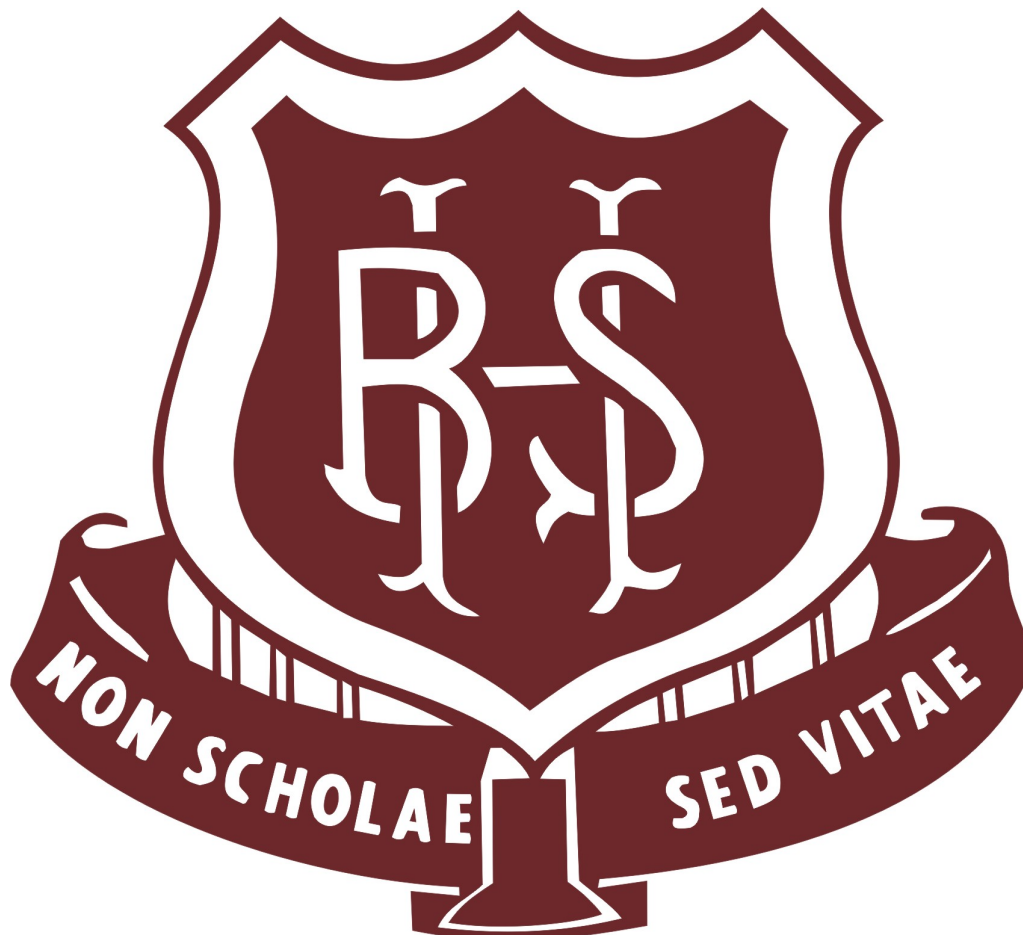


# 2023 Annual Report

## Blayney High School



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# Introduction

The Annual Report for 2023 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 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	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

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

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

#### Professional learning

#### Summary of progress

Throughout 2023, school teams collaborated to analyse a range of data sources to determine focus areas for reading, numeracy and the Higher School Certificate to develop explicit teaching strategies to address areas of identified need. The processes to engage with and interpret data were robust and teaching staff accessed research and evidence, including What Works Best, to develop responsive plans to improve student outcomes in reading and numeracy and to realise continued growth in Higher School Certificate results.

In 2024, the school will work through a situational analysis to inform the new Strategic Improvement Plan. This will provide the opportunity for all staff to engage with meaningful and relevant data, make informed decisions around initiatives and implement sustained teaching practices that are regularly evaluated for impact.

#### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the proportion of Year 7 and Year 9 students demonstrating growth in reading from the 2022 Term 4 Check-In assessment data.	The proportion of Year 7 students achieving growth in Check-in assessment reading has decreased by 0.6%. The proportion of Year 9 students achieving growth in Check-in assessment reading has increased by 4.6%.
Increase the proportion of Year 7 and Year 9 students demonstrating growth in numeracy from the 2022 Term 4 Check-In assessment data.	The proportion of Year 7 students achieving growth in Check-in assessment numeracy has decreased by 9%. The proportion of Year 9 students achieving growth in Check-in assessment numeracy has decreased by 3.7%.
Increase the percentage of HSC course results in top 2 bands to the lower bound system-negotiated target of 20.7% or above.	2023 HSC results indicate 16.5% of students achieved results in the top 2 bands.
Contribute to the Bathurst Network target to increase the number of Aboriginal students attaining the HSC whilst maintaining their cultural identity.	The school contributed to the network target to increase the number of Aboriginal students attaining the HSC whilst maintaining their cultural identity.
Increase the proportion of Aboriginal Year 7 and Year 9 students demonstrating growth in reading from	There has been no change in the results achieved by Year 7 Aboriginal students in Check-in assessment reading from 2022.

