2009 Annual School Report
Broken Hill High School

NSW Public Schools – Leading the way
Our school at a glance

Students
At Broken Hill High School in 2009 there were 677 students, including 23 students in the support class. 11.2 percent of our student population identify as Aboriginal and Torres Strait islanders.

Staff
There were 56.6 teaching staff, including a school counsellor, two deputy principals and other welfare staff. We also have 13.8 School Administration staff and a number of tutors who provide excellent support to teaching staff and students.

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

Significant programs and initiatives
The Reaching Across Secondary Program (RASP) links senior courses in years 11 and 12 between Broken Hill High School and Willyama High School. Courses have been run in the senior years that otherwise would not have been run in either school owing to limited numbers. These include society and culture, software design and development, physics, food technology and information technology multimedia. Students access lessons via videoconferencing and face to face lessons. Travel between schools is expedited by taxi service and the schools share a common timetable with standard period length and blocked RASP lessons.

The school has once again participated in the highly successful Norta Norta Aboriginal tutoring program for students in Years 8, 10, 11 and 12. This has led to an increase in the retention rate of Aboriginal students.

We have a strong partnership with the Sydney University Department of Rural Health (UDRH). This includes assisting with and having students attend the nursing and allied health academies. This program was recognised with a Careers Lighthouse Award to the value of $25000 which supported the program’s implementation this year.

Year 6 students participated in an expanded transition program. This led to year 6 students accessing classrooms during terms 3 and 4 for mini lessons in all subjects. Year 6 students identified as gifted and talented attended Broken Hill High School from our partner primary schools for two periods per week in terms 3 and 4 for enrichment activities in mathematics.

Laptops have arrived late in 2009 for all year 9 students as part of the Digital Education Revolution (DER). Teachers have been trained in the delivery of lessons using interactive whiteboards, One Note applications and in the use of Moodle and Wiki in preparation for the rollout in early 2010.

The National Partnerships Low SES strategy has led to significant funds being made available to the school over a four year period to improve student outcomes in Literacy and Numeracy as well as retention to year 12. The school has undergone a rigorous situational analysis in 2009 in preparation for the implementation of our revised school plan. Initiatives include the appointment of a full time Head Teacher Mentor to assist with beginning and New Scheme Teacher development and a Head Teacher – Teacher Quality to oversee the Literacy and Numeracy team which will include a Numeracy coordinator and a Literacy coordinator as well as teacher aide support staff. Our aim is to assist all students to improve their learning outcomes in this area.

Student achievement in 2009

Literacy – NAPLAN Year 7
The results indicate that there is still a need to continually focus on strategies that improve student literacy skills. Students in lower bands are performing above expectations. Students are over represented in bands 6 and 7 when compared with their cohorts in the state.

Numeracy – NAPLAN Year 7
The results indicate that there is still a need to continually focus on strategies that improve student numeracy skills. Higher achieving students have not achieved expected growth. Lower achieving students have achieved high growth. Girls are achieving at higher levels.

Literacy – NAPLAN Year 9
The results indicate that there is a need to continually focus on strategies that improve literacy skills. Minimum growth is poor for boys. Upper band students have not achieved at expected levels.

Numeracy – NAPLAN Year 9
The results indicate that there is a need to continually focus on strategies that improve student numeracy skills. Students over represented in Bands 6, 7 and 8. Higher achieving students have not achieved expected growth.
School Certificate

English, mathematics, science, history and geography were below the State average for Bands 5 and 6. Mathematics and history had a larger percentage in Bands 1 and 2. Mathematics, geography and history had significantly less students than the state in Bands 4, 5 and 6.

Science met the state average in band 4. English was well above the state average in bands 4 and well below in Bands 5 and 6.

In Computer skills 36.7% of students were Highly Competent and 62.2% were Competent.

