

# 2022 Annual Report

## Broken Hill High School



8105

# Introduction

The Annual Report for 2022 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 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

---

Broken Hill High School

Garnet St

Broken Hill, 2880

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

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

08 8088 1522

## 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 472 students (22% Aboriginal). Our school proudly includes IO/IS, multi-categorical and Tutorial 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 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.

Following a rigorous situational analysis that included authentic consultation, and review of available data to inform this strategic plan the three areas for strategic focus and improvement are:

1. **Student Growth and Attainment:** with a focus on initiating whole school approaches to literacy (reading) and numeracy to enhance student achievement in NAPLAN top, two bands.
2. **Collaboration and use of evidence based teaching practices:** with a focus on developing collaborative professional learning opportunities for staff that focus on evidence based teaching strategies with a vision of improving HSC Band 3 and above results and growth in NAPLAN. High expectations in all classroom activities is a key element of this focus.
3. **Our Wellbeing and engagement:** with an emphasis on creating and maintaining positive environments and enhancing wellbeing student attendance and attainment will be a focus. Our wellbeing and engagement are important conditions for learning so that students connect with and feel as they are accepted as part of the school community.

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
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	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

To improve student academic performance through a focus on literacy and numeracy

### 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.

- Whole school approach to reading.
- Whole school approach to numeracy.

### Resources allocated to this strategic direction

**Socio-economic background:** \$121,667.00

**Low level adjustment for disability:** \$139,606.00

### Summary of progress

During 2022, the focus of this Strategic Direction was to develop and implement whole school literacy and numeracy focused lessons based on the explicit teaching of literacy and numeracy skills with high expectations for growth. To foster improvement in Literacy & Numeracy, the schools curriculum structure was changed to facilitate 2 periods of Literacy & 2 periods of Numeracy in Years 7 & 8 and 1 period of Literacy and 1 period of Numeracy in Years 9 & 10. Targeted lessons in the curriculum structure have allowed the creation of targeted classes to support students at various stages of their literacy and numeracy skill development. Key Learning Areas have been refining teaching and learning programs to identify specific areas where literacy and numeracy skills and application can be explicitly taught in their target teaching area. Staff capacity will continue to be developed to ensure effective evaluation and progression. The Literacy and Numeracy Teams have developed targeted lessons using the Stars & Cars and Quicksmart programs to support the targeted areas of concern.

Classroom teachers have been implementing reading strategies into their teaching and learning programs, and lesson plans. The data used to gauge targets for these lessons/strategies has been obtained from a number of sources including, SCOUT - (NAPLAN Data and Check-In Assessment Data), summative and formative assessment practices and diagnostic reading data.

This data led to a range of teaching strategies being used to accommodate the range of learning styles and better support student learning. The Literacy Team has continued to investigate ways to improve reading and to support the Cars and Stars program. Set Literacy lessons were incorporated into the curriculum structure for each year in 7-10 and Spell-It has also been taught specifically to Years 7 & 8.

To build students' numeracy skills, some classroom teachers have been attempting to implement numerical teaching strategies into their lesson planning and programs. However, the evaluation of how effective these strategies has been has been identified as an area of development/subjectivity. The Numeracy Team have been working on identifying specific target areas that need to be addressed to support the growth of students.

### Next year we will .....

Continue to build on the curriculum structure implemented in 2022 and develop further the key literacy and numeracy skills that our students are identified as requiring through school and external assessments. The literacy and numeracy teams will refine the reporting process to make sure that Literacy and Numeracy reports reflect the tailored and modified skills that are being targeted within the specific lessons.

### 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
Improve the percentage of students in NAPLAN top 2 bands in Reading by 5.5%.	2022 NAPLAN data indicates 10.7% of Year 9 students are in the top two skill bands (NAPLAN) for reading this was an improvement on 2021, it however indicated the school did not achieve the system negotiated target

Improve the percentage of students in NAPLAN top 2 bands in Reading by 5.5%.	of 15.5%.
Improve the percentage of students in NAPLAN top 2 bands in Numeracy by 6%	2022 NAPLAN data indicates 2.7% of Year 9 students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target of 13%.

