

# Blakehurst High School

## Annual Report



2018



8236

## Introduction

The Annual Report for **2018** 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.

Sophie Kapsimalis

Principal

### School contact details

Blakehurst High School

270A Woniora Rd

Blakehurst, 2221

[www.blakehurst-h.schools.nsw.edu.au](http://www.blakehurst-h.schools.nsw.edu.au)

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

9546 3281

## School background

### School vision statement

At Blakehurst High School we inspire students to excel as critical learners, thinkers and champions of diversity, who have a positive impact on their world

### School context

Blakehurst High School has approximately 1126 students enrolled with 81.8% coming from a non-English speaking background and 50 international students. It is a successful co-educational comprehensive school recognised within the local community for exemplary learning and wellbeing programs.

The school has an excellent reputation for academic, sporting and multicultural achievements. Students engage in and enjoy a broad curriculum, including a wide vocational education training program.

The school's priorities include professional learning for all staff which supports quality teaching and learning and the development of student responsibility for learning.

The school enjoys strong support from parents and the community.

Commencing in 2017 the school will be benefitting from an infrastructure upgrade as part of the Secondary Schools Renewal initiative.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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 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.

The results of the External Validation process indicated that in the School Excellence Framework domain of Learning, we were rated as '**Sustaining and Growing**' in **Assessment and Reporting** and **Student Performance Measures**, and as '**Excelling**' in **Learning Culture**, **Wellbeing** and **Curriculum and Learning** elements.

Blakehurst High School staff regularly discuss the School Excellence Framework (SEF) and its implications for informing, monitoring and validating our journey of excellence. This report provides an analysis and evaluation of our current practice at Blakehurst High School against each of the 3 domains – Learning, Teaching and Leading – and the 14 elements of the SEF. The aim of this summary is to outline how the elements of the SEF were embedded in School Plan 2015–2017 and were successfully delivered through our school practices by examining the body of evidence.

Form more information with regards to the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

### Learning Domain

In the **domain of Learning**, our efforts primarily focused on wellbeing, curriculum and learning. The Positive Behaviour for Learning Framework (PBLF) team were task orientated in the further development of new aspirational whole school expectations that will be implemented in 2019. They are *Rigour*, *Integrity* and *Empathy*. School programs continued to 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's Transition and Learning Support Team ensured effective planning and information sharing was in place to support successful student transitions.

The staff have recognised that further improvement can be achieved in the element of Assessment and Reporting stated in the Learning Domain, with closer alignment to the changes reflected in the Stronger HSC Reforms and further improved practice in the area of Curriculum Differentiation. This led to sharing of student performance data and actively engaging parents more openly to support improvements in learning, will continue to be an area we target for further improvement.

## Teaching Domain

Our major focus in the domain of Teaching continued to be collaborative practice. Teachers worked together to improve teaching and learning in their classes, faculties and for particular groups of students. In this way, teachers provided and received planned and constructive feedback from peers, school leaders and students to improve teaching practice. Blakehurst High School identified expertise within its staff, drawing on this to further develop its professional community. This was evidenced through the development of professional development plans by all staff as part of the wider Great Teaching Inspired Learning (GTIL) reform. This led to 100% of staff participating in lesson observations. A shadowing program was developed to support leadership and succession planning within Blakehurst HS. The structure of professional learning was built upon in 2018 with existing regular professional learning sessions occurring through six teams meeting on Tuesday afternoons.

There was also a heavy focus in 2018 on improved methods of student engagement, with professional learning activities focused on building teachers' understandings of effective teaching strategies in this area. Consistently implementing Learning Intentions, Success criteria and the Super Six reading strategies continued to be practiced as methods of improving student learning outcomes.

The results of this external validation process indicated that in the School Excellence Framework domain of Teaching, we were rated as 'Sustaining and Growing' across Data skills and use, Learning and development and Professional Standards, whilst we were as 'Excelling' in the Collaborative Practice and Effective Classroom Practice element the executive feel that we could certainly grow in this element.

## Leading domain

In the domain of Leading, our priorities centred on progressing with school planning, implementation and reporting and strategically using resources to achieve improved student outcomes. One key aspect of school planning was looking at school staffing to ensure that full curriculum implementation and delivery requirements were met. In 2017, this involved creatively extending the timetable to cater for additional classes and the recruitment of high quality staff. Staff took on additional roles as well as leadership of teams. The duties of staff were reviewed for currency and a shadowing program developed. The collaborative development of the School Plan 2018–2020 was pivotal to achieving whole school improvement in these areas.

The School Plan 2018–2020 was at the core of whole school improvement efforts and was 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 forged 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 joined us to collaborate on learning initiatives such as Gifted and Talented, Numeracy and Communication. Positive links were cemented 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.

The External Validation panel rated us as 'Sustaining and Growing' in the elements of Leadership, School Planning Implementation and Reporting and Management Practices and processes and 'Excelling' in School Resources in the School Excellence Framework Domain of Leading.