HSC

English extension 1, music 1, visual arts, retail services, industrial technology furnishing and information technology all had average results that were at or above the state average. Two year 11 students studying biology for the HSC through distance education gained Band 6 results. There were significantly less Band 6 results when compared with our 2008 results. An analysis of results by staff indicated that students performed to their ability level.

Messages

Principal's message

Broken Hill High School is a school that is continually seeking new strategies and programs to meet the needs of its students.

During 2009 we provided a variety of quality learning activities for students, many of which are reported in this document. This has included the further development of the Positive Behaviour for Learning (PBL) program. This committee has set out a range of strategies to improve the learning climate of the school.

We are constantly seeking to strengthen the ties with our community and will continue to work closely with stakeholders. We recognise that to continue to meet the needs of students, we will need to review our practices and look for the best method of delivering quality learning outcomes so that our students can meet and better national benchmarks. This is particularly pertinent in light of the National Partnerships Low SES strategy. This will inject significant funds into the school over the next four years to improve student outcomes in key areas. Our school plan can be accessed on the school website for parents and community to view the strategies being put in place for 2010.

Professional learning of our staff is a key strategy for improving quality outcomes for students. Over $60000 was spent on training in areas such as gifted and talented, curriculum development, PBL, beginning teachers and behaviour management.

One challenge we continue to face is a reduction in student numbers. This reflects the shrinking town population. This has resulted in the head teacher CAPA position being placed on review. It is likely that this position will be abolished at the end of 2010.

I must thank all who have worked so hard to make our school a success including our community supporters, the P&C, parents and especially staff.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Geoff Webb, Relieving Principal

P&C and/or School Council message

Members of the BHHS Parents and Citizens’ Association continue to work together to ensure the school community has the financial backing for our children’s educational future.

The P&C support the school in all areas with the purchase of library books, textbooks, music equipment, team football shirts for girls and boys and the maintenance of the canteen.

This year we will see a change with improved access to technology for students and teachers, so the P&C will maintain its financial support to assist with these changes. The P&C continues its support of students who represent the school, through special achievement awards and through scholarships.

With ongoing involvement in areas including the school management plan, the P&C will work to ensure the school remains successful in future years.

Margaret Burrowes, P&C President.

Student representative's message

The SRC has had a very successful year in 2009. We started early in the year raising funds for the Canberra bushfires and continued the year raising funds for various charities and many schooling events. These charities included Beyond Blue, Red Kite and Daffodil Day.

SRC week was a hit with the theme “Live Life”. Many students became involved in the various activities throughout the week including the very fun and entertaining “Day on the Green”. We had guest speakers talking to various groups about different issues within the community and the open microphone during recess allowed students
to ask the deputy principals questions and have their say within the school.

A very successful induction ceremony was held where the school recognised the hard work of last year’s leaders and welcomed new leaders, SRC members and house captains.

All SRC members attended the SRC camp. The students participated in team building activities and also planned for the following year. The main goal for 2010 is to make the school a better place of which we can all be proud.

Thank you to all members last year. You all did a fantastic job.

Terri Arnold and Hannah Brimstone, SRC Presidents

School context

Broken Hill High School is a comprehensive high school that caters for the full range of abilities, meeting the needs of its community. We offer a quality education for all students from years 7 to 12 including an MC, IO and IS class in our support unit.

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

Student enrolment profile

![School Enrolments](image)

Management of non-attendance

Student attendance is monitored daily. Letters are sent home for absences that are not covered by notes. Phone calls to parents are made when absences remain unexplained. Fortnightly reviews of students who have less than 80% attendance take place. Referrals to Home School Liaison support occur after the school has made contact with carers and has exhausted available measures to improve student attendance. Strategies to assist students who have significant absences are discussed at welfare meetings. Students who attend regularly are rewarded through the school merit system.

Structure of classes

In year 7 classes in English, mathematics, science, music, PD/H/PE, languages and HSIE are common. Students are placed in different classes for technology and visual arts as they are restricted to a smaller class size.

