

Blakehurst High School

2019 Annual Report



8236

Introduction

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

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

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Message from the principal

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

2019 was filled with accomplishments and celebrations. It was a year marked by leaps, that have cemented our future focused directions, and the progressive forward thinking flourishing school we are.

I am privileged to be able to share with you our captured collective successes.

Our English Faculty were recognised by CESE – the Centre of Education Statistics and Evaluation for consistent Outstanding HSC results. 2019 saw us, appraised as an iSTEM school, and as a result we were able to offer iSTEM as an elective for 2020.

Under the leadership of Mr Catopodis our year 7 robotics club enthusiasts, placed first and runners up in the Australian EduTech Robotics Championship and then represented the nation in Japan at the Universal Robotics Championship. Our future focused opportunities continued with Ms Kandyllas coordinating our school's first ever trip to Space Camp in Alabama in the US.

Further to this we partnered up with the University of Technology Sydney and our Engineering students are now experiencing the curriculum and state of the art facilities, through immersing themselves through the Wanago program at the university. We are excited to announce that this enterprise will be leading to clear tertiary and industry pathways for our students.

Additional examples of the way in which our students' intellect was further challenged and publicly recognised include, the way in which they excelled in external ICAS examinations in, English, Mathematics, History, Geography and the International Science competition.

The majority of our students achieving, Credit, Distinctions and High Distinctions.

Our students participated in ABC's Q & A, and were runners up in the South Sydney STEM cup championship. Year 12 student Isabella Telamokovski received the VET excellence award in Hospitality.

On the creative front, Frangipani Liu's Visual Arts HSC Body of work was exhibited in the Art Rules show case, Jasper Wang was invited to perform his HSC music program at Encore. Violeta Shopov along with Jason Wang performed within the School Spectacular Orchestra and the Arts Unit Choir respectively. Our Dance Ensemble continued to shine. Our annual music night was sensational, highlighting the varied and brilliant talent we enjoy at Blakehurst. The Year 12 HSC Music Performance Night. was equally sensational.

Our student debaters and public speakers represented themselves and Blakehurst High School with tenacity and appeal. Our students' voice – I say Speeches continued to be a focal point, strengthening peer affirmations and school culture.

Our student leaders from all groups including the SRC and prefects attended, leadership conferences, camps and youth empowerment excursions. They led fundraises for worthy causes, and have supported facilities such as Bear Cottage.

The efforts of the Leadership by the River Team, have come to fruition with our relationship with 3 Bridges at Carrs Park strengthening and phase one, of the fitness circuit being installed – this is part of our vision for Blakehurst High to become the first ever Dementia Friendly School.

Our Interact group amongst other projects coordinated a drive to support the wild life, animal and bush fire tragedy. Our students proudly participated in the Kogarah Network, White Ribbon march, led our White Ribbon assembly back at school. Our Environmental team, continued to sustain our school gardening initiatives, promoting a clean school, and student responsibility.

Within our school, students fostered growth in each other, by taking on the role of Peer Support Leaders .Externally, our student volunteers actively gave back their community by engaging in Legacy Day and the Red Shield Appeal.

The empowering of all students across all stages has underpinned all extra curricula activities. These have included: Study Skills workshops across all year groups, U Turn the wheel seminars, careers incursions and excursions aligned with Universities, a VET student induction night and highly successful, Careers Expo and Stage 6 UAC evening.

Similarly, students' learnings were reinforced through faculty specific experiences including: The annual Ski and Great Barrier Reef trips, and language emersion excursions along with and languages day. Our global ties were strengthened by Ms Mangraviti's smooth running of our International Japanese Student visit.

Our students competitive spirit was once more highlighted on the sporting field with most of our Winter and Summer grade sport teams winning their final. There was a high participation rate in the swimming, athletics and cross-country carnivals.

Adding to the list of Blakehurst accomplishments this year was our school placing second in the National, League of Legends, e- Sports competition, where they flown to Melbourne to compete.

Excellence in student well-being has also continued. Stages 4 and 5 participating in our P&C supported Mindfulness and Yoga program, and in the acclaimed High Resolves workshops. Our young men participated and graduated from the Top Blokes program and young women took part in the True Women Leadership Program. Whilst students in Years 11 and 12 participated in sleep awareness seminars to support them in undertaking senior schooling.