## Strategic Direction 2: Collaboration and use of evidence based teaching practices. Collaboration and use of evidence based teaching practices.

### Purpose

---

The school has identified the need for students to become more engaged and successful learners. Each student will be engaged through high expectations, differentiation, collaborative teaching practices and other evidence based teaching practices with a focus on developing skills in literacy and numeracy.

### 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.

- Collaborative Professional Learning.
- High Expectations for high impact teaching and learning.

### Resources allocated to this strategic direction

---

**Professional learning:** \$42,690.00

**Socio-economic background:** \$403,475.00

### Summary of progress

---

Establishing structures and practices to build an environment of collaboration that focused on building high expectations and high impact teaching and learning was a priority for 2022. Throughout 2022 the following activities assisted to make progress in this area:

#### **Collaborative Professional Learning:**

Fortnightly professional learning groups included sessions on the new areas that have been worked on, including staff wellbeing, student wellbeing, Aboriginal Education, Literacy and Numeracy and the use of TEAMS. All staff were allocated 1 period per fortnight and joined to work through these areas. BHHS has also held whole staff development days. Professional learning areas for 2022 are listed below.

#### **Staff Development Days**

2/2 Staff Meeting - Principal's address/admin tasks/Code of Conduct update - 2hrs

3/2 CPR/Anaphylaxis - 1hr / KLA discussions/Strategic Directions - 3hrs

3/2 Writers Toolbox

3/2 Reading / Numeracy lesson focus

4/2 Mandatory PL as per MyPL once complete

4/2 Beginning Teachers Meeting - 1.5hrs

#### **PL Groups (all 1hr)**

##### *Term 2*

Week 1/2 School-wide programming template / data-informed teaching

Week 3/4 Mandatory PL/TLN (own choice)

Week 5/6 Aboriginal Education

Week 7/8 Mandatory PL/TLN (own choice)

Week 9/10 Modifications and Adjustments

##### *Term 3*

Week 1/2 IER

Week 3/4 Mandatory PL/TLN/Parent Teacher conferences (own choice)

Week 5/6 Data - interpretation of NAPLAN data and trends

*Term 4*

Week 5/6 Behavior Management

Week 7/8 New suspension and Behaviour policy

Week 9/10 MyPL - Introduction to Teams

### **High Expectations for high-impact teaching and learning.**

All 2022 Year 12 teachers have participated in HSC professional learning, which looked at the High Leverage Strategies paper identifying teaching success in the NSW HSC. (Professor Wayne Sawyer). Beginning teachers met at the start of 2022 and had been provided with relevant information regarding high expectations and high-impact teaching and learning. Meetings with beginning teachers were held throughout the year to reflect on feedback and comments on progress.

KLA Head Teachers have increased the use of student data (NAPLAN, Check-in, tell them from me, HSC data) to inform staff on areas requiring extra assistance to improve results for students. Literacy and Numeracy teams have been established in response to State priorities, and all staff have been surveyed regarding preparing and delivering targeted lessons to all students throughout 2022 in the areas of Literacy and Numeracy.

### **2023 - Where to next:**

Professional learning groups will again touch on staff and student well-being and Aboriginal Education. Literacy and Numeracy targeted lessons will be delivered by staff. Current data will be incorporated into programs ensuring that high expectations are met. Staff Development Days will also be utilised to promote high expectations and high-impact teaching and learning. Professional learning groups will be evaluated.

