

2023 Annual Report

Blakehurst High School



8236

Introduction

The Annual Report for 2023 is provided to the community of Blakehurst High School as an account of the school's operations and achievements throughout the year.

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

School contact details

Blakehurst High School
270A Woniara Rd
Blakehurst, 2221
<https://blakehurst-h.schools.nsw.gov.au>
blakehurst-h.school@det.nsw.edu.au
9546 3281

Message from the principal

At Blakehurst high school, our unwavering mission is to empower our students to become not just learners, but critical thinkers and advocates of diversity.

We strive to instil in our students the capacity to create positive change in their world.

Reflecting on the year that has been, 2023 stands as a testament to our school community's resilience and growth. In what was considered a year of "normality", we have fortified our commitment to progressive, forward thinking education, solidifying our school community as a flourishing educational institution.

The following are some of the noteworthy collective triumphs we achieved in 2023.

At a whole school level - Our staffs' unity in addressing staff shortages to ensure our students educational needs were met demonstrates true commitment to inspiring education.

Faculties honed their skills in implementing asynchronous blended learning methodologies, enhancing our students' vital soft skills required in our ever-evolving world.

The department's high potential gifted education policy remained a focal point, with project-based learning embedded in stage 4 program and assessments. This has prompted staff to collaboratively enhance each other skill sets, showcasing our students work on our school's social media platforms. Staff synthesised and shared internal and external student data to refine our teaching practises. This led to the implementation of pedagogical strategies like ALARM a cognitive scaffold for writing and and paragraph scaffold for TEEL (Topic sentence, Explain, Evidence, Linking Sentence) across all key learning areas and stages. Moreover, our partnership with the student online learning platform, ATOMI and the introduction of the Restorative Reflection room reflect our commitment to innovative education practises. Additionally, the reinforced implementation of the Bring Your Own device policy and the prohibition of mobile phone and ear pod use during school hours have fostered a more focused learning environment at Blakehurst High School. In terms of teacher professional development our focus on High Impact Professional Learning centred on, High School Certificate (HSC) High Leverage Strategies, Curriculum reform, Leadership Identification and support and workshops for beginning and early career teachers, drove teacher empowerment and student success.

On the academic front - Impressively 72% of our Year 12 cohort has secured early entry university offers across various disciplines including Pre Med, Engineering, Science, Law, Psychology, Business, Education, Project Management, Media and Communication, Nursing and Archaeology. Our students have received placements in esteemed institutions like UTS, Sydney University, the university of NSW and Macquarie University among others. We've celebrated students' excellence in design and technology with works nominated by National Education Standards Authority for exhibition at the HSC showcase SHAPE along with HSC Visual Arts pieces selected for display at Hazelhurst gallery. Additionally, students have successfully secured apprenticeships and traineeships showcasing the diverse talents. Our year 12 student Hanah Watson was honoured with a highly competitive excellence award in hospitality. We eagerly anticipate the forthcoming HSC results on the 14th, to celebrate our students high Australian Tertiary Administration Rank (ATAR)

achievements and the varied successes across Year 12, which we will proudly showcase on our social media platforms. Examples abound of our students intellectual aptitude, evident in their outstanding performance in external International Competotion and Assessments for Schools (ICAS) examinations across core subjects with many achieving credit, distinctions and high distinctions. Notably Andrea Hredzac of year 9 ranked in the nations top 1% of students in the Geography exam. Indeed, our students have excelled across all areas of the curriculum, demonstrating strength in Creative Arts, Sciences, Humanities Practical subjects, Languages, Mathematics and English.

In the public and social spheres - Our staff and student's prowess in innovation and technology garnered public attention on the channel 9 news and the Saint George Leader, spotlighting our Industrial Arts faculty success in piloting the new computing syllabi, which showcased prominently on television. Moreover, our students have participated in debating, public speaking competitions, the Saint George Dance Eistefodd and the Mock UN assembly, further enhancing both individual and collective school pride while nurturing leadership skills. Continued engagement in student LED initiatives, like delivering " I Say " speeches at school assemblies has empowered our students to voice their beliefs, influence peers, and fortify our school's cultural ethos. Furthermore, our diverse range of student clubs and groups, including the Environmental team, Research club, Book club, Visual arts, Chess, club drama clubs and Dance group have served as vibrant hubs fostering belonging and student growth. I extend my gratitude to the staff and students who have nurtured these endeavours. Our commitment to empowering students across all stages is evident through various activities, such as Study Skills workshops, White Card training, Girls in Trade workshops, and career related incursions an excursions aligned with universities and a highly successful annual Careers Expo open to both stages 5 and 6. Nurturing creative passions and talents have been a priority, evident through our successful whole school production of Wonderland, Alice's rock adventures, our annual music night and student participation in the In-concert choir at the Sydney Town Hall. Similarly, faculty specific experiences such as Shakespearean drama performances, languages day, university orientated gifted and talented science for junior students and Talented in mathematics student competitions where we outshone selective schools have expanded our student's horizons.

In the realm of literacy and appreciation for diverse subjects - We celebrated Book week with renowned authors Billy Dib and Phillip Quinn, sharing their insights and techniques with students. We celebrated science week with a host of engaging activities and celebrated students' aboriginal heritage with an Aboriginal artist incursion. Our student leaders under the guidance of Miss Taradilis and Mrs El Hage spearheaded impactful fundraises such as the world's greatest shave and orchestrated activities fostering inter-year group relationships, including sporting challenges and trivia competitions. It's worth mentioning the hard-fought victories of our staff against students in various tournaments, all in good spirit of course. Our school's Multicultural day was a vibrant celebration of our diversity and unity. Our student leaders, including the Student Representative Council (SRC) and prefects have actively participated in leadership conferences, camps and youth empowerment excursions showcasing their commitment to personal growth and community leadership.