Our welfare team led by Mr Roff and consisting of our Year Advisors in consultation with our Diverse learning team, LaSTS Student Support Officers and school counsellors have worked collaboratively to impact the development of students, supporting their individual welfare needs and academic progress. Leading to a student body that is equipped with meeting the ups and downs of life whilst focusing on attaining the skills to drive their own future.

In terms of our school infrastructure and grounds. In 2019 we celebrated the opening of stunning new administration Block, staff common room and designated senior student courtyard.

The enclosed back field was extended and made accessible to students whilst the dirt field along Forster St was revitalised with Synthetic Grass, – the top being marked with football and futsal lines and the lower with a new volley ball court, our student amenities were also revamped and we continued to install more air conditioners.

Internally we revitalised three rooms into future focused classrooms. We are committed to transforming all learning spaces in to spaces that are technology, student centric environments

These captured successes and experiences exemplify our 2019 implemented core values: Integrity, Rigour and Empathy.

We are looking forward to an even more exciting and successful 2021.

Sophie Kapsimalis

Principal

School background

School vision statement

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

School context

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

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

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

The school enjoys strong support from parents and the community.

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>

Strategic Direction 1

Inspired, empowered students

Purpose

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

Improvement Measures

Reduction in N Determinations.

A reduction in negative behaviour referrals.

Increased student attendance and student engagement.

Assessment tasks display effective use of metacognitive strategies and curriculum differentiation.

Above average growth in NAPLAN and HSC results.

Exit surveys demonstrate clear pathways achieved for all students as indicated in PLPs.

Overall summary of progress

There was a 2% increase with regards to students receiving N Awards however no students were N Determined for any subjects. The implementation of a revised HSC improvement program aligned with our continued increasing student expectations facilitated this positive outcome.

There was a spike in negative behavioural referrals in Term. This can be linked to the consistent implementation of our behaviour management flowchart. Student behaviour referrals lessened as the year progress leading to an overall decrease of 2%.

Students' general attendance rate was 92.32%. The Tell them From Me Survey indicates that 69% of the 709 students who completed the survey feel that they have a strong sense of belonging to the school.

Incorporating Metacognitive teaching strategies and differentiating the curriculum continue to be a focus. All KLA's included a reflection task as part of all assessments and Learning and Support Teachers were aligned with faculties to assist staff with the differentiation of lessons and assessment tasks in order to ensure all students were able to access the curriculum and achieve course outcomes.

26.00 % of students achieved in the top two bands in the NAPLAN. Students' value-added from Year 9 to 12 was deemed as excellent. Blakehurst High School HSC students achieved an average score of 73.38 as opposed to the state average of 72.87.

All students with Personalised learning Plans were supported to transition to the most appropriate pathway.

Progress towards achieving improvement measures

Process 1: Positive Behaviour for Learning

Invigorate PBL procedure. Implement a PBL policy that is clear, concise and consistently followed by students, class teachers, Head Teachers and Senior Executive.

Evaluation	Funds Expended (Resources)
The implementation of our new school values and expectations: Integrity, Rigour and Empathy were warmly received by our school community. A student competition was held to designing the graphics and symbols of each value. Students presented the expectations of each value on assemblies and at year group meetings. Staff have been referencing the new common language. It is an area for further development in order for the new expectations to be embedded within the school culture holistically.	NIL

Progress towards achieving improvement measures

The student behaviour management code was revitalised, in alignment with new whole school expectations and values. Behaviour management was streamlined. Staff consistency has led to success. A continued consistent reference to the flow chart will have a long-standing positive impact on student learning.

Process 2: Metacognition

Professionally develop staff and students in metacognition and a how it can be applied to learning.

Evaluation	Funds Expended (Resources)
<p>Staff implemented a reflective task as part of each assessment across all KLA's</p> <p>Staff continued to implement Metacognitive teaching strategies in their lessons, explicit teaching an increase in use of scaffolds were also embedded into teaching lessons to support student metacognition.</p> <p>There was a shift in focus on HSC curriculum semester 2. However, the continued integration of metacognition will be an ongoing focus area for staff as we recognise the value-added impact it has on students learning.</p>	NIL

Process 3: Curriculum Differentiation

Undertake professional learning in curriculum differentiation; inclusive classroom PD opportunities.

