

Maitland Public School

2019 Annual Report



MAITLAND
— PUBLIC SCHOOL —
Where great things happen

3949

Introduction

The Annual Report for 2019 is provided to the community of Maitland 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.

School contact details

Maitland Public School

70 Elgin Street

MAITLAND, 2320

www.maitland-p.schools.nsw.edu.au

maitland-p.school@det.nsw.edu.au

4933 6532

School background

School vision statement

We believe in educating the whole child and developing great citizens, great people. We do this by:

- providing innovative teaching and learning programs;
- enhanced by quality extra-curricular opportunities;
- delivered within a high quality, motivating learning environment; and
- engaging our whole community in educating our children.

We deliver a quality learning experience through which we demonstrate our values of respect, responsibility and personal best.

School context

Maitland Public School was established in 1874 as a K–10 “Superior Public School” to provide for students from the schools of different religious denominations in the area and to reduce the social differences being felt in the community. The ethos of social support and a “school for all” is one that continues to this day.

In the 1950’s, the school transitioned to a primary school catering for students in Kinder to Year 6 but it very much retains the buildings, classrooms and grounds of a high school setting.

In 2018 the school has an enrolment of 440 students with 17 mainstream classes and an IM support class for students with learning difficulties. It maintains a historical link with district structures and still maintains district support personnel in the school grounds.

The school has a FOEI of 117, which attracts significant low socio-economic funding. 12% of students identify as being of Aboriginal heritage and there is an almost non-existent percentage of students for whom English is not their primary language.

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	Sustaining and Growing
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	Excelling

Strategic Direction 1

Student Learning

Purpose

To create a stimulating and engaging learning environment meeting the individual needs of students

Improvement Measures

Evidence of future-focused pedagogies in classroom programs and practices that are reflective of this learning from 2017 baselines.

100% teacher participation in Professional Learning targeting future-focused skills and pedagogies

100% of students engage in goal-setting and discussions about their own learning.

Overall summary of progress

Maitland Public School is midway through a renovation/revolution in the development of classroom learning spaces and programs to enable future-focused learning. All classrooms have been converted to enable creative management of students and learning conditions. All staff are involved in collaboration and sharing of resources and pedagogies. Students learn within a unique school environment of modern structures within heritage buildings.

Progress towards achieving improvement measures

Process 1: Strategic allocation of school funding to develop all learning spaces to facilitate flexible curriculum delivery, including the provision of appropriate furniture, teaching resources and technologies.

Evaluation	Funds Expended (Resources)
<p>All classroom spaces have been upgraded to provide flexible and creative learning environments. This has included renovation of all but two classrooms (which have been enlarged) and the provision of modern furniture better suited to the learning needs of individual students.</p> <p>All teaching staff participate in collaborative and shared professional learning to enhance curriculum delivery within the new learning spaces. This has seen staff share best practice between classes and Stages and implement new programs for the benefit of all students.</p> <p>Student engagement has increased significantly. A walk through our classrooms is a demonstration of the success of the programs Kinder to Year 6. Classrooms are active and innovative environments with students remaining engaged for longer through new programs and interesting environments.</p>	<ul style="list-style-type: none">• \$153000

Process 2: Processes are developed and embedded that direct open discussion of learning progression, student achievement, program direction and practical implementation. Students and staff undertake training in student conferencing and goal-setting to drive student achievement.

Evaluation	Funds Expended (Resources)
<p>All teachers participated in school-led ongoing professional learning throughout 2019 with a focus on effective formative assessment practices, particularly incorporating learning intentions, success criteria and reflective feedback. This learning was research-based and delivered the review of current research, both Departmental and wider professional sources.</p> <p>Teachers were encouraged and inspired to review and evaluate their own teaching practices and programs against this research and principles of visible learning. As a result, all teachers adapted their teaching and learning</p>	<ul style="list-style-type: none">• \$4000

Progress towards achieving improvement measures

programs to provide opportunities for students to regularly engage in self-reflection of their learning, set individual learning goals and seek and take on feedback from their teacher and peers. Teachers have found the impact of these practices have increased their capacity to cater for learners on an individual basis and to target teaching to suit each student's needs. Whole school and stage-based programs and learning sequences were also evaluated to incorporate these teaching strategies and methods of formative assessment. As a whole, students' engagement in learning and capacity to reflect on their learning has improved, as well as students' accountability for their own learning. This focus on individualised education has been reflected consistently across the school K-6 and has been embedded into new reporting formats, particularly for English and mathematics.

Process 3: Development of formal data collection structures to be implemented K-6 to deliver accurate and timely data to inform practice, to drive discussion on student and school achievement and to direct future professional development for staff.