In years 8-10 classes are streamed in the core areas. There are two elective lines in year 8 and three elective lines in years 9 and 10.

Year 11 and 12 class lines are allocated according to student choice. English is compulsory in the senior years.
Post-school destinations
The exit survey of students early in 2010 indicated the following information: 36.5% of students were offered university places (higher than last year), 12.5% were attending TAFE, 11% have traineeships or apprenticeships, 24% were employed and 15% were seeking employment.

Year 12 students undertaking vocational or trade training
Forty seven per cent (thirty six students) in year 12 undertook vocational or trade training in 2009. Eighteen students participated in two or more vocational courses. Courses included hospitality, retail operations, metal and engineering, construction, information technology, sports coaching and TAFE delivered beauty therapy, automotive and animal care. One student completed an information technology traineeship.

Year 12 students attaining HSC or equivalent vocational educational qualification
Seventy six students completed year 12. One hundred percent of these students attained a HSC or equivalent qualification in 2009. Four students achieved a Life Skills HSC.

Staff information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>9</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>38.9</td>
</tr>
<tr>
<td>Teacher of Multi-Categorical Class</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mild and Severe Intellectual Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>13.8</td>
</tr>
<tr>
<td>Total</td>
<td>70.9</td>
</tr>
</tbody>
</table>

Broken Hill High School in 2009 had three staff members who identified as Aboriginal. These included one teacher and two school administrative support staff members.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
</tbody>
</table>
Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>444 009.38</td>
</tr>
<tr>
<td>Global funds</td>
<td>435 817.64</td>
</tr>
<tr>
<td>Tied funds</td>
<td>322 761.32</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>244 772.63</td>
</tr>
<tr>
<td>Interest</td>
<td>17 930.99</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>64 831.52</td>
</tr>
<tr>
<td>Canteen</td>
<td></td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1 530 123.48</td>
</tr>
</tbody>
</table>

| **Expenditure**          |            |
| Teaching & learning      |            |
| Key learning areas       | 149 213.48 |
| Excursions               | 60 125.72  |
| Extracurricular dissections | 55 781.36  |
| Library                  | 8752.85    |
| Training & development   | 1752.46    |
| Tied funds               | 339 180.09 |
| Casual relief teachers   | 71 037.86  |
| Administration & office  | 165 166.05 |
| School-operated canteen  | 0.00       |
| Utilities                | 135 154.55 |
| Maintenance              | 61 197.76  |
| Trust accounts           | 54 314.68  |
| Capital programs         | 5164.86    |
| **Total expenditure**    | 1 106 841.72 |

| **Balance carried forward** | 423 281.76 |

A full copy of the school’s 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2009
Students at Broken Hill High School have the curricular and extra-curricular programs.

Achievements

State and National Competitions
Australian Geographic competition: 1 High Distinction, 1 Distinction, 3 Credits.
NSW Geography competition: 5 Distinctions, 31 Credits.
NSW History competition: 4 Distinctions, 10 Credits.
Australian Mathematics competition: 2 Distinctions, 21 Credits.

Australian Informatics Competition: 1 Distinction, 17 Credits.
Rio Tinto Big Science competition: 1 Distinction, 21 Credits.
ICAS Science competition: 2 High Distinctions, 5 Distinctions, 28 Credits.
Australian National Chemistry Quiz: 5 High Distinctions, 6 Distinctions, 5 Credits.
UNSW ICAS English competition: 1 High Distinction, 6 Distinctions, 20 Credits.

37 students completed the Premier’s Reading Challenge.

Patrick Ward and Zofia Zayons were selected for the prestigious National Youth Science Forum to be held in Canberra in 2010.

Jusara Caple won the Outstanding Student Leadership award at the inaugural Western NSW Wudhagaragarra Awards for Aboriginal students.

Zofia Zayons was able to shadow the Director General of Education as “Director General for the Day.”

