

2022 Annual Report

Blacktown Boys High School



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Introduction

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

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

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Message from the principal

In 2022, the school has continued to move forwards in leaps and bounds. The school has invested heavily in improvements to its assets in and outside the classroom. A new volleyball court was completed in late 2021 and resurfacing of the cricket pitch and nets and the indoor soccer court have taken place. Currently the junior Basketball court is being levelled and resurfaced. Improvements to outdoor learning areas have greatly assisted the PDHPE department with the delivery of their curriculum. Improvements in the number of laptops and desktop computers across all faculties means all students will have quick and ready access to the latest technology. The school is scheduled for a major upgrade to its mainframe and Wi-Fi system in the first half of the semester (2022). The school has deliberately steered away from a 'Bring Your Own Device' policy to ensure all students have equitable access to technology at school. Senior Executive continue to work with Faculty Heads to supply the school with the most up-to-date equipment and technology so that all students are able to achieve the desired academic outcomes. The aesthetics of the school continue to improve to ensure the students have an appealing learning environment. This has included the painting of classrooms, the replacement of aging equipment and the supply of shade areas and colourful and appealing seating areas. Outdoor learning areas have been created and continue to be planned for the future with a specialist senior learning room created to allow students to network, study and work under supervision during their untimetabled periods. The school continues to improve academically through its results in the HSC and in NAPLAN. Staff are undertaking targeted professional learning in areas such as literacy, numeracy and classroom management strategies. The move towards improving learning areas, professional learning of staff and the upgrade of equipment across the school is contributing towards academic improvement.

School vision

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

School context

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

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

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

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

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

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

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. 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>

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Professional learning: \$11,000.00

Summary of progress

Staff have undertaken professional learning on explicit literacy and numeracy teaching. Staff are assessing existing practices and implementing evidence based practices into their teaching and learning programs. NAPLAN, Best Start, HSC, Minimum Standards, internal assessment tasks have been analysed to identify student literacy and numeracy needs. Planning for 2023 has focused on implementing evidence based practices to target student literacy and numeracy, with ongoing PL to support teachers to deliver explicit teaching of literacy and numeracy. In NAPLAN 9 Reading, we are on track to meet our targets for the top two bands. For NAPLAN 9 Numeracy data showing an upwards trajectory towards the top two bands target. For expected growth, we are working towards meeting students expected growth in reading and numeracy for 2023. At the beginning of 2022 and the end of 2022, we have engaged in annual reflection of our HSC performance, aiming to continue successful practices.

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 net growth of 5.2% in NAPLAN Reading for Year 9 students, as measured by growth in top 2 bands.	In NAPLAN 9 Reading, we are on track to meet our targets for the top two bands.
A net growth of 2.2% in NAPLAN Numeracy for Year 9 students, as measured by growth in top 2 bands.	NAPLAN 9 Numeracy data is showing an upwards trajectory towards the top two bands target. Due to no NAPLAN in 2020 for Year 7, there is no expected growth data for Year 9 2022 to inform the effectiveness of the interventions.
An increase of 4.1% of students achieving HSC course results in the top 2 bands	2021 HSC results exceeded targets. 2022 HSC to be reviewed once published. Ongoing focus on effective practices to ensure they are sustainable for 2023 and beyond, for HSC.
An increase of 6.9% of students achieving HSC course results in the top 3 bands	2021 HSC results exceeded targets. 2022 HSC to be reviewed once published. Ongoing focus on effective practices to ensure they are sustainable for 2023 and beyond, for HSC.
NAPLAN results and Check-in results are trending upwards towards 2023 target.	Due to no NAPLAN in 2020 for Year 7, there is no expected growth data for Year 9 2022 to inform the effectiveness of the interventions. No check-in results available at this stage.
NAPLAN results and Check-in results are trending upwards towards 2023 target.	Due to no NAPLAN in 2020 for Year 7, there is no expected growth data for Year 9 2022 to inform the effectiveness of the interventions. No Check-in results are available at this stage.
Ongoing professional development as	HSC High Leverage strategies undertaken by staff across different faculties.

per PL plan	Literacy and Numeracy PLs delivered. HSC RAP analysis completed at the beginning of this year and 2022 HSC results will be reviewed once they are released.
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Strategic Direction 2: Wellbeing, Engagement and Belonging at BBHS

Purpose

All students at Blacktown Boys High School will be known, valued and cared for.