Evaluation	Funds Expended (Resources)
Development in 2019 was focused on formative assessments developed in Stage groups to enhance ongoing assessment of students and program development.	• nil

Next Steps

Development of a formal assessment procedure K to 6 is the priority for 2020. A clear understanding of requirements of both a summative and formative nature, communicated directly to all staff and informing them of responsibilities in gathering evidence of growth through the introduction of new pedagogies and programs is our next step.

Communication of this information to develop positive and constructive partnerships with parents will inform our 2021-2024 plan.

Strategic Direction 2

Quality Teachers and Leaders

Purpose

To develop the pedagogical and leadership capabilities of staff through evidence-informed professional learning, collaborative practice and promotion of leadership opportunities

Improvement Measures

Increase in the percentage of students achieving in the top two bands in NAPLAN Reading, Writing and Numeracy.

Increase in use of literacy and numeracy progressions from in programs to inform teaching.

Overall summary of progress

The development of staff capacity is the biggest challenge facing schools in a very changing modern environment. Results in the NAPLAN assessment have continued to improve with the greatest improvement being within numeracy. These results compare adequately with students from a similar background but remain slightly below state average.

In developing the capacity of staff to produce and deliver data-informed and innovative learning programs, we increase student engagement and achievement. Professional learning for staff has included trauma-informed practice and working with students with learning difficulties. It has also included increasing staff understanding of background, culture and education of Aboriginal students and shared best practice across the school.

Progress towards achieving improvement measures

Process 1: Stage teams, supported by executive, adopt a coordinated approach to informing programs using the progressions.

Evaluation	Funds Expended (Resources)
<p>As a Supplementary School in the National Literacy and Numeracy Learning Progressions, Maitland Public School teachers continued to develop their knowledge and understanding of the Progressions and PLAN2. As a part of the trial, data was entered on all students in Years K–2 in Terms 1 and 4 in the areas of Creating Texts and Additive Strategies within PLAN2. This was continued in Years 3–6 in the same areas which enabled successful tracking of student achievement in literacy and numeracy areas. Stage teams also worked closely together with the support of executives to analyse this information about student learning to inform teaching and learning sequences and increase targeted individualised learning and goal setting.</p> <p>Professional learning was undertaken consistently throughout 2019 around the Progressions to support all staff in their implementation. Six Beginning Teachers attended ongoing professional learning around the Numeracy Progressions in the area of Additive Strategies with the support of their mentor teacher (executive). This professional learning strengthened the teaching of mathematics across all stages as a result and enhanced teachers' capacity to differentiate and target their teaching using appropriate assessment strategies.</p> <p>Maitland Public School staff were also a part of the Community of Practice initiative throughout 2019 which supported Supplementary Schools. An executive staff member attended sessions regularly throughout the year and other teachers attended a variety of sessions to support professional learning that was being undertaken both internally and externally. Connections with other local schools and departmental personnel were forged and the focuses of these sessions informed professional learning conducted by executive staff across the whole school, particularly in the use of the Progressions to inform teaching and learning programs</p>	<ul style="list-style-type: none">• nil

Progress towards achieving improvement measures

Process 2: Formalised mentoring and staff support framework and policy established, focusing on development of pedagogy and professional practice including opportunities to support for accreditation of staff.

Evaluation	Funds Expended (Resources)
Structures implemented in 2019 include direct support provided by our appointed AP–Curriculum as well as mentoring support and leadership through each Stage AP. Five beginning teachers received support through the program. All are considered practitioners of great potential and have stepped into leadership roles of specific programs within the school.	• Instructional Leader

Process 3: Staff expertise is identified and utilised in a leadership capacity to support and enhance innovative practice.

Evaluation	Funds Expended (Resources)
The creation of an AP–Curriculum role to mentor beginning teachers and lead curriculum development through the school was very successful. A very targeted and well–implemented professional learning plan was developed that focused on our key development areas of literacy, numeracy, trauma–informed practice and Aboriginal Education.	• \$25000 beginning teacher funding • \$60000 QTSS

Next Steps

In 2020 we will continue the position of AP–Curriculum with a strong support structure around our beginning teachers. Stage–based program development and assessment will also be continued with the Release–From–Face–to–Face timetable supporting collaboration between staff.

Strategic Direction 3

Student Well-Being

Purpose

To support students to engage within a positive school environment, drawing on skills and knowledge of the entire school community and strengthening relationships.

Improvement Measures

A decrease in the number of repeat students in Planning Room according to ebs:Ontrack+ data.

An increase in the documentation and involvement of external community agencies supporting students via Learning and Support, Personalised Learning Pathways (PLPs) and Individual Education Plans (IEPs).

