programs across all stages reflects our strength in this. The team is highly productive, working well and in the process of delineating roles - turnover and movement of staff has impeded the formalisation of roles Welfare strategies and programs are embedded at a whole school level. These are included in the staff handbook. Tell Then From Me data indicates 52.84% of students report a positive Sense of Belonging and Advocacy at school. Tell Then From Me data indicates 75.77% of students report a positive sense of wellbeing and Expectations of success. The number of students attending greater than 90% of the time is 50.09% which is a decreased by 18.68%
High Quality Teaching Practice Minimum 60% of teachers are involved in coaching/mentoring relationships. All staff participate in high quality collaborative practice	All staff collaborate effectively with their colleagues 75% of staff identify that they have a coach/mentor.
Improved ATTENDANCE Proportion of students attending >90% of the time 74.6%	The number of students attending greater than 90% of the time is 50.09%. This is reflective of COVID -19 absences, and indicates the need to be steadfast in improving student attendance.
Improved WELLBEING Proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School 68.4%	The overall target of students reporting Expectations for Success, Advocacy and Sense of Belonging at school sits at 61.39% An increase in student voice and the implementation of strategies derived from collaborations with Safeguarding Kids Together (SKT) will be a priority in 2023.

Strategic Direction 3: Thriving, flourishing school, where there is a culture of continuous improvement.

Purpose

Staff and students thrive in a flourishing school culture as a collective community and as individuals.

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.

- Consistent High Expectations across the school community
- Leadership driving our SIP

Resources allocated to this strategic direction

Summary of progress

The High Expectation team unpacked the student behaviour data in collaboration with the school improvement DATA team. The implementation of restorative practices continued to be a focus area along with the need to implement a NO Mobile phone strategy. Staff were professionally developed in the use of restorative languages when addressing student behaviour including the use of a common language. The implementation of a planned reflection room as restorative practice was implemented in consultation with the whole school community including students and parents.

Authentic whole school community engagement including parent carer specific year group meetings, to discuss the planned implementation of new Blakehurst High School practices, was welcomed by the school community. Newly implemented processes were well received, and completely supported by the parent community and student body allowing for a considerable positive impact.

In working with SKT, and following through with the Department of Education's Inclusive Engaging, and Respectful, Schools Policy, the Leadership team will be developing and embedding an updated Behaviour Support Strategy, an updated Anti- Bullying Plan, a consolidation of Welfare programs and a whole school community focus on Student Attendance and Supervision.

During 2022 the School Improvement Plan Leadership team focused on building the capacity of our team members to act as coaches for the leaders of other SIP teams. A coaching system was intended to support school-wide improvements in teaching practice and achievements in the Strategic School Improvement Plan improvement measures. The high staff attrition rate and limited team members hindered the consistency of coaching conversations from taking place. As a result the Leadership team shifted their focus to building the capacity of faculty 2ICs, through the development of a school wide framework

The internal staff survey results indicated that a structured framework for building the capacity of 2ICs was needed. The team investigated methods in which to do this in a pragmatic way through external professional development. The Leadership team will be adapting the School Leadership Institute's School Leadership Identification Framework and SLIF Development Journal to suit our school context. In combination with Sydney University's: A framework for Diagnosing School Readiness for Middle Leadership Development in producing a whole school 2IC development framework which includes 2ICs completing a Leadership Development Plan with a timeline of actions and observations negotiated with their mentors.

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
High Expectations Classrooms and learning environments are well managed within a consistent, school wide approach. Teachers model and share a flexible repertoire of strategies for classroom management	Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning. Restorative strategies have been implemented and embedded within the school's discipline framework. A student behaviour management plan will be collaboratively developed and implemented in 2023. 90% of students demonstrate high expectations of themselves and peers.