Evaluation	Funds Expended (Resources)
<p>The Learning and Support Teachers were aligned with specific KLAs to support the differentiation of curriculum and tasks. A "book a LaST" system was implemented where staff booked LaSTs to join them in a team teaching capacity to enhance student learning. This has been highly successful.</p> <p>The enrichment classes were highly successful. Students' presentations indicated students' growth and further student potential. Staff are looking forward to the implementation of the High Potential and Gifted Education Policy. It is an area that Blakehurst High School staff are keen to evolve and further improve in.</p>	NIL

Process 4: Develop a common language, with regards to our welfare system, metacognitive teaching & learning strategies, and curriculum differentiation.

Evaluation	Funds Expended (Resources)
<p>There was great success in establishing our new PBLF framework, revitalised student discipline code and an increase in the use of metacognition a key teaching strategy as stand-alone achievements. However, we were ambitious in believing we could harness all these components as part of a collective common language in such a short time frame.</p> <p>The use of a common language embedded in the school culture will be a continued focus</p>	NIL

Next Steps

The embedding of continued metacognitive teaching strategies, the differentiation of classwork through the continued method of upskilling staff and the fruition of a common language that ties our school expectations and discipline code will be ongoing focus areas of school improvement at Blakehurst High School.

Strategic Direction 2

Highly skilled, effective teachers

Purpose

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

Improvement Measures

Results from the Tell Them From Me survey demonstrate improvements in: Rigour, Relevance Positive Learning Climate.

All PDPs are meaningful and aligned –Australian Standards, School Excellence Framework.

Increased number of teachers leading workshops.

Increased number of students performing in the top 2 bands in literacy and numeracy.

Overall summary of progress

The Tell Them From Me data demonstrates that 57% of the students surveyed feel there is strong student advocacy, 81 % of students feel that there are high expectations at Blakehurst High School and 69% of students feel a sense of belonging at school.

All staff have Professional Development Plans that are reflective of their own areas of growth. These are in line with the Australian National Standards and School Excellence Framework

There has been a continued increase in teachers sharing professional Learning. Staff have delivered workshops representative of the school direction at Staff meetings, Twilight Professional development Evening and School Development Days

26.00 % of the NAPLAN cohort of students achieved in the top two bands

Progress towards achieving improvement measures

Process 1: Explicit Learning

Consolidate the work of the past Literacy and Numeracy teams in which there were faculty representatives, across KLAs. Promoting literacy and numeracy at a whole school level.

Evaluation	Funds Expended (Resources)
A mock audit of stage 6 programs led to a shift in focus on to HSC programming and compliance. Faculties continued the Literacy and Numeracy focus at a faculty level.	NIL

Process 2: Student engagement

Raise awareness and skill set of staff in applying evidence based teaching/active learning teaching strategies.

Evaluation	Funds Expended (Resources)
There was an emphasis on the implementation of Google Classroom as a Future Focused teaching tool to increase student engagement. A Future Focused team was established consisting of members from varied faculties and a team drive where they could share practice was an outcome. It is envisioned that this we be built upon in 2020	NIL

Process 3: Feedback

Progress towards achieving improvement measures

Process 3:

Review, build upon and improve existing feedback systems at BHS and develop new feedback tools to enhance student learning and teacher growth.

Evaluation	Funds Expended (Resources)
A mock audit of stage 6 programs led to a shift in focus on to HSC programming and compliance. Faculties continued the Feedback focus at a faculty level.	NIL

Next Steps

Staff will continue to work on ensuring HSC compliance is an optimum level. The focus for 2020 will be on ensuring that all programming across stages 4 and 5 are at a high level. Explicit teaching and feedback will be required to be demonstrated in the revitalised and newly created programs. Future Focused learning will be a continued focus area.

Strategic Direction 3

A flourishing, high performing school

Purpose

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

Improvement Measures

Audit findings demonstrate BHS policy and procedures are aligned with DoE requirements.

Student voice focus groups and well being data, indicate an increase in student engagement and positive well being.

Increased staff engagement across school wide programs.

Increased staff leadership capacity and career progression.

Progress towards achieving improvement measures

Process 1: Policies and Procedures

Research our current practices, modify if needed, share with staff and ensure consistent application.

Create and develop mentoring programs that incorporate DoE best practices in leadership.