Supporting student welfare and development - Our dedicated welfare team, led by our Deputies in collaboration with the Year Advisors, Student Growth team, Learning and Support Teacher, Student Support Officer, School Counsellors and Ms Grima have worked diligently to support individual student welfare needs an academic progress. Our students have actively engaged in various growth mindset and well-being initiatives, including a nutrition programme thanks to the efforts of Ms Grima and Ms Ferzis who spearheaded these programmes including our students' breakfast club.

In the realm of sports - Blakehurst High School students continue their streak of achieving excellent sporting results. Blakehurst had age champions in a number of age groups at the St George Zone swimming, cross country, and athletics carnivals. A highlight been Jovial Wang of Year 9 breaking the Boys Under 14s 50 metre Butterfly. We had multiple students achieve state level representation in Swimming, Athletics and Cross Country for Sydney East, with Jeffrey Siu of Year 7 placing 2nd in the Under 12s Boys Long Jump at the CHS Athletics Championship at Homebush. We also had a number of students represent Sydney East in the sports of basketball, tennis, squash and Hockey. Blakehurst made semi finals in the Stan Jones Tennis Competition and were Sydney East Champions in Boys Squash managed by Ms Johnson. To finish off this year we had 9 teams win their respective Summer Grade Sport competitions, with another 3 teams making the finals.

Regarding school infrastructure and development - Our school library, the Bidgigal Learning Centre continues to undergo upgrades as do our classrooms. We remain steadfast in transforming all learning spaces into technology-centric environments that cater to our students' needs. Additional outdoor furniture, and the installation of external ping pong tables have contributed significantly to providing conducive break time environments. We have made strides in planning ongoing works over the school holidays, committed to enhancing our school site to better serve our students and teachers.

This snapshot of our accomplishments underscores the embodiment of our school's mission statement.

Our resolute commitment to our core values of integrity, rigour and empathy in all that we do has culminated in Blakehurst HS being assessed through the Department's external validation process as excelling in the elements of well-being, curriculum, effective classroom practice and learning and development.

At Blakehusrt High School we embrace a shared responsibility, aspiring for improved outcomes and expanded opportunities for all students while fortifying our flourishing school community.

Message from the school community

The Parents & Citizens' Association (P&C) at Blakehurst High School comprises a dedicated group of active and enthusiastic parents. We welcome mothers, fathers, and caregivers from diverse backgrounds and appreciate the support of the parent body, school staff, and student community. In 2023, the P&C was pleased to donate approximately \$16,000 to the school. This contribution facilitated the provision of the Maths Online program to all students, as well as the funding of new representative sports jerseys for various sports teams. We were especially delighted to allocate \$1000 to the 2023 Multicultural Day, enabling the purchase of food and entertainment for the students.

As always, our school community has shown incredible generosity with both their time and financial contributions. These donations were made possible by parents contributing funds through the annual P&C levy, which are solely utilized for the benefit of our children. We transitioned our meetings to a hybrid model, allowing parents to attend P&C meetings either in person or via Zoom, and we plan to continue offering hybrid options in 2024.

It has been an honor to serve on the P&C executive alongside fellow parents. This year, we bid farewell to our President, Mr. Vasileios Gatsis, and our Treasurer, Mr. Emmanuel Gounakis. We eagerly anticipate welcoming new parents and caregivers to our meetings and executive team.

Blakehurst High School is a remarkable institution of which we, as parents and community members, should be proud. The partnership between the school and our P&C is robust and greatly benefits our children. We warmly invite parents and caregivers to join us at our meetings in 2024 to stay informed about the happenings in our school.

Deborah Bennetts P&C Vice President

Message from the students

Blakehurst High School is continuously evolving both in terms of education and its environment. Despite the statewide teacher shortage, Blakehurst is fortunate to have many dedicated teachers who actively demonstrate their care for their students' education. The diversity among the staff allows students to experience different teaching styles, enabling them to determine which best suits their individual learning preferences. The recent elimination of period zero, although challenging to adapt to initially, has ultimately provided students with more time to effectively engage in schoolwork. When students expressed a desire for more comfortable study areas, their request was granted. These new study environments are highly conducive to productivity and enjoyment. This change has empowered more students to have an active voice within the school community and address issues early on, before they become deeply entrenched and difficult to resolve. Blakehurst has instilled in its students the importance of independent thinking, both in their academic pursuits and in navigating the world around them; a valuable skill that they can carry with them beyond the school gates.

Daria Popovic Year 11 Student

School vision

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

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

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

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

School context

Blakehurst High School is a highly successful co-educational comprehensive school. The student population is approximately 1040 students, 84% coming from a non-English speaking background. We have 890 students who have English as an additional language or dialect (EAL/D), 19 Aboriginal Students and 30 International students.

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

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

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

The school's staffing entitlement is that of 71.7 teaching staff and 12.8 school administrative and support staff. There has been change with the appointment of 3 new Head Teachers in 2023 and stability in that the 8 of the Head Teachers have been leaders at Blakehurst High School an average of 20 years. There is a ratio of Higher duties to substantives of 6.49%, and a 3.9% turnover in staff. There is a ratio of 16.0% of beginning teachers to experienced teachers.

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

The school is strong in the Creative Arts, participating in regional dance ensembles, State Choir ensembles, and School Spectacular. The school holds an annual Music Open Night and holds musical performance every second year.

The majority of the school's equity funding supported initiatives developed in the 2021-2024 Strategic Improvement Plan (SIP).

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

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

Our Second Direction: Highly skilled, effective teachers, positive, productive, proactive and Independent learners, will be underpinned by focusing on research-based effective teaching practices. Further embed High Potential and Gifted Education (HPGE) will form the basis of the first initiative. This will include an emphasis on Project Based Learning (PBL) through collaborative dynamic teaching practice, foster deep engagement and improved learning outcomes. Contemporary learning pedagogy, such as Blended Learning and Project-Based Learning, will form the underpinning

methods that the High Potential and Gifted Education Policy requires.

