

2020 Annual Report

Broken Hill High School



8105

Introduction

The Annual Report for 2020 is provided to the community of Broken Hill 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 school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

Broken Hill High School aims to assist in the development of well-balanced students who are capable of higher order thinking and flexible enough to meet the challenges of the future.

After consultation with the Parents and Citizens Association and the Student Representative Council plus extensive consultation with staff members, the following vision statement was developed.

Broken Hill High School is:

A caring inclusive school where students are supported to reach their potential in a changing world.

School context

Broken Hill High School is a comprehensive high school of 593 students (18% Aboriginal). Our school proudly includes IO/IS and multi-categorical support classes. There are very strong ties within both Broken Hill and the school community. These ties are evident through the actions of our P&C who make regular contributions to the school, our close relationship with the "Golden Oldies" ex students association, the support for existing programs that are targeting Aboriginal students, our SRC involvement in assisting numerous charities and community organisations, the support of local employers for excursions and student trips as well as work placements for our VET students.

Broken Hill High School has a reputation for academic excellence. Students leaving our school in Year 12 are succeeding in gaining university entrance, employment, traineeships, exploring TAFE options and other training opportunities. We expect students to achieve to the best of their ability or beyond. We have established welfare support mechanisms and teaching and learning experiences of a high quality to maximise student outcomes.

The school works strongly to overcome the issues raised by our isolated position. We utilise strategies that maximise student opportunities for success. Our strategies in many areas will be strengthened through the expenditure of Equity funding over the next 3 years.

An important issue that is currently affecting our future direction is the reducing student population in Broken Hill. This is impacting on school structure and curriculum. To combat this we have established the RASP initiative with Willyama High School sharing senior classes. Faculties and the school will focus on quality teaching and learning initiatives and the priorities in this plan while keeping an eye on the long term learning needs of students who live in an isolated rural setting.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

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

Strategic Direction 1

Quality Teaching and Learning

Purpose

To collectively implement evidence based best practice teaching and learning strategies that reflect and promote continual growth and professional development in teaching.

Improvement Measures

Improved teacher collaboration practices

Improved NAPLAN value added data.

Improved teaching practice

Progress towards achieving improvement measures

Process 1: Blended peer coaching (peer observation strategies) and instructional rounds to receive and deliver constructive feedback are embedded in school culture.

Evaluation	Funds Expended (Resources)
Peer coaching and observation strategies to support teachers was placed on indefinite hold in 2019 as a result of staff concerns that voluntary process that had staff nominate a willingness to participate and then have multiple opportunities to indicate continued inclusion or not was a breach of the award. This resulted in NSWTF providing directive that all observation strategies voluntary or not outside of the PDF framework were to cease. A large percentage of staff expressed disappointment in this decision as they felt it impeded on their ability to make decisions about their own professional learning	Head Teacher \$33,937

Process 2: Streamlined Accreditation processes that are overseen by HT QTL with HTs learning the process.

Evaluation	Funds Expended (Resources)
A change to the Head Teacher role has led to the need for the retraining of an executive to deliver the mentor program to support accreditation processes. The ongoing development and evaluation of the mentor and accreditation support program will continue in 2021.	Head Teacher \$33,937

Process 3: Improved teacher data analysis and use to improve teaching & inform learning. Data sources include RAP & SCOUT (NAPLAN, HSC)

Evaluation	Funds Expended (Resources)
The school has seen slight increases in data use to inform practice and student learning. This area has also been identified as needing further development through SEFSaS and school evaluation processes to develop the 2021 school improvement plan.	Temporary Teacher to cover PL groups for all staff \$109,384

Process 4: School leaders develop, implement and embed supervision practices.

Evaluation	Funds Expended (Resources)
As part of the evaluation of supervision practices, Head Teachers and executive have undertaken leadership training in the development and implementation of supervision practices. Leaders have undertaken leadership	Course fee \$6500

Progress towards achieving improvement measures

challenges to develop supervision practices involving the triangulation of data and formulation of improvement measures.

Process 5: Learning on Learning Intentions and Success Criteria are used in every classroom setting.

Evaluation	Funds Expended (Resources)
Staff have become better equipped to use learning intentions and have started to use these as a habit within their classes. Term 3 SDD incorporated a session on success criteria and staff will be encouraged to start and use these for each lesson as well. Learning intentions and success criteria have been added to a whole school program template for implementation in 2021.	Learning intention whiteboards in all classrooms \$18,000

Strategic Direction 2

Leadership Development

Purpose

Develop a culture where leadership and fostering leadership development is encouraged to improve the capacity of our future leaders and students to enhance whole school processes and aspire towards excellence.