Evaluation	Funds Expended (Resources)
A mock audit of stage 6 programs led to a shift in focus on to HSC programming and compliance. Faculties continued the Literacy and Numeracy focus at a faculty level.	NIL

Process 2: Perma

Embed PERMA wellbeing strategies across the operational framework of BHS.

Evaluation	Funds Expended (Resources)
A mock audit of stage 6 programs led to a shift in focus on to HSC programming and compliance. Faculties continued the Literacy and Numeracy focus at a faculty level.	NIL

Process 3: Leadership Framework

Create and develop mentoring programs that incorporate DoE best practices in leadership.

Evaluation	Funds Expended (Resources)
A mock audit of stage 6 programs led to a shift in focus on to HSC programming and compliance. Faculties continued the Literacy and Numeracy focus at a faculty level.	NIL

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$8 796.00)	Aboriginal Background students have surpassed goals differentiated in their IEPs, and have demonstrated high achievement in learning outcomes across their KLAs. Staff evaluated the professional learning DOE. Aboriginal consultants presented as of high value and have reflected their learning in their programs.
English language proficiency	Funding Sources: • English language proficiency (\$42 538.00)	EAL/D students demonstrated increased proficiency in English usage as indicated through phase evaluations. EAL/D student also achieved KLA outcomes at high level. LBOTE and International students report data also demonstrated improvement in student proficiency.
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$97 633.00)	The collaborative work of the Learning and Support staff and faculty staff led to an increased understanding and improved skills sets of students across KLAs. Students supported demonstrated an increase in submitted quality tasks on time. There was a decrease in welfare referrals with regards to students supported through the Diverse Learning Team. Students demonstrated increased involvement in whole school activities. Staff capacity grew in terms of being able to differentiate curriculum and assessment.
Socio-economic background	Funding Sources: • Socio-economic background (\$117 497.00)	The strategically pairing of Student Learning and Support Officers to students and then across KLAs ensured that students in need were supported. Students demonstrated increased engagement and improved in the learning outcomes achieved. The civics programs implemented contributed to students' citizenship across the school and the positive, warm nature of the school environment.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	636	611	605	615
Girls	502	504	508	467

Student attendance profile

School				
Year	2016	2017	2018	2019
7	93.8	92.8	93.8	92.5
8	91.3	92	90.7	91
9	92	90.6	91.4	90.5
10	90.4	89.8	89.2	89.8
11	88.9	90.7	90.3	89.3
12	90.4	90.7	93.3	91.3
All Years	91	91	91.4	90.7
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Teachers alert the Year Advisors and corresponding Deputy Principals. Year Advisors meet with students to discuss any concerns with regards to non-attendance, and contact parents or carers. If the students non-attendance escalates the Deputy Principals liaises with parents and an Attendance Plan is developed. This plan is monitored by the Deputy Principal in consultation with parents. HSLO referral may occur for students whose non-attendance continues.

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	1.1	5.3
Employment	3.6	1.6	10.5
TAFE entry	1.6	1.1	8.8
University Entry	0	0	71.9
Other	0	0	1.8
Unknown	0	0	1.8

Year 12 students undertaking vocational or trade training

13.07% of Year 12 students at Blakehurst High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

96.4% of all Year 12 students at Blakehurst High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	53.1
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
Teacher ESL	2.8
School Counsellor	1
School Administration and Support Staff	12.57
Other Positions	1

*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	1,412,314
Revenue	12,146,095
Appropriation	11,427,567
Sale of Goods and Services	77,186
Grants and contributions	475,332
Investment income	15,147
Other revenue	150,864
Expenses	-12,358,581
Employee related	-10,736,568
Operating expenses	-1,622,013
Surplus / deficit for the year	-212,486

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	248,157
Equity Total	750,610
Equity - Aboriginal	8,289
Equity - Socio-economic	137,881
Equity - Language	340,808
Equity - Disability	263,633
Base Total	9,684,824
Base - Per Capita	261,105
Base - Location	0
Base - Other	9,423,719
Other Total	459,387
Grand Total	11,142,978

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.