the 2022 Term 4 Check-In assessment data.	The proportion of Year 9 Aboriginal students achieving growth in Check-in assessment reading has decreased by 0.1%.
Increase the proportion of Year 7 and Year 9 Aboriginal students demonstrating growth in numeracy from the 2022 Term 4 Check-In assessment data.	<p>The proportion of Year 7 Aboriginal students achieving growth in Check-in assessment numeracy has increased by 8.2%.</p> <p>The proportion of Year 9 Aboriginal students achieving growth in Check-in assessment numeracy has decreased by 8.2%.</p>

## 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 Socio-economic background

### Summary of progress

Throughout the year, the school has created opportunities for sustained collaboration supported by meaningful professional learning to address identified areas of need. This is evident through the relationship the school established with the department's Safeguarding Kids Together team to update processes and procedures related to attendance, learning and support, behaviour management and staff wellbeing. Collaborative teams were formed to support the work undertaken in these areas and the school implemented a school funded instructional leader in the form of a deputy principal to work with each team and coordinate professional learning around the implementation of updated practices. Professional learning was strategically mapped throughout the year to ensure relevance and was informed by research, evidence and examples of best practice. The model of supporting school teams with an instructional leader was effective in developing collective efficacy, which in turn led to higher engagement in the professional learning opportunities presented.

Next year, a similar model of collaboration, leadership and professional learning will drive the initiatives of the Strategic Improvement Plan that will be determined by a comprehensive situational analysis.

### 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)	In 2023, no staff at the school pursued higher levels of accreditation at Highly Accomplished or Lead.
SEF assessment indicates improvement in educational leadership through the SEF themes of Instructional leadership and high expectations culture from delivering to sustaining and growing.	Self-assessment against the School Excellence Framework showed the school performed 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.	Peer observations were regularly undertaken informally and formally as part of the Performance and Development Framework processes at the school.

## 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

#### Professional learning

#### Summary of progress

Throughout 2023, the school has worked to improve outcomes in student engagement and wellbeing, specifically, ensuring that robust attendance, learning and support and behaviour management procedures among staff and the broader community were widely understood. The school partnered with the department's Safeguarding Kids Together Team to evaluate existing practices in these identified areas, identify opportunities for improvement, engage with samples of best practice and develop contextually relevant procedures supported by evidence based professional learning. As the updates to procedural documents and professional learning to support these occurred throughout Term 4, it was too early to assess the intended impact on student outcomes.

However, engaging in meaningful evaluation and refining practice in these focus areas will remain a priority in 2024 and will inform the school's situational analysis and feed into the initiatives of the new Strategic Improvement Plan.

#### 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 is at or above the level of the SSSG.	71% of students indicated a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating progress is yet to be seen towards the achievement of this school-based progress measure.
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 increased by 4% from 2022.
SEF assessment indicates improvement in learning culture through the SEF theme of high expectations from delivering to sustaining and growing.	Self-assessment against the School Excellence Framework indicated the school performed at delivering in the element of learning culture, especially the theme of high expectations.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$144,695.00</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> All eligible students demonstrated progress towards their personalised learning goals and all individual learning plans were regularly updated and responsive to student learning needs and ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To ensure funding is regularly reviewed and evaluate funding decisions to ensure responsiveness to point in time student needs.</p>
<p>Socio-economic background</p> <p>\$234,401.21</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>• Professional Learning</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support additional program and curriculum implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Breadth of curriculum and opportunities for students to promote engagement were increased, as well as learning and wellbeing support for students. In addition, updated procedural documents drove improvements in attendance, behaviour management as well as learning and support.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to employ additional staff to offer a broad curriculum and maintain learning and wellbeing supports for students.</p>
<p>Aboriginal background</p> <p>\$32,031.04</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>\$32,031.04</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> There was support provided for Aboriginal students in literacy and numeracy development as well as assessment task completion. In addition, there were opportunities for Aboriginal students to engage in culturally specific activities and share their culture among the whole school community.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to employ a 0.2 tutor to support Aboriginal Education initiatives across the school.</p>
<p>English language proficiency</p> <p>\$4,346.08</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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> EAL/D students demonstrated improved outcomes and were more confident and prepared to take risks with their language use.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To assess individual student needs and funding available to determine how to best provide English language proficiency support.</p>
<p>Low level adjustment for disability</p> <p>\$194,184.68</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 a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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> To further expand the impact of the learning support team and to provide additional support for identified students.</p>
<p>Location</p> <p>\$20,585.52</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</b></p>

