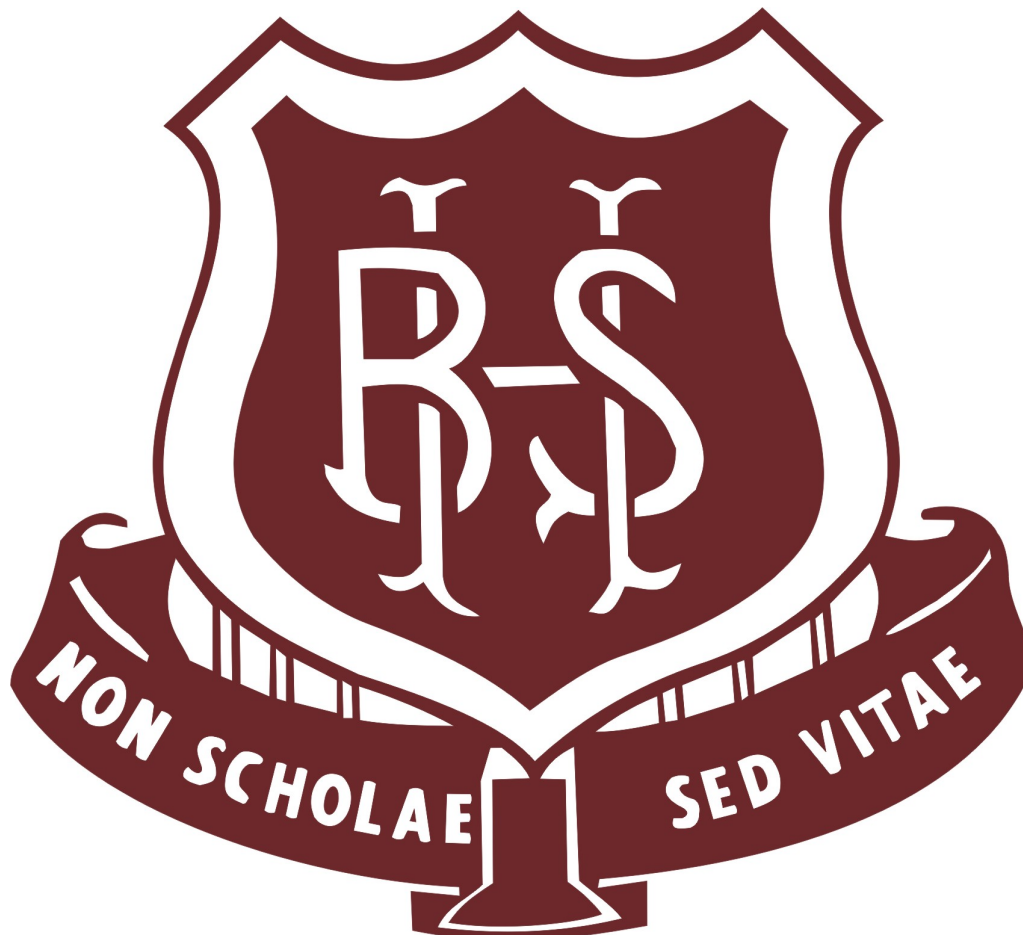


# 2022 Annual Report

## Blayney High School



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# Introduction

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

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

## School contact details

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Blayney High School

Water St

Blayney, 2799

<https://blayney-h.schools.nsw.gov.au>

[blayney-h.school@det.nsw.edu.au](mailto:blayney-h.school@det.nsw.edu.au)

6368 2100

## School vision

### Grow, Lead, Contribute

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

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

## School context

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

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

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

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

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

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

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

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

## Self-assessment and school achievement

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

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

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

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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

- Explicit Teaching
- Data Informed Practice

### Resources allocated to this strategic direction

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**Professional learning:** \$20,000.00