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.

- A planned approach to wellbeing
- Monitor student wellbeing to target specific areas of need and inform wellbeing initiatives.
- Strengthen student transitions and community engagement.
- Engage Primary Feeder Schools

Resources allocated to this strategic direction

Professional learning: \$35,000.00

Student support officer (SSO): \$96,058.00

Summary of progress

In 2022, the majority of annual progress measures for Strategic Direction 2: Wellbeing, Engagement and Belonging , have been achieved.

Data has been utilised by the Wellbeing Team and school executive to ensure that wellbeing programs explicitly target student needs and improvement in measures for Student Sense of Belonging. Year Advisers held regular meetings with their student cohorts to encourage improved social connection and wellbeing. These meetings provided opportunity for students to connect with their peers and teachers, and target improved social wellbeing.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the proportion of students attending >90% of the time.	Currently student attendance is 86.6%, which is slightly higher than the DoE State average and SSSG average. The proportion of students attending >90% of the time is 60.7%, which is 9.3% higher than the network average and 8.8% higher than statistically similar school groups.
Deputy Principal to lead restructure of Wellbeing Team and all aspects of School Wellbeing policy. 'Learn to Live' program implemented providing time for students to develop wellbeing skills and understanding of the need to enhance personal wellbeing for personal growth and academic achievement.	In 2022, all students in Stage 4 and 5 received 1 hour per cycle of wellbeing development and support through participation in the 'Learn to Live' program. The Wellbeing Team implemented this program to provide students with the skills to become more resilient, establish high expectations for learning and develop their physical, social and emotional wellbeing. The Wellbeing Team has evaluated student and staff feedback data. This indicates that this initiative has been successful in achieving the desired outcomes and the program will continue in 2023. Year Advisors will provide additional guidance to staff delivering Learn to Live lessons to improve the goal setting practices for students.
A 3 year Action Plan has been implemented in partnership with Real Schools.	A 3-year action plan has been developed with Real Schools. Staff have participated in professional learning around use of language to build effective student - teacher relationships, parents have participated in an engagement session to build understanding of restorative practice and school leaders have had leadership mentoring with an expert facilitator. Data collected from a staff competence and confidence survey demonstrates that the majority of staff are competent in use of restorative language in the classroom.

Wellbeing team to investigate advocacy programs to build a positive learning environment focussed on positive student - teacher relationships across the school (eg: student -teacher mentoring programs, transitions)	Across the school initiatives such as Men's Health Day, Year 12 student / teacher mentoring program and the Learn to Live Program, have been implemented to ensure students are consistently provided with teacher encouragement and have somewhere to turn when they need advice. Student survey data has indicated the success of these programs has led to increased advocacy.
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Purpose

Establishment of Professional Learning Communities (PLCs) to lead delivery of evidence based, high quality teaching and learning that drives student improvement.

Initiatives

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

- Explicit Teaching and Feedback informs student learning.
- HPGE Policy Implementation
- Collaborative practice, shared expertise and innovative teaching