<p>Location</p> <p>\$20,585.52</p>	<p><b>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 operational funding include:</b></p> <ul style="list-style-type: none"> <li>• student assistance to support excursions</li> <li>• incursion expenses</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> There was equitable access to learning, wellbeing and extra-curricular opportunities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to make available student assistance in 2024. The process will be evaluated, and funds strategically allocated to students and/or 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>\$51,459.87</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>• Community connections</li> <li>• Engagement and Wellbeing</li> <li>• Data Informed Practice</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>• teacher relief for staff engaging in professional learning</li> <li>• course costs for staff undertaking recognised courses</li> <li>• other methods of learning designed to improve student outcomes.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> There was increased capacity of teachers to embed effective practices, resulting in improved student outcomes and school processes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To target professional learning focused on the school's strategic directions led by the executive to ensure that professional learning is aligned with the school's Strategic Improvement Plan.</p>
<p>COVID ILSP</p> <p>\$109,435.17</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 2023.</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>• providing targeted, explicit instruction for student groups in numeracy - multiplicative strategies and measurement and geometry</li> <li>• providing intensive small group tuition for identified students</li> <li>• employing/releasing staff to coordinate the program</li> <li>• development of resources and planning of small group tuition</li> <li>• leading/providing professional learning for COVID educators</li> </ul>

<p>COVID ILSP</p> <p>\$109,435.17</p>	<ul style="list-style-type: none"> <li>• providing targeted, explicit instruction for student groups in literacy - inferential comprehension and vocabulary</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Students who required additional learning support were provided with access to small group tuition to develop the skills they needed in literacy or numeracy.  Students increased in confidence in their ability to read fluently and increased their automaticity with mathematical equations, particularly in the area of time.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need and to provide additional in-class support for identified students to continue to meet their personal learning goals. Student progress will continue to be monitored through the Learning Support Team, with suitable adjustments made to ensure student success and growth in the classroom.</p>
<p>Student Support Officer</p> <p>\$99,516.00</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 include:</b></p> <ul style="list-style-type: none"> <li>• Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies.</li> <li>• Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  There was individualised, sustainable support to meet student needs, there was proactive, preventative strategies employed to support students. In addition, community connections through external agencies were maintained to support school wellbeing programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  To continue to employ the student support officer to consolidate programs and initiatives implemented in 2023.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	172	172	164	168
Girls	161	161	156	160

## Student attendance profile

School				
Year	2020	2021	2022	2023
7	93.2	87.4	81.1	88.5
8	90.7	89.2	78.7	81.5
9	89.1	82.0	81.3	77.5
10	87.8	82.9	69.5	79.4
11	92.2	86.0	75.5	73.4
12	92.5	87.5	84.9	77.1
All Years	90.8	85.6	78.0	80.3
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

## 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

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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	3
Employment	5	3	21
TAFE entry	13	6	15
University Entry	0	0	34
Other	3	0	8
Unknown	3	9	19

## Year 12 students undertaking vocational or trade training

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35.71% of Year 12 students at Blayney High School undertook vocational education and training in 2023.

## 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 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)	1
Head Teacher(s)	6
Classroom Teacher(s)	24
Learning and Support Teacher(s)	1
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 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 <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	576,153.97
<b>Revenue</b>	7,136,595.35
Appropriation	6,960,041.77
Sale of Goods and Services	2,958.76
Grants and contributions	155,501.66
Investment income	17,143.16
Other revenue	950.00
<b>Expenses</b>	-6,865,666.72
Employee related	-6,322,991.34
Operating expenses	-542,675.38
<b>Surplus / deficit for the year</b>	270,928.63
<b>Closing Balance</b>	847,082.60

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.

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	130,884
<b>Equity Total</b>	464,963
Equity - Aboriginal	32,031
Equity - Socio-economic	234,401
Equity - Language	4,346
Equity - Disability	194,185
<b>Base Total</b>	5,507,969
Base - Per Capita	88,207
Base - Location	20,586
Base - Other	5,399,176
<b>Other Total</b>	472,909
<b>Grand Total</b>	6,576,725

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.