### Summary of progress

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Blayney High School identified key focus areas in literacy (vocabulary) and numeracy (measurement and geometry) in 2022. Baseline data was established for both focus areas by way of a pretest at the beginning of the year. The Literacy and Numeracy teams then spent time engaging in professional learning and used the resources available from the Department of Education to develop a collective understanding among all staff. Resources related to vocabulary as well as measurement and geometry were collated into specific resource hubs for each faculty and head teachers led a process of integrating these resources and strategies into teaching and learning programs. Post testing was conducted throughout the year to assess progress. As a result of the literacy and numeracy strategies implemented, staff reported regular use of collated resources and increased levels of collaboration, integrating vocabulary strategies into teaching and learning programs. Likewise, the use of numeracy resources and collaboration and integration of measurement and geometry into teaching and learning programs was realised, as well as increased student achievement from the baseline data that was collected.

The HSC Team engaged in comprehensive data analysis to identify courses that were achieving above state average to identify elements of quality practice that led to these results. Professional learning took place with all staff on data analysis, assessment, and question deconstruction to establish consistent learning protocols for the HSC. Student voice was also used to determine specific cohort needs that could be integrated to support achievement. Addressing the needs of the specific HSC cohort, combined with the development of successful teaching and learning strategies for HSC courses created an environment where teachers and students felt confident. This strategy was effective, seeing Blayney High School recognised as a top performing school for the percentage of students achieving Band 5 and 6 results.

In 2022, Blayney High School employed an Aboriginal Education Support Teacher to support First Nations students in the areas of literacy and numeracy development, engagement and wellbeing. In addition to this, the Aboriginal Education Team led whole school professional learning on Department of Education Aboriginal Education policies to promote whole staff understanding of the need to address the inequalities in educational outcomes for Aboriginal students as well as an increased understanding of Aboriginal histories and cultures. Additionally, Blayney High School increased their engagement in networks related to Aboriginal education, including attendance at Senior and Junior AECG Meetings, connections with the ARCO and organising regular opportunities for students to work with the Orange Local Aboriginal Lands Council around cultural connection, pathways and career development. Aboriginal protocols and cultural spaces were also highlighted as areas of achievement with Acknowledgement of Country being delivered, in language, at all staff, student and community events.

#### Next steps:

- Engage with literacy and numeracy data to determine appropriate focus areas for 2023.
- Utilise Department of Education resources on the Universal Resources Hub to determine activities for literacy and numeracy focus areas in 2023.
- Engage staff in literacy and numeracy professional learning.
- Connect with the Department of Education HSC Strategy to engage staff in state wide professional learning.
- Continue to build relationships with the local Aboriginal community to grow cultural awareness and support Aboriginal student achievement and attainment.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the number of students achieving the top 2 bands in NAPLAN reading to at or above the lower bound system-negotiated target of 17.5%.	2022 NAPLAN data indicates 15% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 2.7% .
Increase the number of students achieving the top 2 bands in NAPLAN numeracy to at or above the lower bound system-negotiated target of 17.7%.	2022 NAPLAN data indicates 7.14% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target.
Student growth in <b>Reading</b> is continuing to trend higher and is tracking above the lower bound trajectory.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Student growth in Numeracy is continuing to trend higher and is tracking above the lower bound trajectory.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the percentage of HSC course results in top 2 bands to the lower bound system-negotiated target of 20.7% or above.	2022 HSC data indicates 28.24% of students attained results in the top two bands indicating achievement beyond the system negotiated target by 2.54%
Increase the percentage of Aboriginal students achieving top 2 NAPLAN bands in reading and numeracy.	NAPLAN Data for this improvement measure is unavailable for 2022.
Increased percentage of Aboriginal students remaining enrolled until the end of the HSC.	HSC Data for this improvement measure is unavailable for 2022.
Increase the percentage of Aboriginal students achieving top 2 NAPLAN bands in reading and numeracy.	NAPLAN Data for this improvement measure is unavailable for 2022.