The Blakehurst High School teaching staff recognise that further improvement can be achieved in the element School Planning, Implementation and Reporting element in the Leading Domain. We plan to implement more evidence based practices. We also aim to encourage a deeper involvement by the community in strategic planning through participation and effective feedback strategies.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>



## Strategic Direction 1

Inspired, empowered students

### Purpose

To provide inclusive opportunities to develop happy, engaged, life long learners, who achieve personal excellence through high expectations.

### Overall summary of progress

Following extensive observations, staff surveys, and community and student feedback rejuvenating our Positive Behaviour for Learning framework was a significant area of focus for the School in 2018. This resulted in the development of three new whole school values: Rigour, Integrity and Empathy. The decision to move towards three new school values, was made to further raise student expectations, enhance school culture and ensure we were working towards meeting our schools mission statement.

Exploring student metacognition as a means of improving student learning at outcomes, was an area new to the Blakehurst community. This coupled with implementing new EALD and LaST support strategies across faculties were areas in which new practices were discussed and implemented at faculty and at a whole school level. This included stage 4 Mathematics, TAS and Science faculties trialing metacognitive strategies, assessing student impact and reporting on these at whole staff meetings and a book a LaST program where staff are able to book a LaST to support them in the classroom as well as in support with differentiating units of work and assessments.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Reduction in N Determinations.	Not applicable	There has been a slight increase in N Determinations in line with faculties setting standards higher. It is expected that there will be a decrease in the issuing of N Determinations as student and parents work with the school
A reduction in negative behaviour referrals.	Not applicable	There has been a 2% decrease in negative referrals. It is expected that there is a further decrease with the implementation of our new PBL values and the implementation of the new Student Behaviour Management Code.
Increased student attendance and student engagement.	Not applicable	Students general attendance rate is 91.87% slightly above the state average. The Tell Them From Me data demonstrates that 54% of students feel that there is High Advocacy and High Expectations of students at Blakehurst High School.
Assessment tasks display effective use of metacognitive strategies and curriculum differentiation.	Not applicable	Incorporating metacognitive teaching strategies and improving curriculum differentiation continues to be a priority. Staff attended professional development and the role of LaSTs has been refined to support faculties in differentiating tasks.
Above average growth in NAPLAN and HSC results.	Not applicable	29.15% of the NAPLAN cohort achieved in the top two bands.  HSC students achieved an average score of 73.38

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Above average growth in NAPLAN and HSC results.		as opposed to the state average score of 72.84.
Exit surveys demonstrate clear pathways achieved for all students as indicated in PLPs.	Not applicable	All students with PLPs were supported to transition in to the most appropriate pathway.

## Next Steps

The Positive Behaviour for Learning Framework will be further consolidated in 2019 by the development of student behaviour code that is aligned with the three new core values, a student merit flow chart, and the review of or discipline framework. A common language will also be developed as will systemic processes where the merit system intertwines with the existing framework.

Employing metacognitive teaching practices and the continued expansion of the LaST faculty and their role in supporting faculties will continue to be looked at systemically and supported through RAM equity funding.

## Strategic Direction 2

Highly skilled, effective teachers

### Purpose

To continuously deliver a high standard of educational practice and curriculum design that engages all students and empowers them to excel through innovative pedagogy and quality teaching.

### Overall summary of progress

Enhancing the quality of student learning through professionally developing staff in key learning areas continued to be a priority in 2018. The formation of staff cross faculty teams focused on consolidating explicit teaching, student engagement and feedback, allowed for extensive sharing of ideas and expertise. The teams have spent time working on developing streamlined process, and common teaching practices to enhance teacher quality and improve student learning.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Results from the Tell Them From Me survey demonstrate improvements in: Rigour, Relevance Positive Learning Climate.	Not applicable	The Tell Them From Me data demonstrates that 54% of students feel that there is High Advocacy and High Expectations of students at Blakehurst High School.
All PDPs are meaningful and aligned –Australian Standards, School Excellence Framework.	Not applicable	All staff have Professional Development Plans that are reflective of their own areas of growth. These are in line with the Australian standards and School Excellence Framework.
Increased number of teachers leading workshops.	Not applicable	There has been an increase in teachers sharing professional learning. Staff have delivered workshops representative of the school direction teams.
Increased number of students performing in the top 2 bands in literacy and numeracy.	Not applicable	29.15% of the NAPLAN cohort achieved in the top two bands

### Next Steps

Consolidating our practices at a whole school level with regards to explicit teaching, student engagement and feedback will continue to be a priority. Staff will be further professionally developed in evidence based teaching practices to support the implementation of best practice.

## Strategic Direction 3

A flourishing, high performing school

### Purpose

To develop effective procedures and frameworks that enhance student and staff well being, and build leadership capacity.