and promotion of student engagement and responsibility for learning. 90% of students demonstrate High expectations of themselves 90% of staff action BHS High Expectations policy.	Sentral data indicates that 90% of staff actioned the High Expectations strategies implemented in 2022.
Self Regulated High performing Learners Restorative language and practice is a common thread amongst students Staff are confident in employing restorative and choice theory practice Marked demonstrated difference in students demonstrating pride in their learning as indicated in decrease of negative referrals data Decrease in Warning Letters issued data	Teachers have increased the usage of the school's restorative common phrases. This application needs to continue in order for it to become embedded within the fabric of the school. Staff are confident in the implementation of restorative practices. Choice Theory will be a focus area of professional development in 2023. The following data: 9% decrease in suspensions 83% decrease in negative Sentral entries 68% decrease in Stage 6 student receiving N Awards and a 66% increase in positive Sentral entries demonstrates a marked improvement in student ownership of behaviour and completion of assessments.
Leadership driving SIP 100% staff participate in professional dialogue as a result of planned collaboration 100% of Collaborative workshops' explicit aim is to improve teacher practice and student learning outcomes 100% of system targets are met 100% of Improvement measures of SIP are met Minimum 80% increase in leadership capacity and density of staff.	100% of staff participate in professional dialogue. Despite a pivot in directions staff collaborative workshops improved teacher practice and led to improved student learning outcomes. The school community is working towards meeting 100% of system targets. The school community is working towards meeting 100% of the School Improvement Plan's improvement measures. There has been a 62% turnover in staff with a projection of 5 executive positions ceasing in 2023. Succession planning and increasing the density of leadership capacity is a continued priority. The senior executive are working towards building this through strategic mentoring of early and mid career teachers and through developing a structured leadership development framework for 2ICs. Leadership capacity is being developed at an executive level by two Head Teachers shadowing the Deputy Principals. At a classroom and faculty level leadership a capacity is being developed by mentoring teachers in their role as 2IC.

Funding sources	Impact achieved this year
Integration funding support $259,580.00	Integration funding support (IFS) allocations support eligible students at Blakehurst 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:** • Deep cross KLA collaboration focused on student outcomes **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 the following impact:** Students receiving individualised support improved outcomes and self actualisation. Community accountability in students attaining personalised goals. **After evaluation, the next steps to support our students will be:** To continue to ensure personalised plans are completed in a timely manner and that they are both challenging and achievable.
Socio-economic background $143,549.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Blakehurst 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:** • Deep cross KLA collaboration focused on student outcomes **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support implementation individual education plans and lesson differentiation through team teaching. • resourcing to increase equitability of resources and services. • providing students without economic support for educational materials, uniform, equipment and other items **The allocation of this funding has resulted in the following impact:** Students from disadvantaged homes being supported with learning resources and uniform so they do not feel isolated within the school community. Students better supported through additional LaST support. This has enabled curriculum differentiation and teacher student mentoring. Ensured equitable opportunity for improvement in learning, self actualisation and greater sense of belonging within the school community. **After evaluation, the next steps to support our students will be:** To continue to build on the strengths of our Student Growth faculty by employing additional Learning and Support Teachers.
Aboriginal background $10,547.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Blakehurst 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:**

Aboriginal background $10,547.00	• Deep cross KLA collaboration focused on student outcomes **Overview of activities partially or fully funded with this equity loading include:** • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level. • employment of additional staff to deliver personalised support for Aboriginal students. • employment of specialist additional staff (LaST) to support Aboriginal students. • staffing release to support development and implementation of Personalised Learning Plans. **The allocation of this funding has resulted in the following impact:** Students being supported both academically and socially in meeting and in many cases exceeding course outcomes. Students of Aboriginal background proud to identify as Aboriginal. Students of Aboriginal background demonstrating commitment to learning. **After evaluation, the next steps to support our students will be:** To continue to employ additional staff to better support students. Continue to strengthen students' personalised learning plans. Continue to offer Aboriginal cultural experiences to students. Continue to emphasise the importance of connection through teaching and learning.
English language proficiency $71,491.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Blakehurst High School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Deep cross KLA collaboration focused on student outcomes **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support delivery of targeted initiatives. • provision of additional EAL/D support in the classroom and as part of differentiation initiatives. • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds. • additional staffing intensive support for students identified in beginning and emerging phase. **The allocation of this funding has resulted in the following impact:** Students achieving course outcomes at a high level. Students excelling in critical thinking, written and communication skills. All students meeting Minimum Standards. Students confident in completing assessments and achieving course outcomes at a high standard. **After evaluation, the next steps to support our students will be:** To continue the high level of support our students attain. Build the capacity of staff with regards to EAL/D and LBOTE strategies.
Low level adjustment for disability $119,102.00	Low level adjustment for disability equity loading provides support for students at Blakehurst 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:** • Deep cross KLA collaboration focused on student outcomes **Overview of activities partially or fully funded with this equity loading include:** • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting. • providing support for targeted students within the classroom through the