## Strategic Direction 2: Educational Leadership

### Purpose

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

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

### Initiatives

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

- Collaboration
- Professional Learning

### Resources allocated to this strategic direction

**Professional learning:** \$15,000.00

### Summary of progress

Throughout 2022, data was collected from staff gauging their interest in seeking higher levels of teacher accreditation in the form of a survey. Once a group of interested teachers were identified, these staff participated in a number of professional learning opportunities through established networks to learn about the process of apply for Highly Accomplished and Lead levels of accreditation. Initial planning also took place to look at resourcing this initiative, allocating finances to support staff by providing professional learning time collaboration within and external to the school to ensure meaningful engagement in the process. These activities were beneficial as they allowed staff to develop a deeper understanding of the processes involved in pursuing higher levels of accreditation and how this will benefit their teaching practice.

Next steps:

- Investigate and utilise Department of Education personnel to run further professional learning with staff.
- Continue to develop a structure for staff to begin applying for higher levels of accreditation and a structure where staff can collaborate and support each other in the process.
- Expand the Educational Leadership strategic direction to also focus on internal school leadership, focusing on development of aspiring leaders and middle leaders.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
An Aspiring Leadership program has been implemented and staff have nominated for this program with the aim to achieve a higher level of accreditation (HA or LEAD)	Throughout 2022, teachers interested in pursuing higher levels of accreditation were identified and engaged in professional learning to familiarise themselves with the process and how this relates to improving their leadership and teaching practice.
SEF assessment indicates improvement in educational leadership through the SEF themes of Instructional leadership and high expectations culture to working beyond delivering.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of educational leadership, specifically the themes of instructional leadership and high expectations.
Peer observation extends to include feedback on assessment tasks.	Throughout 2022, faculties engaged in processes to evaluate and reflect on assessment practices. Head Teachers modeled this feedback by providing feedback on task structure, accessibility, congruence with marking rubrics and feedback provided to students.

## Strategic Direction 3: Connect and Contribute

### Purpose

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

### Initiatives

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

- Community connections
- Engagement and Wellbeing

### Resources allocated to this strategic direction

**Location:** \$4,000.00

### Summary of progress

Throughout 2022, Blayney High School invested significant time into reviewing and updating the school's attendance procedures. This led to a multi-faceted approach to encourage regular attendance. A data wall was established to visually track individual student attendance and to identify those students who required more intensive case management and improved processes were established to engage the Home School Liaison Officer (HSLO). The Student Representative Council (SRC) developed a set of attendance encouragement posters and through student voice, regularly promoted attendance. Positive recognition was built into attendance procedures to encourage students to improve and maintain their attendance. The school introduced SMS notifications to parents, encouraging explanations for student absence as well as communication to families through social and electronic media explaining the benefits of regular school attendance. Additionally, processes were implemented to support staff, promoting regular and accurate roll marking as data completeness had previously been identified as an area of development. While the school did not participate in the Tell Them from Me Surveys in 2022 to ascertain measures of student wellbeing that may impact on attendance, data was collected around student engagement. Through a student survey, student reports of engagement were compared with staff observations which allowed initial planning to take place around engaging students in the classroom.

In relation to attendance, updating processes allowed key roles to be identified and responsibilities to be allocated. However, these processes were not shared widely among all staff to develop a collective understanding of the key priority areas. Likewise, throughout the year, absences of both students and staff related to COVID-19, meant that established processes had to be adapted throughout the year, which led to inconsistencies about how the school based procedures were applied. Likewise, as the professional learning structure evolved over the course of the year, teams who were working on these initiatives found that they did not have the opportunity to fully engage and develop staff.

Next steps:

- Relaunch school based attendance procedures with all staff throughout 2023.
- Ensure key roles and responsibilities around attendance are established and are in place.
- Work with key Department of Education staff around attendance, developing strategies to support student attendance at a universal, targeted and individual level.
- Engage in the Tell Them from Me surveys to collect data around student wellbeing.
- Utilise documents such as What Works Best to determine activities to support attendance and wellbeing in 2023.