Teachers will engage in ongoing professional learning focused on developing their skills in ongoing use of Formative Assessment as authentic feedback in their lessons to guide student learning and curriculum implementation. Consistent use of common scaffolds, explicit language, and the embedding of key EAL/D teaching strategies across Key Learning Areas (KLAs) will realise this process. There is a whole school approach to engagement in learning will lead to students further valuing their education, becoming interested and vested in their learning; becoming further aspirational and effective, self-regulated learners. These two initiatives, HPGE and Formative Assessment will support each other and be driven by the initiatives of Direction 1, by embedding the use of Data and by developing collaborative structures that enable staff to focus on these practices.

Our Third Direction: A thriving, flourishing school where there is a culture of continuous improvement will drive both Directions 1 and 2 and will drive a thriving school culture of continuous improvement. The two initiatives that will form Direction 3, are Consistent High Expectations of both students and staff, and the development of Leadership in driving the SIP Directions. This third Direction will bring into fruition Directions 1 and 2 and will consolidate active engagement of teachers as leaders of their classrooms. The will engage in developing and use of internal and external data for authentic feedback in lesson planning, collaboration across KLAs to promote consistent and comparable judgement of student learning, monitoring student progress and identifying skill gaps for improvement and extension. Therefore, establishing the necessary foundations and expertise to enhance Blakehurst High School's successes well beyond 2024 into the next phase of school planning.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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

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

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

In 2023 the school participated in External Validation (EV) cycle. On the balance judgement of the EV Panel the school was deemed excelling in the elements of curriculum, wellbeing, effective classroom practice and in learning and development. The school was deemed as sustaining and growing in the elements of: learning culture, assessment, reporting, data skills and use, professional standards, educational leadership, school planning, implementation and reporting, school resources and management practices and processes. The school will use the consultative EV process and EV panel feedback to prepare the school's 2024-2026 School Improvement Plan.

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Improvement in Reading Comprehension
- Improvement in Numeracy Measurement

Resources allocated to this strategic direction

Low level adjustment for disability
English language proficiency
Professional learning

Summary of progress

Improvement in Reading Comprehension: In 2023 all faculties consolidated the embedding of the Super Six comprehension reading strategies. Each KLA completed an exit survey on how they managed reading leading to further refinement of implementation. Each KLA embedded strategies into programs. Resources were developed and shared collaboratively within a literacy drive.

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

It is envisioned that next year there will be a deliberate focus on the explicit embedding of EAL/D comprehension and vocabulary building strategies. This is a logical and strategic direction in improving students reading, comprehension and writing.

Improvement in Numeracy Measurement: In 2023 measurement and geometric reasoning was a whole school numeracy focus. Staff were provided with school based professional learning in the application of a measurement conversion table which could be applied within all faculty curriculums. A common measurement and geometric language was developed, shared and adopted by all faculties.

Evidence of impact is seen in the embedding of a measurement conversion table within programs and units of work as indicated through out compliance checklists, the annotation of programs and student samples. Staff internal evaluations indicate that staff have clarity and feel empowered to continue to teach and engage students measurement and geometric reasoning within their non mathematics curriculum.

In 2024 the numeracy focus will be the explicit teaching of multiplicative concepts and the embedding of multiplicative tasks in all stage 4 and 5 curriculum programs.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase capacity and number of staff involved in the extrapolation and synthesis of data to inform practice and for whole-school use. Stage 4 teaching and learning programs and teaching practice demonstrates a focus on Reading Comprehension and Measurement and	Scheduled faculty meeting times that focused on the extrapolation and synthesis of data led to an increase in all staffs data usage capacity. Evidence of embedding explicit Reading and Comprehension and Measurement and Geometric Reasoning strategies within programs and units of work is indicated through out compliance checklists, the annotation of programs and student samples. Staff accessing R&N data and universal learning resources is

<p>Geometric Reasoning.</p> <p>Stage 4 coordinators across KLAS access R&N data and Universal Learning Hub Resources as demonstrated in units of work and teaching practice.</p> <p>All teachers demonstrate their practice is focused on student needs and improvement.</p>	<p>evidenced in the annotation of teaching programs and student work samples.</p> <p>The annotation of programs and modified units of work and assessments is evidence of all staffs' deliberate focus on students' needs and improvement.</p>
<p>HSC attainment</p> <p>Improvement in the percentage of HSC course results in top two bands to 40.7%.</p> <p>Improvement in the percentage of HSC course results in top three bands to 72.5%</p>	<p>28.80% of students achieved results in the top two bands, an increase of 2.2%.</p> <p>62.90% of students achieved results in the top three bands, an increase of 7.3%.</p>
<p>The proportion of year 7 and 8 students achieving Reading growth from 2022 increases by 5%</p>	<p>Check-in data indicates a reading growth from Year 7 2022 to Year 8 2023 of 3.7%.</p>
<p>The proportion of year 7 and 8 students achieving Numeracy growth in Measurement and Geometric Reasoning from 2022 increases by 5%</p>	<p>Best Start Data indicates a 30.9% student growth in measurement and geometric reasoning.</p> <p>Year 7 Check-in data indicates 65.3% of students demonstrated growth in Measurement and Geometric Reasoning. The cohort achieving 6.9% above State Average.</p> <p>Year 8 Check-in data indicates 61.3% of students demonstrated achievement growth in Measurement and Geometric Reasoning, an increase in growth of 4.2 %.</p>
<p>Student cohort performs 5% at or above statistical similar school in Numeracy as determined by year 8 Term 4 Check-in assessment data</p>	<p>Year 8 Check-in data indicates a 3% growth above statistical similar schools in numeracy in 2023.</p>
<p>Student cohort performs 5% at or above statistical similar school in Reading as determined by year 8 Term 4 Check-in assessment data</p>	<p>Year 8 Check-in data indicates that the school had 0.6% growth above statistically similar schools in Reading in 2023.</p>

Purpose

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

Initiatives

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

- Further Embed HPGE Policy
- Implementation of Formative assessment

Resources allocated to this strategic direction

Socio-economic background Professional learning

Summary of progress

Further Embed High Potential and Gifted Education (HPGE) Policy.