Overall summary of progress

Student well-being and engagement is at the forefront of every decision and development in our journey towards future-focused pedagogies and classrooms. A massive change in management through the full introduction K-6 of the Positive Behaviour for Learning program and Learning and Support has seen greater engagement within the classrooms and a better tone throughout the school.

Progress towards achieving improvement measures

Process 1: Teachers will explicitly address the wellbeing and behavioural needs of individual students via learning and support programs.

Evaluation	Funds Expended (Resources)
<p>Our PBL program is one of the features of our school. Weekly assemblies and classroom lessons reinforce the very popular video presentations by our students. Dojo points are keenly sought after and there is a high level of understanding of the program across the school. Communication of achievement to parents and community is of a very high level as well.</p> <p>Behaviour support is supplemented by an enhanced curriculum support program with two LaST teachers working with students K-2 and 3-6 three days a week. This was a significant change to our previous program.</p>	<ul style="list-style-type: none">• \$30000

Process 2: Data analysis of wellbeing records will be utilised to inform and refine the whole school approach to wellbeing practices.

Evaluation	Funds Expended (Resources)
<p>Analysis of PBL data is now embedded within the management of the program at Maitland Public School with specific data presented, analysed and discussed at a fortnightly meeting. Strategies to address areas needing attention are implemented rapidly and driven by the students. Ownership is strong.</p>	<ul style="list-style-type: none">• PBL Committee• LaST staff

Next Steps

In 2020 we will institute a position for Learning and Support co-ordinator to better target student need in this area and form a new Learning and Support team and structure.

We will also provide two more support classes with a new IM and ED class enabling the establishment of a support unit in the school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • Uncle Perry \$10000 • \$7500 • \$15600 • \$25945 	<ul style="list-style-type: none"> • Aboriginal cultural mentor and program • Reconciliation Week activities • Staff training – Connecting to Country • Learning Circle development
English language proficiency	<ul style="list-style-type: none"> • \$1638 	<ul style="list-style-type: none"> • Assessment and support
Low level adjustment for disability	<ul style="list-style-type: none"> • \$128059 • \$57434 	<ul style="list-style-type: none"> • Two LaST three days per week – literacy and numeracy focus • Teachers' aides supplementation – Kinder transition program
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • \$75675 	<ul style="list-style-type: none"> • Instructional Leader/AP–Curriculum – direct support to all staff driving pedagogical and curriculum development
Socio–economic background	<ul style="list-style-type: none"> • \$100000 • \$40000 • \$60000 	<ul style="list-style-type: none"> • School development projects enhancing play and security • Business manager • Additional SLSO support
Support for beginning teachers	<ul style="list-style-type: none"> • \$26000 	<ul style="list-style-type: none"> • Beginning teacher mentor and training

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	175	186	210	220
Girls	181	194	221	238

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.3	95.5	92.6	91.5
1	91.8	90.9	94.6	92.1
2	91	92.9	89.4	93.2
3	92.9	93.7	92.1	92.2
4	90.9	94.3	91.7	90
5	94	93.5	91.4	91.1
6	93.4	94.1	92.6	90.3
All Years	92.6	93.6	92.1	91.4
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)	5
Classroom Teacher(s)	19.15
Teacher of Reading Recovery	0.2
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
School Administration and Support Staff	4.28
Other Positions	2

*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	534,325
Revenue	5,095,188
Appropriation	4,823,982
Sale of Goods and Services	-136
Grants and contributions	270,338
Investment income	1,004
Expenses	-5,389,066
Employee related	-4,380,924
Operating expenses	-1,008,141
Surplus / deficit for the year	-293,877

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	314,576
Equity Total	497,640
Equity - Aboriginal	59,045
Equity - Socio-economic	251,464
Equity - Language	1,638
Equity - Disability	185,493
Base Total	3,116,440
Base - Per Capita	104,761
Base - Location	0
Base - Other	3,011,679
Other Total	768,469
Grand Total	4,697,126

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](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. The school participated in the "Tell Them from Me" survey, recorded anecdotal information from parents, students and teachers along with reports at P&C meetings and staff meetings.

Their responses are presented below. Maitland Public School students:

- feel classroom instruction is well-organised, with a clear purpose and with immediate feedback that helps them learn
- are interested, motivated and try hard to succeed in their learning
- feel accepted and valued by their peers and by others at their school
- feel good about their Aboriginal culture at school
- demonstrating positive behaviour at school.

Information from parents was that they felt welcome when they visit the school and that they have a good relationship with school staff.

85% of parents surveyed found student reports easy to understand.

