

The Oaks Public School

2019 Annual Report



Introduction

The Annual Report for 2019 is provided to the community of The Oaks 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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School background

School vision statement

Striving for excellence.

At The Oaks Public School, we will create a quality teaching and learning environment that promotes equity and excellence through research-based pedagogies and innovative practices that enable everyone to connect, succeed and thrive.

School context

The Oaks Public School has a current population of **285** students. It is situated in the middle of The Oaks township, a semi – rural setting, 14 kilometres from Camden. The surrounding area is rich grazing land subdivided into larger and smaller acreages with an existing local residential area that is currently being extended into large building blocks of quarter acres. This is expected to cause further growth to the school's population over the next few years. The closest schools are 15 minutes' drive away on country roads and are both smaller than The Oaks Public School. The school has a FOEI (Family Occupation Educational Index) of **106**, where **38%** of the parents are tradespeople, clerks and skilled office, sales and service staff, **18 %** had no paid work in the last 12 months, and **14%** are senior management and qualified professionals. The children predominantly speak English as their first language. There is a **5%** Aboriginal population.

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

Strategic Direction 1

Quality Teaching and Learning

Purpose

Quality teaching and learning practices will occur across the whole school, so that all students can be successful learners, especially in Literacy and Numeracy.

Improvement Measures

Increased proportion of students achieving growth in value added.

Growth rate in NAPLAN Writing demonstrates an increased percentage of students at Proficient.

Staff have increased their knowledge and application of the use assessment to drive future learning.

Overall summary of progress

Value Added shows 85% of students achieving from Naplan results Years 3–5 for 2019.

Naplan Writing (Year 5 2019) shows 94% of students at or above proficient.

Professional Learning in 2019 focused on developing staff understanding of teaching writing. Teachers were engaged in regular PL to analyse student data and direct future learning based on student needs.

Progress towards achieving improvement measures

Process 1: Teacher Practice

Staff collaboration time for practice improvement is embedded.

Professional Learning is relevant to school priorities

IL's build pedagogical knowledge

Evaluation	Funds Expended (Resources)
Stage teams were involved in 8 sprints over the year. Stage teams found this collaborative planning time beneficial in analysing student data and deciding next steps for teaching and learning. The Sprint process was helpful in engaging staff with new teaching pedagogies and professional dialogue which helped to consolidate understanding of the teaching of writing. The sprint prprocess will be continued throughout 2020 as staff feel it a valuable and worthwhile process.	\$20000

Process 2: Data Use and Assessment

Collect and use data to inform future teaching

Consistent evidence-based judgment and moderation of assessment (CTJ)

Development of assessment schedules for KLA'S.

Evaluation	Funds Expended (Resources)
Assessment schedule continually being developed and refined by executive and stage teams. Staff are looking at forms of assessment that will provide best data to drive future improvement across student learning outcomes.	\$3000 to release 3 staff members for 2 days each.

Progress towards achieving improvement measures

Sentral software will be utilised for tracking of student achievement for assessments completed in 2020 as decided by the school assessment schedule.

Process 3: Reflective Teaching Practices

Implementation of Performance Development Framework

Authentic feedback is embedded across the school (staff, students, self)

Evaluation	Funds Expended (Resources)
100% of staff participated in the Performance Development Framework process in 2019. Staff feel this process works well within the school and are supportive of each other in providing observations and feedback regularly related to performance development. Further to this, staff are engaging in teaching sprints focused around teacher practice development and this will continue into 2020 and beyond.	

Next Steps

Our commitment to quality teaching and learning will continue to grow. Professional learning will be a major focus along with developing a system to map whole school literacy and numeracy. Our partnerships with other schools and consultants will be enhanced to help drive quality teaching practices.

Strategic Direction 2

Wellbeing

Purpose

The whole school community will connect, succeed and thrive, supported by a framework of excellence in Wellbeing services.

Improvement Measures

Increased acknowledgement of students demonstrating school values.

Demonstrated improvement reflected against school wellbeing survey for students and staff.

Increased healthy options for students. (Comparison of canteen menus over three years).

Overall summary of progress

The school continues to focus on Wellbeing for the whole school community. Current practices are constantly being evaluated and revised, and procedures refined for PBL and LST and Transitions between home and school, stage to stage and primary school to high school.

Wellbeing is seen as an integral component in school success and the school continues to make links with outside agencies, parents/carers, other school networks and professional services to ensure Wellbeing for all.