Low level adjustment for disability $119,102.00	employment of School Learning and Support Officers. **The allocation of this funding has resulted in the following impact:** Students completing classwork and assessments at a high standard. Student meeting goals identified in their personalised learning plans. Student self actualisation and self-efficacy. **After evaluation, the next steps to support our students will be:** To continue to employ additional staff, to support the differentiation of curriculum, modification of tasks and to ensure student personalised learning plans are both challenging and achievable.
Professional learning $83,752.00	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 Blakehurst High School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Deep cross KLA collaboration focused on student outcomes **Overview of activities partially or fully funded with this initiative funding include:** • Staff were encouraged to be involved in High Impact Professional Learning. The three areas in which there was consistency in the completion of professional development were: - High Potential Gifted Education Policy, - HSC High Leverage Strategies and - Positive Behaviour for Learning. This High Impact Professional Learning directly supported the School Improvement Plans Directions. Staff also completed a variety of professional learning that the TTA offered in alignment with their Personalised Development Plans. Beginning and Early career teachers benefited from a days conference with a focus on wellbeing and thriving as educators. The executive team also benefited from a days conference. They unpacked the years progress, evaluate evidence and data collected and to conduct the 2022 Self Assessment collectively as a group. In addition they unpacked the new Middle Leadership role statement. **The allocation of this funding has resulted in the following impact:** The High Impact Professional Learning led to a whole school approach in improving teacher informed practice. This reinforced the school's direction as it led to a common approach in strategies and enabled School Improvement Plan initiatives. **After evaluation, the next steps to support our students will be:** To continue to reinforce the learnings derived from completed High Impact Professional Learning. Continued professional dialogue and refreshers periodically so that the school shifts from Delivering to Sustaining and Growing in all three domains in wide range of elements of the School Excellence Framework.
COVID ILSP $91,000.00	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 2022. **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 intensive small group tuition for identified students who were in

COVID ILSP $91,000.00	need of extra support due to the effects of COVID-19 • employing and releasing teaching staff to support the administration of the program. • development of resources and planning of small group tuition. **The allocation of this funding has resulted in the following impact:** The impact was partly dependent upon individual student's initial ability, their commitment with turning up on time, or having to be collected from classes at times, general level of self motivation for learning. Their drive to attend and to complete set work wavered at times. Absence from school also impacted progress for some students. Positive aspects were that the limited number of students allowed for intensive analysis of areas of need and intensive and explicit teaching that could be tailored for the group and individuals. Close monitoring and opportunities for involvement in discussion work by all members regularly, was also possible and valuable and ensured engagement and progress. **After evaluation, the next steps to support our students will be:** In 2023 the funding will be used to employ a COVID ILSP teacher to run small group learning to identified students. For 2023 we will spread the focus of the small groups to include more students in the Middle bracket, rather than Low to middle or Low.
Student support officer (SSO) $80,972.00	These funds have been used to support improved outcomes and the achievements of staff and students at Blakehurst High School **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Deep cross KLA collaboration focused on student outcomes **Overview of activities partially or fully funded with this Staffing - Other funding include:** • The Student Support Officer has become an integral part of the school community. They actively coordinated the school's welfare programs across all stages. They were attuned to our students' and parent carer needs and often liaised with external providers to ensure the emotional and social support of both students and their families. The student Support Officer worked well as a team player within the welfare team supporting and liaising with teaching staff and the school counselling team with regards to various levels of students' needs including those students who were at high risk. **The allocation of this funding has resulted in the following impact:** Students feeling supported and enabled with strategies to manage their behaviours, and regulate their emotions. An increase in student self-efficacy and sense of positivity as well as self actualisation. **After evaluation, the next steps to support our students will be:** To expand the role of the Student Support Officer to that of pseudo welfare coordinator. To support the building of their capacity and to lift their profile within the school community.