To consolidate the previous year's school wide implementation of the HPGE Policy the HPGE team developed a HPGE Faculty Tool Kit teaching resource. The Faculty Tool Kit consist of teaching strategies that are applicable to all curriculum areas. High impact teaching strategies, that promote student metacognition, student negotiated tasks, project based learning, feed forward tasks and the use of technology in the lassroom that is purposeful, challenging and engaging.

The HPGE team delivered Twilight PL sharing their expertsie. Colleagues attended the sessions they wanted to develop skill sets in. The opportunity to attend differentiated professional learning sessions was well received.

In 2024 there will be a concerted effort to improve assessment scaffolds and notification so that they are consistent and align with the HPGE Policy. It is envisioned that assessments are coded and aligned with Quality Teaching principles.

Formative Assessment

An Action Theory of Formative Assessment has been developed by executive and shared with staff. Following a High Impact Professional Learning (HIPL) approach staff have become familiar with the significance of formative assessment. Staff workshops focused on strategies to elicit evidence of students' learning, questioning techniques, and student response systems. Evidence of the growing implementation of formative assesement is visible in annotations of faculty programs, modified tasks, student work samples.

In 2024, Formative Assessment will continue to be part of the school plan. There will be an emphasis on consolidating colleagues increasing capacity in the implementation of formative assessment. There will be a coordinated approach to foster collegial collaboration and collective efficacy in increasing student engagement, participation, reflection and improved student outcomes.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
HPGE - Student Engagement Contemporary Learning Teaching Practice is informed by DoE HPGE Policy	In 2023, there continued to be a strong emphasis in ensuring stage 4 programs embedded the HPGE Policy. The development of the HPGE Faculty Tool Kit, combined with professional learning empowered staff with the pragmatic strategies to develop units of work and assesemnts which enabled students to showcase their potential.

<p>Project Based Learning and Blended Learning is embedded across all KLAs</p> <p>Stage 4 assessment includes PBL assesemnt task across all KLAs</p> <p>Increased student High Order Thinking and Learning as indicated by cross caomaprison of stage 4 PBL tasks</p> <p>Increase in student engagement. as indicated by TTFM data</p> <p>Improvement in attendance >=90% above above 80%</p>	<p>Implementing project based learning and blended learning strategies was a mandatory school wide requirement. Evidence of impact can be seen in programs, assessments, student works samples, many of which were showcased on the school's facebook. Students' self evaluations and exit slips highlight the success of this initiative.</p> <p>All stage assessment schedules included a project based learning task. The rich assessment tasks afforded students the opportunity to explore their interests, They promoted forward thinking, encouraged creativity and innovation resulting in deep learning and improved student outcomes..</p> <p>The 2023, TTFM survey indicates 51% of students have a sense of belonging. 77% indicate they have positive relationships at school and 93% indicated positive behaviour at school.</p> <p>67.57% of students had an attendance rate above 90%</p>
<p>Feedback</p> <p>90% of staff provide Formative assessment regularly in class as indicated by teacher observations and improved stident work samples</p> <p>Minimum 80% of students complete all assessments and demonstrate growth in all KLA areas.</p>	<p>In 2023, up to 90% of staff provided formative assessment regularly, including timely feedback related to defined success criteria. Evidence of formative assessment includes, cross reference marking and feedback provided to students from two staff members, sticky notes in the context of class, and the opprtunity for peer marking and feedback.</p> <p>Sentral data indicates that 81% of students completed all assessment tasks.</p>
<p>Positive proactive productive learners</p> <p>A framework of targeted wellbeing programs is developed and is embedded at whole school level</p> <p>100% Welfare Staff have clearly defined roles and work as a team</p> <p>Blakehurst Welfare Policy and handbook is embedded in whole school practice.</p> <p>Student TTFM data indicates improvement from 55% (2019) to over 75% in the area of Advocacy at school</p> <p>Student TTFM data indicates improvement from 76% (2019) to over 80% in the area of Expectations of Success</p> <p>Improvement in attendance data above 80%</p>	<p>There is a strategic and tiered planned approach to providing well-being support to students to help them succeed in their learning growth and development. There has been a substantial decline in bullying behaviours and decrease in Year Adviser and Deputy Principal notifications and making the school a harmonious environment.</p> <p>All members of the welfare team have clearly defined roles.</p> <p>The school's Welfare and Policy handbook is evolving. The school provides many regular outside wellbeing providers to support students in their personal development such as Big Fish Little Fish a Year Seven, transition program that is run early on in high school and supports students' sense of self. Digital Discernment for Year 9, Mental Health Head Space for Year 10, Digital Identity for Year 10 and Digital balance for Year 11. Anti Bullying workshops are delivered by staff and school leaders, demonstrating whole approach to tackling bullying. The school also works collaboratively with external agencies by implementing ongoing welfare programs which target different year group concerns. Some of these programs include, resilience building, anti-bullying, healthy mindset & managing social media. These programs are tailored to the needs of the students.</p> <p>TTFM survey data indicates 47% of students report a sense of of Advocacy at school.</p> <p>TTFM survey data indicates 74%of students report as sense of high Expectations of success.</p> <p>School attendance rate was at 87.6% in 2023, an improvement by 7.6% since 2022 and this improvement is expected to continue in 2024.</p>
<p>Improved ATTENDANCE</p> <p>Proportion of students attending >90% of the time 74.6%</p>	<p>Students attending >90% in 2023 was 67.57% compared to State average of 52.2% and SSSG average at 44.9%. The school was 8.35% above SSSG schools. This demonstrates improvement in attendance of 9.75% in 2023.</p>
<p>Improved WELLBEING</p> <p>Proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School</p>	<p>2023 TTFM data indicates that 47% of students reported a sense of Advocacy and that 51% of students reported a Sense of Belonging.</p>

68.4%

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

Purpose

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

Initiatives

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

- Cohesive Systems of Practice
- Increased Leadership Capacity in Staff

Resources allocated to this strategic direction

Professional learning

Summary of progress

Cohesive System

The implementation of the Mobile Phone Policy, Reflection Room and Three Strike behaviour strategy supported by a cohesive approach in restorative relationships led to significant improvements in student behaviours and improved student teacher relationships. The school SENTRAL data entry indicates a decline in mobile phone related misbehaviour including use of social media for cyber bullying. TTFM survey data indicates 77% of students indicated positive relationships. Sentral data indicates 93% of students demonstrate positive school behaviours.