### Overall summary of progress

Whole school professional development was directly related to the School Plan 2018 –2020 directions. A significant portion of professional learning related to PERMA; a positive psychology framework to improve student and staff well-being. External agencies delivered workshops to staff including sessions on the practice of mindfulness. This supplemented the workshops conducted with the students. Staff were also professionally developed in the accreditation process and staffs' Professional Development Plan goals were reflective of personal targets for improvement, along with the schools strategic directions as documented in the School Plan.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Audit findings demonstrate BHS policy and procedures are aligned with DoE requirements.	Not applicable	The senior executive team have implemented a process of enquiry and follow through, to ensure we are meeting DoE policy and audit requirements.
Student voice focus groups and well being data, indicate an increase in student engagement and positive well being.	Not applicable	Student voice has continued to be a dynamic aspect of Blakehurst high School. Students deliver "I Say" speeches on formal assemblies. Students also had strong voice in the canteen tendering process and have been involved in decisions made with regards to the physical environment of the school.
Increased staff engagement across school wide programs.	Not applicable	There has been staff choice with regards to School Strategic Directions team involvement. Further to this staff engagement is reflected in the many extra curricula activities that staff have volunteered to lead.
Increased staff leadership capacity and career progression.	Not applicable	Executive teachers and the welfare coordinator have been mentored by the Deputy Principal. The second in charge of faculties have also had ample mentoring by their Head Teacher.

### Next Steps

Staff will continued to be supported through the accreditation process. To enhance teacher leadership, we will continue the development of a leadership framework that is reflective of DoE pathways. This is in context with our 2018–20120 School Plan. To further build the capacity of staff, it is envisioned that a well-being framework based on the principles of PERMA will also be developed and implemented to support staff as individuals and as a collective group.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$8,796	Aboriginal Background students were supported with the development of IEPs. They attended Aboriginal Learning experiences and had the opportunity to network with other Aboriginal students in the network.
<b>English language proficiency</b>	\$438,167	<p>An increase in the number of Year 7 students requiring EAL support in 2017 presented the need to target Year 7 .</p> <p>A specialised EAL/D 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 EAL students.</p> <p>The continued implementation of an intensive EAL literacy course, The ELITE program to target Year 7 students with low language proficiency . The program consists of two units of 6x 70 minute lessons.</p> <p>Due to the positive impact these strategies had on the Year 7 EAL students' participation and engagement in learning. The new two units of work which were developed in 2017 were implemented in 2018. The progress were adjusted to suit the learning need of the cohort.</p> <p>Similarly to the previous year, an unexpected number of new enrolments in YR 9 and 10 students from the Intensive English Centres (IEC) with a relatively low 2/3 proficiency level saw the need to provide intensive language support to enable them to transition into mainstream courses. This was achieved through:</p> <ul style="list-style-type: none"> <li>• Establishing a parallel EAL English class for Yr10</li> <li>• Developing and implementing an intensive English course for YR 9 &amp; 10.</li> <li>• EALD teachers were allocated a schedule of support to ensure our International and large cohort of LBOTE students were sufficiently supported.</li> </ul>
<b>Low level adjustment for disability</b>	\$243,391	The Learning and Support team collaborated with the school's Welfare team to enhance the social skills-based programme – Standing Tall. The group engaged female students in areas of civics, citizenship and contributing positively to the local community. The SLSO's were strategically paired with students and faculties to ensure differentiation and equitable learning experiences.
<b>Socio-economic background</b>	\$117,497	Targeted students were supported through the differentiation of the curriculum. Student



<b>Socio-economic background</b>	\$117,497	Learning support officers were employed to further support students in their learning. The collaborative work of the Literacy and Numeracy teams led to an increased understanding and improved skill sets across KLAS in meeting student outcomes.
----------------------------------	-----------	---

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	608	636	611	605
Girls	499	502	504	508

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	93.4	93.8	92.8	93.8
8	92.3	91.3	92	90.7
9	92.5	92	90.6	91.4
10	90.3	90.4	89.8	89.2
11	90.9	88.9	90.7	90.3
12	90.8	90.4	90.7	93.3
All Years	91.7	91	91	91.4
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

### Management of non-attendance

Teachers alert the Year advisors and corresponding Deputy Principals. Year Advisors meet with students to discuss any concerns regarding non-attendance and contact the parents. If the students non-attendance escalates the Deputy Principals meet with parents and students are placed on attendance monitoring. This plan is completed in liaison with parents. HSLO referral may occur for students whose non-attendance continues.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	1	1
Employment	1	10.2	6.6
TAFE entry	1	2	8.5
University Entry	0	0	77.4
Other	0	0	3.8
Unknown	1	1	2.8

### Year 12 students undertaking vocational or trade training

In 2018, 12 students (6%) completed TVET (TAFE delivered Vocational Education and Training) courses. The total enrolment in the Vocational Education (VET) courses offered at school was 33 students with all 33 of these students (100%) studying one VET course.

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

The legal leaving age for students in NSW is 17 unless employment or further training has been prearranged. Blakehurst High School offers a wide range of options that caters to the needs and interests of our students. This includes traditional subjects, VET courses such as Construction and Hospitality, TVET courses, School Based Apprenticeships, Open High School Subjects and Saturday School Language. Students are counselled with regards to subject selection, and career paths. This has led to our Year 12 cohort attaining a HSC or equivalent vocational qualification.

## Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	54.4
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
Teacher ESL	3.8
School Counsellor	1
School Administration and Support Staff	12.97
Other Positions	1

\*Full Time Equivalent

The composition of Blakehurst staff is mixed. It consists of staff across the spectrum in terms of teaching experience.