### 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
Percentage of students reporting Expectations for Success, Advocacy and Sense of Belonging at school has	Student achievement data is unavailable for this progress measure in 2022.



increased from 2021 comparative to SSSG.	
Increased percentage of students attending school more than 90% of the time by 2.9% or higher from the system-set baseline figure of 70.93%.	The number of students attending school 90% of the time or more has decreased.
SEF assessment indicates improvement in learning culture through the SEF theme of high expectations to beyond delivering.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of learning culture, specially the theme of high expectations.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$148,733.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Blayney High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Providing students a support person when needed, ensured appropriate case management and aided transition from mainstream to support. Anxiety issues have been reduced and become more manageable and foster a strong line of communication.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Professional learning for SLSOs in identified areas. such as students with ODD and development of additional teachers to complete Access Requests to assist in securing targeted support for identified students.</p>
<p>Socio-economic background</p> <p>\$208,853.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Blayney High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support additional curriculum program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased opportunities for student learning across the curriculum. In particular, increased subject offering in Stage 6, leading to broader opportunities for students in their transition from school to university, TAFE, apprenticeships/trainee-ships and employment.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to employ additional staff in 2023 to support increased curriculum offerings.</p>
<p>Aboriginal background</p> <p>\$22,984.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Blayney High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading</b></p>

<p>Aboriginal background</p> <p>\$22,984.00</p>	<p><b>include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Individualised growth for students in identified areas of need, including, literacy, numeracy, assessment task completion as well as social and wellbeing outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to employ a 0.2 tutor to support Aboriginal Education initiatives across the school.</p>
<p>English language proficiency</p> <p>\$5,115.52</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Blayney High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students identified as requiring English language proficiency support received additional SLSO time within their class, leading to increased access to the curriculum and growth demonstrated through informal and formal assessment.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to increase SLSO allocation for students requiring English language proficiency support.</p>
<p>Low level adjustment for disability</p> <p>\$194,184.30</p>	<p>Low level adjustment for disability equity loading provides support for students at Blayney High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy and numeracy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> An increase in the school's 7-9 value-add NAPLAN results sustaining a positive 4 year trend. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Further expand the impact of the Learning Support Team. The school will provide additional support for identified students through the employment of trained SLSOs.</p>

<p>Location</p> <p>\$18,987.40</p>	<p>The location funding allocation is provided to Blayney High School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Engagement and Wellbeing</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• incursion expenses</li> <li>• subsidising student excursions to enable all students to participate</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Excursions have been subsidised to bring prices down for families allowing all students to have equitable access.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Student assistance will be available in 2023, the process will be evaluated and funds strategically allocated to students/areas of need throughout the year. This includes equitable access to the curriculum and extra-curricular opportunities as well as incentives focused on school priority areas such as attendance.</p>
<p>Professional learning</p> <p>\$52,053.54</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 Blayney High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching</li> <li>• Collaboration</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• release time provided for teachers involved in the Literacy team to engage in professional learning and develop resource hubs for each faculty</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased staff awareness of the areas of development for literacy across the school as well as professional learning around implementing vocabulary strategies across each key learning area.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued evaluation of key data sets, including NAPLAN and Check-In to determine core priorities for literacy development. This will be complimented by appropriate whole school professional learning and release time for staff to be able to implement and evaluate strategies as a result of this professional learning.</p>
<p>COVID ILSP</p> <p>\$143,960.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• employing/releasing teaching staff to support the administration of the</li> </ul>