Progress towards achieving improvement measures

Process 1: *Wellbeing Framework*

Developing a Wellbeing framework by reviewing and refining current whole school wellbeing practices:

- Learning and Support Team (LST)
- Positive Behaviour for Learning (PBL)
- Transitions
- Coaching and Mentoring Staff

Evaluation	Funds Expended (Resources)
<p>Wellbeing of all continues to be a focus and the school is continually looking at ways to ensure the whole school community can connect, succeed and thrive.</p> <p>The PBL system is constantly being discussed and revised to ensure that all students have success across all areas of their development.</p> <p>The Discipline Policy and Whole School Reward system is continually evolving to meet the needs of all students. This includes the constant revision of the Discipline Policy, including behaviour redirection and appropriate consequences. The Reward System has been reviewed and more BeTops Rewards each term are awarded to students.</p> <p>Our Kindergarten Transition to School program is constantly being improved based on teacher and parent feedback collected. Parent surveys indicate the Kindergarten Transition to School program is informative and provides a great experience and easy transition for those students entering Kindergarten for the first time.</p>	

Process 2: *Healthy Canteen*

Progress towards achieving improvement measures

Process 2:

Build a healthy canteen as determined by DoE policy.

Evaluation	Funds Expended (Resources)
<p>The school canteen has been given the 'tick of approval' as satisfying the requirements of Doe's Healthy Canteen Policy</p> <p>Menu is currently sitting at 86% healthy and 14% occasional which is exceeding current Healthy Canteen targets of 75% healthy and 25% occasional.</p>	

Next Steps

Renovation and upgrade of the school canteen will commence in 2020.

PBL procedures and tracking of student data will be enhanced

Strategic Direction 3

Innovation and Change

Purpose

Relevant research will be utilised to create an innovative and engaging teaching and learning culture, which will enhance educational outcomes for students.

Improvement Measures

Learning spaces demonstrate evidence of innovation that enhance student learning.

Increased number of teaching and support staff utilising innovative practices and resources.

Overall summary of progress

The Oaks Public School Staff have reviewed current practices and procedures that enhance the student outcomes for all our students. All staff have engaged in research into innovative way to enhance the engagement of our students, the pedagogical practices of staff and our learning environments.

Progress towards achieving improvement measures

Process 1: *Innovation*

Provide planned professional learning on alternative and new technologies, that enhance student outcomes, to be utilised creatively in the classroom.

Allocate school resources to maintain and enhance technology across the curriculum to drive engagement and student outcomes.

Technology is expertly integrated into lessons to enhance student's learning experiences.

Evaluation	Funds Expended (Resources)
From survey results 50% of staff were 'moderate to very confident' utilising iPads into their teaching.	\$6500
79% of staff would like more training on best practice utilising iPads	

Process 2: *Infrastructure*

Resourcing teaching and learning spaces within the school to promote engagement and innovation in learning.

Evaluation	Funds Expended (Resources)
Stage resources purchased for stage 2. Flexible seating and feedback tables.	\$7000 for furniture
Review current resources and plan/Budget for 2020.	\$3500 for commissioned artwork
Progress on artwork within the school's physical structures has commenced	

Next Steps

The school will continue to look at current research and evidence based pedagogies to embed throughout the school. Staff will continue to engage in PL and peer feedback to enhance and refine their own practice.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$18000	<p>95% of Pathways were successful</p> <p>School specific 'Acknowledgement of Country' was developed and written by The Oaks Public School ATSI students.</p> <p>Successful implementation of school teacher to support our ATSI students in class and develop cultural awareness.</p>
English language proficiency	\$3000	Supplemented additional Learning and Support teacher time to successfully support EAL/D students through our Learning and Support Team
Low level adjustment for disability	\$45 000	Supplement additional Learning and Support and School Learning and Support Officers (SLSO) time to support students.
Quality Teaching, Successful Students (QTSS)	0.482 FTE	Provision of an Instructional Leader 3 days a week. Supported and enhanced the professional practice of our teachers in the area of literacy. Increased the leadership team's ability to implement key initiatives and lead professional learning across the school
Socio-economic background	\$94 000	Supplement Additional School Learning and Support Officer time to support students through the Learning and Support team
Support for beginning teachers	\$28 000	<p>Beginning teachers were supported to develop their professional practice through targeted professional learning and the guidance of a mentor teacher.</p> <p>As a result, all beginning teachers felt supported and more confident in understanding and implementing quality teaching practice. Beginning teachers valued extra release time with peers and mentor teacher to plan, engage in dialogue, participate professional learning and collaborate together.</p> <p>One beginning teacher was successful in acquiring accreditation at proficient.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2016	2017	2018	2019
Boys	162	162	157	142
Girls	145	156	147	143