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	98
Postgraduate degree	2

## Professional learning and teacher accreditation

Professional learning at whole school level, focused on the School Strategic Directions. At Twilight professional development, staff and student well-being was a highlight. Mandatory training in the code of Conduct, Child Protection and CPR were delivered at a whole school level. Individual staff and faculty professional learning was sourced by staff and supported through global professional learning funds.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
<b>Opening Balance</b>	1,099,422
<b>Revenue</b>	11,984,982
Appropriation	11,242,665
Sale of Goods and Services	37,628
Grants and Contributions	568,953
Gain and Loss	0
Other Revenue	114,400
Investment Income	21,336
<b>Expenses</b>	-11,672,090
Recurrent Expenses	-11,672,090
Employee Related	-10,381,127
Operating Expenses	-1,290,963
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	312,892
<b>Balance Carried Forward</b>	1,412,314

A process of timely meetings has been implemented, to ensure the school's finances are evaluated thoroughly and that strategic planning occurs. Meetings are decision making is documented and transparent.

Following extensive consultation, Blakehurst High School have committed funds of:

\$300,000 to our Secondary Schools renewal program (SSRP) project and re-modelling the current administration o area.

\$680,000 to the improvement of the physical environment of the school including, the upgrading of playing fields and the upgrade of classroom spaces to future learning environments.

\$60,000 to the upgrade of safety signage and signage representative of our three core values and PBLF expectations.

\$10,000 to continued Locker upgrade program

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	9,741,722
Base Per Capita	215,645
Base Location	0
Other Base	9,526,076
<b>Equity Total</b>	807,852
Equity Aboriginal	8,796
Equity Socio economic	117,497
Equity Language	438,167
Equity Disability	243,391
<b>Targeted Total</b>	279,257
<b>Other Total</b>	142,523
<b>Grand Total</b>	10,971,353

Writing and Grammar and Punctuation results indicate we are slightly below state average. These will be areas of targeted improvement in the year that follows.

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.

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

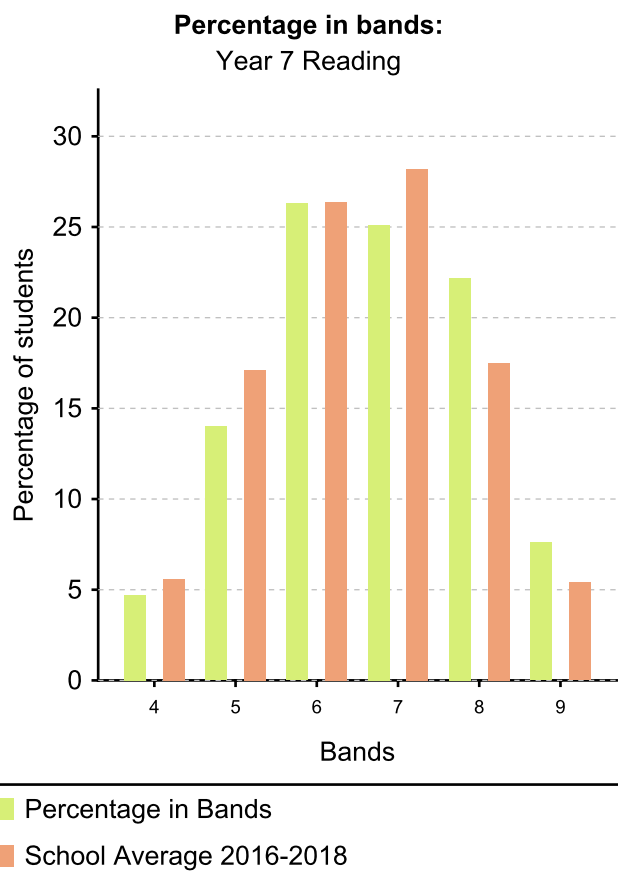
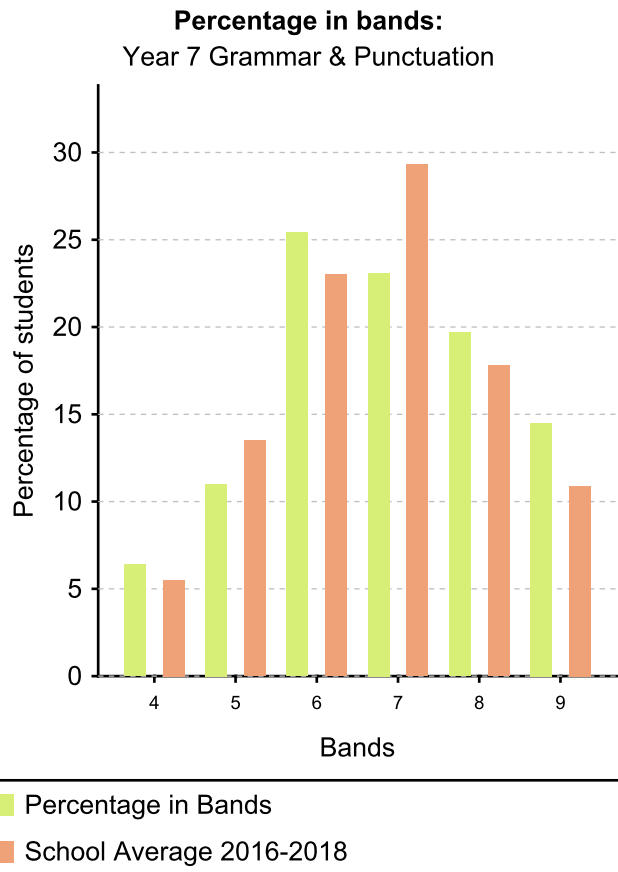
### NAPLAN

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.

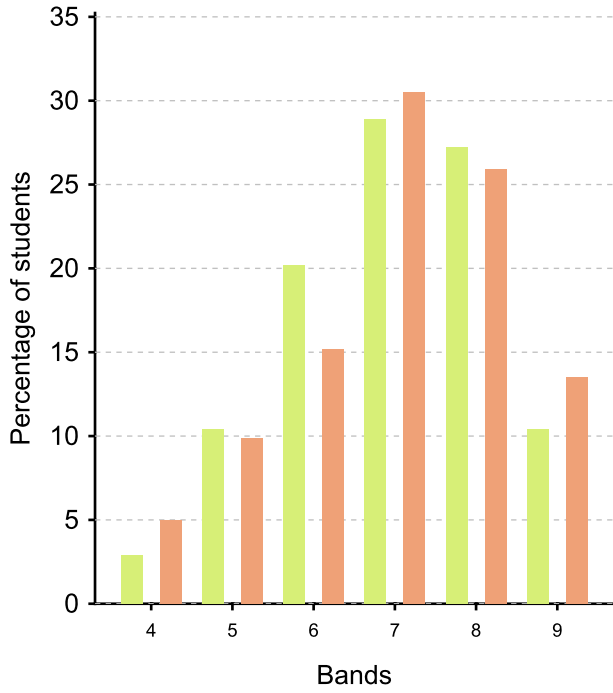
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

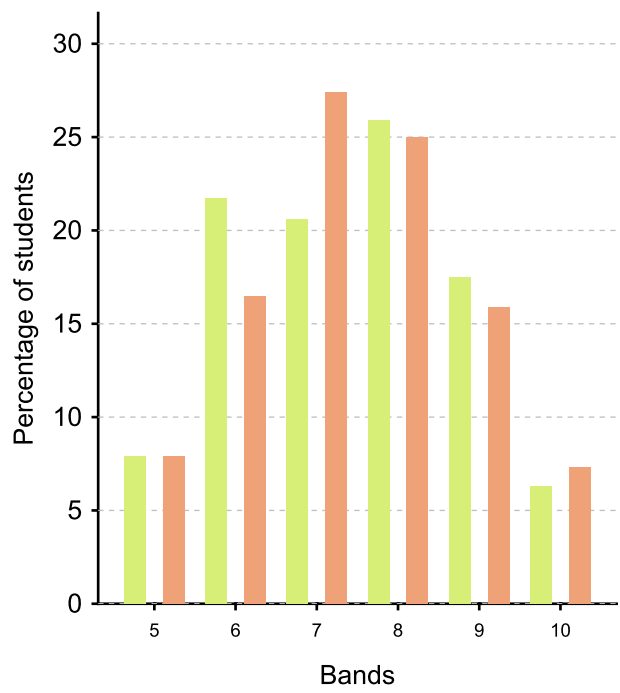
The NAPLAN data demonstrates improvements in average Spelling and reading results. In reading, here has above state average been a growth of 76.3% as opposed to a state growth of 68.6%. Similarly in Spelling there is demonstrated above state average growth, students at Blakehurst HS achieving 64.2% as opposed to 57.8% across the state.



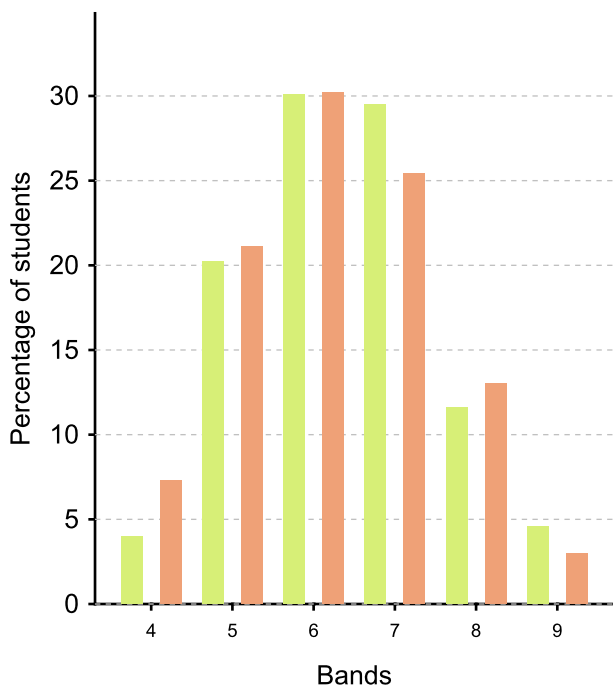
**Percentage in bands:**  
Year 7 Spelling