Farrah Preston was able to fly over Antarctica as part of a Young Science Ambassador’s program.

Zofia Zayons won the Quota Club Student of the Year award for public speaking.

Claudia Paul participated in the Kokoda Youth Leadership Challenge and climbed the Kokoda Track.

Patrick Ward and Paeden Bennetts attended the Honeywell Engineering Summer School.

Arts
2009 was a very successful year for many of the students taking classes in the Creative Arts key learning area (KLA). Two students received a Band 5 in visual arts and one student in music 1. Many other students achieved their best HSC course result in visual arts.

Years 9, 10 and 11 visual arts, as well as years 9 and 10 photography and digital media students, staged a very successful exhibition of their work at the beginning of term 4 in the staff common room. Family and friends were invited to the opening of the exhibition. There was a real professional exhibition buzz / atmosphere as parents and students viewed the wide range of innovative artworks and photographs. Many of the parents and friends commented on the outstanding quality of the work on display.

In an arts related activity, a year 12 student’s artwork won the ‘Alcohol Is A Drug Too’ competition and was chosen as the cover of the competition’s 2010 calendar.
A year 9 student won the student’s section of the ‘Waste To Art’ competition at the GeoCentre. His work then went on to represent the Western Region at the State competition and his waste art sculpture has been used as one of the illustrations for the 2010 competition information booklet.

Another successful dance and performance night was held early in the school year. There was a high level of participation from students in all years and age groups. It was obvious to even the casual observer that the dancers enjoyed performing in front of a packed house of appreciative family and friends.

The creative and performing arts KLA has set itself the task to build on and improve these life affirming opportunities and achieve even better outcomes for our students in 2010.

Sport

Throughout 2009 students at Broken Hill High School displayed excellent skills and sportsmanship across a range of sporting events. We had the swimming, athletics and cross-country carnivals. Wills won the swimming carnival; Sturt won the cross-country and Athletics carnival. From the school carnivals, we have sent many students to the regional West Darling Carnivals, where we have had many students being awarded age champion and runner up.

In term one and two, the school was involved in girls netball and boys and girls soccer. The teams travelled away to compete in Cobar and Dubbo. The open boys soccer team came runner up in the western knockout competition. During term two our boys and girls represented the school in years 7/8, 9/10 and open AFL against Willyama High School. We also participated in the Swan Shield AFL and the Alan Davidson Shield for boys cricket.

Many of our students also represented in the West Darling Basketball and U/15 AFL team. The staff and students at Broken Hill High School have engaged in various types of sport and will continue to strive for success, but most importantly, we wish to give every student the opportunity to participate in as many sporting activities as possible. In term three we held an inter school netball competition for years 7-11 that was very successful with both school gaining victories in different age groups.

Throughout the year Broken Hill High School also participated at various carnivals in Rugby League, which is gaining popularity with our male and female students. In 2009 we were able to gain funding from the P&C committee to purchase new girls’ AFL uniforms. The PE department ran a school year 7 and 8 sports gala day initiated by Mrs Wells during term 4, which we hope to continue in 2010.

Camps and Excursions

Over twenty students attended the annual exchange with MLC in Sydney. They visited such places as Taronga Zoo, the Sydney Aquarium and participated in a harbour cruise.

Students attended the PD/H/PE and PASS excursion to the Lake Burrendong sport and recreation camp.

All students in year 10 attended an excursion to the Waste Management Centre as part of their compulsory fieldwork to view recycling in action.

Seven students travelled to Orange for the Tournament of Minds Competition in August. Students developed a script, props and costumes as part of their topic “language and literature”. Every team was also given a spontaneous problem solving challenge. The students won “The Spirit of the Tournament Award.”

Thirty year 9 and 10 Science students attended the Outback Science and Engineering Challenge in Cobar where they won the event. They then represented the school at the state finals where they were placed fifth.