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.8	95.1	94.8	93.3
1	93.9	94.7	95.1	91.5
2	94.1	94	94.1	92
3	94.8	94.4	94	92.5
4	95.8	94.1	92.8	91.5
5	94.4	94.8	92.8	91.9
6	93.2	92.6	93.8	90.6
All Years	94.6	94.2	93.9	91.8
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

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)	9.49
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Administration and Support Staff	2.57

*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.

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	505,781
Revenue	2,946,920
Appropriation	2,791,960
Sale of Goods and Services	887
Grants and contributions	151,796
Investment income	2,276
Expenses	-2,744,199
Employee related	-2,459,187
Operating expenses	-285,012
Surplus / deficit for the year	202,721

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	84,463
Equity Total	262,052
Equity - Aboriginal	16,344
Equity - Socio-economic	104,311
Equity - Language	2,748
Equity - Disability	138,649
Base Total	2,027,238
Base - Per Capita	71,330
Base - Location	5,502
Base - Other	1,950,405
Other Total	167,261
Grand Total	2,541,014

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.

Parent/caregiver, student, teacher satisfaction

The school participated in the Tell Them From Me (TTFM) surveys for parents, staff and students in 2019 as well as surveys specific to particular initiatives. The programs surveyed in 2019 include Transition and Parent/Teacher Conferences. Teachers were also surveyed on new programs and pedagogies designed to improve curriculum delivery.

Data collected from internal surveys showed that staff, students and parents had a very high degree of satisfaction with our Kindergarten transition and Parent/Teacher Conferences and the whole school transition program with overwhelming support for these programs to continue in 2020. Teachers also indicated high satisfaction with their professional learning opportunities including, but not limited to, Writing, Explicit Instruction, Collaborative Practice and our Research to Practice initiative.

In the TTFM surveys the student results were consistently higher than the NSW Government norm in Semester 1 but were more varied in Semester 2. Areas of strength were in the drivers of student outcomes including; effective learning time, relevance and rigour. Students were also above the norm in the area of advocacy at school, where they felt that they had an adult at school who consistently provided encouragement and could be turned to for advice. This is very pleasing data. A large range of extra-curricular activities offered at our school and run by staff members ensures the students are exposed to a wide range of staff to connect with.

Parents have indicated through surveys, P & C meetings and focus groups, a high level of satisfaction with the school as a whole. In the TTFM surveys parent responses were equal to or greater than the state norm in the areas of; Parents feel welcome, Parents are informed, and the School supports positive behaviour. A targeted survey was conducted for the Kindergarten Transition program and 100% of the participants agreed or strongly agreed that the program was informative, enjoyable and effective in preparing their child for school.

During the Kindergarten transition time students come to a number of sessions over the term. Parents are able to attend a variety of informative workshops on but not limited to – school readiness, attendance, literacy, Best Start, numeracy and specific structures and routines.

In the TTFM surveys teachers were asked to report on the school's implementation of the Eight Drivers of Student Learning. These include; Leadership, Collaboration, Learning Culture, Technology, Data Informs Practice, Teaching Strategies, Inclusive School and Parent Involvement. Our school was above or well above the NSW Government norm in all areas except Technology. Our school also exceeded the state norm in its provision of Challenging and Visible Goals, Planned learning Opportunities, Quality Feedback and in supporting students in Overcoming Obstacles to Learning

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.

Utilising our Aboriginal Background Equity Loading, The Oaks PS was able employ a teacher one day per week to support our ATSI students within the classroom and through a extra-curricula learning opportunity. ATSI students were supported academically in the classroom in collaboration with the classroom teacher so as all students were engaged in their learning. 'Culture Club' continued weekly for all ATSI students where they were engaged in activities in order to develop 'Connectedness to Country', through research and art.

Teachers developed Personalised Learning Pathways for all ATSI students in collaboration with parents/carers and students . 100% of ATSI families booked an interview to meet with teachers and students to develop these PLP's.

The 'Culture Club' students researched and wrote a specific 'Acknowledgement of Country' for The Oaks Public School with support from Aboriginal Education Officers, teacher and Principal.