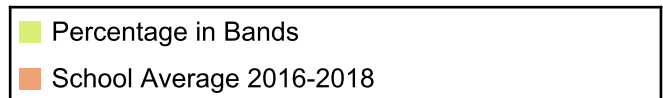
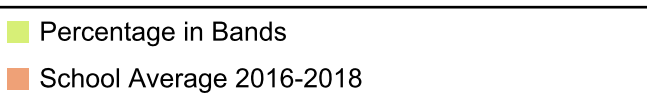
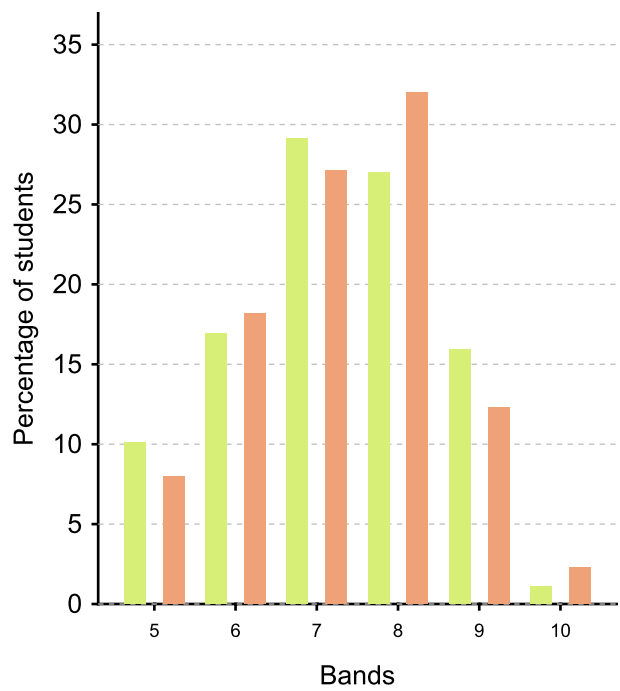
**Percentage in bands:**  
Year 9 Grammar & Punctuation



**Percentage in bands:**  
Year 7 Writing

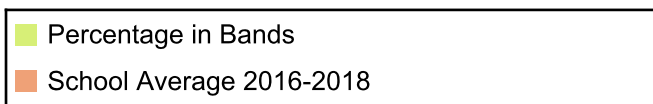
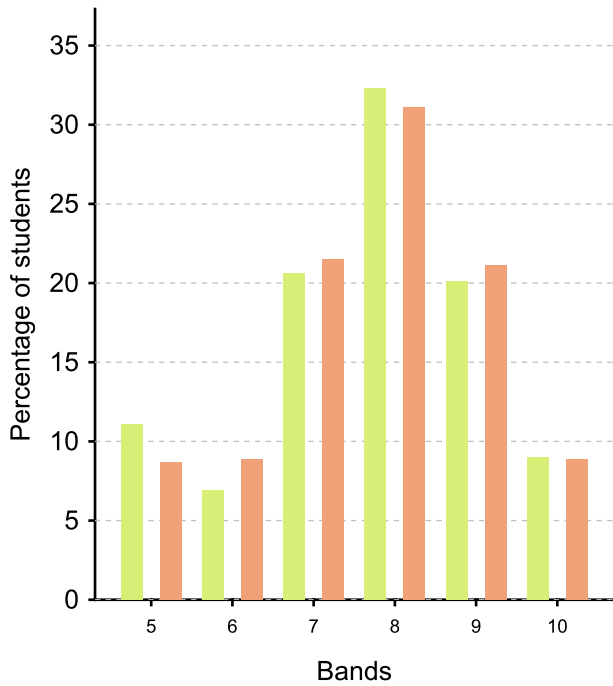