One hundred and ten students again participated at the peer support camp held at the racecourse. They were well supported by the year 9 and 10 peer leaders.

Students from years 9 to 12 again visited the careers expo held at the army barracks and Mr Bates also organised a district indigenous careers day which was held at BHHS.

Academic

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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)
In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

**Literacy – NAPLAN Year 7**

**Numeracy – NAPLAN Year 7**
Literacy – NAPLAN Year 9

Percentage of students in bands:
Year 9 reading

Percentage of students in bands:
Year 9 writing

Percentage of students in bands:
Year 9 spelling

Percentage of students in bands:
Year 9 grammar and punctuation

Numeracy – NAPLAN Year 9

School Certificate

Percentage of students in performance bands:
School Certificate English-literacy
Higher School Certificate

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>92.5%</td>
</tr>
<tr>
<td>Writing</td>
<td>91.7%</td>
</tr>
<tr>
<td>Spelling</td>
<td>95.4%</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>90.8%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93.5%</td>
</tr>
</tbody>
</table>
### Percentage of Year 9 students achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>86.7</td>
</tr>
<tr>
<td>Writing</td>
<td>85.9</td>
</tr>
<tr>
<td>Spelling</td>
<td>94.3</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>85.9</td>
</tr>
<tr>
<td>Numeracy</td>
<td>94.2</td>
</tr>
</tbody>
</table>

### Significant programs and initiatives

#### Program for students with additional educational needs

In 2009, the Learning Support Team continued to collaborate with teaching staff to focus on improving the outcomes of students with learning difficulties. A whole school approach towards developing individual learning plans was further developed. The team identified students with individual learning needs and assisted classroom teachers with appropriate teaching strategies. Further training in quality teaching and learning practices will be supplied in 2010.

The school has three support classes for students with high support needs. As a result of this, we have a Head Teacher Support.

The Support Unit provided opportunities for its students to be an integral part of mainstream classes. This program better prepares them for post school pathways.

Students in the Support Unit are actively involved in school events such as the dance evening. Students also participated in the school's environmental program by recycling paper, ran an egg program through the agriculture plot, entered projects in the Silver City Show, participated in a music program and bike day as well as attending excursions with students from the support unit at Willyama High School.

### Aboriginal education

Aboriginal students at Broken Hill High School have reaped the benefits of in-school programs to meet classroom requirements.

The Norta Norta program, coordinated by two experienced staff members, was very successful in assisting students with their assessment tasks, assignments and homework.

The Indigenous Tutorial Assistance Scheme continued in the classroom and a number of Aboriginal students fully appreciated the assistance on offer and completed all classroom requirements.

It was pleasing to see a large number of Aboriginal students complete the School Certificate and continue on to the HSC, whilst our year 12 students have gone on to pursue their chosen career pathways. A number of students gained traineeships.

A major event held at our school was the Wakikirri Outback Arts Festival involving Menindee, Wilcannia and Broken Hill High students producing films depicting each school and their community.

Students from our school centred their story on the Aboriginal and mining history of Broken Hill, whilst learning all aspects of film making.

The end product was so good it won the regional NSW DET Wudhagaragarra Award for best Visual Arts programs in a school.

A major community workshop day was held at our school involving community members and students who were involved in this project and a large gathering participated.

NAIDOC Day was again celebrated by our school and numerous activities were held and the highlight being the Oztag Gala Day, bringing all indigenous students together for a day of sporting activities.

Broken Hill High School has a proud reconciliation strategy that we have used for a number of years involving the inclusion of non-indigenous friends to participate in most Aboriginal events.

We continue to build partnerships and projects with various community groups to give our Aboriginal students access and opportunities such as the Nursing Academy, Aboriginal health, Aboriginal Police Liaison Unit, and Aboriginal University recruitment ventures.

### Multicultural education

The school has a trained member of staff as an Anti-Racism Contact Officer.