Improvement Measures

Effective school policies are reviewed and embedded through a collaboration process.

Increased leadership capacity of staff.

Mentoring / coaching practices that lead to improvements in the School Excellence Frameworks Leading Domain.

Progress towards achieving improvement measures

Process 1: School leaders identify leading learners, recognising and sharing outstanding teaching practice and offer collegial peer coaching and thereby facilitating career pathways for staff seeking higher accreditation.

Evaluation	Funds Expended (Resources)
A number of leadership opportunities have been taken up by existing staff with a number of these opportunities continuing into 2021. KLAs have also adopted distributive leadership giving staff the opportunity to lead targeted and specific projects within each KLA. A number of staff have also commenced leadership development professional learning courses.	Professional Learning Course Fees \$11538 PL room set up \$19314 Casual Relief for PL \$31,980

Process 2: Further development of Head Teachers and staff through DP mentoring and growth coaching practices embedded in the Leadership Team. For example participating in focus area and policy teams

Evaluation	Funds Expended (Resources)
Deputy mentoring has continued with numerous staff taking the opportunity to work with a deputy to develop skills including classroom management, administrative and quality teaching practices.	Casual Cover when available

Process 3: Box not used

Evaluation	Funds Expended (Resources)
box not used	box not used

Strategic Direction 3

Raising expectations and improving student learning

Purpose

Learning is central to all that we do. It is essential that the school maintain quality learning environments that are engaging and has relevance to students. Key to this is the development of a culture of learning, based on academic excellence and high expectations

Improvement Measures

Wellbeing and N Award entries decrease each year

Increase number of students achieving band 4, 5 & 6 in HSC.

Increase in achievement in HSC extended response writing questions in comparison to previous achievement.

Progress towards achieving improvement measures

Process 1: Implement targeted Literacy and Numeracy Programs, on a whole school basis and on a student / class targeted basis through initiatives such as ALARM, TEEEL(TEEE), Spellit, Mathletics, Multilit and Numeracy Ninja and ensure they are embedded into programs and explicitly taught.

Evaluation	Funds Expended (Resources)
The disruption caused by Covid-19 has hindered the schools' progress in this area, to continue the schools focus on literacy and numeracy development and attainment of the HSC minimum standard ongoing work with those needing assistance has continued with small literacy and numeracy groups being provided for those with an identified need.	Multilit SLSO \$66,442 Multilit SLSO \$66,442 Multilit Resources \$6500

Process 2: Mapping students against literacy and numeracy progressions and development of student growth targets.

Evaluation	Funds Expended (Resources)
Removal of an important data source in 2020 has limited the progress made on this process. Learning Support staff have shifted focus to support those students needing extra assistance due to issues raised during online learning, looking at progressions will require further development and collaboration between teaching staff to accurately collect and tabulate student learning across all KLAs.	Resources \$15,000

Process 3: Development Wellbeing Hub that provides students with a link to support services.

Evaluation	Funds Expended (Resources)
The Wellbeing Hub was established and running in 2019, during 2020 some upgrades were made so that the Hub had access to a bathroom. The Wellbeing Hub is accessed by external agencies to provide health related support. It is also accessed by the nurses employed in the Nurses in Schools Program.	box not used

