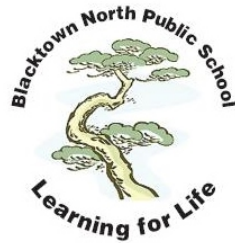


Blacktown North Public School

Annual Report



2016



4061

Introduction

The Annual Report for **2016** is provided to the community of **Blacktown North 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

Blacktown North Public School
1 Bessemer St
Blacktown, 2148
www.blacktownn-p.schools.nsw.edu.au
blacktownn-p.School@det.nsw.edu.au
9622 2968

Message from the Principal

It is with great pleasure that I present the 2016 annual School Report for Blacktown North Public School.

Blacktown North Public School provides the highest quality education for all students, delivering an extensive curriculum focusing on developing skills in literacy, numeracy and technology. Highly motivated and qualified teachers strive to bring out the best in every child through quality teaching and learning programs delivered in stimulating and supporting learning environments. 2016 was an exciting, challenging and rewarding year. Specialist support programs assist students experiencing difficulty whilst experienced staff provides enrichment and extension for our high achieving students. At Blacktown North Public School we aim to meet the individual needs of all our students.

The school prides itself in having delivered quality education to the students. Our school motto "Learning for Life" promotes positive quality learning with a deep commitment to foster the core values, fuelled by an extremely supportive staff, parents and community.

The annual school report provides a summary of our achievements in 2016 and gives structure to communicate our priorities and the focus of our learning in 2016. Ongoing evaluation is an important feature of our school with a commitment and desire for continual improvement.

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.

Carmen Cefai (Mrs)

Message from the students

The student leadership team had an enjoyable and busy year. Highlights included the school Adidas Fun Day, Chalk Day, and Education week to raise money for the year 6 Farewell and a special gift for the school.

The school Adidas Fun Day is the biggest fund-raising event on our school calendar, with all money raised going towards the purchase of two displays. There were many stalls including cakes, decorations and sport activities. Fun day was a great success raising \$4000.

School background

School vision statement

Blacktown North Public School seeks to create a challenging learning environment that encourages high expectations for success through a stimulating and safe learning environment with innovative and responsive teaching across the curriculum. Our school promotes a safe, caring and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff.

We aim to maximise individual's potential and through our core values ensuring all students are empowered to meet the challenges of education, work and life in an environment that embraces the 21st century.

We strive to have our parents, teachers and community members actively involved in our students learning to create respectful, independent individuals who have the knowledge and attitude to be successful in an ever-changing world.

School context

Blacktown North PS is located in the middle of a light industrial area, bordered by two busy roads and two secondary schools. Most of the students reside in high density housing located to the south of the school, towards the centre of Blacktown. Our school population of 195 students (K-6) are made up of 88% LBOTE, 8% refugee, with students coming to us from birthplaces in more than 22 other nations.

Our parent community speaks more than 35 different languages, some of which do not have a written form. Our school focus therefore revolves around the cores of Literacy and Numeracy and developing skills in the English language for students and parents. The school consistently observes a significant number of students arriving who are from a Non English Speaking Background. The school has a high percentage of transient students as immigrants, who are housed temporarily in high density housing before seeking a home of their own.

Our staff have varying experience levels, ranging from Early Career Teachers to more experienced teaching staff.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Quality Teaching and Learning

Purpose

To improve student achievement through the implementation of quality teaching programs, engaging all stakeholders and developing quality assessment practices to ensure evidence based teaching and learning, embedding a multicultural perspective into classroom practice.

Overall summary of progress

Improved reading levels K–6 are as a result of focused Guided reading sessions, and the teachers being given Professional development in the area of teaching reading.

There has been consistent growth in PLAN data, year 1, with a significant number of students achieving above the target levels.

Analysis of the school's achievement in growth against NAPLAN indicates that there is improvement in the following areas: Year 3 Spelling, Grammar, Spelling and Punctuation.

Teaching and learning programs in all KLA's are monitored each term to ensure appropriate, differentiated programs are being delivered.