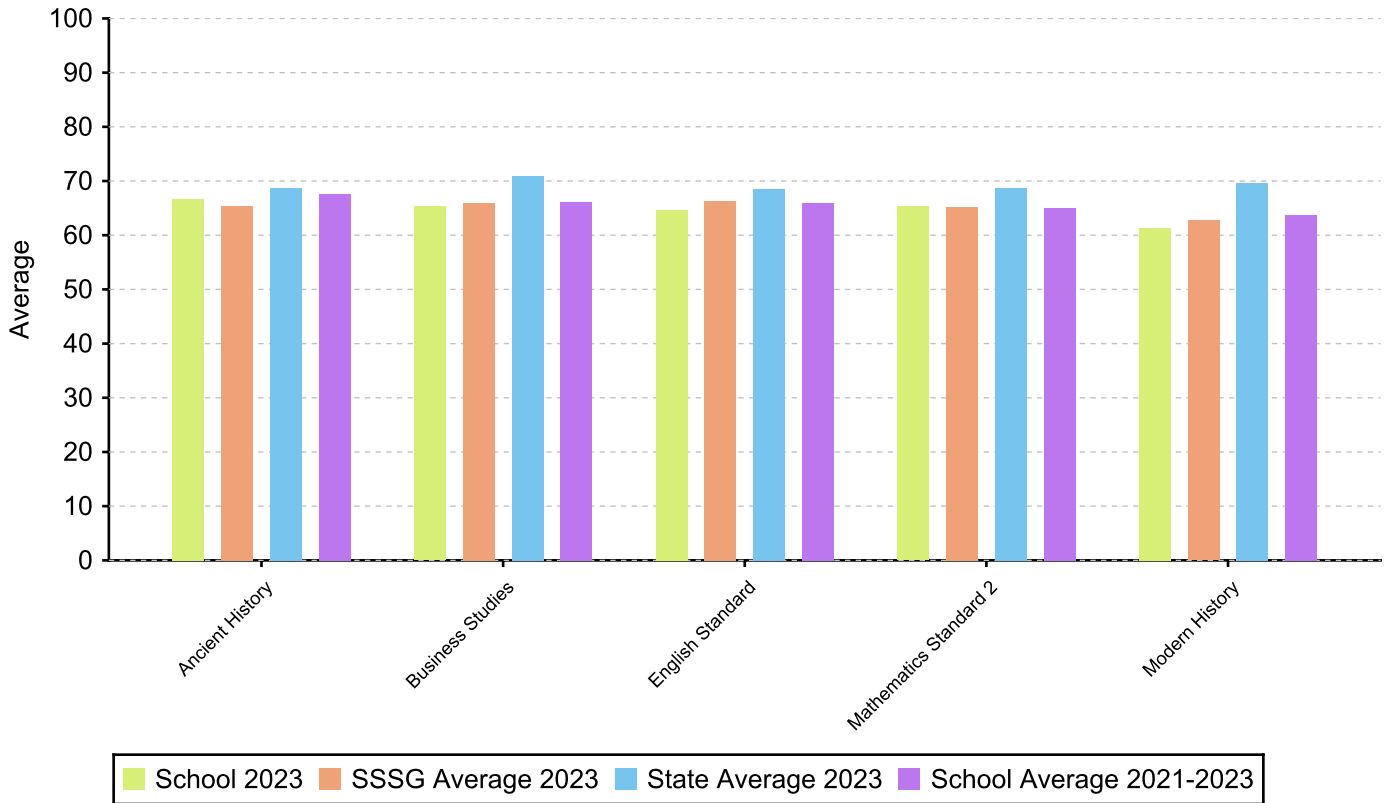
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](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.



Subject	School 2023	SSSG	State	School Average 2021-2023
Ancient History	66.7	65.4	68.7	67.5
Business Studies	65.3	65.9	70.9	66.1
English Standard	64.6	66.3	68.5	65.9
Mathematics Standard 2	65.3	65.2	68.7	65.1
Modern History	61.3	62.7	69.6	63.8

## Parent/caregiver, student, teacher satisfaction

During 2023, Blayney High School undertook an Executive Review, commissioned by the school. The evaluation team conducted interviews with 35 staff, 36 students and 10 parents. There were four recommendations tabled from the review to inform future planning and school improvement during the next school planning cycle.

It has been recommended that the school collaboratively develop a vision and belief statement that clearly articulate the school direction, school values and high expectations. In addition, recommendation 2 stated that the school executive are to work with the new substantive principal to develop a Strategic Improvement Plan that will position the school as a leading educational facility in the network. The principal is to oversee the development of comprehensive roles and responsibility statements for all executive positions including the School Administrative Manager (SAM). These role statements are to be used as one aspect of a school based performance development protocol. Recommendation 4 focussed on performance development and ensuring that all staff have the right to and the responsibility to engage in constructive and professional supervisory practices to enhance performance. This will ensure that every member of staff plays their part by being empathetic, highly competent, professional, inclusive, collaborative and committed.

# 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.