Resources allocated to this strategic direction

Professional learning: \$27,000.00

Summary of progress

In 2022 progress measures for Strategic Direction 3 - Delivery of high quality teaching and learning have been achieved. Staff have participated in professional learning to ensure that explicit teaching and feedback informs student learning and an eight step planned approach has been developed to ensure that the specific learning needs of all high potential, gifted and highly gifted students are being recognised and catered for in classroom teaching.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
School wide professional learning builds capacity for staff to deliver 'explicit Teaching' so students know why they are learning something, can connect concepts across different aspects of their life and understand what success looks like.	All staff have participated in professional learning including completing CESE 'What works Best' to develop their understanding of the most effective evidence based teaching methods and how to implement these into classroom practice. The school's partnership with Real Schools has built the capacity for staff to develop a common language informing explicit teaching of behavioural expectations underpinned by restorative practice. This whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities.
There is evidence that school wide student feedback is elicited by teachers and informs their teaching.	Ongoing monitoring of Stage 4,5 & 6 programs demonstrate teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.
Formation of three key teams aligned to SIP strategic directions, with the purpose of staff collaborating to implement initiatives and achieve improvement measures.	All staff are members of one of three Strategic Action Teams who meet regularly to determine and implement the activities for each initiative required for the achievement of the annual progress measure aligned to the current Strategic Improvement Plan.
2 Day HPGE Leaders course undertaken by 3 leader staff 2 main HPGE Policy statement points of focus identified 1.6 and 1.2 Step 1: Identify aims, intentions and create 8 step planned approach for implementation	School leaders have completed the High Potential and Gifted Education Policy (HPGE) Orientation entree, HPGE Leaders online Course Day 1 and Day 2.. This has resulted in development of an 8 step planned approach which will build capacity for teachers to assess, identify and meet the specific learning needs of all high potential, gifted and highly gifted students.

School Executive undertake an annual review of HSC results and use this data to inform SIP improvement measures and staff professional learning directions. There is a focus on using data for identifying and supporting under performing students, attendance and engagement, improved teaching practices, assessment and feedback and appropriate student support for subject selection.

Executive analysed and evaluated a range of school data sources with a focus on HSC data. These results formed the basis of an Executive Think Tank aimed at driving student improvement with a focus on increasing the future number of students achieving in the top three and two Bands of the HSC..

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$570.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • EALD orientation program • Educational resource and wellbeing support <p>The allocation of this funding has resulted in the following impact: Provision of equitable learning opportunity and learning support for refugee students.</p> <p>After evaluation, the next steps to support our students will be: Continue to strengthen refugee support initiatives in the school.</p>
<p>Integration funding support</p> <p>\$13,010.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Blacktown Boys High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: Students with specific learning needs have been supported in the classroom to assist in attainment of academic and wellbeing goals.</p> <p>After evaluation, the next steps to support our students will be: Staffing release for targeted professional learning around supporting students who have high-level learning needs.</p>
<p>Socio-economic background</p> <p>\$64,381.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Blacktown Boys High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • professional development of staff through 'Articulate' to support student learning. • employment of additional staff (SLSO's) to support students with specific learning needs. <p>The allocation of this funding has resulted in the following impact: Socioeconomic funding has been successfully utilised to support equitable</p>

<p>Socio-economic background</p> <p>\$64,381.00</p>	<p>student learning.</p> <p>After evaluation, the next steps to support our students will be: Continue to ensure that learning is equitable and inclusive for all students.</p>
<p>Aboriginal background</p> <p>\$750.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Blacktown Boys High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: Increased community consultation and engagement to support the development of cultural competency for staff and students.</p> <p>After evaluation, the next steps to support our students will be: Further professional development to foster increased capacity for staff to deliver effective aboriginal education programs to students.</p>
<p>English language proficiency</p> <p>\$183,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Blacktown Boys High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • employment of additional staff to support delivery of targeted initiatives • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in the following impact: Additional EAL/D support in the classroom has assisted with lesson differentiation for students identified in the beginning and emerging phases.</p> <p>After evaluation, the next steps to support our students will be: Provision of additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds.</p>
<p>Low level adjustment for disability</p> <p>\$219,921.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Blacktown Boys High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting

<p>Low level adjustment for disability</p> <p>\$219,921.00</p>	<p>The allocation of this funding has resulted in the following impact: Engaged specialist staff have collaborated with classroom teachers to build capability in meeting the literacy needs of identified students.</p> <p>After evaluation, the next steps to support our students will be: Continue to engage SLSO's and other specialist staff for provision of support to students identified as having specialist learning needs.</p>
<p>Professional learning</p> <p>\$73,000.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Blacktown Boys High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit and Targeted Literacy Teaching • Explicit and Targeted Numeracy Teaching • A planned approach to wellbeing • Explicit Teaching and Feedback informs student learning. • Stage 6 Attainment • HPGE Policy Implementation <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff professional learning on secondary numeracy • Staff professional learning on use of High Leverage Strategies to inform literacy teaching practices <p>The allocation of this funding has resulted in the following impact: Increased capacity for staff to implement evidence based, quality classroom teaching.</p> <p>After evaluation, the next steps to support our students will be: Continue to allocate professional learning funds for teacher capacity building and attainment of school strategic improvement plan initiatives.</p>
<p>COVID ILSP</p> <p>\$145,645.11</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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in the following impact: A teacher was employed to assist students with their literacy and numeracy by targeting students in small groups. Assistance was also provided to help with completion of HSC Minimum standards and subsequently, 100% of Year 12 students and 97% of Year11 students have completed their HSC minimum standards.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide targeted, explicit instruction for student groups in literacy/numeracy.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Blacktown Boys High School</p>

<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A planned approach to wellbeing <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Employment of a full-time Student Support Officer. <p>The allocation of this funding has resulted in the following impact: Throughout 2022 the SSO has been utilised to support the implementation of the school's whole-of-school approach to wellbeing, helping students develop social and emotional skills through targeted strengths-based programs and strategies that build resilience, coping skills and positive relationships. These programs have included a school breakfast club, chess club, art club, movie club, weekly sporting competitions such as cricket and basketball and an African cultural support program (AYI) for students from an African background. The SSO has also worked collaboratively with external and other government agencies to engage speakers for the school's Learn to Live curriculum program and to support students and their families.</p> <p>After evaluation, the next steps to support our students will be: To continue to explore and implement new strategies that improve the wellbeing of students.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	652	715	762	821
Girls	0	0	0	0

Student attendance profile

School				
Year	2019	2020	2021	2022
7	92.4	89.1	94.7	90.1
8	93.3	88.9	89.5	87.4
9	91.7	88.7	89.4	85.5
10	89.3	87.4	90.6	85.1
11	84.6	83.1	89.5	83.3
12	87.7	88.1	83.5	87.8
All Years	90.7	87.8	90.1	86.8
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

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	4	2	18
TAFE entry	0	0	8
University Entry	0	0	74
Other	0	0	0
Unknown	1	0	0

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Blacktown Boys High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

96.5% of all Year 12 students at Blacktown Boys 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)	9
Classroom Teacher(s)	43.5
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	1.2
School Counsellor	2
School Administration and Support Staff	15.08
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	2,010,581
Revenue	10,709,821
Appropriation	10,506,370
Sale of Goods and Services	15,931
Grants and contributions	166,351
Investment income	17,777
Other revenue	3,393
Expenses	-10,432,180
Employee related	-8,618,556
Operating expenses	-1,813,624
Surplus / deficit for the year	277,641
Closing Balance	2,288,222

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	13,842
Equity Total	481,347
Equity - Aboriginal	8,320
Equity - Socio-economic	101,445
Equity - Language	184,216
Equity - Disability	187,366
Base Total	8,730,326
Base - Per Capita	197,014
Base - Location	0
Base - Other	8,533,312
Other Total	685,124
Grand Total	9,910,639

