Blakehurst High School
Annual School Report

2011
Our school at a glance
Blakehurst High School (enrolment 1115, 72% students from a non-English speaking background), is a successful co-educational comprehensive school recognised for exemplary welfare and learning support programs. The school has an excellent reputation within the Region and the local community for academic, sporting and multicultural achievements. Students enjoy a broad curriculum including a wide vocational education and training program. Priorities include quality professional learning for all staff which supports quality teaching/learning and the development of student responsibility for learning. The school enjoys strong support from parents and the community.

The Blakehurst High School community values students who:

- show respect to - other students; teachers; property; themselves; the general public and parents.
- take responsibility to - attend school every day; work to the best of their ability; complete all work; allow others to learn and help stop bullying.

Messages

Principal’s message
Looking back on the year, it is clear that it was a year of great change for the school:

- I took up the role of Principal at the end of November, 2010, and in that time I have appointed two new Deputy Principals – Mr Ovens and Ms Paton.
- Two new Head Teachers have been appointed as well - Ms O’Brien (Science) and Ms Peachey (Maths).
- A new School Administration Manager (SAM) – Ms Kim Morris – was appointed through the Merit process.
- 12 new staff appointed.
- New canteen operators began following a Public Tender process.
- Next year, with the retirement of Mr Fry, we will welcome a new Careers Adviser, Ms Angela Centorrino, as well as a couple of new teachers.

We had a number of successes in 2011. Some of the highlights for me included:

- Outstanding HSC results – of particular note was 111 students being named on the HSC merit list, which represents a 54% increase from the 2010 figure.
- Excellent NAPLAN results for Yrs 7 and 9 – particularly in Numeracy (well above State average). Some aspects of Literacy need more attention and this will be a focus of our 2012-14 School Plan.
- A State Award of Excellence for our Environmental team.
- An extremely successful MULTICULTURAL day organised and run by our SRC.
- The 13th Annual Australian Business Week (ABW) conducted successfully. This was organised by Ms Wiryakusuma and continued the strong link between our school and Kogarah Rotary.
- We strengthened our links with our feeder schools – a group of Year 7 students, as well as
teachers, visited all of our feeder schools early in the year and prospective students came to us for taster courses throughout Term 3.

- Continued success on the sporting field.
- The collaborative development of the Schools RESPECT and RESPONSIBILITY charter – outlining the school values which we would like all school community members to adhere to.
- The introduction of new initiatives such as online study skills and the SMS attendance system – financially backed by the BHS P&C.
- The successful introduction of Year 8 and 10 selection evenings that fully informed parents and students of the subject choices available to them.
- Successful overseas excursions to France and Italy as well as a myriad of other excursions designed to enhance student outcomes.
- Some of the physical aspects of the school were improved – the Hall was painted by Yr 12 as part of their present to the school; hall fans, funded by the P&C; a Cola was constructed between the Gym and Hall; an upgrade of the Industrial Arts staffroom was completed; refurbishment of the top basketball court.

I would like to take this opportunity to thank the Blakehurst High School, Parents & Citizens Association (P&C) for their ongoing support, both financially, as well as in representation on merit selection panels for staff; the Canteen Committee and the Finance Committee.

The P&C, ably led by Leo Andreone, has committed over $37000 in 2011 to school programs and projects including; assisting with the school bus expenses; Presentation Evening Awards; sewing machines; Hall fans; upgrade of the Hall sound system; Study skills/SMS; Transition advisers laptop; Science equipment; Music and Art equipment and technology; and Mathematics software.

I would also like to thank the staff at BHS – I have said many times that I believe they are the best staff I have worked with in 34 years of teaching – because they are so concerned about achieving the best outcomes for students and most are keen to “go the extra mile” to assist their students.

It is this that makes BHS the Comprehensive school of choice in the area - we presently have an enrolment of over 1100 students with more knocking on the door every day.

I am very proud of the fact that I am the Principal of a school that is fully inclusive; we are able to provide a quality education for ALL students regardless of their background, academic ability, or socio-economic status. Many schools boast about their exclusivity – this essentially means they can exclude students they don’t want – this is what makes us different; it makes us the school we are!

To conclude, if 2011 was a year of change, I see 2012 as a year of consolidation, as well as further advancement of what we already do well, that is the all round education of your children.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Brad Lester
Principal
P & C message

I am proud to say the P&C has had a successful year and was able to invest in the students and programs at Blakehurst High School. In 2011, the P&C made it a priority to connect with the parent body and the community to celebrate the achievement of the school, its students and staff. We have been able to build on the valuable information available on the school website as well as providing keynote speakers at scheduled P&C meetings. The website contains background information about the P&C, information regarding meetings, including minutes of all meetings, media releases from the NSW P&C Federation and tips to help families support their children to be successful learners at Blakehurst High School. The P&C are committed to this form of communication and will continue to add current and relevant information to the website on an ongoing basis.