The school participates in, and encourages students to attend exchange programs. There were several exchange students in 2009 allowing the exchange of cultures and values.

The anti-racism message is a key component of our anti-bullying program. We run several activities throughout the year that encourage understanding and tolerance including year 7 and 8 tutorials and activities in NAIDOC week.

### Respect and responsibility

The Positive Behaviour for Learning team has continued the process of our core values – Be respectful, Be responsible and Be cooperative.
through the year. The matrix based on these values has been published in our newsletter – The Barrier Blast and banners have been made and placed around the school to display the values to all students and staff. We began the process of teaching the lessons to students to behave in a respectful, cooperative and responsible manner in various settings including the canteen, office area and the playground. It is a process we are working through and will continue to teach lessons to students as part of the PBL process. We will be undertaking the classroom lessons throughout 2010.

Welfare

The school Welfare Committee and the Learning Support Team meet weekly to discuss students’ welfare issues and learning needs. The needs of all students were considered in order to promote a happy and safe learning environment. The committee consists of the Head Teacher welfare, deputy principals, school counsellor, year advisors, girls welfare advisor, Aboriginal education officer and the Learning Support Team coordinator. Minutes were taken and made available to all staff through Head Teachers.

During term 1, year 7 completed their peer support activities with the peer support camp and all were spoken to about bullying which we followed through with a workshop and presentation later in the year. Year 8 were also involved in the bullying workshop during semester one. Students took part in discussion, observed video clips and undertook group work promoting an understanding of the problems and strategies associated with bullying. This important aspect of student welfare remained a focus area of the welfare committee throughout the year and included racism, homophobia, discrimination and harassment.

The welfare team changed the positive merit system so that more students were able to achieve the positive levels. Each term a review is held by staff indicating those students who will not attain the positive level for that term as these students are generally in the minority. All staff follow specific guidelines regarding reasons that students were unable to attain a positive level. Students must consistently follow the school’s core values which are: Be Respectful, Be Responsible, Be Cooperative to achieve positive award status.

Year assemblies were held where class awards acknowledged achievement of students from all ability levels.

Vocational Education

Throughout 2009 Vocational Education and Training (VET) performed well at Broken Hill High School.

VET this year provided learning in the following areas: metal and engineering, construction, retail, sports coaching, information technology, hospitality, with TAFE automotive, beauty therapy, animal care and child studies. Senior students in particular have been given the chance to gain training and certification in vocational areas of interest to them. This training and certification will be extremely beneficial when the students complete their schooling and enter the work force.

Construction students added another two areas of concrete to the cricket nets as well as fitting a gutter guard to the olive grove shed. Metal and engineering students finished the trailer restoration started last year.

Our sports coaching students were extremely active in the community helping local clubs and primary schools with competencies.

Progress on 2009 targets

Target 1

Increase the percentage of students in the highest two bands in NAPLAN and reduce the number in the lower bands.

Our achievements include:

A reduced number of students appeared in the lower bands in NAPLAN for year 7 and year 9.

An increased percentage of students in the higher two bands occurred in year 7 Numeracy and year 9 Literacy. Students performed at a similar level in the top two bands in year 7 Literacy and below the percentage of students achieved in 2008 in the top two bands in year 9 Numeracy.

A whole school situational analysis for the Low SES National Partnership initiative has taken place and a comprehensive Literacy and Numeracy strategy will be implemented in 2010.

Target 2

A harmonious learning environment that fosters excellence in learning and teaching.

Our achievements include:

A consistent approach to school welfare has been developed through the implementation of the Positive Behaviour for Learning strategy. This includes explicit teaching of students’ behaviour at assemblies, in the hallways and in the playground.
An increase in the number of principal’s awards being given. A review of the merit system led to more students having access to the higher levels of the merit system.