**Percentage in bands:**  
Year 9 Reading

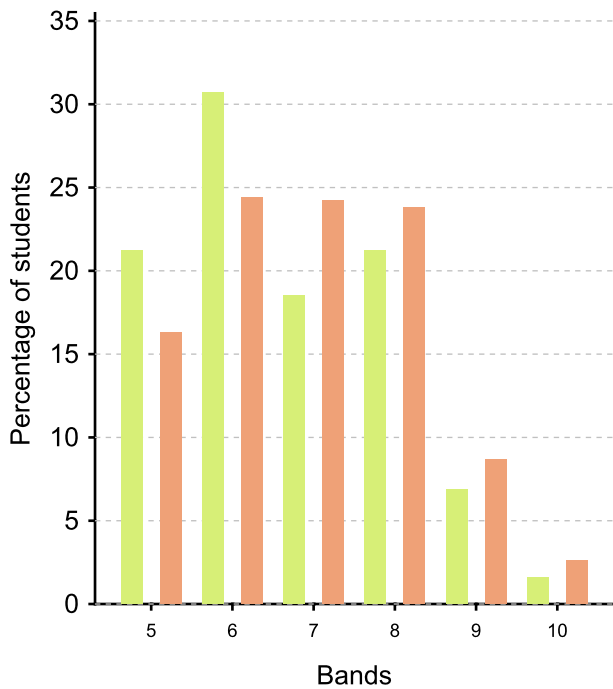




**Percentage in bands:**  
Year 9 Spelling



**Percentage in bands:**  
Year 9 Writing



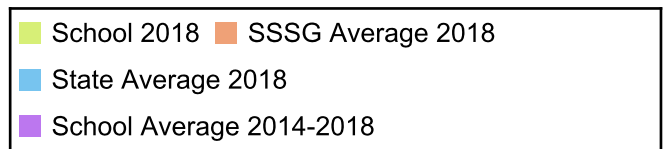
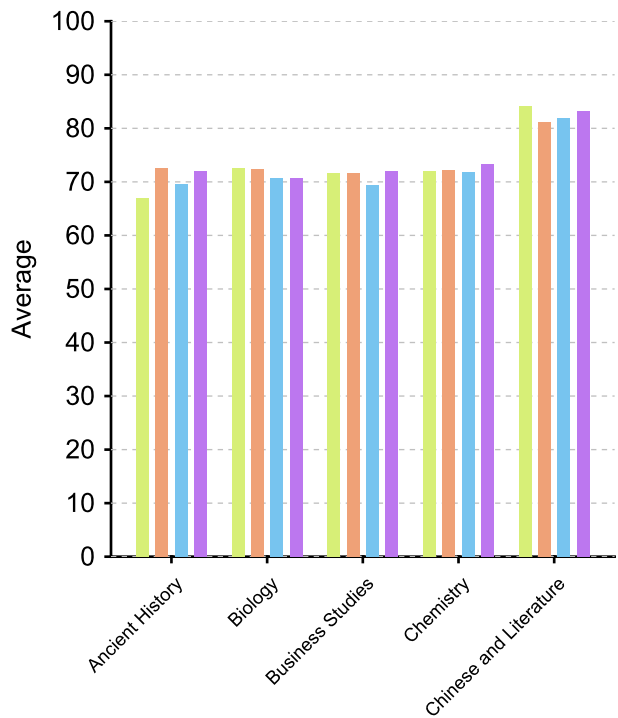
and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In line with the Premier's Priorities, 29.1% of the NAPLAN cohort at Blakehurst HS have achieved in the top 2 bands.