A number of parents have been involved in Merit Selection Panels to employ new staff members at the school. Two new key members of the school executive were employed in 2011 at Blakehurst. Mr. Dan Ovens was appointed Deputy Principal as was Ms Lyn Paton. Ms Paton had held the position in a relieving capacity for some time. The P&C feel privileged to have such a talented group of teachers leading education for their children. It would be unfair not to mention all the staff at the school for the work they put in beyond the classrooms, which is why Blakehurst is such a reputable and achieving school. Thank you to all staff.

The P&C is primarily financed by the P&C Enhancement Fee. This allows us to focus attention on programs and resources for the school. In 2011, the P&C funded the following resources/programs: four Bernina sewing machines for TAS, ceiling fans for Hall, student costs for four students to attend the National Science Experience, water cooler, computer, scanner, printer for Visual Arts, laptop and Jam Hub for Music, Maths software, a laptop for Careers, Enhanced Learning Education Services (Study Skills Online), SMS System, sound system for school hall and what seemed an exciting purchase of a new Skeleton, for the Science Faculty. This amounts to over $37,000 invested in the school in 2011. This is where your P&C Enhancement Fee goes. Thank you to all parents who have contributed.

Previous P&C funding for a coffee cart was also put to good use when we hosted the inaugural BHS P&C Coffee Evening. The evening was catered for by the skilful hospitality teachers and students from Year 11 and Year 12 took roles of waiters, waitresses and baristas. This event included canapés and mocktails, a full service coffee menu, music from students as well as a fashion parade from the Year 10 Textiles students. All in attendance provided positive feedback on the event. This was yet another perfect opportunity to showcase the talents of the staff and students of the school.

In an effort to raise the profile of the school and BHS P&C, we voted to host a Bunnings Hardware Community BBQ at Rockdale. The commitment from parents was quite pleasing and the day ran very smoothly. It’s amazing how sharing the load can make the day run so well. Thanks to all involved and all who supported the event. We made a small profit, but more importantly, connected with the community and promoted the name of Blakehurst High. We have committed to hosting a BBQ each year. Hope to see you at the next one.

The P&C hold monthly meetings. These meetings are an opportunity to listen to guest speakers and discuss information relating directly to the education and welfare of students in the school. All dates and times are available on the school’s website.

Finally, I would like to express how proud I am being P&C President at Blakehurst High School. I have had the opportunity to work alongside a wonderful group of parents and teachers throughout the year and thank them for all the support they have given me and the school. The P&C at Blakehurst is fit and healthy and ready to better any achievement in the years to come.

Leo Andreone
P&C President
Student representative’s message

The Student Representative Council is a key leadership body run by students, for students. In 2011, the Student Representative Council (SRC) agreed to embrace a mutual theme; to enhance school spirit and community spirit through our service. Throughout the year, the SRC initiated various projects around the school and its community. These included a whole school mufti day and running of the annual Trivia Night for staff, ex – students and parents. Meanwhile, with all these events and projects happening around the school, the Student Representative Council decided to bring back a long lost tradition of the school by organising a whole school Multicultural Day. This occasion saw both students and staff from Blakehurst High School and neighbouring high schools, appreciating and understanding the concept of tolerance while also respecting the culturally diverse school that Blakehurst High School is, through enjoying various performances, activities, food and beverages.

To end off a very successful year, the SRC jointly funded the restoration of the shade cloth in the school quadrangle with the Senior Prefect Body. 2011 marked a significant year in the history of the Student Representative Council at Blakehurst High School with many firsts. Nonetheless, it can be guaranteed that 2012 will bring nothing less with a new executive team and collection of innovative thinkers representing students on the council.

Lik Wong Yu – 2011 SRC President.

School context

Student information

Total enrolment for 2011 was 1115 students. Seventy-two percent of students had a non-English speaking background (NESB) with 51 language backgrounds represented. Chinese families are the largest NESB group and represent twenty-five percent of our school population. Students with a Greek background is our next largest group with ten percent of NESB families. The majority of these families are second and third generation. Our enrolment profile is 30% Anglo-Celtic, 25% Chinese and 45% all other language backgrounds. The school is near full capacity in many Year cohorts with an increasing demand for places.

Student enrolment profile

Enrolments at Blakehurst High School showed a slight decrease in 2011, which was mainly due to a lower than expected intake of Year 7 students. Many of the other year groups have reached capacity with waiting lists existing for these groups.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>615</td>
<td>620</td>
<td>633</td>
<td>640</td>
<td>616</td>
</tr>
<tr>
<td>Female</td>
<td>424</td>
<td>478</td>
<td>488</td>
<td>490</td>
<td>487</td>
</tr>
</tbody>
</table>
Student attendance profile

Attendance rates are still above the average for schools within the Sydney Region and well above the State average. The fall between 2009 and 2010 may be the result of a number of long absences by individual students for overseas holidays and welfare issues. This anomaly appears to have been rectified during 2011.

