

Blakehurst Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Blakehurst Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

In 2019, I commenced my role as Principal at Blakehurst Public School and from the outset, it was clear that I would be leading a dynamic teaching staff and highly invested community. My first priority was to establish a strong understanding of the programs and initiatives that were in place prior to my arrival. This ensured that future planning would be valued by the school community, as it built on areas of strength and addressed identified needs across the school.

In 2019, a significant focus was placed on building and sustaining quality professional learning practices across the school. This was to ensure that teaching practices were informed by evidence and every student received personalised learning opportunities across the curriculum. The school established a partnership with Bald Face Public School to develop consistency around the use of formative assessment practices. This partnership will continue into 2020.

Professional learning was undertaken in the *Mathematics Building Blocks for Numeracy* (MBB4N) program to provide staff with the tools to effectively measure student progress, differentiate the mathematics curriculum and support student numeracy development. The school also made a large investment in improving the reading and comprehension skills of students through ongoing professional learning in the *Focus on Reading* (FoR) program and the training of selected staff members to lead the implementation of *MiniLit* and *MacqLit*.

In 2019, many opportunities were also utilised to establish strong school and community partnerships. These included events to bring parents onto the school grounds and into classrooms, P&C initiatives and the establishment of a Community Engagement Committee to capture community voice in the establishment of grant applications and the design of larger school projects.

None of our achievements in 2019 would have been possible without the professional dedication of our staff who consistently worked above and beyond their job descriptions for the benefits of the school. The unrelenting support of our community was also pivotal in our success and ensured that the school's profile continued to flourish throughout the year.

I was very proud of our school's achievements in 2019 and am equally excited about the challenges that we will undertake in order to have further success in 2020.

Message from the school community

Through 2019, our P&C had the privilege to volunteer alongside parents/carers, P&C executives and members, front office school staff and teachers who share a mutual interest in providing the best possible learning environment for our children.

In keeping with tradition, our P&C achieved great success through several fundraising events including:

- Our Mother's Day stall
- Our Father's Day stall

- Our Annual school disco
- Our Family Christmas night raffle
- And the return of our Family Fun Night

Together these events raised a total of over \$9500 and achieved community connection and enjoyment through participation, local business sponsorship and donations.

Furthermore, 2019 saw our P&C:

- Contribute \$10,000 to a new digital, Blakehurst school sign, facing the Princes Highway.
- Successfully obtain a 'My Community Project' grant to the value of \$47,000 which enabled us to create a nature play and learning space at the front of our school.
- Achieve success in the '*2019 Community Building Partnership Program*' which resulted in funding to the total of \$91,400 for new fixed playground equipment and a multi-purpose sports court to be completed in 2020.
- Collect our largest ever number of *Woolworths Learn and Earn* stickers, totalling 21419, which then enabled the purchase of new maths resources for each classroom.
- Continue our *Return and Earn* project, encouraging and educating our community to recycle.

Our canteen continued working with the *Special Food Project* and received a 'Great Canteen' award from the *Healthy School Canteen Initiative* run by *NSW Health*. This award included a \$500 Good Guys voucher which went towards a new fridge. The canteen also saw the upgrade of some new equipment along with new, student designed, Blakehurst Bites signage.

2019 was a year of success which would not have been possible without the support of our community partnerships and we look forward to continuing its growth through 2020.

Mrs Samantha Redmond

P&C President

School background

School vision statement

Blakehurst Public School, working in partnership with our community, develops friendly, caring students who are resilient and respectful, engaged in a challenging, diverse curriculum taught by passionate teachers committed to making them learners who achieve success and become active, informed citizens.

School context

Blakehurst Public School is in the Georges River Local Government Area. The site has been a public school since 1881. The school has undertaken an extensive rebuild over the past 15 years, ensuring that students have access to modern and flexible learning environments. Nestled in a bush land setting above Carss Park, the school has approximately 260 students, representing a wide range of socio-economic and language backgrounds. Approximately 68% of students have a language background other than English with a total of 33 different languages represented across the school. A total of 5% of the student population identify as being of Aboriginal or Torres Strait Islander background. The school has a highly professional and diverse teaching and support staff, ranging from early career to highly experienced teachers. The school also has a very active Parents and Citizens (P&C) Association who manage the school's canteen and uniform shop and lead many fundraising events and community-based projects across the school.



Self-assessment and school achievement

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

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

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

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

For more information about the School Excellence Framework:

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

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

For Learning:

In 2019, our **Learning Culture** was ***Sustaining and Growing***.

What we did:

- Collected and analysed information about each student to support successful transitions and plan for future learning.
- Monitored school attendance and provided individualised support for families as required.
- Engaged with parents to ensure that their input was reflected in personalised learning plans for students.

Our focus moving into 2020:

- To increase partnerships with all parents to support clear improvement aims for students.

In 2019, our **Wellbeing** was ***Sustaining and Growing***.

What we did:

- Ensured a high level of efficacy within students across the school.
- Collected, analysed and used available data to improve student wellbeing and learning.
- Monitored and responded to student learning needs.
- Maintained high levels of behaviour across the school by explicitly, consistently and supportively applying PBL strategies.

Our focus moving into 2020:

- Make measurable improvements easier to identify by increasing and diversifying the internal measures used across the school.

In 2019, our **Curriculum** was ***Sustaining and Growing***.

What we did:

- Ensured evidence-based teaching practices were embedded into classrooms.
- Developed teaching and learning programs that described an expected progression in student knowledge, understanding and skills.
- Differentiated curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support and increase challenge.