<p>COVID ILSP</p> <p>\$143,960.00</p>	<p>program</p> <ul style="list-style-type: none"> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> A strong program of intensive, individualised literacy and numeracy support being implemented at Blayney High School, leading to students achieving growth in identified literacy and numeracy areas of need.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Strategically deploy funds on staffing to continue the COVID ILSP program in 2023.</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 Blayney High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of a dedicated Student Support Officer</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> A number of initiatives were implemented by the Student Support Officer throughout 2022, targeted to identified wellbeing outcomes. Such programs saw increased attendance, a greater sense of belonging and feelings of advocacy for targeted individuals and groups of students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Evaluations of specific programs to take place in addition to using data to identify point in time areas of need. Additionally, options will be explored in how to best utilise the Student Support Officer to support engagement in teaching and learning across the school.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	173	172	172	164
Girls	173	161	161	156

## Student attendance profile

School				
Year	2019	2020	2021	2022
7	91.8	93.2	87.4	81.1
8	89.1	90.7	89.2	78.7
9	88.6	89.1	82.0	81.3
10	90.2	87.8	82.9	69.5
11	90.3	92.2	86.0	75.5
12	86.2	92.5	87.5	84.9
All Years	89.4	90.8	85.6	78.0
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

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

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

## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	4	2	28.5
TAFE entry	16	4	28.5
University Entry	0	0	43
Other	2	0	0
Unknown	0	2	0

## Year 12 students undertaking vocational or trade training

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54.17% of Year 12 students at Blayney High School undertook vocational education and training in 2022.

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

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100% of all Year 12 students at Blayney 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)	1
Head Teacher(s)	6
Classroom Teacher(s)	24.2
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	11.58
Other Positions	1

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	546,160
<b>Revenue</b>	6,936,513
Appropriation	6,758,213
Sale of Goods and Services	3,314
Grants and contributions	169,458
Investment income	5,328
Other revenue	200
<b>Expenses</b>	-6,814,185
Employee related	-6,097,414
Operating expenses	-716,772
<b>Surplus / deficit for the year</b>	122,328
<b>Closing Balance</b>	668,488

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

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	148,733
<b>Equity Total</b>	441,394
Equity - Aboriginal	23,043
Equity - Socio-economic	219,051
Equity - Language	5,116
Equity - Disability	194,185
<b>Base Total</b>	5,377,780
Base - Per Capita	88,170
Base - Location	20,487
Base - Other	5,269,123
<b>Other Total</b>	461,159
<b>Grand Total</b>	6,429,066

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

## School performance - NAPLAN

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

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

## 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.

## Parent/caregiver, student, teacher satisfaction

A significant proportion of students completed the Tell Them from Me Survey's in 2022. The 2022 data from this survey's revealed that student responses sat below the state mean in the key areas of Expectations for Success and Sense of Belonging. In line with Blayney High School's Strategic Improvement Plan's Strategic Direction 3, Connect and Contribute, attendance, wellbeing and engagement will be a continued school focus throughout 2023. Additional feedback from Tell Them from Me will be used in broader school planning as we determine our core activities for the 2023 Strategic Improvement Plan.

Feedback from the school's P&C continues to focus on improved communication with parents and community around the elements of school operations and learning. Already, improvements have been noted by the P&C around celebrating student success. In 2023, the focus of improved communication will be to streamline our use of online communication platforms which include email communication to parents, the use of social media and notifications through the school's Sentral Parent Portal. Our school's parent body has also provided feedback around school facilities and infrastructure. In partnership with the P&C, the school is currently working with School Infrastructure NSW to upgrade and improve outdoor learning areas and make improvements to the school grounds to create a safe and inviting space for students, staff and the broader community.

Staff feedback is also regularly sought. Throughout 2022, evaluation was undertaken to determine key focus areas for 2023 relating to the school's Strategic Improvement Plan. Such evaluation, along with feedback from staff focus groups has identified the need to update a range of processes and procedures to support student learning and to drive improvements in teaching and learning. This includes an evaluation and update of the school's Behaviour Management, Attendance and Learning Support Procedures. Likewise, staff will engage in professional learning to assist in their preparation for a range of curriculum reforms which are set to be in place for 2024.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.