Parents feel that teachers have high expectations of students and that rules for behaviour are made clear to all students.

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.

77 students identify as Aboriginal or Torres Strait Islander and have Personalised Learning Plans completed with family input and implemented by their classroom teacher. Aboriginal Culture Groups continued this year with the guidance from an Aboriginal Elder and a class teacher. Most classroom teachers have completed Connecting to Country training. The Aboriginal and Torres Strait flags are raised daily. At least one staff member is released from class to attend the Maitland AECG meetings. Acknowledgment of Country is included in all school assemblies and conducted by students.

Reconciliation week had a significant learning event each day. These activities included visiting performance from Christine Anu, an Aboriginal author and an interactive lesson from an Aboriginal Elder. NAIDOC week was focused in classrooms with teachers using a variety of resources to celebrate Aboriginal and Torres Strait cultures.

Maitland Public School started their Junior AECG committee. Stage 3 students voted to elect the students for positions. Two JAECG members assisted a staff member to organise an Aboriginal Culture day for students participating in Aboriginal Culture Groups. The day began with Meet the Maitland Mob Breakfast where families were invited to attend an art exhibition created by the students. Maitland PS staff cooked a BBQ breakfast for families. During Term 3 Stage 2 participated in a AFL skills sessions for 4 weeks.

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.

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.

Other School Programs (optional)

Positive Behaviour for Learning (PBL)

Through this year we reviewed and refined our PBL processes recognising PBL as a wellbeing program for students which requires a collaborative approach to support the diverse needs of our students. Using a variety of forums including parent and staff consultations, fortnightly PBL team meetings, community surveys during whole school events, student surveys, Facebook polls, sharing of student-created PBL videos weekly on Facebook and our end of year PBL presentation assembly, we were able to successfully engage staff, students, parents and our wider school community in our PBL program utilising their voice and input to guide the refining of our PBL processes.

2019 saw the establishment of our first student PBL committee. With representatives from each stage group elected and recognised as our PBL leaders in a formal assembly. These students, along with our PBL coordinator, met on a weekly

basis to discuss relevant PBL matters and provide a regular opportunity for student voice. Our PBL leaders took to the playground on a termly basis to discuss PBL matters with students which drove the organisation of our whole school PBL celebrations, the revising of our PBL colours and a whole school focus on maintaining a clean playground environment.

Further refining of our PBL processes saw the following successfully implemented:

- revising of our PBL colours which are now purple, green and blue
- introduction of a parent representative in our PBL team
- establishment of our student PBL committee
- preparations for PBL signage around the school
- 'clean-up' song introduced to maintain a clean playground environment
- formal PBL presentation assembly
- termly whole school PBL celebrations
- whole school acknowledgement system through dojo points
- revised behaviour flow charts
- revised PBL matrix with additional areas of the school added and new expectations
- weekly PBL videos filmed with students, shared on Facebook and Monday morning assemblies
- Parky's party established to recognise the top tear students termly with support from our canteen staff
- playground parky cards established as a consistent acknowledgment system for the playground
- staged planning rooms to provide greater support to our tear 3 students
- staff PL in PBL
- fortnightly PBL lessons
- introduction of PBL stage champions to support consistency across the school

In revising and refining our PBL practices we have seen a dramatic decrease in negative data entry on EBS+, increased engagement in PBL from parents, staff and our school community, and a positive attitude towards PBL across the school.

Band

The Maitland Public School Band is an integral program in the school's extra curriculum opportunities and 2019 was a very successful year for the program. At the beginning of the year, 27 new students began their musical journey joining Junior Band. These students, most of whom had never picked up an instrument can now successfully read sheet music and perform technical pieces of music, individually and as a performing concert band. In 2019, our Intermediate and Senior Bands continued to thrive with 20 and 25 students, respectively. All students attended tutorial lessons and whole band rehearsals each Tuesday to learn to read music, practice new notes and perform new music pieces together. Our fundraising for 2019 started with a whole school community 'Colour Run' and later in the year the 'Spicks Spectacular Trivia' evening. These events, both organised by parent volunteers on the Performing Arts Sub-Committee, were hugely successful at raising funds as well as bringing the school and wider community together.

In Term 3, all 3 Bands attended BandFest, an eisteddfod with many other successful concert bands. Not only did BandFest provide performance opportunities for students but it also allowed them the opportunity to reflect on the skills and musicianship of other concert band students. As is tradition, the Senior Band students and wonderful group of parent 'Roadies' set off on Band Tour, to the Forster/Great Lakes area to workshop with other schools and entertain members of the community. The successful year of music ended on a high at the school's annual Performing Arts Spectacular evening where the success of the musicians was celebrated with the school community.