Increased Leadership Capacity in Staff

The school leadership team fosters a culture of high expectations by implementing carefully tailored professional learning initiatives for both school executives and staff. These initiatives include programs such as "Habits for Leadership," a year-long program designed to enhance leadership skills. Additionally, executive planning days offer targeted professional development in areas such as middle leadership roles and responsibilities, leading teaching and learning, collaboration, and collective efficacy.

The school's professional learning structure ensures that direct support is available from experienced teachers. Beginning teachers receive mentoring and support and participate in a school specific beginning teacher program. Programs like 'Thrive in the First Five Years' provide beginning and early career teachers with opportunities to collaborate and connect with surrounding school networks, enhancing their capacity as educators and potential leaders. Ongoing mentoring and coaching from experienced teachers further support their development. The Beginning Teacher Google Hub is regularly updated with professional learning resources, which are embraced and valued by the entire school community.

Furthermore, there exists a comprehensive framework at the school level to enhance the leadership capacity of second in command (2ICs) staff through the School Leadership Identification Framework (SLIF). The SLIF professional learning development cycle incorporates mentoring, coaching, shadowing Head Teachers, and participation in professional learning sessions to build the leadership capacity of 2ICs.

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
Self Regulated High performing Learners Restorative language and practice is a common thread amongst students Staff confident in employing restorative and choice theory practice	All have increased the usage of the school's restorative common phrases. This application needs to continue in order for it to become embedded within the fabric of the school. Staff are confident in the implementation of restorative practices. Choice Theory will be a focus area of professional development in 2024. The following data:

<p>Marked demonstrated difference in students demonstrating pride in their learning as indicated in decrease of negative referrals data</p> <p>Decrease in Warning Letters issued data</p>	<p>13% decrease in suspensions</p> <p>84% decrease in negative Sentral entries</p> <p>74% decrease in Stage 6 student receiving N Awards and a</p> <p>73% increase in positive Sentral entries demonstrates a marked improvement in student ownership of behaviour and completion of assessments.</p> <p>Throughout 2023, professional learning was delivered to staff in the revised Behaviour Management Plan implementation following consultation with DoE Safeguarding Kids Team (SKT). This resulted in staff wellbeing team formation, acting as a voice for staff thus contributing to and leading initiatives to support feeling good and functioning well at school. This inward and upward approach has added the sense of belonging and community.</p>
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$231,620.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Blakehurst 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> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs. • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs), including consultation with parents and staff. <p>The allocation of this funding has resulted in the following impact: Students receiving individualised support improved outcomes in their learning and self-actualisation. Community accountability in students attaining personalised goals.</p> <p>After evaluation, the next steps to support our students will be: To continue to engage parents and carers in developing personalised plans, that students are supported with allocated teacher support, there is continuous review and evaluation of support to ensure learning goals are achievable.</p>
<p>Socio-economic background</p> <p>\$138,360.34</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Blakehurst High School who may be experiencing educational disadvantage as a result of their socio-economic background.</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"> • Further Embed HPGE Policy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to assist with equipment for students. • employment of additional staff to support implementation individual education plans and lesson differentiation through team teaching, cross faculty collaboration and coordination of project based learning task. • providing students without economic support for educational materials, uniform, equipment such as laptops and textbooks and other items. <p>The allocation of this funding has resulted in the following impact: Students from disadvantaged homes were supported with learning resources and uniform so they do not feel isolated within the school community. They have the opportunity to access online resources using devices issued through this funding. Students better supported through additional Learning and Support Teachers (LaST) support. This has enabled curriculum differentiation and teacher student mentoring. Ensured equitable opportunity for improvement in learning achievements, self actualisation and greater sense of belonging within the school community.</p> <p>After evaluation, the next steps to support our students will be: To continue to build on the strengths of our Student Growth faculty by employing additional Learning and Support Teachers.</p>
<p>Aboriginal background</p> <p>\$15,083.42</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Blakehurst High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p>