Student information

Student enrolment profile

Students	Enrolments			
	2019	**2020**	**2021**	**2022**
Boys	615	608	606	610
Girls	467	453	432	421

The steady decrease in student enrollments reflects our schools conscious effort to come in line with our capped enrollment figure of 940 and to only accept non area students who have extenuating circumstances.

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
7	92.5	94.2	93.2	88.4
8	91.0	92.6	91.0	86.6
9	90.5	92.6	89.0	84.7
10	89.8	92.2	89.0	82.0
11	89.3	93.5	89.1	84.5
12	91.3	92.3	91.2	84.6
All Years	90.7	92.9	90.5	85.2
State DoE				
Year	**2019**	**2020**	**2021**	**2022**
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

We are working towards improved student attendance. There will be a concerted effort to implement whole school community attendance strategies in 2023.

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	0
Employment	1	3	1
TAFE entry	1	6	15
University Entry	0	0	84
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

14.65% of Year 12 students at Blakehurst High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

94.7% of all Year 12 students at Blakehurst High School expected to complete Year 12 in 2022 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)	12
Classroom Teacher(s)	49.8
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
Teacher ESL	2
School Counsellor	1
School Administration and Support Staff	13.17
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark[1]	2022 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 **Actual** ($)
Opening Balance	57,840
Revenue	12,496,526
Appropriation	11,989,587
Sale of Goods and Services	80,840
Grants and contributions	346,590
Investment income	2,807
Other revenue	76,703
Expenses	-12,665,329
Employee related	-11,225,601
Operating expenses	-1,439,728
Surplus / deficit for the year	-168,803
Closing Balance	-110,962

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.

	2022 **SBAR Adjustments** ($)
Targeted Total	259,580
Equity Total	735,419
Equity - Aboriginal	10,547
Equity - Socio-economic	143,549
Equity - Language	301,333
Equity - Disability	279,991
Base Total	9,955,323
Base - Per Capita	262,180
Base - Location	0
Base - Other	9,693,143
Other Total	601,796
Grand Total	11,552,118