**Higher School Certificate (HSC)**

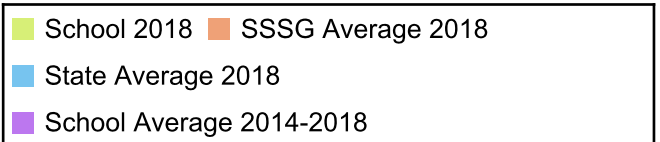
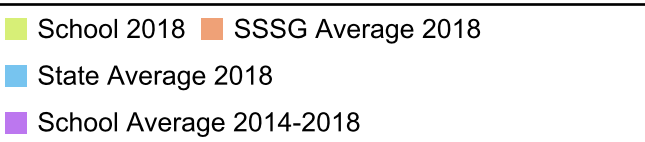
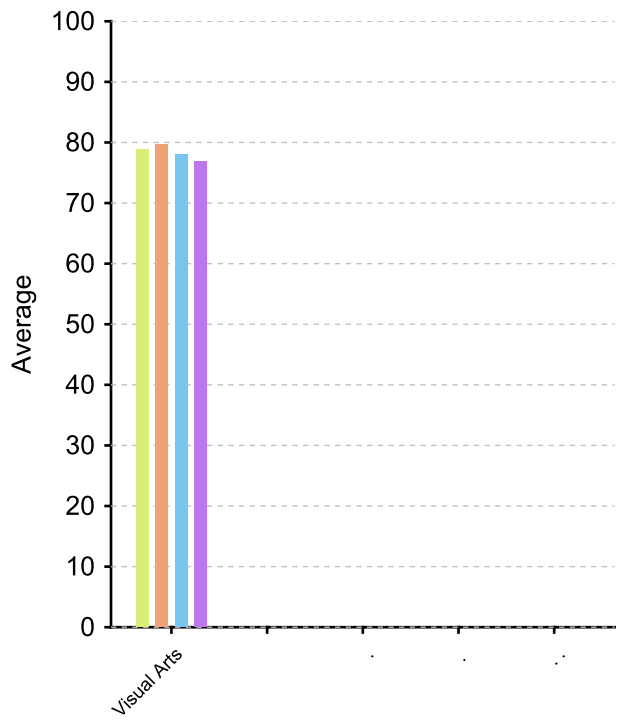
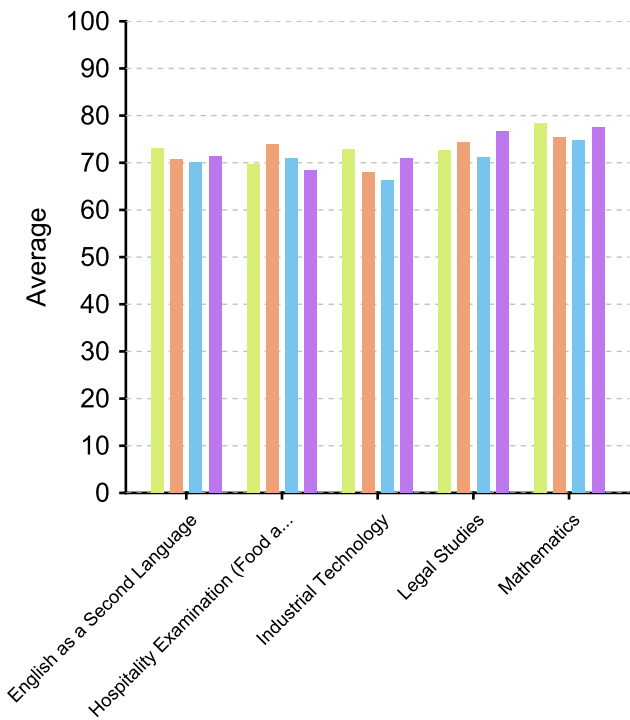
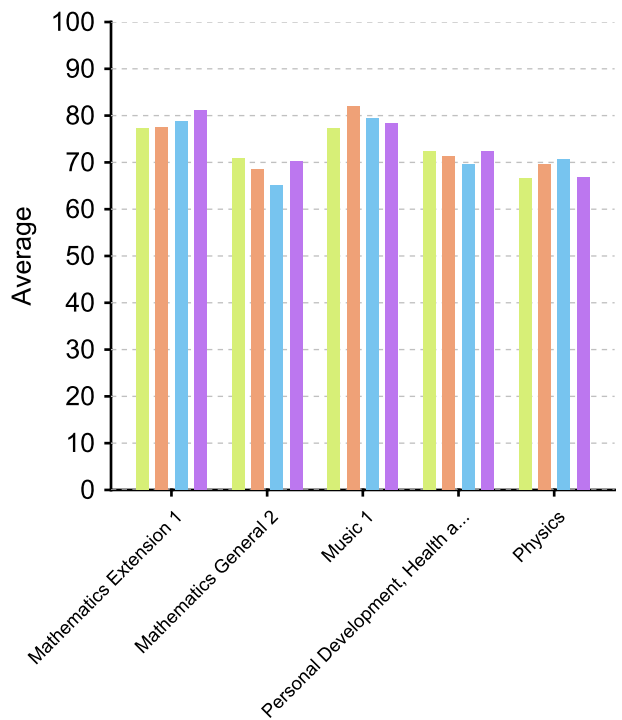
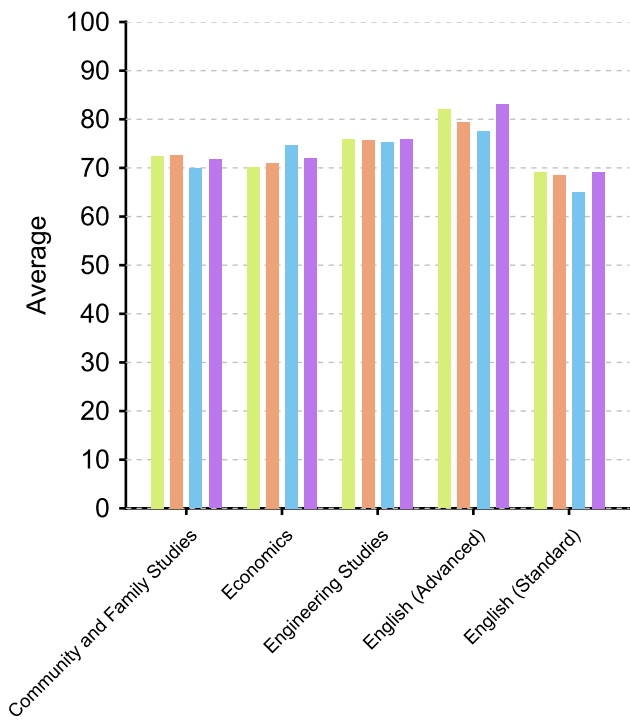
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

Students of Blakehurst attained fabulous results. Students work across the practical subjects were selected for their outstanding HSC works. Students works were exhibited in InTech, TextStyle and Hazelhurst Gallery. We attained first in the state for Modern Greek Beginners and third in the state for Society and Culture



The NAPLAN results indicate that there has been above state average growth achieved at Blakehurst HS. Students have achieved a growth of 69.0% as opposed to the state growth of 66.0%.

The My School website provides detailed information



Blakehurst HS students continued to perform well in the HSC and achieved above the state average in most curriculum areas. The above average course mark for Blakehurst HS students was 69.23% as opposed to the state average course mark of 66.65%.

## Parent/caregiver, student, teacher satisfaction

The P&C of Blakehurst feel strongly with regards to supporting their childrens' education and their local school community. In 20i8 P&C members were panel members on a variety of teaching positions. Including the appointment of two new Head Teachers and a Deputy Principal.

The P&C supported the school with new sporting equipment and the funding of the Mindfulness and Yoga programs.

## Policy requirements

### Aboriginal education

Staff consolidated Aboriginal pedagogy 8 Ways of Teaching in their teaching programs.. Year 7 and Year 8 identified students participated in the Speak Up program. 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.

### Multicultural and anti-racism education

The Student Representative Council (SRC) organised a highly successful bi–annual Multicultural Day to celebrate the range of cultures represented at Blakehurst High School. 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.