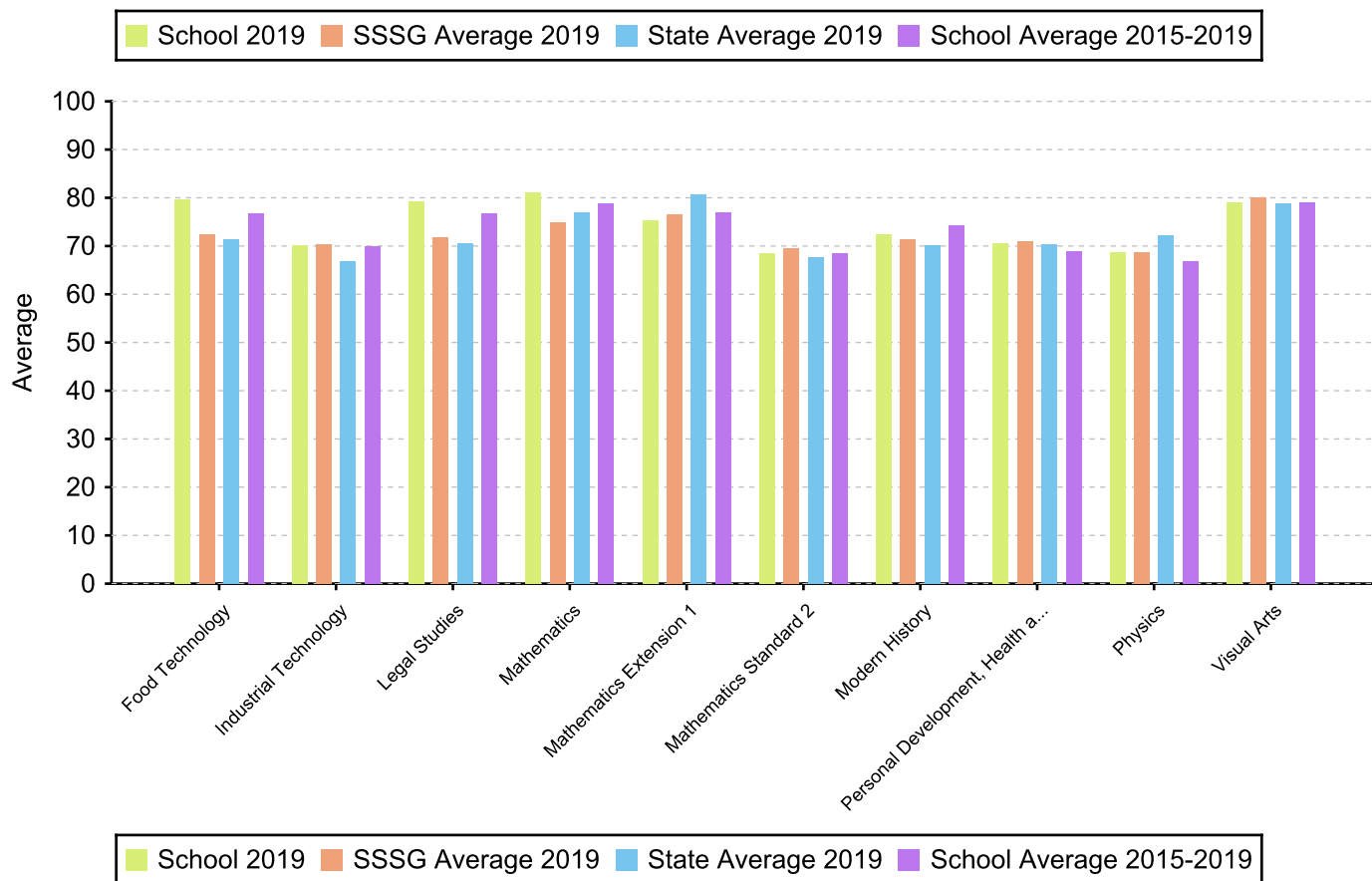
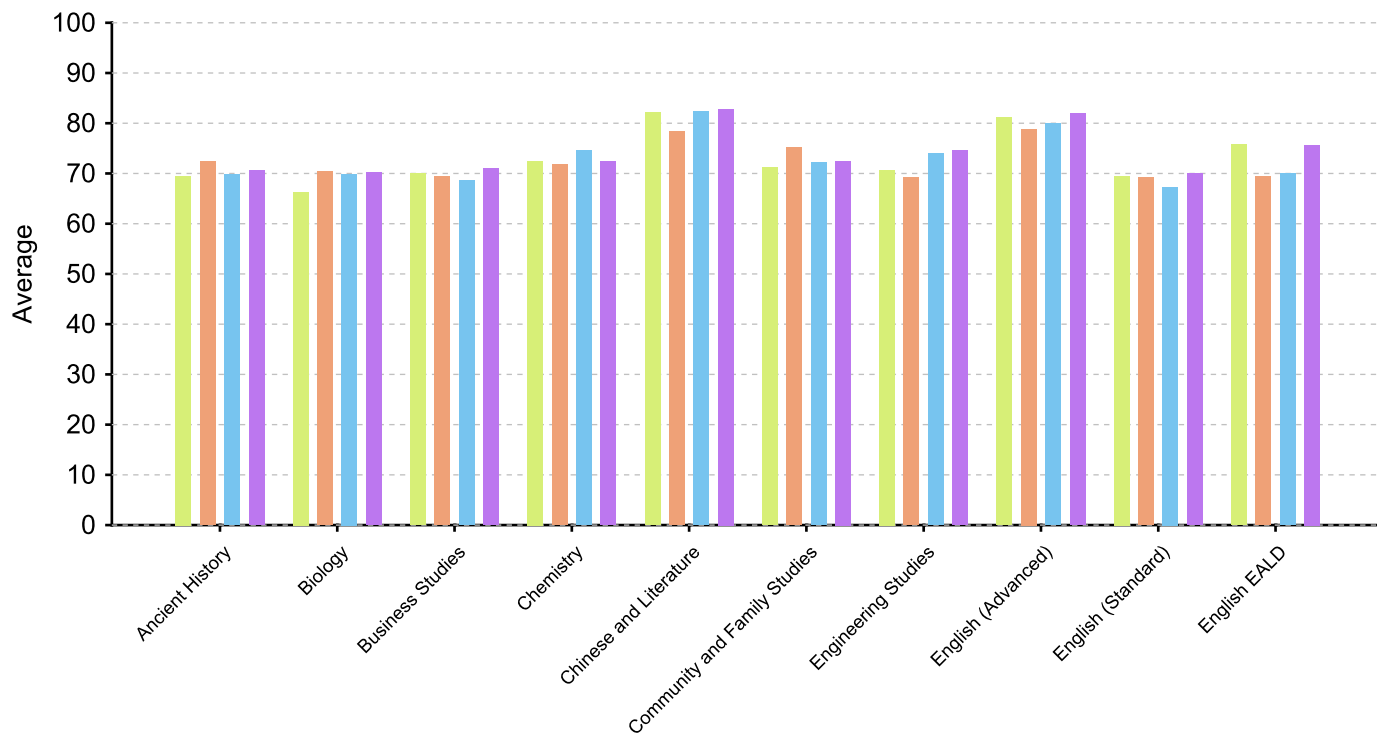
NAPLAN Online