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

# School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.
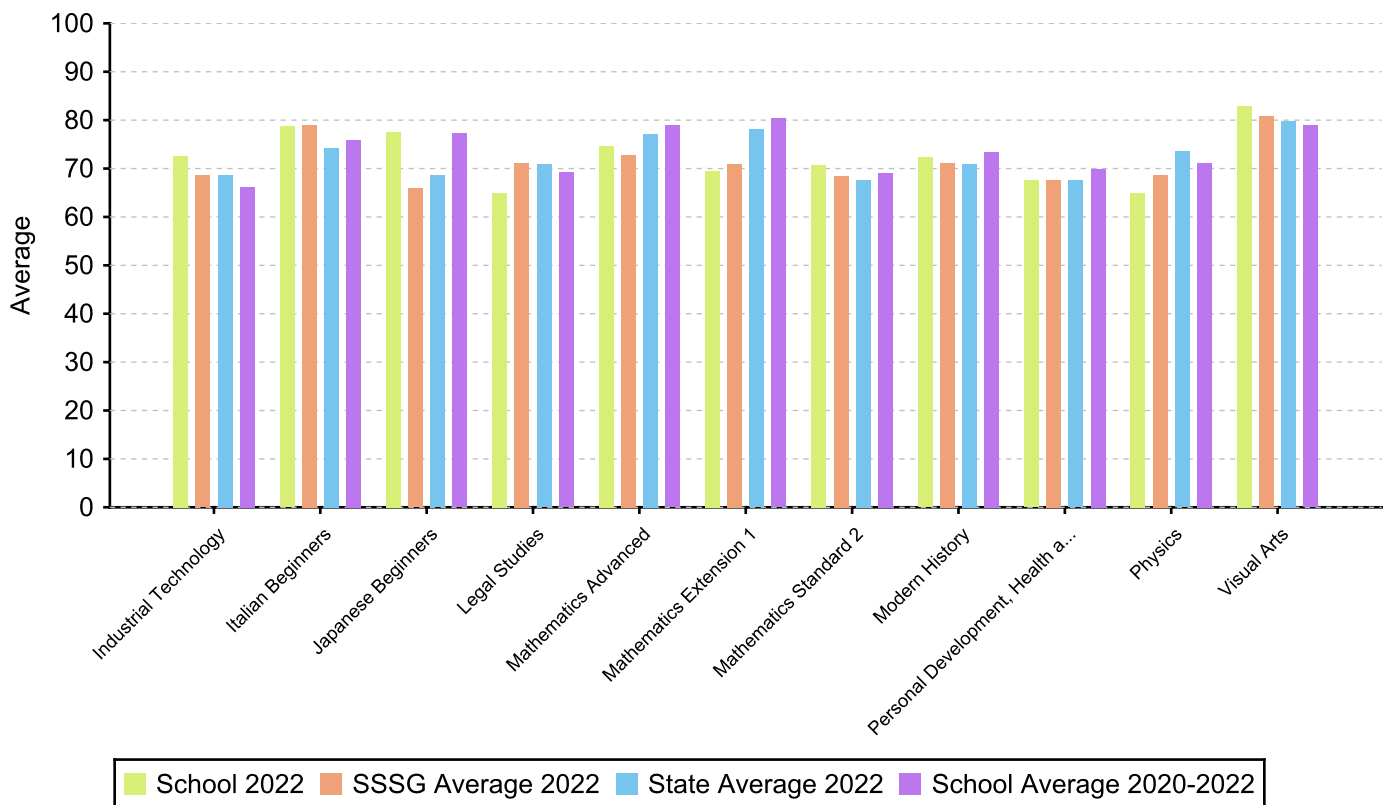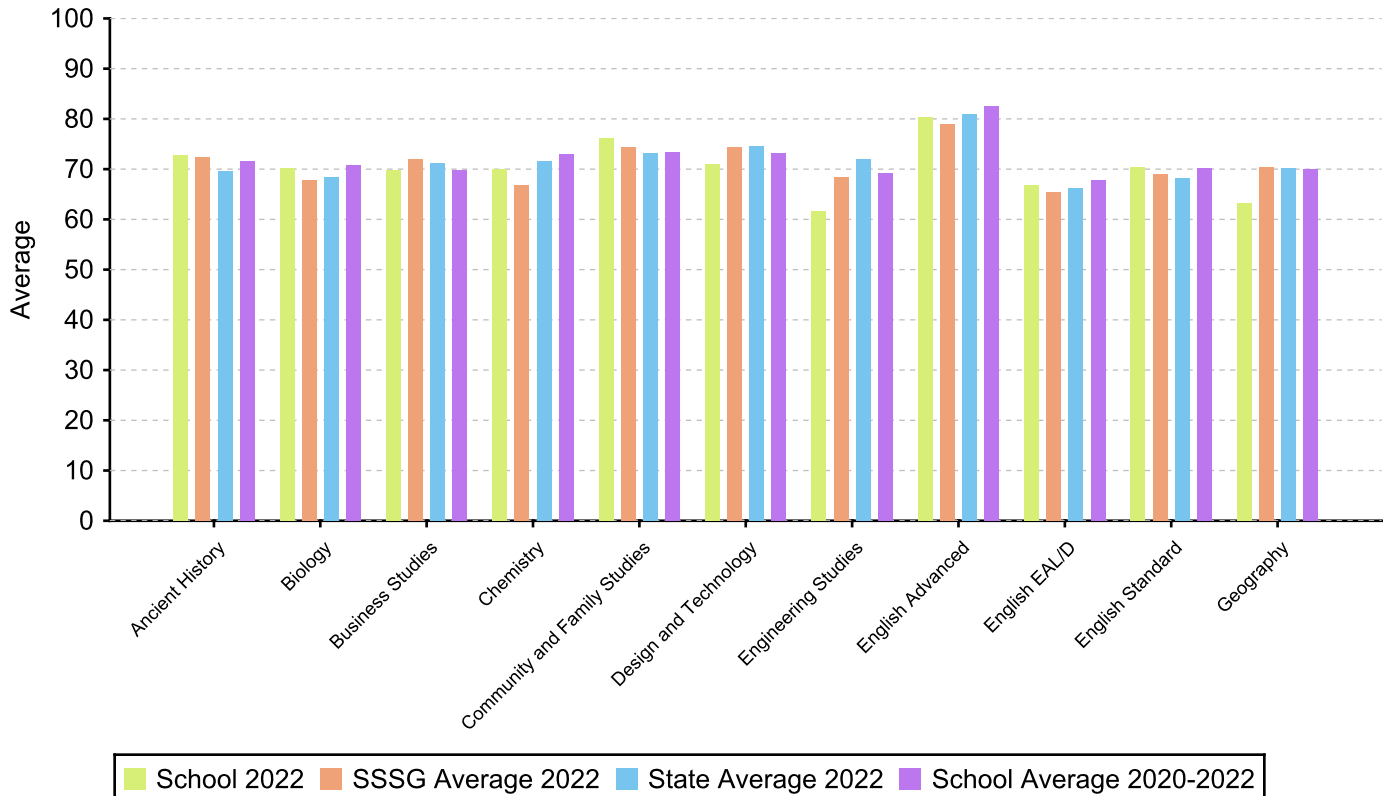
Subject	School 2022	SSSG	State	School Average 2020-2022
Ancient History	72.8	72.4	69.6	71.6
Biology	70.2	67.8	68.5	70.7
Business Studies	69.7	71.9	71.2	69.8
Chemistry	69.9	66.8	71.7	73.0
Community and Family Studies	76.2	74.5	73.2	73.4
Design and Technology	70.9	74.4	74.6	73.1
Engineering Studies	61.6	68.3	72.0	69.2
English Advanced	80.3	78.9	81.0	82.4
English EAL/D	66.8	65.3	66.1	67.8
English Standard	70.3	69.0	68.1	70.2
Geography	63.2	70.5	70.2	70.1
Industrial Technology	72.6	68.6	68.6	66.2
Italian Beginners	78.7	79.0	74.3	75.9
Japanese Beginners	77.5	65.9	68.5	77.2
Legal Studies	64.9	71.1	70.8	69.2
Mathematics Advanced	74.6	72.8	77.1	78.9
Mathematics Extension 1	69.5	70.9	78.0	80.4
Mathematics Standard 2	70.7	68.5	67.6	69.1
Modern History	72.3	71.1	70.9	73.4
Personal Development, Health and Physical Education	67.5	67.6	67.5	69.8
Physics	64.9	68.7	73.5	71.2
Visual Arts	82.9	80.9	79.8	78.9