Process 4: Box not used

Evaluation	Funds Expended (Resources)
box not used	box not used

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	AEO \$67,042 SLSO x 1.8 \$109,193	100% of all Aboriginal students have a Personalised Learning Plan. An Aboriginal Education Officer (AEO) is part of the school's staffing entitlement at a cost of \$67 047. The remaining funds were utilised to contribute to the cost of employment of a second AEO and an Aboriginal School Learning Support Officer. As a result, the continued support of all Aboriginal students through student learning support officers to assist with assessment tasks, classwork and social and emotional wellbeing was maintained. Aboriginal students were also provided with additional support with attendance, literacy, numeracy and wellbeing issues. The CONTARF program has also increased the retention and engagement of Aboriginal boys.
Low level adjustment for disability	SLSO \$60,663 MultiLit \$24,265	1.6 Learning and Support Teachers are part of the school's staffing entitlement at a cost of \$162 518. These Learning and Support Teachers have identified all students requiring adjustments to support learning, these are communicated to staff through the creation of updated Personalised Learning Support Plans (PLSP) to allow all students to engage in the curriculum and gain the skills required to become a good citizen. These are negotiated with the Learning and Support Teachers, the student and their parents/carers. This support can also be seen through the assistance of the Homework Center and Ross Clark Learning Center. Additional SLSOs (\$60 663) are employed to provide targeted support to individual students and groups of students with high needs to enable them to participate more fully in their learning.
Socio-economic background	Deputy Principal \$159,272 TSO \$83967 SLSO 60,663 Attendance Officer \$33224 SLSO \$12133 Mathletics & Smarter Maths\$12,500 Breakfast Club \$2500 Homework Centre \$10,000 Assistance to Students Uniform & Fees \$5000	After evaluation of programs from the previous years, programs and initiatives were identified and relevant staff employed to meet the need. Student Support Officers were employed to run specific programs such as MultiLit. Technology was supported and upgraded through the employment of a Technology Support Officer. Homework and student assessment support was provided through the running of the Homework Center as well as the Ross Clark Learning Centre. These extra supports and support staff all provided students with the support and resources to improve outcomes in all areas. The employment of a second deputy allowed for both deputies to focus on target areas such as welfare and curriculum.
Support for beginning teachers	Head Teacher Teaching and Learning \$24103 Head Teacher Admin	Beginning teachers have continually been supported by a Head Teacher Teaching and Learning. The Head Teacher Teaching and Learning inducts all new staff to Broken Hill High School to ensure greater support and consistency for all staff. They also assist

Support for beginning teachers	Head Teacher Teaching and Learning \$24103 Head Teacher Admin	beginning teachers with their accreditation, complete lesson observations to provide valuable feedback and assist head teachers in their part of being a supervisor in the accreditation process.
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Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	336	311	275	249
Girls	310	303	283	262

Student attendance profile

School				
Year	2017	2018	2019	2020
7	88.1	88	86.7	88
8	87.7	84.1	84.1	89.8
9	77.7	83.1	81.2	85
10	84.3	73.7	79.9	83.6
11	84.6	85.7	85.1	87.9
12	83.4	84.9	86.3	86.8
All Years	84.5	83.4	83.6	86.8
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. 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.

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	11
Employment	2	3	59
TAFE entry	3	1	8
University Entry	0	0	17
Other	0	0	5
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

59.32% of Year 12 students at Broken Hill High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

91.8% of all Year 12 students at Broken Hill High School expected to complete Year 12 in 2020 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)	8
Classroom Teacher(s)	37.7
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	13.48
Other Positions	3

*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 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,286,224
Revenue	10,192,986
Appropriation	10,140,710
Sale of Goods and Services	4,808
Grants and contributions	46,358
Investment income	810
Other revenue	300
Expenses	-9,659,676
Employee related	-8,422,276
Operating expenses	-1,237,400
Surplus / deficit for the year	533,311
Closing Balance	1,819,534

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.

	2020 Approved SBA (\$)
Targeted Total	173,964
Equity Total	1,023,779
Equity - Aboriginal	154,288
Equity - Socio-economic	565,721
Equity - Language	19,490
Equity - Disability	284,280
Base Total	7,571,048
Base - Per Capita	138,545
Base - Location	69,864
Base - Other	7,362,639
Other Total	795,359
Grand Total	9,564,150

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

School performance - NAPLAN

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

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

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

Parent/caregiver, student, teacher satisfaction

Broken Hill High School completed the Tell Them from Me teacher, student and parent surveys in 2020. In 2020, 12 parents voluntarily completed the surveys and this provided the school with very limited information from a very small percentage of our school community. 324 students at Broken Hill High School completed the survey. This provided the school with a diverse sample of responses and provided us with some key issues and strengths of our school. Some of the information included:

- * 50% of students had a positive sense of belonging.
- * 84% of students indicated they had positive behaviour.
- * 64% of students indicated they had aspirations to finish high school, a decline of 6% on the previous year.
- * 38% of students in the school plan to pursue a trade or apprenticeship program, this figure has remained stable.
- * 45% of students had aspirations for pursuing post secondary education.

Our student responses were in-line with most of the NSW Government School norms. In 2020, 14 staff undertook the survey. Significant improvements were made in the area of School Leaders Leading Improvement and Change with an 11% improvement in this area. Other results were very sound and once again detailed future directions for Broken Hill High School. One of the most important areas stated was more involvement of parents and carers in their children's 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 supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.