### **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.

<b>Annual progress measure</b>	<b>Progress towards achievement</b>
Improvement in the percentage of HSC course results in the top 3 bands to 42.1% or above.	HSC results in 2022 have shown one student achieve Band 6 in Music and 13 Band 5 results in subjects including Aboriginal Studies, Ancient History, Standard English, Legal Studies, Standard Mathematics, Modern History, Music, Software Design and Development and Visual Art. 29.5% of students attained results in the top three bands demonstrating a decline on previous years results and a move away from the lower bound target.
Increase the percentage of students achieving Expected Growth in NAPLAN Numeracy to reach the lower bound projected system-negotiated target of 59% or above.	Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However focus on this target has enabled significant achievement or change to practice to support the development of all students numeracy growth.
Increase the percentage of students achieving Expected Growth in NAPLAN Reading to reach the lower bound projected system-negotiated target of 56.9% or above.	Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However focus on this target has enabled significant achievement or change to practice to support the development of all students reading growth.



## Strategic Direction 3: Our Wellbeing and engagement. Our Wellbeing and engagement.

### Purpose

Our school aims to create positive relationships among both students and staff and to create a sense of belonging and engagement with learning. We will strive for every member of the school to develop the skills needed for a healthy and balanced life, maintaining positive relationships and having the resilience and determination to deal with any challenges they may face.

### 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.

- Positive Learning Environments.
- Wellbeing.
- Aboriginal Education.

### Resources allocated to this strategic direction

**Socio-economic background:** \$140,000.00

### Summary of progress

During 2022, the focus of this Strategic Direction was the creation of a positive environments team that looked at the school and student expectations data to establish areas to work on. This has led to the implementation of a reworked school expectations matrix.

The team have implemented regular assemblies to provide focus and learning on the school behaviour and learning expectations. The team have also developed faculty posters and are currently working to update school-wide signage. From the Tell Them From Me surveys, 44% of students indicated a positive sense of belonging, 53% indicated they value schooling compared to 72% of NSW DoE schools while 88% indicated positive behaviour. Students also indicated positive relationships with staff commensurate with State averages.

The schools Aboriginal Education Team have arranged and had Professional Learning that will be delivered in Term 1, 2023 on the inclusion of Aboriginal perspectives into teaching and learning programs. The team, in consultation with the community, have designed an Aboriginal culturally significant uniform option that has become available for staff and students with initial sales of the shirts being positive. They have also designed and are awaiting construction of a cultural walk and yarning circle. The Aboriginal Education Team have also had a plaque erected in the office foyer. The school continues to support the Clontarf Foundation and has a strong academy. The schools new Teaching & Learning program template has incorporated Aboriginal perspectives. Tell them from me demonstrated 55% of Aboriginal students felt positive about their culture, but were unsure if teachers understood it as 48% neither agreed or disagreed that staff understood culture.

### 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 percentage of students attending greater than 90% of the time to be above the system-negotiated baseline of 46.0%	The number of students attending greater than 90% of the time or more in 2022 was 15.18%. This has declined significantly from the 2021 figure of 35.64%
Increase the percentage of students reporting expectations for success, advocacy and sense of belonging to be above the school's system-negotiated baseline of 57.1%	Tell Them From Me data shows 49% of students reported positive wellbeing, including a 2% decrease in advocacy at school and 6% decrease in expectations of success. Students sense of belonging has shown growth and trending upward.
Increase the % of Aboriginal students	The percentage of Aboriginal students attaining HSC whilst maintaining

attaining the HSC whilst maintaining their cultural identity to a minimum of the system-negotiated lower bound target.

their cultural identity has remained the same as the previous year. Broken Hill High School had a total of 8 Aboriginal students complete the HSC in 2022 this consisted of 5 female students and 3 male students. The Aboriginal students completing the HSC in 2022 improved the average score in the HSC by 7.91 on 2021 results moving the average course score for Aboriginal students above the state average by 1.09. Notable achievement by an Aboriginal student was the attainment of the schools only band 6 result in the HSC.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$136,895.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Broken Hill 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>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Integration funding support (IFS) allocations support eligible students at Broken Hill High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> <li>• Wellbeing</li> </ul> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' PLSP's.</li> </ul> <p>The allocation of this funding has resulted in:</p> <p>Students that require additional support are all provided with School Learning Support Officer support within the classes that they have. Meetings with parents and students are conducted to determine subjects or learning areas that need additional support and Learning and Support staff develop timetables to best fit the needs of the student and staff. After evaluation of programs from the previous years, programs and initiatives were identified and the relevant staff was employed to meet the need. Student Support Officers were employed to run specific programs such as MultiLit. Implementation of new software programs was supported and training was provided through the school's professional learning program and on occasion was delivered by the software providers.</p> <p>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 wellbeing areas. The employment of a second deputy allowed for both deputies to focus on target areas such as welfare and curriculum.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Continue to explore and evaluate the wellbeing programs and strategies that have been put into place through the evaluation cycles and renew and update as specific need arises.</p>
<p>Socio-economic background</p> <p>\$665,142.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Broken Hill 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</b></p>