Parent/caregiver, student, teacher satisfaction

In 2022 thirty parents completed the TTFM survey. Based on the survey responses, it seems Blakehurst High School (BHS) is generally effective in creating a welcoming environment for parents providing clear communication, parents founds the administrative staff to be helpful. Some parents expressed the desire for more convenient scheduling of parent activities and more opportunities to speak with their child's teacher. Based on the survey responses, it appears that parents are engaged in their child's education. Consistent teacher parent dialogue and the encouragement of active parental involvement in their child's academic and emotional development will be promoted and streamlined in 2023. Overall, BHS seems to be doing a good job, but there is always room for improvement in meeting the needs and expectations of parents.

Seven hundred and nine BHS students completed the TTFM Survey between 23 May 2022 and 03 Jun 2022. The survey included ten measures of student engagement alongside the five drivers of student outcomes. BHS student results mirror TTFM state-wide results. The most pronounced decline was in the extent to which students valued schooling outcomes. At BHS 60% of students indicated they valued schooling outcomes. 80% of students reported they had positive relationships whilst 56% of students reported they had a positive sense of belonging. 89% of students indicated that positive behaviours were the norm at BHS. Intellectual Engagement will be an area of focus in 2023 as, only 22% of students indicated that they were interested and motivated, and only 32% of students indicated that they were appropriately and challenged.

Positively the 2022 student survey shows that BHS students were on par with the state in relation to Expectations for Success, and were above the state norm in the drivers of Quality Instruction, Positive Teacher Student Relationships and Positive Learning Climate.

In 2023 thirteen teachers completed the teacher TTFM survey. In unpacking teacher responses common themes include a lack of time to develop resources, overwhelming administrative work, increased complexity of learners needs and increasing complexity in dealing with disruptive students. Staff reported the need to increase parent involvement in students education process an as an effective way to improve student engagement and academic performance. Staff also raised the need for smaller class sizes, more support for students' wellbeing, and better facilities to contribute to a more conducive learning environment.

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.