<p>Aboriginal background</p> <p>\$15,083.42</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • portion of the funds were contributed towards the sporting program "Engagement in Learning Through Sports" . The pupose was to increase the engagment of Aboriginal students through applying sporting concepts in their learning experiences. • funds were also provided to Aboriginal students welfare needs and learning resources such as equipment and support for school uniform. • staffing release to support development and implementation of Personalised Learning Plans. <p>The allocation of this funding has resulted in the following impact: Students being supported both academically and socially in meeting and in many cases exceeding course outcomes. Students were actively involved in Engagement in Learning Through Sports program and were mentored by Aboriginal Community member. Student gained skills in teamwork, planning and organisation, resilience and self discipline.</p> <p>After evaluation, the next steps to support our students will be: To continue to employ additional staff to better support students. Continue to strengthen students' personalised learning plans. Continue to offer Aboriginal cultural experiences to students. Continue to emphasise the importance of connection through teaching and learning. The Engagement in Learning Through Sport program will continue with more student involvement in 2024 for students accessing coaching and mentoring..</p>
<p>English language proficiency</p> <p>\$292,011.05</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Blakehurst 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"> • Improvement in Reading Comprehension <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds. • employment of additional staff to support delivery of targeted initiatives. • additional staffing intensive support for students identified in beginning and emerging phase. • delivering whole school professional learning on classroom practice and strategies aligned to improving Reading Comprehension across the school. <p>The allocation of this funding has resulted in the following impact: Students achieving course outcomes at high level and excelling in written communication, creativity, critical thinking, challenging themselves and confident in learning and self-evaluation of their progress. All students meeting Minimum Standards.</p> <p>After evaluation, the next steps to support our students will be: To continue the high level of support our students attain. Implement planned, targeted and structured PL to build the capacity of staff with regards to HPGE, EAL/D and Language Background Other Than English (LBOTE) strategies.</p>
<p>Low level adjustment for disability</p> <p>\$281,938.89</p>	<p>Low level adjustment for disability equity loading provides support for students at Blakehurst High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Low level adjustment for disability</p> <p>\$281,938.89</p>	<p>including:</p> <ul style="list-style-type: none"> • Improvement in Reading Comprehension <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. • providing support for targeted students within the classroom through the employment of School Learning and Support Officers. • support for students in provision of adjustment to learning including Life Skills adjustments, Individual Learning Plans and the coordination of HSC Special Provisions. <p>The allocation of this funding has resulted in the following impact: Students completing classwork and assessments at a high standard. Students meeting goals identified in their personalised learning plans. Students are prepared for HSC through special provision and feel confident at undertaking examination task. Students self actualisation and self-efficacy.</p> <p>After evaluation, the next steps to support our students will be: To continue to employ additional staff, to support the differentiation of curriculum, modification of tasks and to ensure student personalised learning plans are both challenging and achievable. Also to continue involve parents in the planning process so they also contributors to their child's success.</p>
<p>Professional learning</p> <p>\$85,429.06</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 Blakehurst 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"> • Further Embed HPGE Policy • Cohesive Systems of Practice • Improvement in Reading Comprehension <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff were involved in High Impact Professional Learning. The three areas in which there was consistency in the completion of professional development were: <ul style="list-style-type: none"> - High Potential Gifted Education Policy, - cohesive system of practice, - improving in Reading Comprehension <p>This High Impact Professional Learning directly supported the School Improvement Plans Directions. Staff also completed number of professional learning such as HSC Leverage Strategies, "Time to Thrive" by Dan Haesler and twilight sessions e.g. Fostering a Creative and Collaborative Classroom and Data Tabulation/presentation and analysis. Beginning and Early career teachers benefited from a day's conference with a focus on wellbeing and thriving as educators. The executive team also benefited from a days conference and twice a term, 12 month executive leadership development sessions through 'Habits of Leadership' by Dan Haesler.</p> <p>The allocation of this funding has resulted in the following impact: Teachers actively pursued professional learning in evidenced based, high impact teaching strategies. Demonstrates instructional leadership with alignment of PL to SIP Strategic Directions and School Excellence Framework is communicated to staff. The interconnectedness emphasis the importance of PL sessions and engages staff in the deliverables.</p> <p>After evaluation, the next steps to support our students will be: School will continue to reinforce the learnings derived from completed High Impact Professional Learning. Continued professional dialogue and refreshers periodically so that the school shifts from Sustaining and Growing</p>

Professional learning \$85,429.06	to excelling in all three domains in wide range of elements of the School Excellence Framework.
COVID ILSP \$105,422.12	<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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <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. • employing and releasing teaching staff to support the administration of the program. • providing intensive small group tuition for identified students who were in need of extra support due to the effects of COVID-19. The 2023 focus was on small groups to include more students in the Middle bracket. • collaborating with faculties in the development of resources and planning of small group tuition. <p>The allocation of this funding has resulted in the following impact: The impact was partly dependent upon individual student's initial ability, their commitment with turning up on time, or having to be collected from classes at times, general level of self motivation for learning. Their drive to attend and to complete set work wavered at times. Absence from school also impacted progress for some students. Positive aspects were that the limited number of students allowed for intensive analysis of areas of need and intensive and explicit teaching that could be tailored for the group and individuals. Those who attended regularly have benefited from this program.</p> <p>After evaluation, the next steps to support our students will be: The Student Growth Faculty will continue to utilise resources and activities developed through learning support teachers working with identified students who are in need for extra support.</p>
Student Support Officer \$99,516.00	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Blakehurst 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> <p>Overview of activities partially or fully funded with this Staffing - Other include:</p> <ul style="list-style-type: none"> • The Student Support Officer has become an integral part of the school community. They actively coordinated the school's wellbeing programs across all stages. e.g. Breakfast Club, Rock and Water, welfare assemblies, anti bullying workshops, Big Fish Little Fish transition program and sleep connections. They were attuned to our students' and parent carer needs and often liaised with external providers to ensure the emotional and social support of both students and their families. The student Support Officer worked well as a team player within the welfare team supporting and liaising with teaching staff and the school counselling team with regards to various levels of students' needs including those students who were at high risk. <p>The allocation of this funding has resulted in the following impact: Students feeling supported and enabled with strategies to manage their behaviours, and regulate their emotions. They feel they can access SSO support and participate confidentially in various wellbeing programs. An increase in student self-efficacy and sense of positivity as well as self actualisation.</p> <p>After evaluation, the next steps to support our students will be: To support the building of their capacity and to lift their profile within the</p>

Student Support Officer
\$99,516.00

school community. The school will continue to expand the role through carefully mapped and tiered wellbeing programs that address current and emerging issues for all year/age groups.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	608	606	610	616
Girls	453	432	421	409

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

Student attendance profile

School				
Year	2020	2021	2022	2023
7	94.2	93.2	88.4	91.3
8	92.6	91.0	86.6	89.0
9	92.6	89.0	84.7	89.0
10	92.2	89.0	82.0	87.3
11	93.5	89.1	84.5	85.9
12	92.3	91.2	84.6	88.8
All Years	92.9	90.5	85.2	88.6
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

2023 saw a 2.2% improvement in attendance. There is a concerted effort to establish an upward improvement in attendance patterns.