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

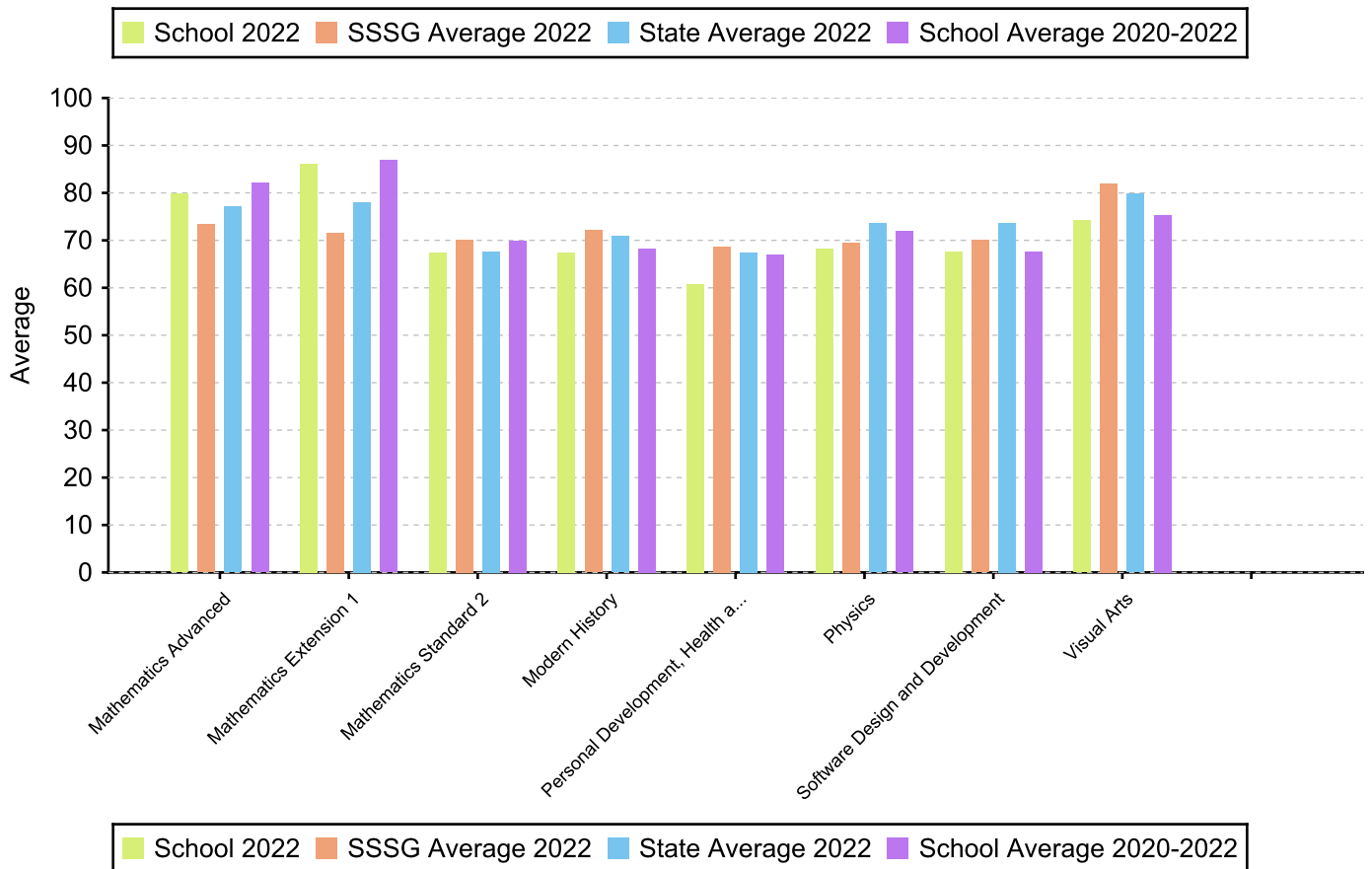
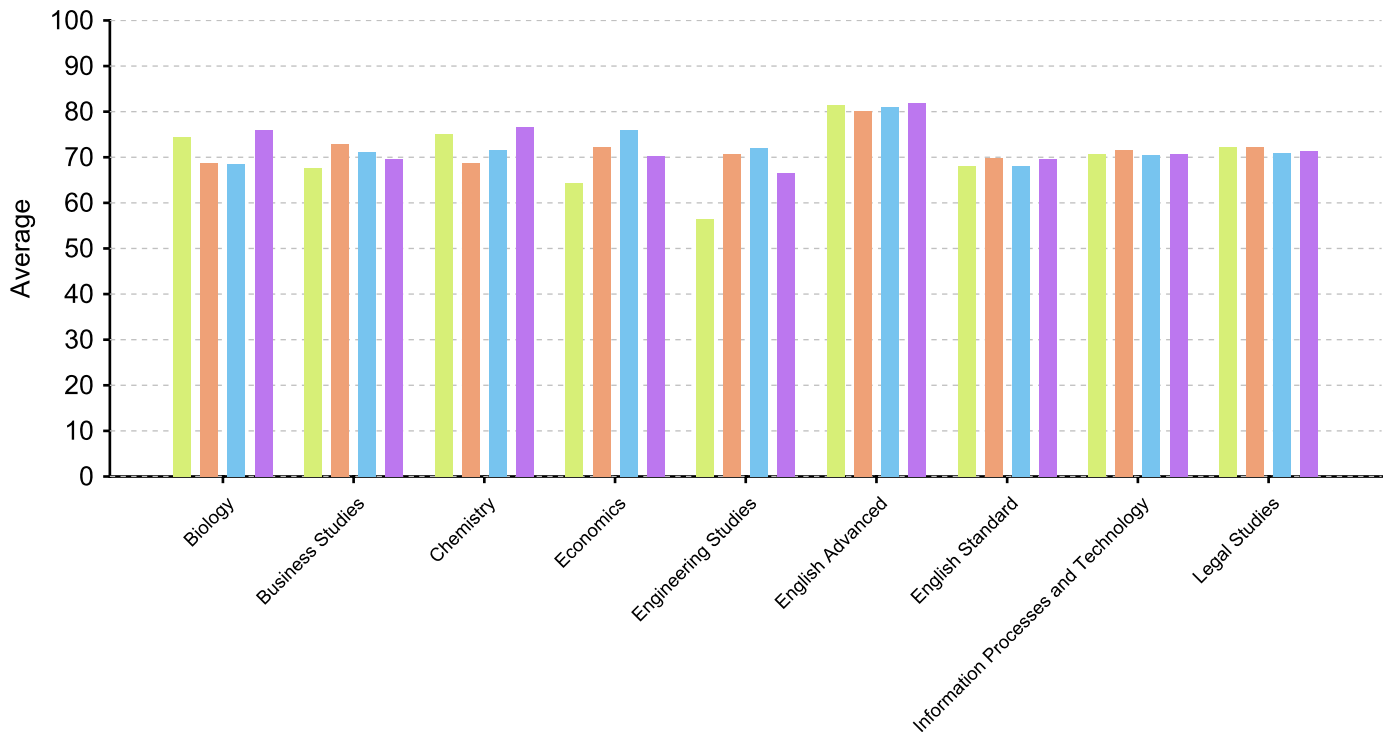
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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
Biology	74.5	68.8	68.5	75.9
Business Studies	67.6	72.9	71.2	69.5
Chemistry	75.2	68.7	71.7	76.6
Economics	64.4	72.3	76.0	70.4
Engineering Studies	56.4	70.7	72.0	66.6
English Advanced	81.5	80.1	81.0	81.9
English Standard	68.0	69.8	68.1	69.6
Information Processes and Technology	70.7	71.6	70.5	70.8
Legal Studies	72.3	72.3	70.8	71.4
Mathematics Advanced	79.8	73.4	77.1	82.1
Mathematics Extension 1	86.1	71.6	78.0	86.9
Mathematics Standard 2	67.4	70.2	67.6	70.0
Modern History	67.4	72.1	70.9	68.3
Personal Development, Health and Physical Education	60.8	68.7	67.5	67.0
Physics	68.2	69.5	73.5	71.9
Software Design and Development	67.7	70.0	73.7	67.7
Visual Arts	74.2	82.0	79.8	75.4

Parent/caregiver, student, teacher satisfaction

In 2022, Blacktown Boys High School sought the opinions of parents, caregivers, staff and students through the 'Tell Them From Me' survey.

Parent results from the 'Partners in Learning' Parent survey report indicated parents feel the school strongly supports student learning in an inclusive and safe environment where children are encouraged to do their best and high expectations for success are the norm. 82% of respondents agree that the school's communication with parents is satisfactory. Parents believe the school supports positive behaviour, with scores for 'children understanding school rules ' being 8.3/10 and 'the school preventing bullying' being 7.3/10.

Staff results indicated 83% of teachers agree or strongly agree that Blacktown Boys High school is a culturally safe place for all students. The strategic vision and values of the school are clearly understood by all teachers and school leaders are leading improvement and change.

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.