Our focus moving into 2020:

- Extend on the internal assessment measures currently used across the school.
- Extend our partnerships with other schools and deepen discussions around curriculum provision.

In 2019, our **Assessment** was ***Sustaining and Growing***.

What we did:

- Used evidence of learning, including a range of formative assessments to inform teaching and adapt practice.
- Shared criteria for assessment with students through learning intentions and success criteria.
- Analysed formative and summative assessment data at stage/team level to identify the learning progress of individual students.

Our focus moving into 2020:

- Ensure that our assessment strategies are 'expertly' implemented across the school.
- Increase parent engagement in our assessment and reporting processes.
- Ensure that data and evidence collation and analysis are school wide and not specific to grades or stages.

In 2019, our **Reporting** was ***Delivering***.

What we did:

- Analysed available internal and external assessment data to report on student and school performance.
- Developed reports that were personalised to the child's progress and achievement and identified future learning goals.
- Provided parents with information about the learning progress of their children.

Our focus moving into 2020:

- Develop a more explicit 'school wide' process for assessing student progress through internal measures.
- Increase the number of external measures used to determine student progress.
- Ensure that all parents are engaged in the assessment and reporting process for their child and have a clear understanding of their child's progress and areas of need.

In 2019, our **Student Performance Measures** were ***Delivering***.

What we did:

- Identified growth targets for individual students, using internal progress and achievement data.
- Identified that student progress and achievement on external measures was consistent with progress and achievement on internal assessments.

Our focus moving into 2020:

- Increase staff knowledge on 'value adding' and the analysis and use of NAPLAN data to inform planning.
- Meet target of 35% of students achieving the top 2 bands in Reading, Writing and Numeracy.
- Strengthen school-level measures for identifying expected growth for students.
- Strengthen school-level systems for informing students of their expected growth.

For Teaching:

In 2019, our **Effective Classroom Practice** was ***Sustaining and Growing***.

What we did:

- Developed lesson plans and sequences, ensuring that the content was based on the curriculum and the teaching practices were effective.
- Used student progress and achievement data to inform lesson planning.
- Utilised explicit teaching techniques such as questioning and assessing to identify students' learning needs, and used a range of strategies to explain and break down knowledge.
- Provided explicit, specific and timely formative feedback related to defined success criteria.
- Implemented a consistent, school-wide approach for managing classroom environments.
- Ensured that all students were engaged in well planned and productive learning, with minimal disruption.
- Modelled and shared a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

Our focus moving into 2020:

- Facilitate more opportunities for staff to plan across stages.

In 2019, our **Data Skills and Use** was ***Delivering***.

What we did:

- Engaged in professional learning that built skills in the analysis, interpretation and use of student progress and achievement data.
- Used available student progress and achievement data to inform key decisions such as resourcing and implementing new programs or initiatives.
- Reviewed student assessment data and compared results between internal and external assessments to build a consistent and comparable judgement of student learning.
- Analysed student progress and achievement data to inform planning.

Our focus moving into 2020:

- Increase the amount of professional learning dedicated to data literacy.
- Ensure a deep analysis of data (across a variety of sources) to ensure a deep understanding of student progress and achievement and the impact of programs, resources and initiatives.
- Ensure consistent strategies for measuring student achievement across all grades.
- Increase community engagement in the planning process.

In 2019, our **Professional Standards** were ***Sustaining and Growing***.

What we did:

- Supported professional learning plans for staff through a coordinated whole school approach to developing professional practice, informed by research.
- Identified strengths and areas for development in staff and put plans in place to support continual improvement.
- Monitored the accreditation status of teachers and ensured that the professional standards were evident in PDPs.
- Ensured that teachers were proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage.

Our focus moving into 2020:

- Encourage more teachers to pursue higher levels of accreditation.

In 2019, our **Learning and Development** was ***Sustaining and Growing***.

What we did:

- Set the provisions for teachers to engage in professional discussion and collaborate to improve teaching and learning in their classes and year groups.
- Provided formal mentoring or coaching to improve teaching and develop aspiring leaders.
- Provided opportunities for teachers to actively evaluate, share and discuss learning from targeted professional development with other staff.

- Identified and drew on expertise within the school to further develop our professional learning community.

Our focus moving into 2020:

- Increase methods and frequency for evaluating our professional learning.
- Collaborate with other schools to share expertise and benefit from the expertise within other settings.
- Increase systems for modelling effective practice across the school.

For Leading:

In 2019, our **Educational Leadership** was ***Sustaining and Growing.***

What we did:

- Developed effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders.
- Developed processes for collaboratively reviewing teaching practices to affirm quality and to challenge and address underperformance.
- Supported collaborative performance development and efforts to continuously monitor improvement.
- Built a reputation within the community for being responsive, embedding a culture of high expectations and effectively catering for the range of equity issues in the school.

Our focus moving into 2020:

- Continue to build on the instructional leadership/coaching model that is in place across the school.
- Continue to increase our involvement with stakeholders.

In 2019, our **School Planning, Implementation and Reporting** was ***Sustaining and Growing.***

What we did:

- Supported change that led to improvement and created opportunities for feedback about the impact of change to be shared and monitored.
- Collected and analysed learning and wellbeing data to monitor the achievement of milestones and review, self-assess and report performance annually.

Our focus moving into 2020:

- Review procedures for milestone to ensure a greater involvement of all staff across the school.
- Make school procedures around the School Plan and Annual Report more transparent.
- Make staff more informed on how they can help drive the school's strategic plans.

In 2019, our **School Resources** were ***Sustaining and Growing.***

What we did:

- Allocated non-educational administrative tasks to appropriate non-teaching staff.
- Made technology available to streamline the administrative practices of the school.
- Used physical learning spaces flexibly to meet a broad range of student learning interests and needs.
- Used technology effectively to enhance learning and service delivery.

Our focus moving into 2020:

- Continue to increase access to technology across the school and training for staff in order to make them 'experts'.
- Make processes around the financial management of the school more transparent for staff.
- Introduce internal measures to determine the impact of management processes.

In 2019, our **Management Processes and Practices** were ***Sustaining and Growing***.

What we did:

- Made informed choices about administrative practices and systems, based on cost effectiveness, evidence, and in response to local context and need.
- Implemented streamlined, flexible processes to deliver services and information and to support parental engagement and satisfaction.
- Measured school community (parent and student) satisfaction using a limited number of sources.

Our focus moving into 2020:

- Increase the number of measures used to capture parent/community satisfaction data.
- Increase the regularity of data collection and analysis.

Strategic Direction 1

Teaching & learning

Purpose

Establish teaching and learning practices that create a strong foundation in literacy and numeracy to enable successful, competent and creative future learners.

Improvement Measures

Increased proportion of students achieving expected growth in literacy and numeracy on internal and external measures.

Increased proportion of students in the top two NAPLAN bands in literacy and numeracy.

Student voice, work samples and reflections show an increased understanding of learning dispositions, adaptability and mindsets to be a successful learner.

PDPs, observations and teacher feedback show increasing quality teaching practice specifically in creativity, collaboration, communication and critical thinking (4Cs) and explicit teaching of literacy and numeracy.

Overall summary of progress

In 2019, there was an increased proportion of students achieving expected growth on internal and external measures. The school will look to enhance the variety of internal assessment measures utilised in 2020. There was also an increased proportion of students achieving in the top 2 bands in most areas of Literacy and Numeracy. Growth in Spelling results will be the Year 3 focus for 2020 and for Year 5, the focus areas will be Reading and Grammar and Punctuation. Students continued to take responsibility for their own learning through learning intentions and success criteria and autonomy became increasingly evident in classrooms. Formative assessment will continue to be a focus for professional learning in 2020. The school's performance and development structures also allowed for an increase in quality teaching, with teachers receiving direct support and explicit feedback from peers and supervisors. Opportunities to collaborate and think critically and creatively were also evident across classrooms and further embedding these practices into teaching and learning will continue to be a focus in 2020.

Progress towards achieving improvement measures

Process 1: Literacy

Implement a whole school approach to literacy centred on Focus on Reading, integrated literacy programs and explicit teaching evidence based teaching practices.

Evaluation	Funds Expended (Resources)
Strategies undertaken by the school resulted in: Progressive Achievement Assessment (PAT) data for all students. Selected students accessing intensive support through MiniLit and MacqLit and strategies from these programs being utilised in classrooms to support students not directly involved in the program. Units of work and resources reflecting the expertise and input of Learning and Support Teachers (LaSTs).	\$8,000 allocated to purchasing MiniLit and MacqLit resources and the costs associated with training staff. \$0 for PAT testing and professional learning presented by LaSTs to K–6 staff on effective reading programs as these were completed internally during professional learning time. \$109,000 for an additional teacher to be employed to release Assistant Principals to work in classrooms, team teach and demonstrate best practice.

Process 2: Numeracy

Implement a whole school approach to numeracy focusing on problem solving, explicit instruction, differentiation and authentic learning experiences.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>A successful partnership was initiated between staff at Blakehurst PS and Bald Face PS to share.</p> <p>Consistent practices for evaluating the effectiveness of teaching in Numeracy and to inform future planning were established across the 2 settings.</p> <p>Ideas and resources were shared across both schools to ensure that both settings benefited from the available experience and expertise.</p> <p>100% of staff experimented with new methods for collecting student progress and performance data.</p>	<p>\$0 for a Community of Schools (CoS) to be established between Blakehurst PS and Bald Face PS with executive staff from both schools meeting to plan effective programming and differentiation strategies for Numeracy (Number strand).</p> <p>\$0 for internal professional learning for staff at Blakehurst PS aligned to formative assessment in Numeracy (Number strand).</p>

Next Steps

The school will continue to build on its suite of internal assessment measures and develop clear guidelines for measuring student growth. Formative assessment practices will continue across all classrooms K–6 as the primary means of collating student progress data. A partnership will continue with Bald Face PS in 2020 to build on the professional learning undertaken in 2019. Increasing parent understanding of the measures used by the school to measure student growth will also be a focus of the school in 2020.

Strategic Direction 2

Connecting through wellbeing

Purpose

To ensure wellbeing is enhanced by a positive school culture, explicit teaching of behaviour and effective and reflective initiatives that allow all to connect, succeed and thrive.

Improvement Measures

Increase in positive feedback from student, staff and community Tell Them From Me surveys.

Improvement in the Positive Behaviour for Learning assessment.

Staff surveys and feedback show increasingly collaborative workplace culture where staff feel connected and supported.

Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.

Overall summary of progress

Student, staff and community feedback from the Tell Them From Me (TTFM) surveys was very positive towards the school, its systems and programs. The school's Positive Behaviour for Learning (PBL) team continued to evaluate the effectiveness of practices and made the analysis and use of data a priority in 2019. This will continue in 2020. In 2019, data from the TTFM survey indicated that students had an increased sense of belonging and advocacy at school. Expectations for success remained consistent with 2018 results. Feedback from staff also indicated a highly collaborative school culture and that staff felt very well supported by the school's leadership team.

Progress towards achieving improvement measures

Process 1: Positive Behaviour for Learning

Continued implementation of Positive Behaviour for Learning through the explicit instruction of school rules and expectations, meaningful professional learning and community consultation.

Evaluation	Funds Expended (Resources)
<p>Students</p> <p>Scheduled Learning and Support Team meetings ensured that student social and emotional needs of were discussed and strategies to address needs were devised in a timely manner with the support of the school counsellor.</p> <p>100% of students with a diagnosed learning disability or significant learning needs across the curriculum were placed on a Personalised Learning Plan (PLP) which was developed in collaboration with the class teacher, student, parents and external agencies as required.</p>	<p>\$0 for the completion of the Tell Them From Me (TTFM) survey for students in Years 4–6 to capture significant student wellbeing data. .</p> <p>\$38,000 for the employment of an external speech pathologist to provide intensive individualised and group support for students and to assist teachers in developing and implementing programs and resources to support language development in the classroom.</p> <p>\$0 for the staff assessment of Positive Behaviour for Learning (PBL) initiatives and the analysis of school level data.</p>

Process 2: Connection, collaboration and communication

Foster a positive school environment and increase community connection through clear communication, collaboration and positive wellbeing that allows the school community to Respect, Reflect, Reset.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
There was an increase in community connection, collaboration and communication that has resulted in a harmonious school environment that promotes positive wellbeing for all.	<p>\$0 for the establishment of a Community Engagement Committee (CEC) consisting of staff representatives and parents.</p> <p>\$28,000 for the purchase of a digital school sign to promote school events and successes and communicate important information to the community.</p> <p>\$0 to establish initiatives to increase parent participation through the P&C and community/parent led events throughout the year.</p> <p>\$0 for the dissemination of information through Skoolbag and the use of social media to capture parent and community feedback.</p> <p>\$0 for feedback data collected through student and staff surveys and brainstorming sessions and parent surveys and forums.</p>

Next Steps

The school will continue to strengthen programs and strategies for meeting the academic, social and emotional needs of students. This will include continuing to seek and utilise partnerships with external agencies. Personalised learning plans and resources will continue to support students to access the curriculum and meet identified learning outcomes. The school's PBL team will continue to analyse school-level data and implement programs and initiatives to respond to areas of need across the school.

Strategic Direction 3

Data informed practice

Purpose

To build enhanced teaching practice through the development of quality teaching programs, procedures and use of data for improvement.

Improvement Measures

Program feedback indicates improvement in the use of data to structure quality teaching and learning programs.

1. School procedures and implementation practices are continuously reviewed and realigned to address current needs.

Assessment data analysis is increasingly used collaboratively to inform planning, early intervention, differentiation and to modify teaching practice.

Overall summary of progress

Teaching programs clearly reflect *NSW Education Standards Authority (NESA)* guidelines. School performance and development procedures also ensure that teaching programs, resources and pedagogy are monitored and explicit feedback provided through supervision meetings to ensure a consistency in quality practices across the school. Collaborative planning days and scheduled team meetings have also ensured that professional dialogue is ongoing and that teachers have the opportunity to share their expertise for the benefit of colleagues.

Progress towards achieving improvement measures

Process 1: Data

Collect, collate and analyse assessment data to inform teaching, monitor performance and evaluate practice including the Learning Progressions.

Evaluation	Funds Expended (Resources)
Collaborative data analysis and planning days for executive staff and stages/teams were held at the end of each term.	<p>\$18,600 (across Process 1 and 2) for professional learning to ensure that consistent and quality teaching, assessing and reporting practices are in place across the school. These funds were used primarily to release staff for collaborative planning or to cover the associated costs of staff attending targeted external professional learning.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• (\$0.00)

Process 2: Programs procedures & practices

Collaboratively work with staff to develop engaging, explicit and systematic teaching programs and procedures supported by structures that foster quality teaching.

Evaluation	Funds Expended (Resources)
Staff have undertaken extensive professional learning in literacy and numeracy. This is evident in their improved and collaborative programs. School procedure documents have been updated to meet the schools current needs. Ongoing stage team meetings, planning days and supervision	Funds utilised for Process 2 were inclusive in the \$18,600 identified in Process 1.

Progress towards achieving improvement measures

meetings have proven to be very productive and should be continued into the future.	
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Next Steps

The school will place a significant focus on data literacy in 2020 to ensure consistent practices for developing, implementing and analysing data from internal assessments. A greater focus will also be placed on the analysis and use of external data by all teams across the school to inform future practice.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	The school received an allocation of \$3,198. This was slightly less than for 2019, however, an increased enrollment in Aboriginal students towards the end of the year should result in more funds being represented in the 2020 budget.	Funds were used to subsidise uniform and excursion costs for Aboriginal students as well as to purchase additional resources aligned to Personalised Learning Pathways (PLPs) for students.
English language proficiency	The school received a flexible funding allocation of \$38,414 and a staffing allocation of 0.6. The flexible funding was consistent with 2018, however, the school did receive an additional 0.2 allocation for 2019.	Flexible funding was used to extend the number of days that a teacher could be employed to directly support students who were aligned to the funding. This teacher also supported teachers in mainstream classrooms by leading professional learning and assisting with resourcing.
Low level adjustment for disability	The school received flexible funding of \$42,996 and a staffing allocation of 1.0. This was consistent with the allocation for 2018.	The staffing allocation employed a Learning and Support Teacher (LaST) and the flexible funding contributed to the employment of a School Learning and Support Officer (SLSO) to support students with identified learning needs in mainstream classrooms.
Quality Teaching, Successful Students (QTSS)	No funds were allocated to the school in 2019.	The school utilised money it rolled over from the previous year to allow for teachers to be released to work with supervisors and to collaborate and observe the practices of peers.
Socio-economic background	The school received a flexible funding allocation of \$26,435. This allocation was consistent with 2018.	This allocation was based on the school's Family Occupation and Employment Index (FOEI). These funds were used to employ additional staff to support the implementation of targeted support programs across the school.
Support for beginning teachers	No funds were allocated to the school in 2019.	Support for beginning teachers was funded through money that was carried over from the previous year.
Targeted student support for refugees and new arrivals	No funds were allocated to the school in 2019.	Support for students who identified as refugees or new arrivals was funded through other sources.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	154	142	140	129
Girls	134	127	127	129

Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.7	94.1	95.3	90.9
1	93.6	92.6	93.1	91.7
2	95.1	93.8	90.7	95.3
3	95.6	94.2	93.7	91.6
4	94.9	93.5	93.3	92.4
5	96.3	93.7	93.8	92.3
6	93.8	93.6	92.3	94
All Years	94.6	93.6	93.3	92.6
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

School enrolments remained reasonably steady between 2018 and 2019, with the school currently having an even split between male and female students. The school's clear enrolment procedures ensured that newly arrived students were supported to make a successful transition into the school. At the end of 2019, a support class was established on the school grounds. This will see students and their siblings from outside the school catchment area join the school in 2020 and beyond. Changes to the Department of Education's rules for accepting out of area enrolments will also likely benefit the school, with demographers expecting the school's enrolment to rise significantly in the coming years.

Management of non-attendance

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

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to

record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.28
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	2.52

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

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

In 2019, Blakehurst Public School demonstrated a commitment to building the capacity of all staff. All staff participated in rigorous professional learning which was aligned to school priorities and the professional learning needs of teachers, as identified in their Performance and Development Plans (PDPs). All staff completed mandatory Child Protection, Code of

Conduct, CPR/Emergency Care and Anaphylaxis training. Ongoing training in Focus on Reading (FoR), 7 Steps for Successful Writing, professional learning in Formative Assessment (including the establishment of a learning community with Bald Face Public School) and Mathematics Building Blocks for Numeracy (MBB4N) were the primary focus areas for whole staff meetings across the year. Professional learning also focused on the evaluation of whole school programs and initiatives against the School Excellence Framework (SEF) to ensure that future professional learning priorities were informed by areas of need across the school.

Collaborative planning days and regular stage meetings were scheduled across the year to ensure that teachers were engaging in professional dialogue with peers and a consistency in programming, teaching and assessment practices was evident across each stage. Full time beginning teachers were offered release time through targeted funding to allow them to observe the practices of colleagues, receive explicit feedback on their practices by their supervisor and to access and participate in external professional learning. Supervisors also offered rigorous support to teachers completing their Accreditation, as outlined in the school's Performance and Development Framework (PDF) procedures. A total of 2 teachers completed their Accreditation at Proficient level in 2019, with 1 teacher currently working towards higher levels of accreditation.



Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	588,379
Revenue	2,746,328
Appropriation	2,554,024
Sale of Goods and Services	132
Grants and contributions	186,807
Investment income	4,264
Other revenue	1,100
Expenses	-2,943,780
Employee related	-2,510,746
Operating expenses	-433,034
Surplus / deficit for the year	-197,452

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



Financial summary - Equity loadings

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

	2019 Approved SBA (\$)
Targeted Total	53,750
Equity Total	281,789
Equity - Aboriginal	3,198
Equity - Socio-economic	26,435
Equity - Language	102,443
Equity - Disability	149,712
Base Total	1,877,740
Base - Per Capita	62,648
Base - Location	0
Base - Other	1,815,092
Other Total	273,000
Grand Total	2,486,280

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



School performance - NAPLAN

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

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Literacy

Year 3

- The school achieved significant growth in reading results between 2018 and 2019, with a 6% increase in students scoring in the top 2 bands.
- The school achieved a very impressive 38% increase in students scoring in the top 2 bands in Writing. This led to growth that was significantly higher than state and similar school averages.
- The school maintained the same percentage of students scoring in the top 2 bands in Spelling as in 2018. The school's average growth continued to exceed state and similar school averages.
- The school showed strong growth in Grammar and Punctuation between 2018 and 2019. There was an increase of 11% in students scoring in the top 2 bands.

Although pleasing growth was evident, Reading and Grammar and Punctuation will continue to be a focus area in 2020 to ensure that school results are consistent with or exceed state averages.

Year 5

- The school maintained similar results in Reading between 2018 and 2019. Overall results continued to exceed state and similar school averages.
- The school achieved a 8% increase in students achieving in the top 2 bands in Writing.
- The school achieved a 8% increase in students achieving in the top 2 bands for Spelling. This ensured that the school continued to demonstrate growth above state and similar school averages.
- The school experienced a decline of 9% in students achieving in the top 2 bands in Grammar and Punctuation, however, overall school growth still remained consistent with state and similar school averages.

Focus areas for Year 5 Literacy in 2020 will be Writing and Grammar and Punctuation.

Numeracy

Year 3

- The school exceeded state and similar school averages for growth in Numeracy. Overall, the percentage of students achieving in the top 2 bands was maintained from 2018.

Year 5

- The school recorded a decrease of 10% in students achieving in the top 2 bands compared to 2018. This result impacted on overall growth data and has led to Numeracy being a focus area across the school in 2020.

Parent/caregiver, student, teacher satisfaction

Parent/Caregiver Feedback

In 2019, feedback from parents and carers was collected using the Tell Them From Me (TTFM) survey, internal parent/community surveys and parent forums and informal discussions.

Parent feedback indicated that the school performed well in the following areas:

- Parents felt that practices across the school were inclusive of all students.
- Parents believed that the school placed a high priority on ensuring that students developed and maintained friendships, followed school expectations and felt safe and supported at school.
- Parents felt welcome at the school and valued when they volunteered or contributed to school activities.
- Parents felt that communication between the school and community was easy to understand.
- Parents believed that staff were accessible.
- Parents identified the school grounds and learning environments as being well maintained.

Parents indicated that they felt included in the processes of school planning and the review of school procedures. Parents also indicated that their preferred methods for receiving information about their child/children was through formal meetings, informal meetings or through written school reports. All 3 methods of communication were made available to the parents across the year.

Moving forward into 2020, parent feedback has indicated that more opportunities need to be made available by the school to talk to parents about their child's emotional development at school. Parents would also like to see more regular updates on their child's academic progress (outside scheduled interviews and reporting periods) and would like to be more involved in discussions around teaching practice and curriculum delivery.

Student Feedback

In 2019, participation rates in sport and extra-curricular activities were greater at the school than the NSW Government norm. In these areas, girls indicated a higher participation rate than boys. The students at Blakehurst Public School also indicated a positive sense of belonging.

School was valued equally by both boys and girls and both genders indicated that they followed the school's values and behaved responsibly. This was also supported by the school's internal data. Students indicated a high level of interest and motivation at school and also indicated that they try hard to succeed with their learning.

Responses from the Tell Them From Me (TTFM) Survey (completed by students in Years 4–6) also indicated the following:

- Students believe that concepts are taught well and that class time is used efficiently.
- Students find classroom instruction to be relevant.
- Students feel that classroom instruction is well organised, with a clear purpose.
- Students feel that they receive immediate and useful feedback.
- Students feel that teachers are supportive and responsive to their needs.
- Students feel that they have someone at school who gives advice and constantly encourages them.
- The vast majority of students feel safe and do not recognise bullying as a concern at the school.

The combination of all student responses across Years 4–6 placed the school average above NSW Government norms. Moving forward into 2020, student feedback has encouraged the school to focus on increasing and diversifying methods for communicating high expectations to students. The school will also work on building the confidence in the students to challenge themselves with less teacher support.

Teacher Satisfaction

In 2019, teacher satisfaction was formally measured through the Tell Them From Me (TTFM) Survey and informally collated through dialogue at stage/team meetings. Teacher feedback indicated the following:

- Teachers felt highly supported by school leaders.
- Teachers identified many opportunities to learn from stage/team leaders, including having their practices observed and receiving explicit feedback.
- Teachers felt that the school was highly collaborative, with many opportunities provided to plan with colleagues and share ideas and expertise.
- Teachers felt that professional learning had provided them with the knowledge and skills to provide explicit feedback to students about their learning and support children to identify areas for further development.
- Teachers felt confident in using data to inform teaching practices.

- Teachers felt equipped with the skills and resources to meet the needs of learners in their class.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Aboriginal Education

Blakehurst Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they can excel and achieve in every aspect of their education. The school paid their respects to Aboriginal people by acknowledging the traditional custodians of the land at assemblies, meetings and special events.

The contributions that Aboriginals have made to the land as well as our local community were also recognised and celebrated through NAIDOC Week events, incursions, 2019 Sorry Day activities and excursions to places of significance. Our NAIDOC week celebrations were led by the Koomurri Dance Group where students participated in a whole day of activities which included cultural dancing, painting, sharing of history and artefacts, boomerang throwing and a Welcome to Country smoking ceremony.

Aboriginal perspectives were also embedded into teaching and learning programs, including through the '8 Ways of Learning', to ensure that all students were exposed to Aboriginal perspectives and learning techniques across the curriculum. Aboriginal students in Stage 3 were also given opportunities to attend a Language and Cultural Camp ran by the local AECG. These students found this camp a great opportunity to learn more about their culture and connect with others. Aboriginal students were also encouraged to be involved in the school gardening project to help foster connection to the land. Personalised Learning Pathways (PLPs) were also established in consultation with parents and external agencies where applicable, to ensure that each Aboriginal student had a connection to the curriculum and was having his or her learning needs met.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

The school's anti-racism procedures align to Department of Education policy and were put in place to ensure that school operations always promoted equity and inclusion for all students, staff and community members. The school had a trained Anti-Racism Contact Officer (ARCO) who assisted the Principal in leading anti-racism education programs. The school's procedures ensured that clear strategies were available for addressing the following concerns:

- Cyber racism or bullying.
- Physical bullying or violence.
- Verbal bullying.
- Incidents of discrimination or unreasonable exclusion.
- Harassment or intimidation.

In 2019, the school was pleased to report that there were no incidents within the school or community that required the intervention of the ARCO.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through

their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

In 2019, Blakehurst Public School served a culturally, linguistically and religiously diverse community. Approximately 68% of the students came from a background other than English. There were 33 different language backgrounds represented across the school in 2019. The school celebrated its religious and cultural diversity by hosting Harmony Day and Multicultural Day events and also offered a diverse Special Religious Education (SRE) program. Tolerance and a cultural competency was also developed in the students through ethics lessons and rich learning experiences across the curriculum.

The school also received a 0.6 (3 day per week) staffing allocation to employ a English as an Additional Language or Dialect (EALD) teacher. This teacher provided intensive English support for identified students and assisted staff to design and establish resources and teaching programs to meet the needs of students who were still developing a grasp of the English language.

Other School Programs (optional)

Student Representative Council (SRC)

In Term 1, 19 students in Years 1–6 were voted into the school's SRC by their peers, with an additional 4 students from Kindergarten being voted in at the beginning of Term 2. Students commenced their role in the SRC by committing to uphold the school's values through the reciting and signing of the Leader's Oath.

The SRC worked closely with our Captains and Prefects to lead a variety of whole school initiatives and fundraising events across 2019. The SRC raised a significant amount of money for the purchase of school resources and also raised funds to support 'Do it for Dolly' Day, Bear Cottage and a child sponsorship program.

In 2019, our SRC students also led school assemblies, managed the daily use of play equipment in the playground, led the school's talent quest and represented the school at community events including the ANZAC Day Dawn Service at South Hurstville RSL Club. All students in the SRC performed their duties to a very high standard and made significant contributions to the school across the year.

Captains and Prefects and Leadership Initiatives

Over the course of 2019, our School Captains and Prefects were given many opportunities to further develop their leadership skills. The school leaders attended the 2019 GRIP leadership conference alongside hundreds of other students from across NSW. This day introduced them to the core qualities of a great leader and they also explored ways they could use their leadership skills within their school. The school leaders were also fortunate to be involved with Leadership by the River in 2019. This was the first time BPS had been involved with this program and the leaders did an outstanding job representing our school. Leadership by the River invited School Captains, Vice Captains and Prefects from schools across our network to come together to learn about leadership.

During the first day, the students developed an action plan that they then took back to their school to lead and implement. The 2019 leaders led the school gardening project and successfully designed, plotted and laid garden beds working alongside Panania Free Rangers. They laid the foundations for future gardening and environmental activities within our school. The leaders then presented their project to a number of schools at the final Leadership by the River day where they did our school proud. The leaders led both weekly and whole school assemblies and also represented our school at important community events including South Hurstville RSL's ANZAC Day Dawn Service.

Library

In 2019, Kindergarten to Year 6 classes visited the library for lessons each week with their class teachers. Lessons were collaboratively programmed and taught with a focus on literature and information and research skills. Content connected seamlessly with class units of work.

10819 books were loaned, 7831 of which were fiction books. 226 resources were added to the collection, attention was focused on removing dated and damaged books from the Senior Fiction and Non Fiction collections.

Premiers Reading Challenge

All students were encouraged to take part in the Premier's Reading Challenge, with several lessons provided to support students entering books read for their challenge online. 139 students completed the challenge successfully in 2109. Kindergarten to Year 2 teachers read 30 books with their students while Students in Years 3 to 6 completed the challenge independently.

Special Religious Education (SRE) and Ethics Classes

Special Religious Education and Ethics classes were taught to 226 students at Blakehurst Public School. Volunteer SRE and Ethics teachers attended Kindergarten Orientations to meet parents and provide information regarding their programs. A total of 45 students attended Ethics classes in 2019.

In 2019, the following number of students participated in each of the SRE programs that were offered:

- 53 students took part in Catholic classes.
- 68 students took part in Protestant classes.
- 32 students took part in Orthodox classes.
- 17 students took part in Islamic classes and a second Islamic class began for 10 students from the Islamic Special Religious Education organisation.
- Two combined Christian assemblies were also held for the students.

Dance

In 2019, the school was represented by Jazz, Contemporary and Lyrical performance teams. Our students achieved outstanding results across a variety of competitions, with the following achievements defining our performance teams in 2019:

Jazz Performance Team:

- 24 students – 18 girls and 6 boys from Years 3–6.
- 1st place in the jazz category at St George Dance Eisteddfod out of 17 schools from across Sydney.
- Winner of the Best Choreography Award out of the entire eisteddfod (\$100 cash prize and trophy).
- Selected as the opening performance of the St George Performing Arts Festival (SPAF).
- Performed at a range of school events including Education Week and Open Days.

Contemporary Performance Team:

- 24 students – 24 girls from Years 3–6.
- 3rd place in the lyrical/contemporary category at St George Dance Eisteddfod out of 15 schools from across Sydney.
- Selected as the opening performance at the Regional 'In the Spotlight' Dance Festival at the Seymour Centre.
- Performed at the St George Performing Arts Festival (SPAF).
- Performed at a range of school events including Education Week and Open Days.

Lyrical Performance Team:

- 24 students – 24 girls from Years 3–6.
- Highly Commended in the lyrical/contemporary category at St George Dance Eisteddfod out of 15 schools from across Sydney.
- Selected to perform at the Regional 'In the Spotlight' Dance Festival at the Seymour Centre.
- Selected as the closing performance of the St George Performing Arts Festival.
- Performed at a range of school events including Education Week and Open Days.

Students across our Jazz and Contemporary dance groups combined to form a performance team that represented the school at Wakakirri in 2019. Due to our commitments in other competitions, the school did not initially audition for Wakakirri but were invited by organisers to participate (using an adjustment to an existing 'contemporary' item) due to our growing reputation in the performing arts. The contemporary dance was extended into a 7 minute story dance which competed in the novice schools section. The school went on to win regionals and receive the regional blockbuster story award. The school then went on to perform at the national finals and won the National People's Choice Award out of every primary school across Australia.

The school also had 5 girls selected for the dance ensemble for Create East, the highest number of students selected from any one school. Over 200 students auditioned, with only 30 students (5 from our school) being selected for the dance ensemble.