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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	0.6	0
Employment	1.8	9.8	12.7
TAFE entry	0	3.7	8
University Entry	0	0	71.4
Other	0.6	0.6	4.8
Unknown	0	0.6	3

Year 12 students undertaking vocational or trade training

24.85% of Year 12 students at Blakehurst High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

96.1% of all Year 12 students at Blakehurst High School expected to complete Year 12 in 2023 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	51.5
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
Teacher EAL/D	2
School Counsellor	1
School Administration and Support Staff	13.17
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	21,668.27
Revenue	13,245,552.89
Appropriation	12,606,875.32
Sale of Goods and Services	62,874.41
Grants and contributions	498,684.28
Investment income	8,372.88
Other revenue	68,746.00
Expenses	-12,853,802.51
Employee related	-11,532,214.99
Operating expenses	-1,321,587.52
Surplus / deficit for the year	391,750.38
Closing Balance	413,418.65

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.

	2023 SBAR Adjustments (\$)
Targeted Total	231,620
Equity Total	727,394
Equity - Aboriginal	15,083
Equity - Socio-economic	138,360
Equity - Language	292,011
Equity - Disability	281,939
Base Total	10,299,212
Base - Per Capita	268,276
Base - Location	0
Base - Other	10,030,936
Other Total	606,734
Grand Total	11,864,959