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.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	69.5	72.4	69.9	70.6
Biology	66.3	70.3	69.9	70.1
Business Studies	70.0	69.5	68.6	71.0
Chemistry	72.5	71.8	74.7	72.4
Chinese and Literature	82.2	78.4	82.3	82.8
Community and Family Studies	71.2	75.2	72.2	72.5
Engineering Studies	70.7	69.2	73.9	74.5
English (Advanced)	81.1	78.9	80.0	82.0
English (Standard)	69.5	69.1	67.3	70.1
English EALD	75.7	69.4	70.0	75.7
Food Technology	79.6	72.4	71.4	76.7
Industrial Technology	70.2	70.4	66.8	69.9
Legal Studies	79.3	71.8	70.6	76.8
Mathematics	81.1	74.9	76.9	78.9
Mathematics Extension 1	75.4	76.6	80.6	77.0
Mathematics Standard 2	68.6	69.6	67.7	68.6
Modern History	72.4	71.3	70.2	74.4
Personal Development, Health and Physical Education	70.5	71.1	70.5	68.8
Physics	68.7	68.6	72.1	66.8
Visual Arts	79.0	80.0	78.8	79.0

Parent/caregiver, student, teacher satisfaction

The P&C of Blakehurst High School feel strongly with regards to supporting their children's education and their local school community. In 2019 P&C members were panel members of various teaching positions. The P&C supported the school with funding a stage 5 Mindfulness program, outdoor gym circuit, students participating in a National League of Legends E-Game competition, students travelling TO NASA Space Camp in the United States and students travelling to Japan to compete in the International EduTech Robotics Challenge.

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.

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.