Management of non-attendance

An emphasis on quality learning and attendance monitoring of all classes supports our excellent attendance record.

A new SMS Attendance notification system was trialled in Term 4, 2011. This was with the intention of full implementation in 2012. This notification process is another way we believe student attendance and punctuality can be improved, with parents/guardians notified the day of the student’s absence. This program has been fully funded by the P&C for 2012.

Retention to Year 12

Blakehurst High School’s retention rate between Year 10, and Year 12, fell slightly in 2011 after having improved dramatically over the 2009-10 period. Retention rates are still considerably higher than the State and comparable with the rest of Sydney Region. This trend would be partly due to the rise in the leaving age to 17, but also to the wide range of educational programs Blakehurst High is able to offer students in the senior years.

Retention to Year 12

<table>
<thead>
<tr>
<th>Year</th>
<th>SC05-HSC07</th>
<th>SC06-HSC08</th>
<th>SC07-HSC09</th>
<th>SC08-HSC10</th>
<th>SC09-HSC11</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>64.6</td>
<td>65.7</td>
<td>63.9</td>
<td>83.5</td>
<td>79.4</td>
</tr>
<tr>
<td>SEG</td>
<td>74.0</td>
<td>73.7</td>
<td>74.0</td>
<td>73.4</td>
<td>79.0</td>
</tr>
<tr>
<td>State</td>
<td>60.8</td>
<td>60.3</td>
<td>61.0</td>
<td>62.7</td>
<td>64.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>95.7</td>
<td>94.6</td>
<td>95.5</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>93.7</td>
<td>93.6</td>
<td>93.5</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>92.5</td>
<td>91.9</td>
<td>93.8</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>92.6</td>
<td>91.5</td>
<td>90.7</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>94.2</td>
<td>92.8</td>
<td>92.5</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>92.9</td>
<td>92.5</td>
<td>92.5</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>93.5</td>
<td>93.6</td>
<td>92.8</td>
<td>93.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Region</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>94.3</td>
<td>94.6</td>
<td>94.7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>92.4</td>
<td>92.7</td>
<td>92.6</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>91.2</td>
<td>91.8</td>
<td>91.5</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>91.1</td>
<td>91.0</td>
<td>90.3</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>91.1</td>
<td>91.2</td>
<td>90.6</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>90.8</td>
<td>90.9</td>
<td>91.1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>91.5</td>
<td>91.8</td>
<td>92.0</td>
<td>91.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>State DEC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>92.3</td>
<td>92.6</td>
<td>92.5</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>90.0</td>
<td>90.5</td>
<td>90.1</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>88.8</td>
<td>89.1</td>
<td>88.8</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>88.7</td>
<td>88.3</td>
<td>87.1</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>89.4</td>
<td>89.1</td>
<td>87.6</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>89.4</td>
<td>89.8</td>
<td>89.2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>89.9</td>
<td>89.7</td>
<td>89.9</td>
<td>89.2</td>
</tr>
</tbody>
</table>
Post-school destinations

A post school destination survey, conducted in February 2012, showed that of the 161 Year 12 students who could be contacted:
61% were going to University;
13.3% to TAFE;
3.2% had secured apprenticeships;
3.8% were undertaking training with a private provider or college
4.3% were in employment (involving no formal training).

Year 12 students undertaking vocational or trade training

In 2011, 24 students (13%) completed TVET courses at TAFE.

The total enrolment in the Vocational Education (VET) Courses offered at school was 53 students, with 45 students (24%) studying one VET Course and 8 (4%) studying 2 VET courses.

One student completed Industry Based Learning and 3 students completed School-Based Apprenticeships and Traineeships.

Year 12 students attaining HSC or equivalent vocational educational qualification

In 2011, 188 students completed Year 12 and attained a HSC.

Staff information

Once again the many successes of our school community can be attributed to the depth of talent, shared leadership and commitment of both teaching and non-teaching staff at Blakehurst High School. Our Support and Administrative staff of 13 fulltime and several part-time members contribute enormously to the ongoing, collaborative quality teaching and learning culture that is a feature of the school. The combined experience, energy, enthusiasm, initiative and dedication of staff to quality, is certainly a large contributor to the school’s success and as such, must be acknowledged in this report. The school employed a number of extra part time staff to work in specialist areas such as Support with Learning and ESL support.

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>12</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>51.2</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teachers of ESL</td>
<td>2.4</td>
</tr>
<tr>
<td>Counselor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>84.3</strong></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.
At Blakehurst High School one teacher has identified themselves as indigenous.

**Staff retention**

Historically, the staff roster at Blakehurst High School has been quite stable, with many teachers being at the school for more than thirty years. This trend however, has started to change with the ageing of the teacher population. Due mainly to staff retirements, there was a ten percent changeover in personnel at Blakehurst High school between 2009 and 2010 – this included teaching and ancillary staff.

Between 2010 and 2011 this trend continued. In 2011, both Deputy Principals retired as did the Careers Adviser and several other long serving classroom teachers. At the end of Term 3, two teachers transferred from Blakehurst to other Government High Schools and Dr. Witchard received a promotion to Liverpool Boys’ High School. Rebecca Turnbull was successful in attaining a Head Teacher Mentor position in South-West Sydney. A number of other teachers are actively seeking promotions through the Merit process. This will be the greatest area for movement in future years.

**Teacher qualifications**

All teachers at Blakehurst High School are university graduates with at least four years training and all meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>80</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20</td>
</tr>
</tbody>
</table>

**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>359788.40</td>
</tr>
<tr>
<td>Global funds</td>
<td>525163.81</td>
</tr>
<tr>
<td>Tied funds</td>
<td>289555.32</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>676780.76</td>
</tr>
<tr>
<td>Interest</td>
<td>25357.16</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>280851.28</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1797708.33</td>
</tr>
</tbody>
</table>

| **Expenditure**          |            |
| Teaching & learning      |            |
| Key learning areas       | 170863.35  |
| Excursions               | 184369.55  |
| Extracurricular dissections| 159605.77  |
| Library                  | 14566.33   |
| Training & development   | 1777.53    |
| Tied funds               | 381041.3   |
| Casual relief teachers   | 146403.39  |
| Administration & office  | 240578.57  |
| School-operated canteen  | 0.00       |
| Utilities                | 88583.22   |
| Maintenance              | 56412.46   |
| Trust accounts           | 300691.58  |
| Capital programs         | 105040.49  |
| **Total expenditure**    | 1849933.54 |

| Balance carried forward  | 307563.19  |

The balance carried forward allows the school to start the new calendar year in a strong financial position and allows for future demands and the continued improvement of school facilities. A number of excursions, including overseas trips, contributed to the large total under ‘School and
Community sources’. As a result, the bulk of this money was not income for the school, nor was it available for school use.

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2011**

**Achievements**

**Arts**

Many significant achievements have already been mentioned earlier in this report. Culminating in excellent HSC results yet again this year, 2011 was certainly another year of outstanding achievement for the Blakehurst High School Learning Community in Creative and Performing Arts.

Blakehurst High School has a thriving Creative and Performing Arts (CAPA) faculty, with teachers committed to the arts in its various forms.

**Performances**

Jesse Bao thrilled audiences at the Sydney Opera House in August 2011, with her debut performance on the Sydney Opera House Concert Hall stage for the Sydney Region Concert Series.

Year 11 Music students performed with distinction at the P&C ‘Coffee Evening’ in November 2011, providing entertainment and incidental music for our guests.

Year 12 students presented a Showcase Performance Evening on the ‘eve’ of their HSC practical examination, performing a selection of their repertoire for family and friends.

**String Ensemble**

The string ensemble continued to rehearse and learn new repertoire in 2011. Our group joined with the students at Gymea Public School for Friday afternoon rehearsals and performed with distinction for Education Week at Westfield Miranda.

**Concert Band**

The Blakehurst High School Concert Band continues to grow and performed at a number of play-outs in 2011. Tara Aftanas was selected for the Sydney Region Wind Symphony and Oliver Alexiadis was selected for the Sydney Region Concert Band.

Ms Lauren Moule was engaged once again to tutor and direct the BHS Concert Band. Lauren tutors a number of local primary school bands and we maintained continuity of the band program with the transition of primary students to high school.

The Concert Band took part in a ‘Blow-In’ with the NSW Police Band during a workshop and performance at Blakehurst Primary School.

**Choir**

The Blakehurst High School Choir continued to rehearse under the direction of Mr Kipi Fifita. The choir performed with distinction on numerous occasions and developed their expertise and repertoire as the year progressed. Members of the choir performed at the Sydney Town Hall for the Voices in Performance Concert in May 2011, and again at the Expanding Horizons Gala Concert in August 2011.

**Drama**

Year 12 Drama students again performed with distinction in their HSC practical and written exams, bringing credit to their teacher, Ms Helen Elakis and to the Blakehurst Learning Community.

**Visual Arts**

The Visual Arts teachers, Ms Sherryl Strudwick, Mrs Tanya Bourtsouklis and Mrs Vanessa Colebrook selected and mounted a variety of student works from all years to display for functions such as Education Week, and the P & C ‘Coffee Evening’ in November 2011.

**Sport**

Congratulations to each and every student and staff member who contributed to the outstanding results that have been attained in Sport during 2011. It is deeply satisfying to see the positive relationships that develop in and through sport on Wednesday afternoons between students and staff.
Again, Blakehurst was the most highly represented school in the St George Zone Grade Sport competitions featuring in 62 summer and 56 winter sports competitions culminating with 13 winter and 16 summer premierships. Blakehurst High school was crowned Champion Girls School in both the summer and winter sports seasons in the St George Zone for the fourth consecutive year.

Many students represented the school with distinction at the three major carnivals. Our most outstanding competitors at these carnivals include:

- Sheridan Smith -12 Years Zone Swimming Champion, NSWCHS and All Schools Swimming representative,
- Julia Glavincevski -13 years Zone Swimming and Cross Country Champion, NSWCHS Swimming and Cross Country representative,
- Mathew Edenborough- NSWCHS Cross Country representative,
- Anthony Penglase -18 Years Zone Cross Country Champion, NSWCHS Cross Country representative, and,
- Naoyuki Isomoto -17 Years Zone Swimming Champion, NSWCHS Swimming representative.

Many other students represented the school with distinction in a range of sports. The following students display the talent and diversity that exists within the student body of Blakehurst High School.

- Brooke Anderson- NSWCHS Soccer representative,
- Daisy Kennedy-Holtz - Australian under 17 Indigenous Netball representative,
- Shoji Isomoto- NSWCHS Gymnastics representative,
- Rebecca Luhur- NSWCHS Gymnastics representative,
- Henry Lin -Sydney East Basketball representative,
- Aubrey Young -Australian Open Schoolboy Table Tennis singles champion,
- Aubrey Young & Nicholas Chen- NSW Secondary Schoolboy and Australian Open Schoolboy Table Tennis doubles champions,
- Nicholas Chen -Australian Open Table Tennis Schoolboy singles bronze medallist,
- Tiffany Wong-Australian Intermediate Table Tennis Schoolgirl silver medallist,
- Tiffany Wong & Natasha Fong- Australian Intermediate Schoolgirl Table Tennis bronze medallists.

Blakehurst High competed in numerous CHS knock out competitions with varying success. Most teams made the second or third round of competition. The standout performances belonged to our 1st Grade Girls Oz Tag team who became St George District champions and undefeated Zone Champions for the fourth consecutive year, the Table Tennis Teams previously mentioned and the Open Girls Touch team who were Regional Champions and competed at the NSW All Schools state carnival.

**Academic**

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.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

**Literacy – NAPLAN Year 7**

In May 2011, all students in Year 7 were tested on the National Assessment Program Literacy and Numeracy (NAPLAN). From the following graphs it is evident that students entering Blakehurst High School are above the state average in Bands 7, 8 and 9 for spelling and Bands 8 and 9 in writing. The percentages in Bands 8 and 9 are below state average in reading, grammar and punctuation. Areas of weakness in reading, grammar and punctuation will be addressed with strategies implemented across KLAs in 2012 and beyond.
In numeracy, Year 7 students performed quite well in 2011, with students well above the state average in both of the top bands.
Literacy – NAPLAN Year 9

All students in Year 9 were tested in the National testing program in May 2011. As the graphs below attest, students at Blakehurst High School were at or above state average in bands 7, 8 and 9 in most of the Literacy areas. An area for improvement still, is to increase the percentage of students achieving Bands 9 and 10 in reading, grammar and punctuation. This will be an area of focus of all KLAs in 2012 and beyond.
Students in Year 9 performed extremely well in the numeracy NAPLAN exam, with percentages in Bands 8, 9 and 10 well above state average in 2011. This is an area of strength in the school. KLAS will continue to include strategies to maintain and further improve numeracy skills within their programs in 2012.

Progress in literacy

The 2011 NAPLAN data shows that in particular, Year 9 results in a number of the Literacy areas have improved when compared to the School average data between 2008 and 2011. This is particularly so in reading. This evidence is reinforced when the School Certificate data is analysed. In the area of English – literacy, there have been marked increases in the percentage of students performing in the top three Bands with a corresponding decline in the bottom three Bands. Results in most areas of Year 7 Literacy were encouraging with noticeable improvements in each area. The exception to this is grammar and punctuation which still requires improvement in future years. This will be targeted by literacy strategies implemented by all the Key Learning Areas (KLAs) during 2012 and beyond.

Progress in numeracy

Student performance in the area of numeracy continues to be the strength of students at Blakehurst High. This is evident when the data from all external examinations i.e. NAPLAN, the School Certificate and the Higher School Certificate are analysed. The challenge for the school will be to maintain these excellent results.

School Certificate

The 2011 School Certificate results, including both external and internal assessments, indicate that students achieved at or above the state averages in the top 3 Bands in most areas with particularly pleasing results in English, Mathematics, Australian Geography, Civics and Citizenship, Australian History, Civics and Citizenship, and Computer Skills.
School Certificate relative performance comparison to Year 5 (value-adding)

As confirmed in the following graph, the School Certificate relative performance to Year 5 (value adding) data for 2011 is significantly above the Blakehurst High School average for 2005-2011 in English, Australian History, Civics and Citizenship and Australian Geography, Civics and Citizenship.
Higher School Certificate

In the 2011 Higher School Certificate (HSC) examinations, of the 25 subjects where numbers were large enough for to make valid comparisons, 16 were at or above state average.

Of particular note were subjects including Business Studies, Chemistry, Community and Family Studies, Geography, English Advanced, English as a Second Language, Economics, Japanese Beginners and Continuers, Mathematics, Mathematics Extension 1 and Hospitality, in which the 2011 results were above, not only the state average, but also the school average for the last four years.
Higher School Certificate relative performance comparison to School Certificate (value-adding)

The 2010 HSC value added data shows improvement in the performance of particularly middle and high performing students. Figures here were well above other schools statistically similar to Blakehurst High (SSG). This is as a result of various strategies implemented in 2011.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Aboriginal education

Aboriginal education at Blakehurst High School continues to be an important priority area in our School Management Plan 2012-2014. Focus is given to increasing literacy and numeracy outcomes, retention and engagement and transition to work placement. This will be achieved through the development of Individual Learning Plans that target the individual needs of each Aboriginal Student and quality teaching and learning programs that embed indigenous perspectives and cultural knowledge.

Blakehurst High School recognises the traditional owners, the Bediagal People of the Eora Nation, at all assemblies and meetings. Aboriginal students at BHS delivered a presentation for Reconciliation Day which asked staff and students to reflect on the importance of unity and celebration of diversity. At Multicultural Day we enjoyed a traditional Smoking Ceremony and students attended workshops in boomerangs and traditional dot paintings. For NAIDOC Week, students in English produced poetry and essays that recognise important issues facing Aboriginal people and the wider Australian community.

Multicultural education

Mosaic Fusion Forum 2011

A group of our Year 10 students participated in the 2011 Mosaic Fusion Forum. This event is an annual project organised by the Sydney Region Equity Programs Team in conjunction with ARC, the University of NSW Student Group.

This project provides an opportunity for the culturally diverse youth in the Sydney Region to share their thoughts and feelings on issues such as multiculturalism, culture and identity, freedom and global conflicts, racism, leadership and role models with their peers and the wider community.

The students attended the university for a day and the mentors from the ARC Student Group led them through various activities and discussions on the above issues. Individually, or in groups they used their talents and skills to compose written and visual texts that represented their thoughts and feelings.

Through this participation in Mosaic Fusion, the students gained valuable skills in the areas of teamwork, communication, meeting deadlines, publishing work for the wider community and associating with many members of the public.

The students displayed their compositions and received certificates at a presentation night at the University of NSW. The compositions of all students participating in this project were published within the Equity Programs link on the Sydney Region website.

| Percentage of Year 9 students achieving at or above minimum standard (exempt students included) |
|---------------------------------|---|
| Reading                         | 93.1 |
| Writing                         | 81.4 |
| Spelling                        | 97.7 |
| Grammar & Punctuation           | 92.5 |
| Numeracy                        | 97.1 |

<table>
<thead>
<tr>
<th>Spelling</th>
<th>Writing</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>93.1</td>
<td>81.4</td>
<td>97.7</td>
<td>92.5</td>
</tr>
</tbody>
</table>
Other programs

Australian Business Week
2011 saw the thirteenth Australian Business Week program run at Blakehurst High School. In all, 185 Year 11 students participated in this week of intensive learning. This program engages all students in teams, which run a simulated business for one week. The school is fortunate to have the services of business mentors from Kogarah Rotary Club who assist in conducting the program and to mentor students so successfully each year. Students gain skills in decision making, problem solving, teamwork, cooperation, and leadership which we believe transfers positively to their learning as they move into their HSC year. Blakehurst High School is recognised nationally as one of the best schools in this prestigious program. Our sustained success is due to the enthusiasm and commitment of the program’s coordinator, Ms Venny Wiryakusuma, the support from HSIE Head Teacher, Peter Slater, as well as the ongoing support from all school staff, parents and Kogarah Rotary Club.

Human Society and its Environment (HSIE) Competitions
Over the course of 2011, HSIE students have been given the opportunity to participate in national competitions in Business Studies, Economics, History and Geography. In each of these competitions students performed very well with a greater than average number achieving credits and distinctions.

U Turn the Wheel
In February 2011, the U Turn the Wheel program for all Year 11 students ran in order to prepare students for driving on the road. The program is organised through Kogarah Rotary and involves students attending six different workshops presented by;
• St George Highway Patrol,
• Trent Driving School,
• Paramedics from the NSW Ambulance Service,
• Youthsafe,
• NSW Community Health, and,
• NRMA Motoring and services.

These presentations have proven highly informative for students and cover topics such as driving lessons and purchasing a car, through to the consequences of poor, or reckless driving.

Year 10 Community Service Program
2011 saw Blakehurst High join the NSW Premier’s Student Volunteering Awards Program which culminated in a number of our students receiving Diamond Awards for the completion of 80 plus hours of volunteering.
In October 2011, all Year 9 students were introduced to the concept of Community Service at a Community Involvement Expo held at the school. Representatives of six volunteer organizations, as well as Year 10 students, spoke of the many opportunities available for community service. Approximately 65% of Year 10 participated in some form of volunteering, with nearly half completing 40 hours or more, receiving Bronze, Silver or Gold Awards. Blakehurst students took part in volunteering with their local sports clubs, preschools, Sydney Half Marathon, Streamwatch, tutoring at the school’s Homework centre, Red Cross, Salvation Army, Clean up Australia campaign, working with the local public schools and at the local veterinary practice.

Premier’s Reading Challenge 2011
All students in Years 7, 8 and 9 participated in the 2011 Premier’s Reading Challenge (PRC) as part of their normal English course work and their ongoing daily homework reading. This year there was a significant increase in participation. One hundred and sixty four students completed the PRC and received certificates. Four students received a medal for completing the Challenge over seven consecutive years. These students were among only 70 students across the state from government and non government schools to have received this accolade.

The PRC provided a structured opportunity for students to extend their reading skills and enrich their writing. Time was set aside every fortnight for students to borrow and read PRC books in the library. This time was highly valued by the majority of students and, regardless of their varying abilities, they were genuinely engaged in their reading. Students have been encouraged to select and read books that are challenging. This year, blogs were set up for some English classes to incorporate a range of literacy activities
designed to guide and extend student writing. The setting up of blogs for these classes has encouraged students to share their responses to their reading. It has also enabled students to develop and extend their reading, thinking, writing and ICT skills. Increased student motivation for reading has been reflected in the increasing number of posts and comments by students. As a result of these successes we will extend the blogs to more English classes in 2012 and beyond.

Progress on 2011 targets

Target 1
Continue to develop an excellent performance and development culture

Our achievements include:

- The Professional Learning program was restructured to enable more in-depth learning activities to take place at the school level.
- Professional reading was included in the weekly SIN.
- Emerging young leaders on the staff were identified and supported with the provision of professional learning opportunities where appropriate.
- A cross KLA numeracy committee was formed to develop strategies to improve the numeracy skills of the students.
- Literacy and numeracy strategies were addressed in EARs meetings.
- The Executive undertook Professional Learning activities in areas of identified need e.g. Board of Studies procedures; leadership etc.

Target 2
Continue improvements in ICT in the classroom

Our achievements include:

- The Staff Development Days in Terms 2 and 3 focussed on ICT skill building – particularly DER.
- Numerous targeted professional learning activities took place on Tuesday afternoons e.g. Moodle, search engines and DER.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our
school carried out evaluations of Student Welfare programs and the Subject selection process.

**Educational and management practice**

**Welfare**

**Background**

Blakehurst High School has strong existing welfare and learning support teams. There have however been some changes in key personnel. A Welfare Conference took place in December 2011 with the aim of determining future directions.

**Findings and Conclusions**

A Welfare Review will be undertaken for two primary reasons. First, there is a need for welfare procedures to be documented. Second, there needs to be a re-evaluation of the key roles and responsibilities within the Welfare Team.

A set of procedures needs to be developed which in addition to Student Welfare incorporates learning support, behaviour management and student leadership.

As key personnel within the welfare team have changed there is a need to rethink and reallocate roles and responsibilities. Welfare meetings need to include more active decision making and incorporate strategic planning. There also needs to be closer liaison between the student welfare team and the learning support team.

**Future Directions**

The SMS and Watchlist alert system will be incorporated into the daily running of the school in order to maximise communication and minimise unexplained absences.

Planning of strategic welfare programs for each year group will be undertaken.

Strong relationships with external providers, such as Time Out, Youth Connections and the HSLO, will be encouraged and nurtured.

**Curriculum**

**Subject Selection**

**Background**

It was found that too many students had made subject choices that did not suit interests, abilities or career pathways.

Staff had indicated that they believe students require more subject specific information and guidance to make suitable choices.

One of the goals of a modified subject selection process, is to lift the academic performance of each individual student.

**Findings and Conclusions**

There is a need to examine other school models to assist with our review.

A Subject Selection Review Committee will be established so as to give advice to all Year 10 students who are making their choices as they head into Year 11.

A Subject Selection evening will be held annually so that parents and students of both Year 8 and 10 have an opportunity to attend a subject market and information session.

Following their initial subject selections, all Year 10 students will receive mentoring by key staff in the school in order to support them further.

Subject selection booklets need to provide more information to support the students with making suitable choices.

**Future Directions**

All staff members comprising the Subject Selection Review Committee will be in serviced prior to the selection process.

International students and new students to the school do not get the opportunity to have the same background information. This potentially leads them to make inappropriate choices at the
end of Year 10 or beginning of Year 11. A package needs to be created for these students.

Other strategies include, getting students and parents to sign to acknowledge that they have received the subject information booklet and the availability of more career counseling to inform students’ future direction.

**Parent, student, and teacher satisfaction**

In 2011, the school sought the opinions of parents, students and teachers about school culture. This was achieved by surveying each group using SchoolMap.