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

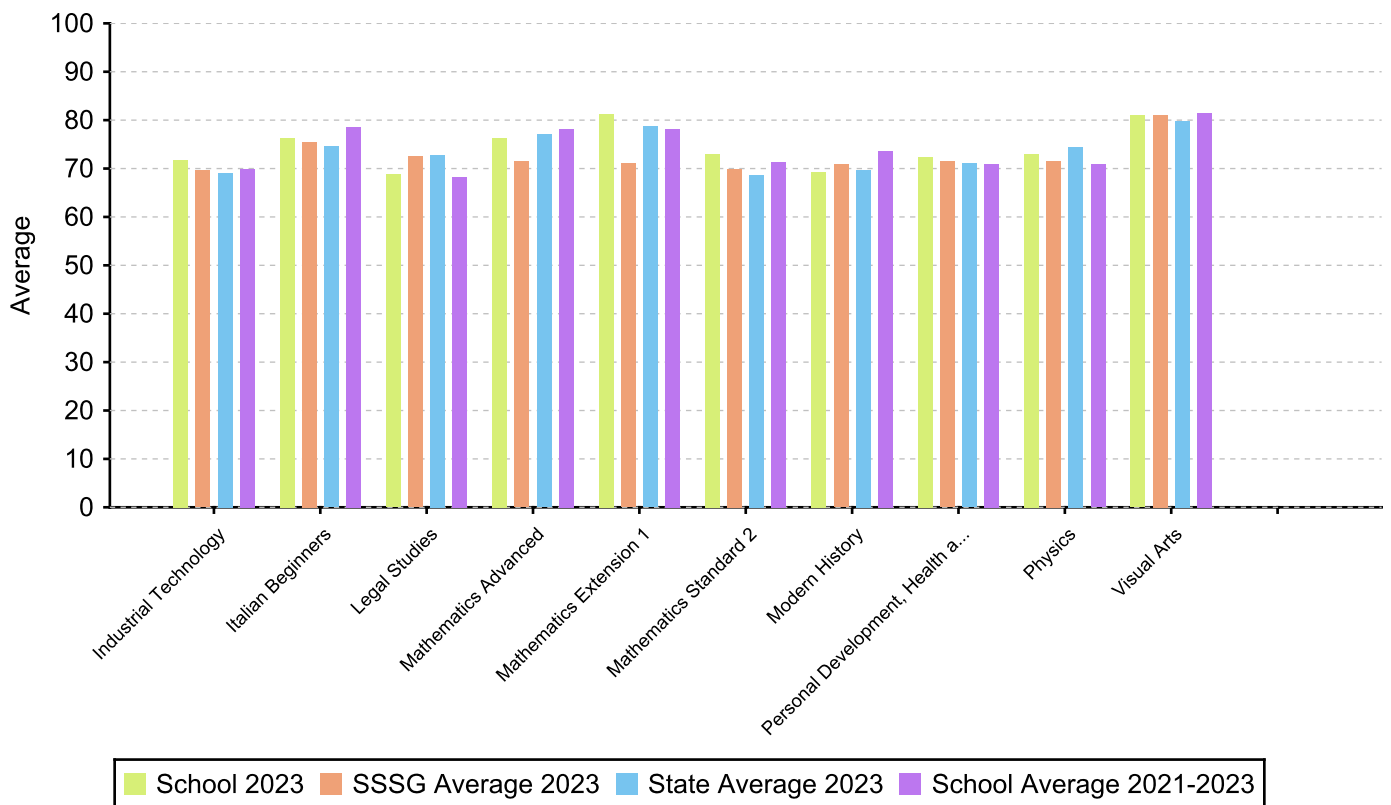
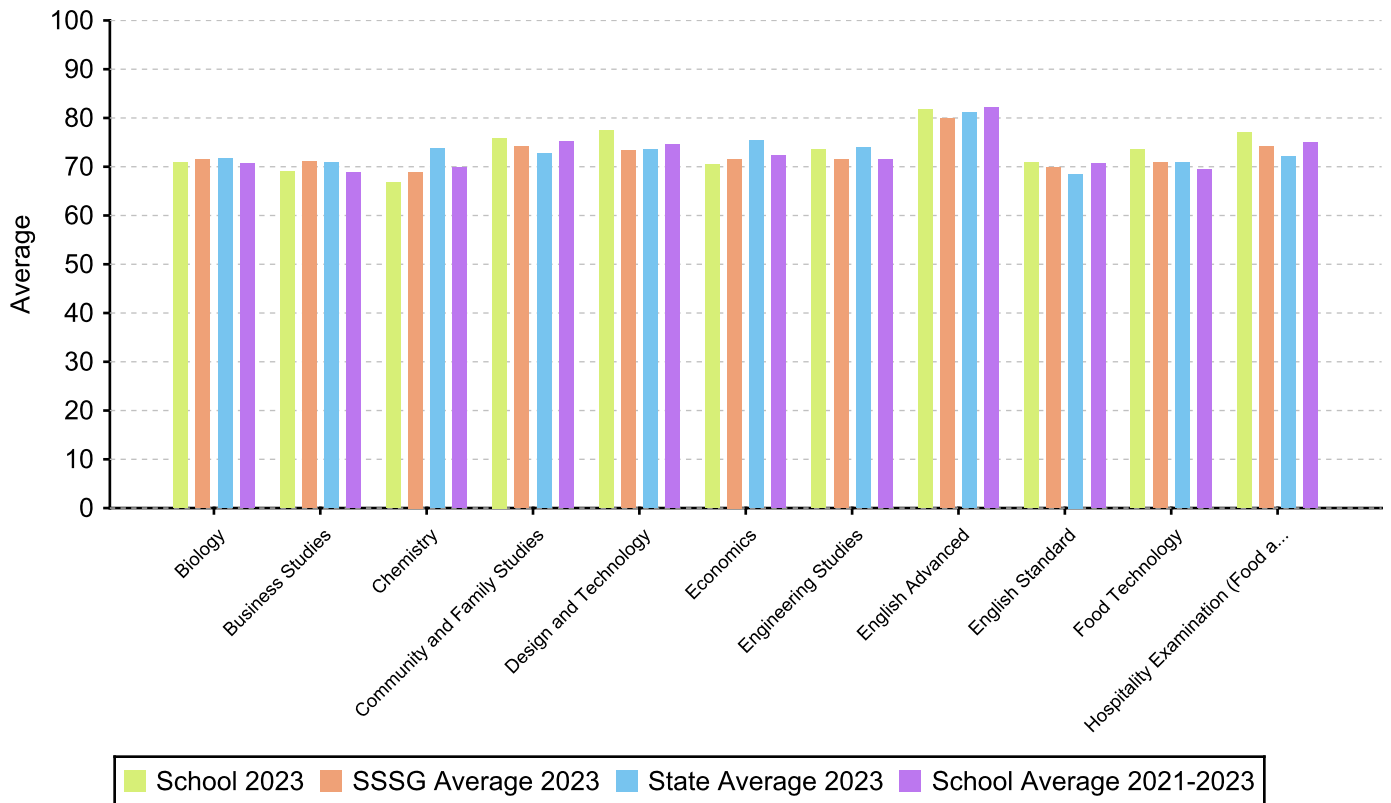
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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 2023	SSSG	State	School Average 2021-2023
Biology	70.8	71.5	71.8	70.8
Business Studies	69.0	71.0	70.9	68.8
Chemistry	66.8	68.9	73.7	69.8
Community and Family Studies	75.9	74.2	72.7	75.1
Design and Technology	77.5	73.4	73.6	74.5
Economics	70.4	71.6	75.5	72.4
Engineering Studies	73.5	71.5	73.9	71.4
English Advanced	81.8	79.8	81.2	82.2
English Standard	70.9	69.9	68.5	70.8
Food Technology	73.6	70.8	70.8	69.4
Hospitality Examination (Food and Beverage)	77.0	74.1	72.1	75.0
Industrial Technology	71.8	69.6	69.1	69.9
Italian Beginners	76.3	75.5	74.6	78.6
Legal Studies	68.8	72.5	72.9	68.3
Mathematics Advanced	76.3	71.5	77.0	78.2
Mathematics Extension 1	81.3	71.0	78.7	78.2
Mathematics Standard 2	73.0	70.0	68.7	71.3
Modern History	69.3	70.8	69.6	73.7
Personal Development, Health and Physical Education	72.4	71.5	71.0	71.0
Physics	73.0	71.6	74.4	70.8
Visual Arts	81.0	81.1	79.8	81.5

Parent/caregiver, student, teacher satisfaction

The school held a series of communication and feedback sessions for parents/carers across three evenings, with 200 participants offering input. The main topics discussed were proposed changes to the timetable structure, including removing period zero for seniors and implementing five period days from 9 am to 3 pm. These changes aim to enhance student engagement, attendance, and learning outcomes for seniors. Additionally, a new Reflection Room was introduced as part of behavior management procedures. Updates on the school's mobile policy and Bring Your Own Device (BYOD) initiative were provided to clarify these policies for parents/carers. Following question and answer sessions, a majority of parents/carers expressed support for the proposed initiatives, feeling that the school was moving in the right direction and appreciating their input.

In 2023, 664 BHS students participated in the Tell Them From Me (TTFM) Survey, which included eleven measures. The results showed strong student participation in sports and extracurricular activities. While students reported positive relationships with peers, they also indicated a desire for a more supportive environment that fosters a positive sense of belonging and values academic outcomes. The overwhelming majority of students (93%) reported positive behavior at school and expressed a desire for increased intellectual engagement, motivation, and effort to succeed in their learning.

In the same year, 19% of teachers completed the teacher TTFM survey. Common themes in their responses included the need for more time to fulfill their job duties, a desire to reduce administrative workload, and increased challenges in meeting the diverse needs of learners, including managing disruptive behavior. However, teachers expressed confidence in the school leadership's support for their well-being and appreciated clear communication on the school's direction. Most staff members were available to provide feedback to students, and many acknowledged the impact of technology on teaching methods, embracing the shift towards digital education.

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.