In addition, 16 students from the school were selected for the Junior Elite Dance Ensemble as part of the NSW Schools Spectacular. This elite primary school group was comprised of the state dance ensemble, 2 performing arts schools and selected students from 4 elite performing arts primary schools across NSW. Our school was recognised as one of these elite schools for 2019.

Mathematics Building Blocks for Numeracy (MBB4N)

MBB4N is grounded in evidence-based pedagogies aimed at improving student numeracy outcomes. All staff participated in the MBB4N professional learning throughout 2019, having completed an eLearning component as well as face-to-face professional learning. Teachers investigated the mathematical knowledge that is foundational to becoming numerate, explored evidence-based pedagogies that promote the effective teaching of mathematics, considered a variety of assessments that revealed student's mathematical knowledge and, most importantly, learnt how to differentiate teaching activities to meet student needs. MBB4N training has led to the development of professional learning with a Mathematics Consultant, focusing on the Numeracy Progressions and the continuation of improving individual student numeracy outcomes.

Focus on Reading (FoR)

Over the past eighteen months, all teachers have participated in Focus on Reading (FoR) professional learning. FoR equips students with the metacognitive strategies to meet the changing demands of texts as they move through primary school. These reading strategies can be applied to all Learning Areas in developing a deeper understanding of texts. The professional learning involved shared programming, observations, formative assessment strategies and a review of the new Literacy Progressions to enhance the personalisation and precision of literacy to all students. By offering FoR professional learning to all staff there has been a cross-fertilisation of reading strategies and a deeper understanding of the reading journey K–6.

In 2020, we will be implementing FoR Phase 2 (Vocabulary) professional learning. Through professional learning, instructional leadership, collaborative planning and team teaching, teachers have implemented the Focus on Reading strategies within their classrooms. These reading strategies and routines have promoted rich conversations of texts and student led discussions about texts.

Swimming, Cross Country and Athletics Carnivals

In 2019, we held a very successful Swimming Carnival at Carss Park Pool, with 23 students going on to represent the school at the zone carnival and 4 of these students progressing to the regional event. In qualifying for regionals, our junior boys relay team broke the zone record.

Our school Cross Country Carnival was held in wet and difficult conditions at Todd Park last year. A total of 20 students went on to represent the school at the zone carnival and 1 student qualified for the regional event.

The 2019 school Athletics Carnival was held at Sylvania Waters Athletics Complex. The students in K–2 participated in structured game activities facilitated by an external company while the students in Years 3–6 (and appropriately aged Year 2 students) participated in competitive track and field events.

A total of 46 students qualified for the Zone Athletics Carnival where the school went on to be awarded 'Aggregate School Champions' for our outstanding results at the event. We had 6 students qualify for the regional event and 4 students who went on to represent the school at state level.

One student (Kurt Michael) also went on to participate in the National Championships, representing the school in high jump and participating in the 4x100m relay as part of the Northern Territory national team.

Primary Schools Sport Association (PSSA)

In 2019, our school fielded PSSA teams the following sports:

- Netball
- Soccer
- Softball
- Oztag
- Cricket

We celebrated the following achievements in 2019:

- Our junior and senior boys' soccer teams won their respective competitions, with the junior team going through the season undefeated. Our school was also awarded 'Champion School' for our outstanding achievements.
- Our girls' soccer teams, senior girls' softball team and senior boys' cricket team all progressed to the semi finals in their respective competitions.
- We had students selected for the Botany Bay Zone netball, soccer and softball teams.

Positive Behaviour for Learning (PBL)

In 2019, the school's PBL Committee continued to drive initiatives to ensure that all students were upholding the school values at all times. The committee was responsible for collecting and analysing data gathered through classroom and playground surveys so that PBL focus areas reflected identified needs across the school. The PBL committee were also

responsible for reviewing and updating PBL lessons, driving the school's academic and behaviour award systems, designing the updated PBL signage across the school and leading the school's Tiered Fidelity Inventory (TFI). The TFI process was used to evaluate the impact of PBL initiatives and informed updates to the school's action plan ahead of 2020.

Public Speaking

Our school enjoyed a high level of success in Public Speaking in 2019. A strong training program in recent years significantly built the profile of Public Speaking and resulted in a total of 35 students representing the school in various competitions across the year.

In the Multicultural Public Speaking Competition, our school hosted the local finals for the first time, with 12 schools participating in the Stage 2 and Stage 3 competitions. Arshia Sharma and Maeve Wheeler received highly commended awards in the local finals. This was after winning class and stage level competitions in order to qualify for the final.

The school was also represented at the Metropolitan South Directorate Primary Schools Public Speaking Competition. Declan Wheeler represented the school at the regional finals, after winning class, stage and zone level events.

Debating

In 2019, our students showed a significant level of interest in the school's debating program. We had 25 students join the debating club, with the students discussing current topics as well as writing and rehearsing debates. These workshops not only supported our current debaters but also built important skills in the students who would go on to be part of our debating teams in 2020. We had 8 students from these workshops go on to participate in debating workshops that were offered by the Department of Education's Arts Unit.

Our school registered 2 teams for the 2019 Sydney Primary Schools Debating Competition. That allowed 8 of our students to participate in 6 debates against students from Beverly Hills PS, Oatley PS and Connells Point PS. Our school also participated in the Premier's Debating Challenge. 2 teams (comprising 8 students in total) completed 6 debates each against 4 other local schools. Both school teams progressed to the regional event, with one of our teams progressing through without losing a debate.