There were 124 parent responses, 493 student responses and 62 staff responses.

Generally, all of the group’s responses demonstrated a favourable view of the positive culture of ownership, learning and improvement that exists at Blakehurst High School.

Some examples of responses to various questions/statements about the school included;

1. *The school community recognises, values and supports the contribution of new members to the culture of the school.*

2. *The culture of the school promotes improved student learning outcomes.*

3. *The school’s culture supports continuous improvement.*

**Professional learning**

Professional Learning undertaken by teachers in 2011 was in line with priorities in the School Management Plan 2009-2012. The three main areas were Quality Teaching, ICT in the classroom, Respectful Relationships and Leadership.

Activities conducted during the 2011 Staff Development Days included training in Laptop Learning Pedagogy, Digital Citizenship, Understanding Adolescent Behaviour, Data Analysis, and CPR.

In addition to the School Development Days, the school’s professional learning program consisted of a series of fortnightly Workshops presented by members of staff on a range of topics which reflected school priorities and identified staff needs. Topics covered included the online Classroom Teacher Program, Moodle, Gifted and Talented teaching strategies, Career Development, ESL in the mainstream (TELL),
Applications on Netbooks. Podcasting, Grammar in context, Numeracy across the Curriculum, and using internet search engines.

All members of staff attend and participate in these Workshops. A group of teacher leaders and an executive group participated in action learning projects.

The total Teacher Professional Learning Budget in 2011 was $40,884. The average expenditure per teacher was $454.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

Literacy & Numeracy

2012 Targets to achieve this outcome include:

- 1% increase of Year 9 students in the top two bands of the Literacy components in NAPLAN (Reading; writing; spelling; grammar and punctuation).
- 1% decrease of Year 9 students in the bottom two bands of both the Literacy and Numeracy components in NAPLAN.

Strategies to achieve these targets include:

- Head Teachers identify professional learning needs for literacy and numeracy in their faculties.
- Integration of literacy and numeracy strategies within KLA programs.
- Expansion of programs such as Upwords, DEAR, Peer Tutoring, PALs, to improve literacy and numeracy.
- Establish a GAT team.
- Develop a range of enrichment, extension and talent development programs, focusing on creating ways of improving growth amongst the more able learners.
- One assessment task in stage 4 and 5 to contain a Persuasive Writing activity in all KLAs.
- Investigate the establishment of Literacy & Numeracy Teams.

School priority 2

Outcome for 2012–2014

Engagement & Attainment

2012 Targets to achieve this outcome include:

- Improved HSC results.
- Students successfully transitioned to work or alternate educational setting.
- Reduction in student lateness.
- Increase in student attendance.

Strategies to achieve these targets include:

- Review of welfare, discipline and learning support practices - incorporating the development, implementation and evaluation of whole school processes relating to student welfare and learning.
- Professional learning focuses on Quality Teaching Practices.
- Teachers and leaders to engage all students in Quality Teaching practices.
- Introduction of SMS attendance notification system.
- Development of Personal Learning Plans for Aboriginal students.
- Embedding ICT strategies in all KLA programs.
- Intervention at key transition points.
- Investigation and possible implementation of ALARM (A Learning and Response Matrix).

School priority 3

Outcome for 2012–2014

Leadership & Management

2012 Targets to achieve this outcome include:

- Educational leaders who have the expertise to lead the introduction of the National Curriculum.
- A comprehensive leadership strategy to ensure sustainable improvement and succession planning.
- BHS supports all staff to create a positive learning culture.
Strategies to achieve these targets include:

- Provision of appropriate professional learning opportunities as well as relieving experience in order to support aspiring leaders.
- Develop a program which supports New Scheme Teachers Professional Competence Accreditation and maintenance.
- Encourage, enhance and promote the importance of the role of Teacher mentor.
- Investigate ways to strengthen the role of the Prefect body and the SRC in school decision making.
- Provide resources, support and training for staff to introduce the National Curriculum.
- Provide Professional Learning opportunities to enhance the delivery of Quality Teaching strategies by all staff.
- Foster external support to improve the physical learning environment.
- Develop leadership density by ‘buddying’ new or inexperienced teachers with more experienced members of staff.
- Professional Learning plans developed for all staff that shape the Professional Learning policy/directions.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Mr Brad Lester – Principal.
Mrs Lynette Paton – Deputy Principal
Mr Dan Ovens – Deputy Principal
Ms Sylvia Sklavounos – Head Teacher Teaching and Learning.
Ms Lnda O’Brien – Head Teacher Science
Mr Peter Slater –Head Teacher HSIE
Ms Judy Jacobson – Head Teacher CAPA
Mr Tony Yelavich – Head Teacher PDHPE
Ms Judy Jacobson – Head Teacher CAPA
Mr Tony Yelavich – Head Teacher PDHPE
Ms Angela Centorrino – Careers Adviser
Ms Kim Morris – School Administration Manager.
Mr Leo Andreone – President P&C Association.