Mini lessons were introduced for year 6 into year 7 students in term three. Students were able to attend lessons from all key learning areas over a number of weeks. This assisted student understanding of the expectations needed in high school. A gifted and talented course in mathematics was run for year 6 students in terms three and four.

The total number of suspensions was similar to that of 2008. There was a lower number of suspensions recorded for continued disobedience. We did not meet our target of a 10 percent reduction.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of School Culture.

Educational and management practice

School Culture

Background

We used the Quality of School Life (QSL) survey to collect student data on School Culture. Parents and caregivers were also surveyed for their views on the school as part of the Low SES National Partnerships situational analysis. The Program for International Assessment (PISA) also surveyed 47 students for their views on school life.

Findings and conclusions

One hundred and six students from years 7, 9 and 11 undertook the Quality of School Life survey. It was found that 68% of students were generally satisfied with school, 70% felt that they had a positive relationship with teachers, 75% strongly identified with the school, over 80% of students found the school as a positive place for learning, 80% of students found that the school gave them a sense of achievement. Only 25% of students found that sometimes school was a place where they were upset.

The above findings were supported by results from the Program for International Assessment (PISA). This survey reported on student perception of school climate and the learning environment. Our students’ attitude to school matched the Australian average. Our students indicated that the school taught them things that would be useful in a job and had given them the confidence to make decisions. An area to be worked upon from the survey would be in the area of teacher and student relationships which was slightly below the national average. Our disciplinary climate as reported by students in the survey also indicates an area for improvement.

The parent survey was taken as part of the Low SES National Partnerships situational analysis. Fifty three parents were surveyed for their views. The rankings ranged from 1 – Low to 10 – High. In the area of overall satisfaction, 88% of respondents ranked the school between 7 and 10; 74% of parents scored between 7 and 10 when indicating that the school catered for the learning needs of their child; 55% scored between 9 and 10 on the school’s use of praise and rewards, 76% felt that the school was preparing their student for life after school.

However, although 67% scored between 7 and 10 on effective communication with parents, it was clear that this was an area where the school can improve especially in the areas of parent teacher evenings, newsletter availability and awareness of the school website.

Future Directions

While the QSL results place the school favourably, PISA results reflect on areas of improvement. There are still some students who are dissatisfied with school life. We will work on programs which strengthen resilience and connection to the school.

Communication is an area being reviewed by the school planning committee after noting the parent responses. The website will be updated regularly and a review of parent teacher evenings is to take place.

Curriculum

Literacy and Numeracy Across the Key Learning Areas

Background

During 2009 a situational analysis was conducted as part of the Low SES National Partnership. NAPLAN results for years 7 and 9 were considered in detail. A school team including parent, student and staff representatives conducted the situational analysis.

Findings and conclusions

Year 7 conclusions: Literacy – The data growth for students in bands 6 and 7 was lower than other groups. There was some growth for the upper bands. Students in lower bands are performing above expectations. Girls are driving the growth in
overall literacy. Boys in the middle bands have not performed to expected growth.

Numeracy – Higher achieving students are not achieving expected growth. Lower achieving
students have achieved high growth. Girls are achieving at high levels.

Year 9 conclusions: Overall Literacy – minimum growth is poor. It is particularly poor for boys. Upper band students have not achieved at expected levels.

Numeracy – Higher achieving students are not achieving at expected levels. Twenty of the higher achieving students have not achieved expected growth. Lower ability students have performed at expected levels.

All faculties contribute to the teaching of literacy and numeracy across the school. These findings and conclusions will impact on the entire school’s direction and teacher professional learning in the future as part of the Low SES strategy.

Future directions
As part of the Low SES strategy teachers will be trained in data analysis. Individual teachers will use data to inform programming and address gaps for targeted students. There will be a focus on quality teaching and learning. Professional learning in programs such as Reading to Learn, Learning to Read, MultiLit, Mathematics 300 and Mathematics Matters will be offered to staff members. Gifted and talented options will be added to curriculum structures. A Head Teacher – Teacher Quality will be appointed to oversee changes and support teachers.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers at the school.