<p>Socio-economic background</p> <p>\$665,142.00</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole school approach to reading.</li> <li>• Whole school approach to numeracy.</li> <li>• High Expectations for high impact teaching and learning.</li> <li>• Aboriginal Education.</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>• Structured Professional Learning on high impact teaching strategies</li> <li>• Whole school reading lessons</li> <li>• Whole school numeracy lessons</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>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 Mathletics, MultiLit and MacqLit, technology was supported and upgraded through the employment of a Technology Support Officer. Homework and student assessment support were provided through the running of the homework centre 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. Funding also supported the development, establishment and purchasing of resources needed to deliver small group literacy and numeracy programs. The establishment of a positive environments team resulted in some changes to classroom procedures and recognised school and classroom values based on positive behaviour strategies. Positive rewards for behaviour and attendance were also received positively by staff and students. The MultiLit suite of programs continues to deliver significant growth in the reading and reading fluency aspects of identified students with some students experiencing 3-4 years growth in reading ages over the time they are involved in the strategy.</p> <p>The implementation of whole school literacy and numeracy lesson has had a significant impact on staff teaching timetables and has resulted in change to the mindset and focus of school priorities.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>a need to fill some of the positive environments team member and literacy and numeracy team member positions early in 2023 due to departing staff. Curriculum structure changes implemented in 2022 will see further embedding of small group literacy and numeracy lessons within the timetable for 2023 raising the profile of these key skills as it is given a high profile and priority over other subject time.</p>
<p>Aboriginal background</p> <p>\$146,610.61</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Broken Hill 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 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 specialist additional staff (SLSO) to support Aboriginal students.</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the Personalised Learning Pathway (PLP) process.</li> </ul>

<p>Aboriginal background</p> <p>\$146,610.61</p>	<p><b>The allocation of this funding has resulted in the following impact:</b>  100% of all Aboriginal students have a Personalised Learning Plan. An Aboriginal Education Officer (AEO) is part of the School's staffing entitlement. The remaining funds were utilised to contribute to the cost of employment of a second AEO. 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 Clontarf program has also continued to increased the retention and engagement of Aboriginal boys. Broken Hill High has also partnered with Maari Ma to deliver a tailored program for Aboriginal girls to enhance engagement and attendance. This program has had outstanding success with improvements in all areas for Aboriginal girls.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  The ongoing work and dedication of the schools Aboriginal Education team have lifted the profile of Aboriginal students and have actively encouraged the embedding of Aboriginal perspectives in all teaching programs. The Aboriginal Education team has planned for the construction of a cultural walk area to further support Aboriginal recognition and supports for community links, this project should be completed in early 2023. The erection of the schools reconciliation plaque in the school foyer further shows the commitment to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$17,307.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Broken Hill 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>• Employment of additional staff to support delivery of targeted initiatives.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  The small numbers of students that are included in this initiative are offered one to one support with the completion of reading and written intensive assessments and class work.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Continue to deliver as is employing a Learning Support Officer part-time with reflection on how this may look in the future if numbers were to increase.</p>
<p>Low level adjustment for disability</p> <p>\$470,972.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Broken Hill 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>• Whole school approach to reading.</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>• 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>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention (MultiLit &amp; Quicksmart) to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• targeted students are provided with evidence-based interventions to</li> </ul>

<p>Low level adjustment for disability</p> <p>\$470,972.00</p>	<p>increase learning outcomes. All students with in these targeted programs have achieved measurable uplift in reading, reading fluency, comprehension and numeracy skills.</p> <p>The school's Support Teacher Learning Assistance have played a key role in ensuring that students requiring low level adjustments have learning support meetings and learning support plans with proposed interventions are created and disseminated to all teaching staff through the school student management system. Students that require significant adjustments are also provided with individual learning plans that show up as a flag on the student record. All classroom teachers are required to provide detail of the types and levels of adjustments into the school's management system so that data is easily transferable and reported against. The inclusion of adjustments are also presented in teaching and learning programs. The school LASTs also seek applications for special provisions for external tests and provide assessment support to students that require it. The LASTs also supervise a number of SLSOs that deliver the MultiLit program to targeted students and provide support for students on integration funding.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to maintain LAST interventions and support to teaching staff so that low-level adjustments and modifications can be made to programming and assessments.</p>
<p>Location</p> <p>\$65,291.00</p>	<p>The location funding allocation is provided to Broken Hill High School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• 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>• Technology resources to increase student engagement.</li> <li>• Incursion expenses.</li> <li>• Subsidising student excursions to enable all students to participate.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The school now has portable technology in each Key Learning Area that is regularly used and supports student access to relevant ICT skills, having good stocks of portable devices has supported the whole school delivery of online assessment programs such as NAPLAN and HSC minimum standards it has also provided equitable access to ICT for all students during class learning activities. The provision of cost-free offsite school sports has improved inclusion and has allowed all students to access the full variety of sports on offer at Broken Hill High School. HSC students have been supported with online learning tools that have provided study and curriculum resources for courses studied.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 the school will implement a one to one device policy that will enhance student engagement with technology. Training and development will need to be sourced and implemented to support teaching staff in the delivery of current ICT skills needed for student achievement. The school has converted to a one platform school in 2022 with all school staff using and implementing as the online learning platform Microsoft Teams this has also been further supported by the Department of Education's move to online storage and 'files anywhere' initiative..</p>
<p>Professional learning</p> <p>\$158,645.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Broken Hill 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>

<p>Professional learning</p> <p>\$158,645.00</p>	<ul style="list-style-type: none"> <li>• Collaborative Professional Learning.</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>• IER Training.</li> <li>• Learning intentions and success criteria sessions.</li> <li>• Aboriginal Education Policy awareness training.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  All teachers' timetables have a professional learning period allocated. The HT Teaching and Learning delivered face to face professional learning. During this time staff were able to improve their skills and knowledge of MS Suite of programs including Teams, Policy understanding, improve the use of evidence based teaching strategies, reflection of quality assessments . Work on IER enabled staff to reflect on behaviour management and building positive relationships. Sessions on differentiation enhanced staff skills in this area.  A focus in the later terms drilled down into High Expectations and ensuring that the expectations were met with positive rewards and acknowledgement.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  After evaluation of the benefits that collaborative professional learning provides to up skilling new staff and allowing more experienced staff to provide mentorship it is important that collaborative professional leaning continues with an ongoing focus on What Works Best.</p>
<p>COVID ILSP</p> <p>\$108,000.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• employing staff to provide online tuition to student groups in literacy/numeracy - [focus area]</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  An inability to attract staff to fill these COVID intensive learning program positions resulted in a change to the structure. The school used COVID ILSP funds to contract online tuition for selected small groups of students identified with learning gaps. This program was delivered with significantly lower costs as human resources were simply not available. Small groups of students were able to access the intensive learning provided online, 2023 NAPLAN results will provide more accurate data on the benefits of the tuition program.</p> <p>This initiative has seen small targeted groups involved in online tuition delivered by an external agency. This initiative has had some success with students engaged in other alternate educational programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Broken Hill High School will continue to support the delivery of COVID ILSP online tuition support in 2023.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Broken Hill 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>

Student support officer (SSO)

\$96,058.00

**Overview of activities partially or fully funded with this Staffing - Other funding include:**

- Employment of a Student Support Officer.

**The allocation of this funding has resulted in the following impact:**

The Broken Hill High School Student Support Officer

- reduced the burden on school counselling staff.
- acted as a triage for students seeking assistance, the Student Support Officer was able to direct and allocate caseload to the schools counselling team or to external tele health services.
- Provided basic mental health first aide care and was able to act as a voice for student concerns.

**After evaluation, the next steps to support our students will be:**

With the Student Support Officer position being vacated late in Term 4 work will need to be done to find a replacement in early 2023.



# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	275	249	247	215
Girls	283	262	245	243

## Student attendance profile

School				
Year	2019	2020	2021	2022
7	86.7	88.0	86.0	77.4
8	84.1	89.8	74.1	73.5
9	81.2	85.0	78.5	66.1
10	79.9	83.6	67.8	61.8
11	85.1	87.9	84.0	71.5
12	86.3	86.8	85.2	77.2
All Years	83.6	86.8	78.9	70.8
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

## Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with

previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

---

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

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

## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	2	13.5
Employment	1	0	51
TAFE entry	2	3	0
University Entry	0	0	26.5
Other	0	0	9
Unknown	0	0	0

## Year 12 students undertaking vocational or trade training

---

37.04% of Year 12 students at Broken Hill High School undertook vocational education and training in 2022.

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

---

62.3% of all Year 12 students at Broken Hill High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1.6
Head Teacher(s)	8
Classroom Teacher(s)	41.4
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	16.68
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
<b>Opening Balance</b>	1,332,504
<b>Revenue</b>	11,018,422
Appropriation	10,921,752
Sale of Goods and Services	9,829
Grants and contributions	83,522
Investment income	3,319
<b>Expenses</b>	-11,738,639
Employee related	-8,467,700
Operating expenses	-3,270,939
<b>Surplus / deficit for the year</b>	-720,217
<b>Closing Balance</b>	612,287

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.

Our school has funded these programs from previous years carrying over funds to support our students and school.

\$600 000 for the refurbishment and development of new female and male student toilets.

Implementation of 1 to 1 device \$140 000 to install lockers and building upgrades to support secure storage and charging.

Construction of Cultural Walk garden

replacement of old ride on lawnmower

Upgrades and refurbishment of the Reading Room in the schools Library

Deputy Principal Office Upgrade

Purchase school bus to assist our RASP program and support students with transport options for school excursions

Student seating/shades for green sport courts

## Financial summary - Equity loadings

---

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	107,333
<b>Equity Total</b>	998,304
Equity - Aboriginal	146,611
Equity - Socio-economic	540,816
Equity - Language	17,307
Equity - Disability	293,569
<b>Base Total</b>	8,308,295
Base - Per Capita	130,186
Base - Location	65,291
Base - Other	8,112,819
<b>Other Total</b>	1,017,542
<b>Grand Total</b>	10,431,473

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

## School performance - NAPLAN

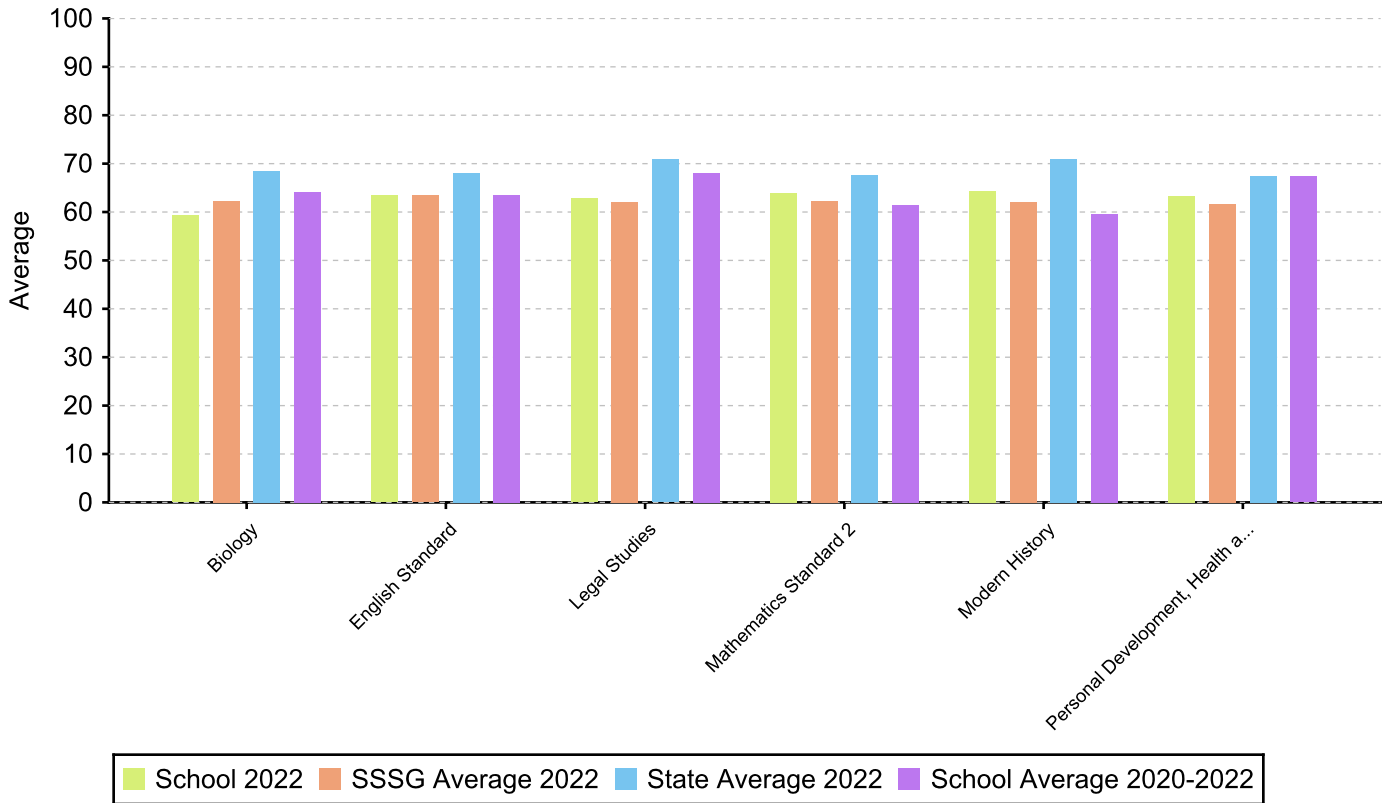
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

# School performance - HSC

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

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



Subject	School 2022	SSSG	State	School Average 2020-2022
Biology	59.3	62.2	68.5	64.2
English Standard	63.4	63.4	68.1	63.5
Legal Studies	62.8	62.1	70.8	68.0
Mathematics Standard 2	63.9	62.2	67.6	61.5
Modern History	64.4	62.0	70.9	59.6
Personal Development, Health and Physical Education	63.3	61.6	67.5	67.3

## Parent/caregiver, student, teacher satisfaction

*Broken Hill High School completed the Tell Them from Me teacher, student and parent surveys in 2022. In 2022, 13 parents voluntarily completed the surveys and this provided the school with very limited information from a very small percentage of our school community. 241 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:*

- 74% of students had positive relationships and increase of 2% on previous year.*
- 88% of students indicated they had positive behaviour.*
- 67% of students indicated they had aspirations to finish high school, a increase of 4% from the previous year.*
- 41% of students in the school plan to pursue a trade or apprenticeship program, this figure has increase by 10% on the previous year.*
- 40% of students had aspirations for pursuing post secondary education. Our student responses were in-line with most of the NSW Government School norms.*



# 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.