A number of stdents attended the Contemporary Aboriginal Dance Workshop offsite, where they developed an understanding of and skills in traditional Aboriginal dance.

Each stage continues to integrate Aboriginal perspectives into teaching and learning programs across all Key Learning Areas.

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 has an Anti-Racism officer who can be accessed when necessary to support students and staff.

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.

The Oaks Public School has a small number of students who have a language background other than English (6%). We embrace and participate in Harmony Day activities to promote the diversity of the country we all live in. This year each class made a canvass artwork to celebrate Harmony Day and diversity across Australia. Students were encouraged to come to school dressed in their cultural dress or the colour orange to promote Harmony Day.

Other School Programs (optional)

Creative Arts

In 2019, the school provided opportunities for students across year 1–6 to participate in a variety of Creative Arts groups.

These groups consisted of 3 dance groups – Stage 1 Dance Group, Stage 2 Dance Group and Stage 3 Dance Group. Dance groups were made up of both boys and girls and were optional extra-curricula opportunities for students. The school also offered an opportunity for students in Years 2–6 to join the whole school choir. These dance groups and choir activities required participating students to give up many lunchtimes to learn and practise choreography and songs. There were several opportunities throughout the year where students were able to showcase their skills across these areas. These included at Whole School Assemblies and the biennial school concert 'TOPStacular', held in Term 3 at the Camden Civic Centre.

This year we saw the return of the Wollondilly Performing Arts Concert since 2016. The Oaks Public School had the greatest number of students participating in a range of performances across all schools involved and saw students excel in dance, choir and saxophone. Some students were also selected to join the Combined Schools Choir.

Our school Alto Saxophone groups (beginner and senior) continued this year with the Senior group performing 'Shallow' at the Wollondilly Performing Arts Festival combining with students from Picton High School.

Sport

Sport strongly enhances the development of students at The Oaks Public School. The school had local, regional and State representation in the following PSSA Carnivals: Swimming, Cross-Country and Athletics.

Students from Years 2–6 participated in our swimming carnival and our whole school participated in the school Cross-Country Carnival. Kindergarten and Year 1 (up to 7 year olds) competed in a modified course, while 8 year old students and above competed on a course set out by the Primary Sporting Schools Association requirements. Our Athletics Carnival was held for all students K–6, with students aged below 8 years of age participating in a tabloid 'Athletics' program and students over 8 years of age competed in Athletics events with a number of students going to represent our school, our Zone and region at further Carnivals. Students in Years 3–6 also participated in local area Gala Days in the sports of Soccer, Netball, AFL, Touch Football and Cricket.

During Term 3, our school participated in a structured Gymnastics program (Gymtastics) for 8 weeks. Our school utilised funds from Sporting Schools Australia to subsidise the cost of this initiative. Our students also participated in a dance/fitness program that ran alongside our gymnastics program.

Over 60 students participated in the Department's Swim Scheme program during Term 4. Over 80 students participated in 'Tiger Tag' gala day run by NRL staff. Our senior rugby league team were the Group 6 knockout champions in 2019 and went on to compete at Penrith in the State Knockout.

Our school had a number of students represent at district and regional levels in Rugby League and Touch Football.

Stage 3 Initiatives

Peer Support

Stage 3 students led our whole school Peer Support program. The module was called Stronger Together which aims to support positive relationships amongst all students. Stage 3 students were involved in training sessions to assist them in developing the skills required to support younger students. The sessions consisted of one Year 6 Peer Leader and one Year 5 Co-Leader, facilitate a small group of students from Kindergarten to Year 4 throughout 45 minute sessions, once a week for the duration of Term 2.

Country Fair

Stage 3 students were responsible for running a major fundraising event for their Year 6 Farewell evening and a gift to the school. All students donated resources for their stalls and it was held on a single day (middle session) where the whole school were invited to attend and purchase items for sale. Lollies, cakes, toffees and drinks were sold along with activities for students to participate in such as soccer shootout, video games, sock wrestling, a haunted house and dark maze. There were a total of 21 stalls and activities run this year and money raised totalled \$1731. These funds were put towards hiring the venue for the Year 6 Farewell at the Camden Civic Centre and other related costs.

Debating

Debating Our school participated in the Premier's Debating Challenge. This year two teams represented our school. They were coached on a weekly basis by Mrs Ralston and Miss Sablic. We continue to have success with our teams and in 2019 we have had our most successful year since entering. Year 6 won our Zone and Regional competitions and went on to compete in the state finals.