As noted in the evaluation of school culture, the QSL survey indicated that 68% of students were generally satisfied with the school. The areas of relationships with teachers and the relevance of schooling reflect positively on the school.

As part of the situational analysis for the National Partnership, fifty three parents were surveyed for their views. The rankings ranged from 1 – Low to 10 – High. In the area of overall satisfaction, 88% of respondents ranked the school between 7 and 10.

Although teachers were generally satisfied with the school overall, they discussed concerns as part of the Low SES National Partnerships situational analysis. Professional learning and its delivery was a high priority for staff.

Professional learning
Staff attended in excess of 65 professional learning activities including courses for Beginning teachers, Career Development, Supporting Aboriginal Students, First Aid, CPR and VET Training in areas such as hospitality, building construction, metals and engineering, information technology, primary industries, retail and sports coaching.

All staff attended training on school development days where topics covered were child protection, anaphylaxis, OH&S, ICT training in interactive whiteboards, One Note software and faculty based initiatives related to quality teaching and learning.

Average expenditure was $1500 per teacher with many staff attending more than one activity. Several of the support staff were involved in training held in Broken Hill at a regional SASS Conference.

Tutors and teachers aides were also involved in training around literacy and numeracy for Indigenous students.

School development 2009 – 2011

Targets for 2010
The management plan covers Literacy / Numeracy, Student Engagement (Curriculum and Welfare) and Retention, Connected Learning, Quality Teaching and Aboriginal Education.

Target

Literacy and Numeracy
To increase the percentage of students achieving minimum growth in NAPLAN Literacy and Numeracy.

To increase the percentage of year 7 students achieving minimum growth in literacy from 63.1% in 2009 to 70% in 2010.
To increase the percentage of year 7 students achieving minimum growth in numeracy from 56.3% in 2009 to 65% in 2010.
To increase the percentage of year 9 students achieving minimum growth in literacy from 38.2% in 2009 to 50% in 2010.
To increase the percentage of year 7 students achieving minimum growth in numeracy from 43.7% in 2009 to 55% in 2010.
Strategies to achieve this target include:
Continued development of Gifted and Talented initiatives to encourage students to strive towards excellence.
Norta Norta support for Indigenous students.
Appointment of Numeracy Coordinator and 0.5 x Literacy Coordinator to link with feeder schools and lead initiatives within the school for numeracy and literacy.
Training teachers in data analysis of NAPLAN. Individual teachers to use data to implement programming adjustments.
Identified students moved to life skills to ensure that their learning material is adjusted to meet their needs.
Professional learning in the areas of Reading to Learn, Multi-Lit, Maths 300 and Maths Matters to improve outcomes.

Our success will be measured by:
Program completed and NAPLAN results in 2010 show a decrease in the gaps between the school and state results. Growth targets are achieved.
Classroom programs have strategies which reflect data and individual student Literacy / Numeracy needs.
Identified students are placed on Life Skills.

Target 2
To increase the attendance rate from 87.1% (2008) to 89% by December 2010.

Strategies to achieve this target include:
Employment of an attendance officer, SAO grade, to follow up on attendance issues. This person will support the Head Teacher in charge of attendance with attendance improvement plan information, HSLO referral information and attendance data.
Support indigenous students through the Norta Norta program to improve outcomes and attendance.
Continued engagement with the school community through surveys, open days, Parent / Teacher evenings, Aboriginal community meetings in order to encourage open communication about issues which affect attendance.
Adopt the Plan It Youth mentoring scheme to work with disengaged students and help to improve self esteem and attendance.

Our success will be measured by:
Improved attendance rates.
Reduced rate of truancy and fractional truancy.
Improved relationships with parents and the school community in the area of attendance.
A higher percentage of students receiving merit awards for improved and outstanding attendance rates.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: