

# Blakehurst High School

## Annual Report



2016



8236

## Introduction

The Annual Report for **2016** is provided to the community of Blakehurst High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

Dan Ovens

Principal (Relieving)

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### Message from the Principal

Looking back on the year, we have had a number of highlights; We celebrated our fantastic 2016 HSC results. Some of the positions included;

Top ATAR:– 99.4 with a significant number of students achieving ATARs of 90 or above.

Top Achievers:–

1st place in State – English Standard

3rd place in State – Modern Greek Continuers

4th place in State – Japanese Continuers

9th place in State– Construction Exam

71 Distinguished Achievers across 22 subjects, with 16 top Band 4 results in Extension Courses. Congratulations to our students and teachers on these exceptional results!!!!

Our school was identified to be a part of the Secondary Schools Renewal Program to receive significant building works. The aim of the program is to improve the physical environment and aesthetics of the school. The work will include a new administration building at the front of the school, including landscaping and outdoor areas. The work should begin in the Easter holidays in 2017, with the demolition of the Cottage. This will make a significant difference to the look of our school with a refreshing new façade and well-designed spaces for us to utilise.

Year 7 experienced a successful and enjoyable Camp to Tea Gardens

Several students had a wonderful Languages based excursion and learning opportunity travelling to Japan.

We enjoyed great well attended Athletics and Swimming Carnivals.

Our school has had continued success in the sporting arena, with our girls crowned Champions of both Summer and Winter Grade Sport Competitions and our boys finishing runners up.

There was celebration of many external awards, with two highlights being:– Nicole Harrington in Year 10 being awarded the Local Aboriginal Student of the Year Award and Ms Nozica, one of our English teachers, being awarded The Premiers Teacher Scholarship for her contribution to Quality Teaching.

Our school further strengthened its relationship with local Primary Schools.

In terms of outreach and community service, considerable funds were raised by our students to support charities such as the 40 Hour Famine, children's cancer and The Sydney Children's Hospital.

Our school was involved in the School Spectacular, with 14 students performing dance and 1 student selected to play in the orchestra...and spectacular it was, as all of our students were part of a Guinness World Record for the greatest amateur variety show.

Students and staff teamed up to launch an official Blakehurst HS Facebook page. Our new page will be used to celebrate student achievement and showcase many of the exciting things taking place.

I would like to take this opportunity to express much gratitude and give thanks to:-

- Mr Brad Lester for doing such a wonderful job as Principal for the last 6 years. Mr Lester was appointed as Principal in 2010 to Blakehurst High School and under his leadership many areas of school life have been enhanced and new initiatives formed, always for the benefit of the students. On behalf of the whole school community, I would like to thank him for his enormous commitment and hard work at Blakehurst High School and beyond that for his 39 years of service to the Department of Education.
- Deputy Principals, Mrs Manos and Mr Yelavich. Their support and leadership have been paramount to the success of our school this year.
- Head Teachers at Blakehurst High School who are a very professional, dedicated and cohesive group. Their skill and influence is integral to the accomplishments of our school.
- The entire teaching staff at Blakehurst High School –they are a great team and always have the best interest of the students at heart. Many of the improvements we have had at our school in 2016 and in recent years, have come about as a result of this united effort by staff.
- The Admin staff who work so hard and truly are the engine room of our school. They carry the high pressure times while trying to meet shifting deadlines; which assists the whole staff and student body on a daily basis.
- The parents of Blakehurst High School for working in partnership with the Staff throughout 2016 and supporting our students. Particularly, the P&C, for their ongoing support, both financially as well as in representation on merit selection panels for staff and the Finance committee. The P&C, has committed over \$18,000 to school programs and projects this year, including for financing school awards; funding Science equipment; installation of a water fountain; refurbishment of the clothing pool; and continued support of the SMS absence notification system.
- Our students, who have worked hard to improve on their personal best and live out our school values of respect and responsibility.

Dan Ovens

Relieving Principal

## School background

### School vision statement

To provide a stimulating, safe and caring environment where all students can achieve their full potential, whilst instilling in them a love of learning, enabling them to adapt to future changes, so they can become active, responsible citizens.

### School context

Blakehurst High School (enrolment 1138, 81.8% students from a non-English speaking background), is a successful co-educational comprehensive school recognised for exemplary welfare and learning support programs. The school has an excellent reputation within Sydney Region and the local community for academic, sporting and multicultural achievements. Students enjoy a broad curriculum, including a wide vocational education and training program. Priorities include quality professional learning for all staff which supports Quality Teaching/Learning and the development of student responsibility for learning. The school enjoys strong support from parents and the community.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### For all schools (except those participating in external validation processes):

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. 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.

This year, our staff at Blakehurst High School have discussed at length the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Time was dedicated at our meetings (staff, executive and faculty) to thoroughly examine the School Plan in relation to the elements of the School Excellence Framework. Staff reflected on the progress being made across the school as a whole, based on the expectations identified in the Framework. This provides an important overview to ensure our improvement efforts align with these high level expectations.

In the **domain of Learning**, our efforts have primarily focused on wellbeing, curriculum and learning. Expectations of behaviour are explicitly taught to students and positive, respectful relationships are evident among students and staff. This helps to ensure good conditions for student learning. School programs address the needs of identified groups – for example, Aboriginal students, gifted and talented students, students with a disability and students for whom English is a second language. The school has established a Transition Team to ensure effective planning and information sharing is in place to support successful student transitions. Teachers involve students and parents in planning to support students as they progress through the stages of education. This can be seen through Parent meetings tied to the Learning Support Team, Year 7 Meet the Teachers Night, SSSP program, Skoolbag and the extensive Subject Selection process.

Our major focus in the **domain of Teaching** has been on collaborative practice for staff members. Teachers are working together to improve teaching and learning in their classes, faculties and for particular groups of students. Teachers provide and receive planned and constructive feedback from peers, school leaders and students to improve teaching practice. The school identifies expertise within its staff and draws on this to further develop its professional community. This has been evidenced through the development of professional development plans by all staff; 100% of staff participating in lesson observations, a shadowing program; Moodle providing consistency of delivery and regular professional learning sessions on Tuesday afternoons. There is a particular focus on improved teaching methods in literacy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in this area. This has been demonstrated through school development day programs and with ALARM being filtered down to the junior school and our school's focus on the Literacy Continuum, Get It Write, Learning Intention, Success Criteria and Super Six comprehension strategies.

In the **domain of Leading**, our priorities have been to progress school planning, implementation and reporting and strategically use resources to achieve improved student outcomes. One key aspect of school planning has been looking at school staffing to ensure that full curriculum implementation and delivery requirements are met. In 2016, this has involved creatively extending the timetable to cater for additional classes and the recruitment of high quality staff. Staff have taken on additional roles and leadership of teams. The duties of staff have been updated and a shadowing program developed. Clear processes, with accompanying timelines and milestones, direct school activity towards effective

implementation of the School Plan. The School Plan has been discussed at length at executive, staff and team meetings as well as at parent forums, such as the P & C and Information nights at the school.

Blakehurst High School has productive relationships with local community schools, like Kogarah High School and James Cook Boys High School, to provide shared welfare programs and initiatives. In addition, all of our local primary schools have joined us to collaborate on learning initiatives such as Gifted and Talented and Communication. Positive links also exist with other organisations and external agencies to support the school's programs, such as Rotary, Spotless, universities, parliamentary contacts, Kogarah Council; St George Youth Services; CAMHS and Headspace.

## Strategic Direction 1

Enhancing student wellbeing

### Purpose

It is essential that Blakehurst High School provides a safe, caring, inclusive and supportive environment for all of its students. Also that the students are able to develop as respectful, responsible, law abiding citizens. To this end, the school community needs to constantly monitor, evaluate and adapt the school's welfare policies to help achieve this aim. Students need to have clear boundaries explained to them, with consistent consequences applied if they do not comply with these expectations.

### Overall summary of progress

The school continued the implementation and ongoing evaluation of all procedures to ensure compliance with Department of Education (DoE) Welfare and Behaviour policies and alignment with the Schools Excellence Framework. We applied a strategic approach to the implementation of new procedures that would ensure Student Wellbeing was enhanced and consistency was applied throughout the school. After extensive investigation, surveys of staff and community and professional learning sessions, we made Positive Behaviour for Learning (PBL) a focus area. A team of staff identified appropriate behaviours that would be suitable and represent the school's Respect and Responsibility charter in all school settings.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Updated behavioural management/ discipline procedures prepared for implementation in 2016, resulting in a drop in suspensions in 2016.</p>	<p>PBLF staff surveys show that staff utilise and follow the new framework and are happy with its processes and its associated positive behaviour in class. The signage is also a great tool in reinforcing the basic rules across all settings. PBLF student surveys indicate that students understand the school expectations and the great majority are in favour of the processes that have been put in place.</p> <p>Discipline referrals to DPs decreased in 2016, due to teachers employing specific line management processes. A telling statistic of the success of PBLF is that the number of short suspensions decreased from 57 in 2015 to 28 in 2016.</p> <p>TTFM student surveys indicate that in 2016, 97% of girls and 93% of boys identify with positive behaviour at school. The NSW Gov't norm for girls is 91% and for boys is 81%. In 2015, 92% of girls and 89% of boys identified with positive school behaviour (5% increase in boys and girls perception of positive behaviour, well above state norms).</p> <p>In 2016, students rated the disciplinary climate as 7.5/ 10 with the Gov't norm at 5.6. The disciplinary climate of the classroom was rated at 6.5/ 10 by girls and 6.6 for boys. The NSW Gov't norm for girls was 5.6 and boys was 5.6. In 2015 the disciplinary climate was rated 6.4/ 10 with the DET norm at 6.1. Girls rated this 6.3/ 10 and boys 6.5/ 10</p> <p>TTFM parent surveys indicated that parents understand and support positive behaviour and they rate their children's understanding of the school rules for behaviour as 9/ 10 (2016), up from</p>	<p>\$14,000</p> <p>PL</p> <p>\$40,000</p> <p>Flexible wellbeing funding – Youth Outreach Worker</p>



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Updated behavioural management/ discipline procedures prepared for implementation in 2016, resulting in a drop in suspensions in 2016.	8.7 (2015)  Blakehurst High School employed a Youth Outreach Worker to run whole year welfare programs and provide targeted support for individuals and small groups of students	
An updated Anti-Bullying policy developed and an extensive Anti-Bullying education program implemented across the school in 2016, resulted in less negative behaviour referrals in ebs4.	The Welfare team revised the DoE's Anti-Bullying Policy, established Anti-Bullying workshops that were delivered to all Year 7 students and completed the Anti-Bullying Plan as per the new template which was then ratified by school staff, parents and students. The whole school also took an Anti-Bully pledge at the start of the year. Booklets to support student welfare needs were compiled – Truancy, Lateness, Self Esteem, Body image and Smoking . Workshops were also delivered on Stress Management and Study Skills, and we also held presentations from Headspace to address mental health concerns amongst our student body.	\$1,600  Staff Delivery  PL
Updated procedures for managing lateness, resulting in higher levels of period zero attendance and less detentions issued for senior students in 2016.	We began a new process whereby all senior students late to period 0 had to report to the Deputies. They were issued with a slip to gain entry into period 0 class and the DPs kept track of how often each student was late. Twice late incurred a lunch detention, three times late incurred an after school detention where students were expected to return at 3pm. If a student had more than 3 lates, parents were contacted and the situation discussed with them. This program has seen a distinct reduction in lateness to period 0 and senior students recognising the importance of attending all classes as important content is relayed in period 0 classes.	NIL

## Next Steps

As a result of the positive responses at all levels little change to PBLF was necessary. Some staff suggestions include: continued reinforcement of PBLF on assemblies, ensuring that lessons are engaging and interesting to stop student misbehaviour due to boredom, revisiting PBLF regularly to ensure that all staff are following procedures.

Programs to support student wellbeing and mental health to be investigated, including Mind Matters, links with Sydney University "Sources of Strength Program" and the employment of a Transition Advisor.



## Strategic Direction 2

Enhancing the quality of student learning

### Purpose

Blakehurst High School needs to provide a learning environment that has high expectations and adds value to all students' literacy and numeracy outcomes, which ultimately leads to improved HSC results. Students will be encouraged to be productive and ethical users of appropriate technology, giving them skills to continue learning in an ever changing world.

### Overall summary of progress

Student learning is our primary focus and we constantly update and revise our teaching methods to ensure all student needs are met.

We continued driving ALARM in our senior years and introduced it to our junior cohorts. Based on extensive research and analysis of school measurement data, numerous initiatives were onset to further improve student literacy skills.

The Gifted and Talented Team developed and delivered a RICH task to the GAT Year 7 class, where parents and the wider school community were invited to the showcase night. The whole staff were trained in GAT strategies and have begun incorporating these into programs and assessments. Each faculty completes a matrix of learning each term to ensure all learning styles and interests are catered for. The GAT test was revised to ensure it was challenging yet achievable for the age group and capacity of students. We also began a GAT Network with primary partners where they attend two "Bright Spark" days per year to experience extension activities.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Increase % of Year 9 students at proficiency in Literacy (reading, writing, comprehension) and Numeracy by 2%</p> <p>Decrease the % of Year 9 students at or below National Minimum Standards in Literacy (reading, writing, comprehension) and Numeracy by 2%</p>	<p>In 2016, the percentage of students exceeding National Minimum Standards for Year 9, across both Literacy and Numeracy, has remained steady. Fewer students attained the national minimum standard in Year 9 in Reading, Grammar and Punctuation and Numeracy which is a positive result. The most impressive outcome being the 5% decrease in the number of Year 9 students attaining the lowest National Minimum Standard in Writing.</p> <p>The Literacy Team began a whole school approach to professionally develop staff and increase their confidence and knowledge of the Literacy Continuum. The Literacy team evaluated staff capacity to engage with the Literacy Continuum and compiled a simplified version. We have focussed on Reading, Comprehension and Writing as target areas that are also addressed via the new whole school Literacy program, GET IT WRITE. This encompasses the use of LEARNING INTENTION and SUCCESS CRITERIA into all junior lessons. To further enhance the GET IT WRITE program the Literacy Team introduced SUPER SIX comprehension strategies, bookmarks were issued to all students with the strategies outlined and we encourage their use school wide to immerse the students in the whole school program.</p> <p>Professional learning provided to staff on Differentiation and GAT matrix for learning. Expert Ralph Pirozzo presented on a school development and other evidence based research was shared with staff to promote effective teaching</p>	<p>\$20,000</p> <p>Literacy</p> <p>\$5,000</p> <p>Booklets/ Resources</p> <p>\$17,000</p> <p>GAT &amp; Numeracy</p>



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Increase % of Year 9 students at proficiency in Literacy (reading, writing, comprehension) and Numeracy by 2%</p> <p>Decrease the % of Year 9 students at or below National Minimum Standards in Literacy (reading, writing, comprehension) and Numeracy by 2%</p>	<p>practice.</p> <p>Assessment for learning and making meaning from the data was undertaken. Rigorous NAPLAN analysis was shared with teachers to strengthen their knowledge of where our students are at with literacy and numeracy outcomes and to create a shared understanding of the need for ongoing professional learning and collaboration to meet the Premier's Priorities.</p>	
<p>Maintain increase in the number of Band 6 results in HSC. (benchmark, 2013 – 60 Band 6's)</p>	<p>HSC analysis undertaken.</p> <p>Employment of a skilled HT English to support school wide integration of ALARM.</p> <p>In 2016, HSC results showed 71 Band 6's representing an increase of approx. 18% on the benchmark.</p>	<p>\$16,000</p> <p>Literacy</p>

## Next Steps

Numeracy and Literacy Team to update 2017 Milestones to reflect the Premier's Priorities and the dynamic whole school vision.

All teachers to have a professional learning goal for Numeracy and Literacy.

Create further opportunities to work together with local primary and high schools, focusing on joint professional learning to enhance teacher quality and engagement and improve educational outcomes.



## Strategic Direction 3

Fostering quality teaching and leadership (Teacher Learning)

### Purpose

Blakehurst High School will ensure that teachers are given the opportunity to enhance their skills, through meaningful, targeted Professional Learning. Staff will be encouraged to seek out opportunities to take on leadership roles, enhancing their chances for promotion and work satisfaction, whilst at the same time developing leadership density within the school, thus putting into place succession plans to adapt to staff changes, retirements etc.

### Overall summary of progress

Whole school PL focus on developing Literacy, Numeracy and on Student Wellbeing.

PDPs completed by all teachers to support individual professional growth and development.

Staff in-serviced on setting goals and effective observations

A range of on-site PL activities offered to teaching and non-teaching staff to develop ICT skills and understanding of systems software and platforms (eg. EBS4).

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers have Individual Professional Development Plans (PDPs) in order to build capacity.	Meetings with supervisors continued once per term. Goals restructured (if necessary). Observations commenced & feedback given. Records kept. Early Career Teachers supported and mentored.	\$1,500 PL
100% of teachers undertaking accreditation successfully complete and maintain the process.	Accreditation (progress achieved this far) Three teachers successfully gained their accreditation at Proficient Teacher, and five teachers successfully submitted reports to maintain their accreditation at Proficient Teacher level. PL strategy team set up. Professional Learning programs were devised according to staff needs and interests that were aligned to our School Plan and as a means of improving students' outcomes.	\$25,378 Early Career Teachers
100% of all teachers attend regular fortnightly Professional Learning organised in team groupings, designed through surveying staff needs.	Professional Learning Strategy Team set up. Professional learning programs were devised according to staff needs and interests that were aligned to our School Plan and DoE priorities. Surveys conducted on staff preference. External presenters investigated and booked in well in advance. Networking with primary partners investigated.	\$70,178 PL

## Next Steps

A new structure for on-site professional learning in teams, each with a strategic focus as identified in the School Plan (Literacy, ESL, Numeracy, Differentiation, Gifted and Talented, 21st Century Learning). Additionally, these teams offer opportunities to staff to develop their leadership skills related to whole-school initiatives.

The provision of professional learning to support teachers in meeting the current demands of the accreditation process as well as be adequately prepared for the expanded requirements in 2018.

Ensure the effective implementation of Performance and Development Plans for all staff, incorporating school and personal priorities.

Investigate option of introducing twilight sessions to allow for a more immediate impact of professional learning.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Aboriginal Background funding was used to employ two retired head teachers to mentor our four Aboriginal students who were completing their HSC. The sessions were delivered in small learning groups and focused on developing individual study plans, revising work, practising past HSC papers and completing assessment tasks.	\$6,936
<b>English language proficiency</b>	<p>An increase in the number of Year 7 students requiring ESL support in 2016 presented the need to target Year 7 .</p> <p>A specialised ESL teacher was employed to work with Year 7 across the KLAs, working collaboratively with the class and teacher to plan lessons and teaching strategies that take into account the learning needs of the ESL students.</p> <p>The ESL teacher was also used to develop an intensive ESL literacy course, The ELITE program to target Year 7 students with low language proficiency. The program consists of two units of 6 x 70 minute lessons.</p> <p>Due to the positive impact these strategies had on the Year 7 EAL/D students' participation and engagement in learning, another two units of The Elite program are in the process of being developed. A key initiative is to have 4 units of The Elite program; one unit per term.</p> <p>It also provided support for EAL/D students on arrival at school from intensive English settings into mainstream. Further, an Essay Writing Support Service was established to support our large body of International Students. This was extended to all ESL students.</p>	<p>\$311,996</p> <p>Additional Expert ESL Support</p> <p>\$16,800</p>
<b>Low level adjustment for disability</b>	<p>A team of Learning and Support Teachers (LaST) and Student Learning and Support Officers (SLSO) was maintained to support classroom teachers in identifying students with additional learning needs, including those with intellectually mild and moderate disabilities, autism and learning difficulties. Students requiring adjustments and learning support, including those enrolled in Life Skills courses were catered for within class programs and targeted literacy and numeracy support programs including Upwords and DEAR Maths and Reading Tutoring. Students travelling to sport and work experience were supported in order to develop their travel training and organisational skills.</p> <p>LaSTs and SLSOs engaged with parents and caregivers in collaborative processes to personalise learning and support the needs of individual students, resulting in increased student participation in learning activities and improved students' learning outcomes.</p>	<p>\$241,219</p> <p>Additional SLSO support</p>

<p><b>Socio-economic background</b></p>	<p>Disadvantaged students, including those living in Out Of Home Care (OOHC) were supported to assist their engagement in a range of curriculum-focused and co-curricular programs within the school. The learning and development of disadvantaged students was supported via access to tutoring at Homework Centre twice per week and with individualised Student Learning Support Officer (SLSO) assistance in the classroom. Support was provided through student assistance programs to subsidise school uniforms, canteen food and school fees and enable access to Information Communication Technology (ICT). These wellbeing initiatives served to increase participation and engagement of disadvantaged students in learning activities, thereby improving student learning outcomes.</p>	<p>\$57,081</p> <p>Additional SLSO support</p>
<p><b>Support for beginning teachers</b></p>	<p>One beginning teacher was appointed and three second year beginning teachers were supported in 2016. A personalised professional learning and development plan was developed in consultation with the beginning teacher and the supervising head teacher to support each beginning teacher in their early phases of teaching.</p> <p>Funding was allocated to provide beginning teachers with reduced teaching responsibilities and access to mentoring, sufficient to support the development of their skills in the first year. Beginning teachers were further supported to attend professional learning courses, focusing on classroom and behaviour management, building student engagement and developing productive relationships with parents and care givers.</p> <p>Teacher mentors were provided with access to specific training and flexibility in their teaching responsibilities to support classroom observation and provide structured feedback to the beginning teacher.</p>	<p>\$25,378</p> <p>(\$13,378 + 4,000 x 3)</p> <p>Early Career Teachers</p>
<p><b>Targeted student support for refugees and new arrivals</b></p>	<p>Targeted student support was provided through funded ESL teachers to work with five students identified as refugees – on average, this accounted for approximately \$350 of support provided for each refugee student.</p> <p>The ongoing EAL/D support assisted the teachers and students in meeting the immediate and ongoing educational and wellbeing needs of these students, enabling for an increased participation in mainstream classrooms.</p>	<p>\$1,720</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	607	604	608	636
Girls	491	497	500	502

### Student attendance profile

School				
Year	2013	2014	2015	2016
7	96	93.2	93.4	93.8
8	93.8	93.8	92.3	91.3
9	92.7	92.1	92.5	92
10	93	92.1	90.3	90.4
11	94	93	90.9	88.9
12	93.7	93.4	90.8	90.4
All Years	93.9	92.9	91.7	91
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	4	2
Employment	11	46	0
TAFE entry	3	26	10
University Entry	0	0	67
Other	0	24	21
Unknown			

### Year 12 students undertaking vocational or trade training

In 2016, 10 students (5%) completed TVET (TAFE delivered Vocational Education and Training) courses.

The total enrolment in the Vocational Education (VET) courses offered at school was 45 students, with 39 of those 45 students (87%) studying one VET course and 6 students (13%) studying two or more VET courses. In addition to this, one student completed School-Based Traineeship.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	54.3
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
Teacher of ESL	2.8
School Counsellor	1
School Administration & Support Staff	12.97
Other Positions	1

\*Full Time Equivalent

The Australian Education Regulation 2014 requires schools to report on Aboriginal composition of their workforce.

Blakehurst High School has no Aboriginal members of staff.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	82
Postgraduate degree	18

### Professional learning and teacher accreditation



With the release of the RAM funding model, professional learning and teacher accreditation were focus areas. Significant volumes of professional learning were undertaken by Blakehurst High School staff in 2016. The total amount expended on external courses in 2016 was \$70,178.77. The average expenditure for each teacher on professional learning was \$643.84.

Professional learning on school development days focused on a range of topics including:– School Excellence Framework (SEF), Performance Development Plans, Child Protection, Code of Conduct, Positive Behaviour for Learning Framework, Anti-Bullying Procedures, Electronic Roll Marking Procedures, Literacy, CPR Training, Mental Health: Head Space, Students with Developmental Disorders, Numeracy, NAPLAN data, GAT training, ALARM, voice care, lesson observations and collection of evidence.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2016 to 31 December 2016.

	2016 Actual (\$)
<b>Opening Balance</b>	973 344.23
<b>Revenue</b>	11 116 657.00
(2a) Appropriation	10 292 287.89
(2b) Sale of Goods and Services	118 379.97
(2c) Grants and Contributions	685 642.60
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	20 346.54
<b>Expenses</b>	-10 808 824.14
Recurrent Expenses	-10 808 824.14
(3a) Employee Related	-9 778 518.22
(3b) Operating Expenses	-1 030 305.92
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	307 832.86
<b>Balance Carried Forward</b>	1 281 177.09

Following extensive consultation, Blakehurst High

School have committed funds of:

\$300,000 to our Secondary Schools Renewal Program (SSRP) project and remodelling the current Administration area

\$80,000 to Air Condition B Block (selected rooms)

\$80,000 for additional staffing – Youth Outreach Worker (ongoing) and Transition Adviser (2017)

\$18,000 CAD machine

\$10,000 Lockers

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
<b>Base Total</b>	9 225 626.12
Base Per Capita	76 037.85
Base Location	0.00
Other Base	9 149 588.27
<b>Equity Total</b>	632 829.53
Equity Aboriginal	22 533.14
Equity Socio economic	57 080.86
Equity Language	311 996.08
Equity Disability	241 219.45
<b>Targeted Total</b>	220 050.88
<b>Other Total</b>	108 707.88
<b>Grand Total</b>	10 187 214.41

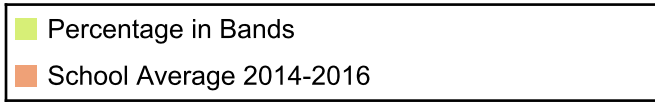
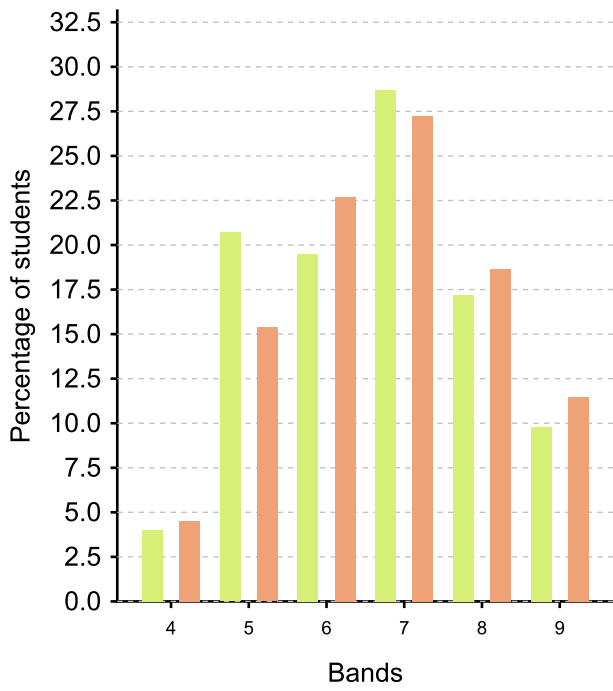
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

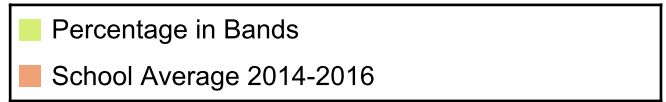
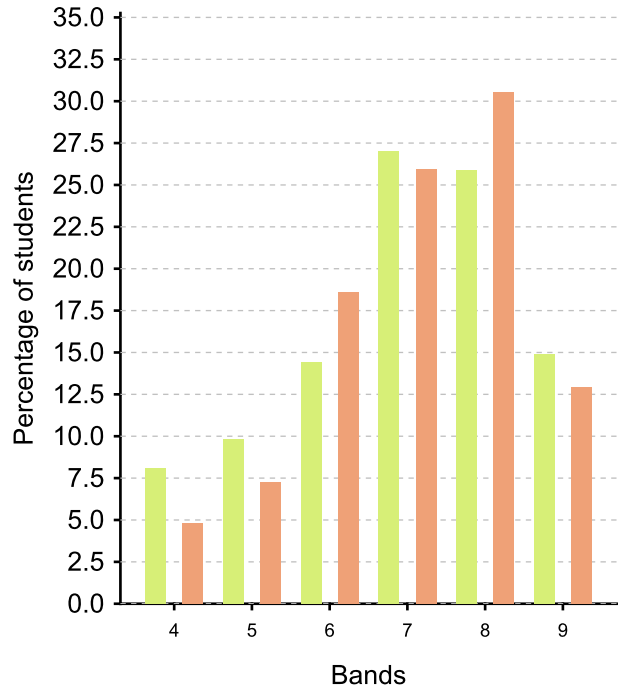
### NAPLAN

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.

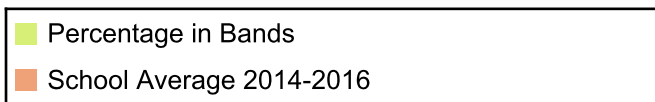
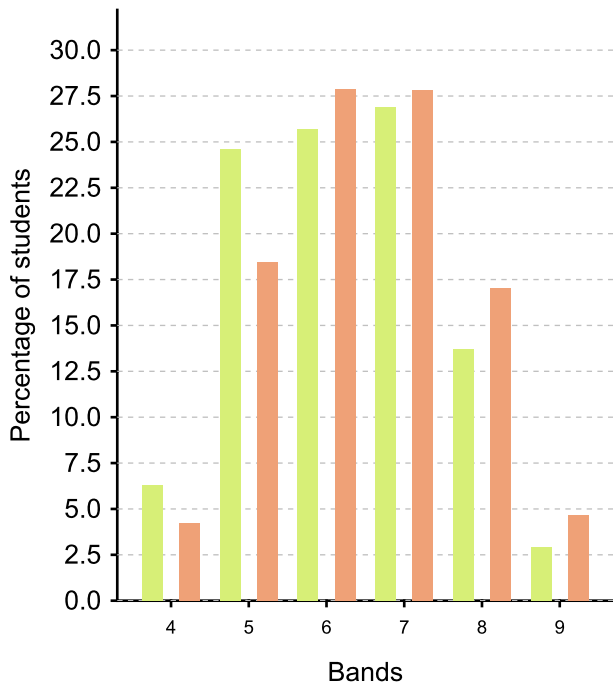
**Percentage in bands:**  
Year 7 Grammar & Punctuation



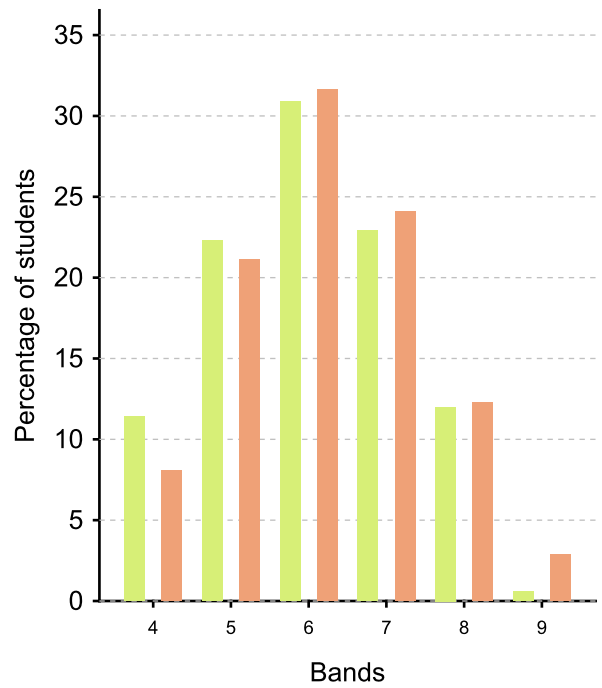
**Percentage in bands:**  
Year 7 Spelling



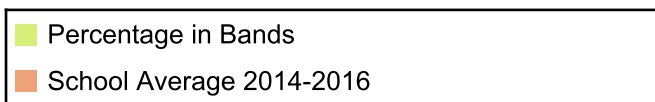
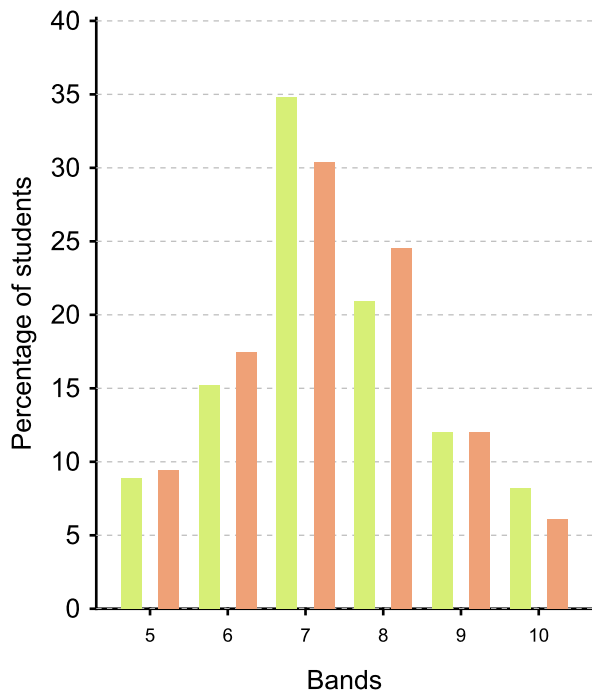
**Percentage in bands:**  
Year 7 Reading



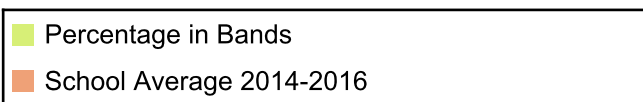
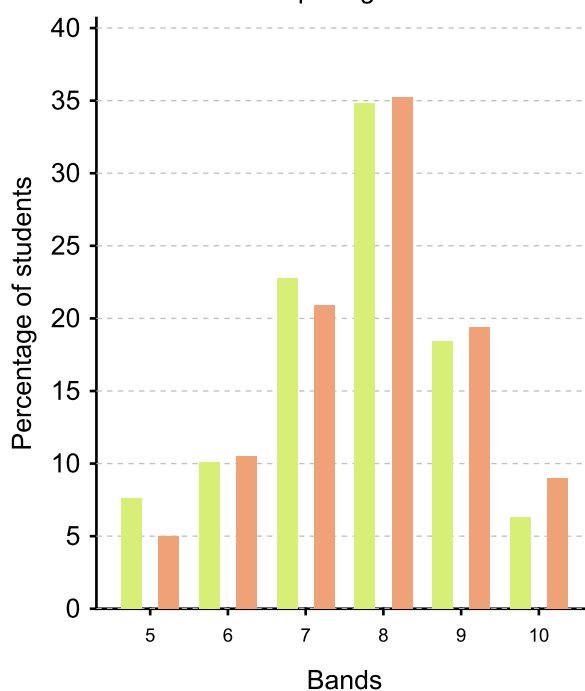
**Percentage in bands:**  
Year 7 Writing



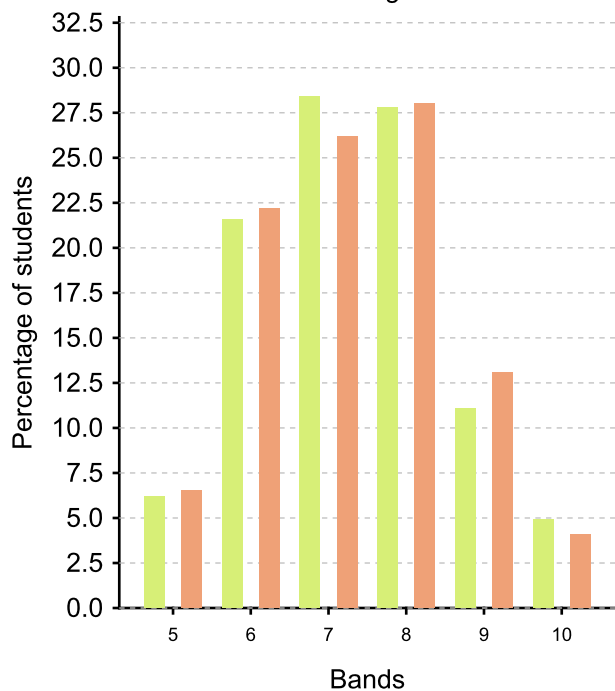
**Percentage in bands:**  
Year 9 Grammar & Punctuation



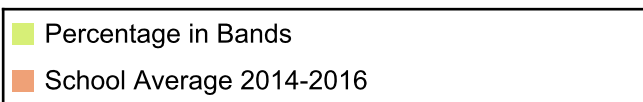
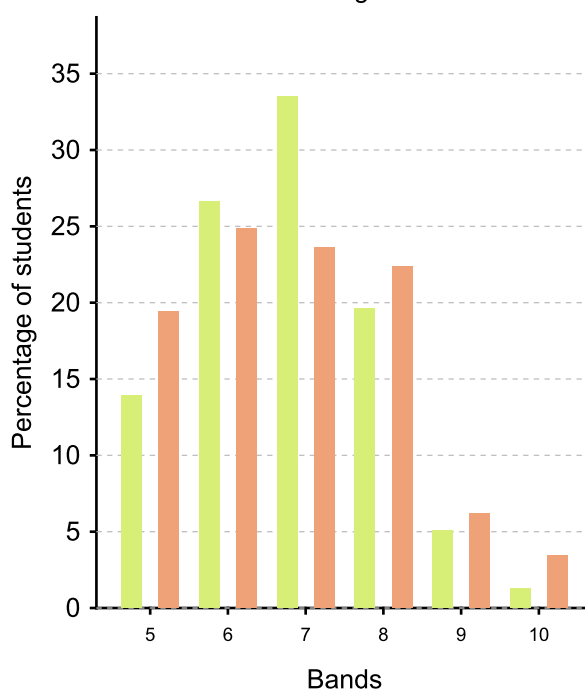
**Percentage in bands:**  
Year 9 Spelling



**Percentage in bands:**  
Year 9 Reading



**Percentage in bands:**  
Year 9 Writing



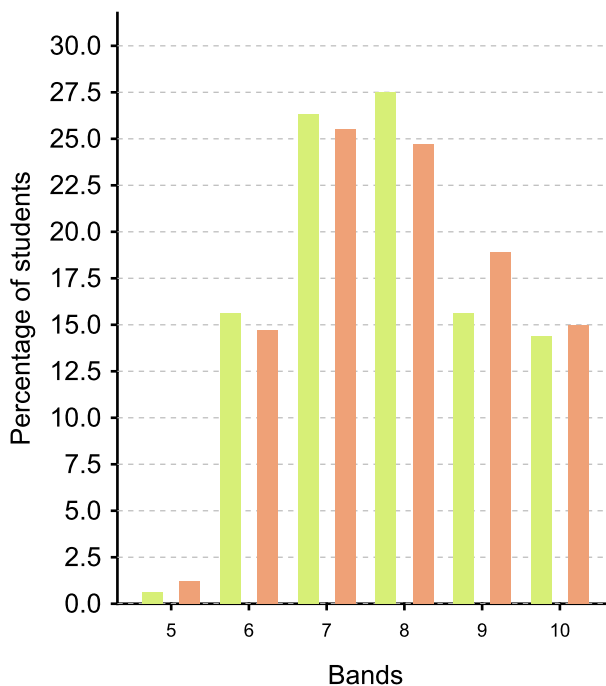
**NAPLAN**

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert Blakehurst High School in the *Find a school* and select *GO* to access the school data.

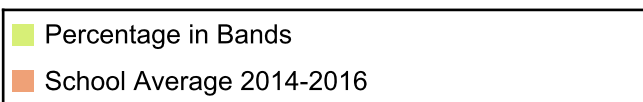
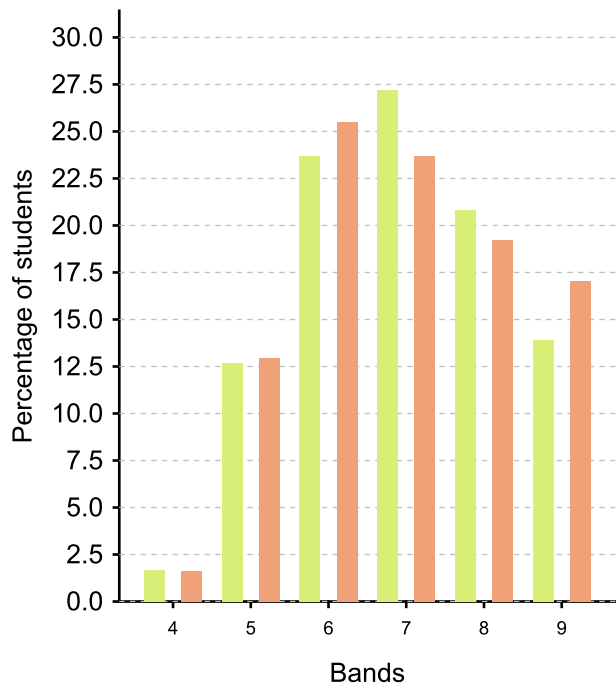
The NAPLAN results show improvements in average Spelling and Reading scores for Year 7 students over the last four years. Year 9 students have shown above average growth in writing, grammar and punctuation scores for Year 9 students.

Average numeracy scores for Year 7 students have remained consistent over the last four years but there has been above average growth in numeracy scores for Year 9 students.

**Percentage in bands:**  
Year 9 Numeracy



**Percentage in bands:**  
Year 7 Numeracy



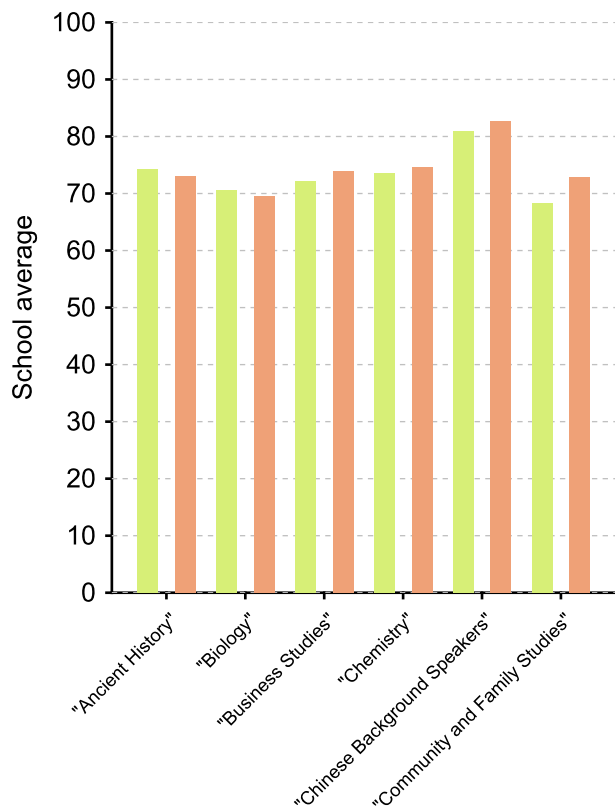
In accordance with the **Premier's Priorities: Improving education results**, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy.

The percentage of Year 7 students in the top two bands has remained consistent for Grammar and Punctuation, Writing, spelling and Numeracy and decreased slightly for Reading.

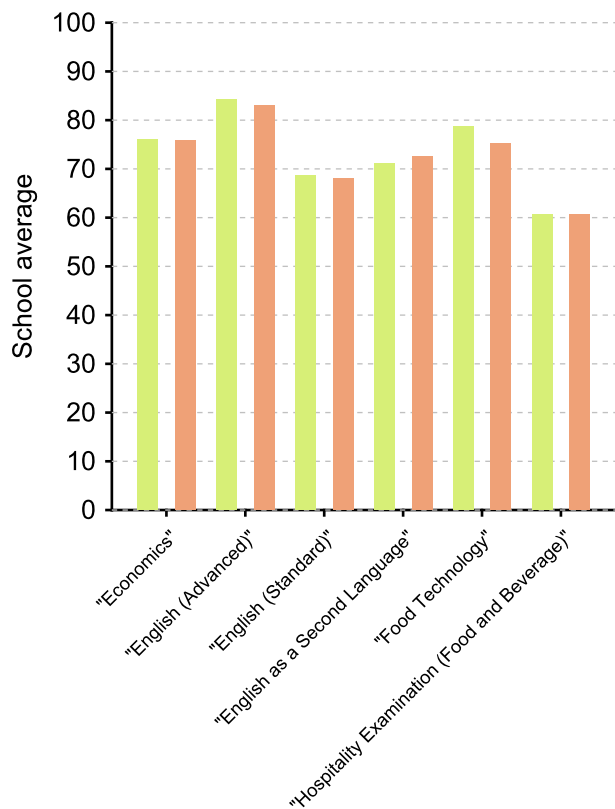
The percentage of Year 9 students in the top two bands has remained steady in Writing, spelling, reading and Numeracy and increased slightly in Grammar and Punctuation.

## Higher School Certificate (HSC)

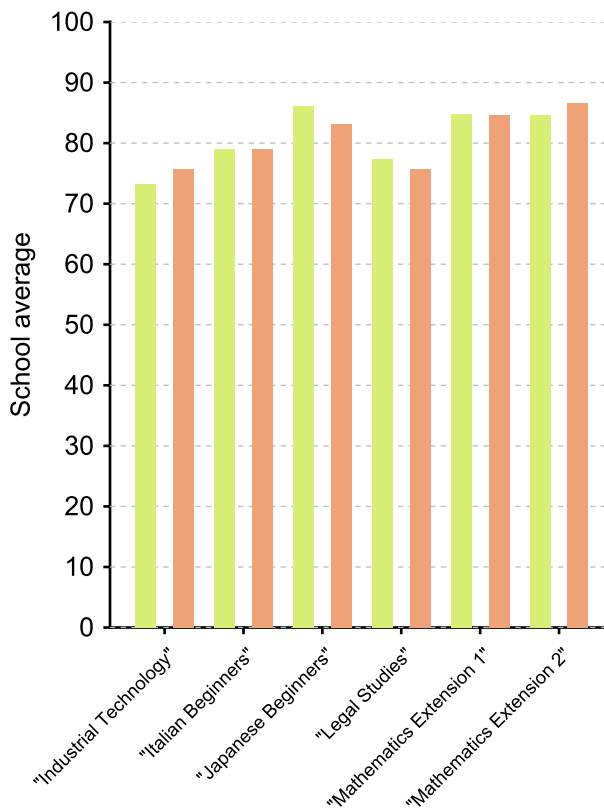
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



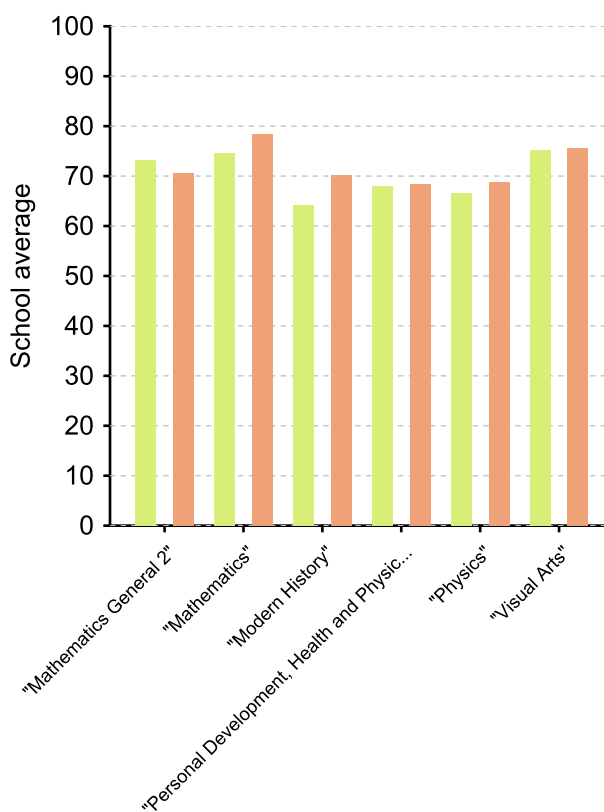
■ School 2016 ■ School Average 2014-2016



■ School 2016 ■ School Average 2014-2016



■ School 2016 ■ School Average 2014-2016



■ School 2016 ■ School Average 2014-2016

## HIGHER SCHOOL CERTIFICATE (HSC)

Students studied a range of courses across the spectrum of curriculum including ATAR eligible and non-ATAR eligible subjects. The achievement at Bands 5 and 6 in 2016 is comparable to previous years.

HSC students this year, who were achieving in the upper third or high range in Year 9 NAPLAN, exceeded the relative growth compared to the state by five points.

The HSC graphs show the average HSC score for subjects this year compared with the school average for the last three years.

Subjects outperforming the three year average were Japanese Beginners, English Advanced, English Standard, Food Technology, Economics, Biology, Ancient History and Mathematics General 2.

## Policy requirements

### Aboriginal education

The year began with a focus on educating staff on strategies for teaching Aboriginal and Torres Strait Islander students in a secondary setting. Two members of staff ran three workshops on the Aboriginal 8 Ways of Learning, allowing staff to consider the ways that students learn and incorporating a more hands on approach, with a link to Aboriginal culture, in the KLA programs.

Nicole Harrington was awarded the Local Young Aboriginal Student of the Year Award and was presented this award by Oatley MP Mark Coure at a special school assembly. Nicole also received the Deadly Kids Doing Well Award for her excellent academic results, participating in school programs such as Peer Support and her many sporting accolades both at school and zone level. Year 7 and Year 8 identified students who participated in the Speak Up program for the second year. The students involved demonstrated excellent public speaking skills and courage when presenting a prepared and impromptu speech at NSW Parliament House in Term Two. Blakehurst High School students were given the opportunity to show cultural awareness and consideration when creating messages of recognition for the Reconciliation Week Recognition Wall which was displayed in the School Library and a number of students submitted outstanding artworks on the 2016 NAIDOC Week theme 'Songlines'.



### Multicultural and anti-racism education

The Student Representative Council (SRC) organises a bi-annual Multicultural Day to celebrate the range of cultures represented at Blakehurst High School. This is scheduled for 2017 and planning is underway.

Multiculturalism and anti-racism were themes at full school assemblies.

A range of strategies have been incorporated in the school's communication with parents/carers and community members from culturally diverse backgrounds. These included increased use of interpreters, an LED screen to display weekly highlights at the front of the school and organised community events. As a result, these strategies are strengthening parent and community engagement in school activities.

The Anti-Racism Contact Officer held focus groups with students during the year to build understanding of cultural diversity and anti-racism initiatives in the school community.