Progress towards achieving improvement measures

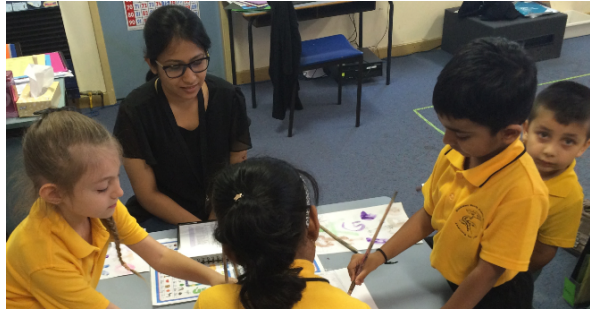
| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|--|---|
| Tell them from me survey | <p>Social/emotional outcomes</p> <p>Participation: Our students are displaying results above the NSW Govt norm for high rate of participation: Students 21% above, Girls 25% above, Boys 16% above</p> <p>84% of students display a positive sense of belonging, 3% above NSW Govt norm</p> <p>Drivers of Student outcomes:</p> <p>Effective Learning Time was rated 6% above the NSW Govt norm at 88%</p> <p>Percentage of students intellectually engaged is 11% above the NSW gov norm at 91%</p> | <p>RAM funding allocated through key initiatives is designed and implemented to support strategic direction improvement.</p> <p>All resources are utilised efficiently and effectively to achieve strategic direction</p> |
| 85% of students K–6 at or above stage expectations for reading. | <p>Even with a high percentage of students enrolling in our school during 2016 with very little or no English skills, 76% of students K–6 have achieved results in Reading at the expected level or above for their grades. This has been as a result of Focused reading group sessions and Literacy support provided in all classes K–6. SLSO working in all classes K–6 during reading groups.</p> <p>IEPs created for identified students to support them in improving their reading skills.</p> | |
| 30% or more of all students plotted at cluster 6 for Year 1 | 54.7% of Year 1 students plotted on Cluster 6 or above on the continuum | |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|--|-------------------------------|
| 30% or more of all students plotted at cluster 6 for Year 1 | Reading texts: 67% at cluster 6 or above Comprehension: 55% at cluster 6 or above Vocab knowledge: 52% at cluster 6 or above Aspects of writing: 43% at cluster 6 or above Aspects of speaking: 60% at cluster 6 or above Phonics: 60% at cluster 6 or above Phonemic awareness: 96% at cluster 6 or above | |
| Minimum of 40% of students achieving at or above proficiency level year 3. | 53% of students achieving at or above proficiency level | |
| Minimum of 30% of students achieving at or above proficiency level year 5 in NAPLAN. | 14.8% of Year 5 students achieving at or above proficiency level | |
| Individual students will demonstrate growth minimum of one band from year 3 to year 5 in NAPLAN all areas. | 53% of students showed minimum growth of one band from Year 3 to year 5 in NAPLAN all areas. | |
| No students below national minimum standards year 3 and Year 5 NAPLAN all areas. | No students achieved below national minimum standards in year 3 all areas. 12% of students achieved below national minimum standards years 5 all areas. | |
| Minimum of 60% of students achieve at required level or above for K, Year 1 and Year 2 In Early Arithmetical Strategies. | Kindergarten 93% achieved at Level 1 or above. Year 1 –93% achieved at level 2 or above. Year2– 79% achieved at level 3 or above | |

Next Steps

- Uninterrupted Literacy session to continue as part of a now embedded practice at Blacktown North PS
- Continued review and evaluation of student achievement data and areas of need to update programs as required.
- Embedding of PLAN data analysis, and differentiated programs presented in classrooms as a result of this analysis.
- Continued monitoring of teaching and learning programs to ensure DEC and school expectations are being delivered consistently across the school.
- Continued collegial exchange to ensure staff are gaining updated knowledge and skills from colleagues
- Continued PD in areas as identified by staff and leaders



Strategic Direction 2

Leadership

Purpose

Initiate an integrated, systematic approach for staff and community, towards developing and assisting students to reach their personal and academic goals through the implementation of whole school leadership, incorporating strong relations through maximising stakeholder capacity and becoming a strong educational community.

Overall summary of progress

Needs of the school community in terms of leadership were established, and enabled, with opportunities for staff, and students to develop their leadership skills in identified areas.

Whole school systems and practices were reviewed and updated where necessary.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|---|---|
| Increased percentage of staff K–6 utilising PLAN analysis to guide Professional Development | After analysing PLAN data, teachers identified areas for improvement in Literacy. PD was accordingly provided, with all teachers attending a series of Grammar teaching PD modules. K–2 staff also trained in TEN Mathematics program, which relies on data entered on PLAN to target students at the correct level. | All resources are utilised efficiently and effectively to achieve strategic direction RAM funding allocated through key initiatives is designed and implemented to support strategic direction improvement measures. |
| Increased percentage of staff and students implementing successful and meaningful leadership and management opportunities. | Aspiring leaders were recognized within the staff, and throughout the year were given opportunities to extend their leadership capacity eg. Organising school events, leading PD sessions, leading committees. | |
| Increased percentage of aspiring teachers and leaders moving into executive positions. | Staff were given opportunity to relieve in executive roles when executive were on leave or out of the school. They also had the opportunity to complete some executive roles and responsibilities to extend their capabilities. | |
| 100% of staff have a working Professional Development Plan. | Professional Development Plans are embedded as part of the school culture, adhering to the DEC guidelines. PDPs reflect priorities identified in the school plan, to support teacher and school vision. Professional development is planned to support the needs of staff based on their PDPs. | |

Next Steps

- PDP process will continue to be refined using an online program – MyPL goals – this allows easier and more regular communication between teachers and supervisors.
- Students will continue to be given further leadership opportunities within the school.
- Staff and students will continue to be offered opportunities to participate and extend their leadership skills.



Strategic Direction 3

Engagement

Purpose

Continue to develop community trust, engagement and strategic support to ensure our students, staff and community become successful learners, confident and creative individuals, active and informed citizens and future leaders.

Overall summary of progress

There has been continued growth in the number of parents attending school events and programs.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|---|--|
| <ul style="list-style-type: none"> Increase student engagement with higher relevant learning experiences which impact on student attendance target set at 90%. | <p>Average student attendance is at 90%</p> <p>Extra-curricular activities: Gardening, Ballroom dancing, Scottish country dancing, soccer, Drumming, Bollywood dancing, SRC. Programs for targeted students: Drumbeat, Art therapy, social skills, Wellbeing programs.</p> | <p>All resources are utilised efficiently and effectively to achieve strategic direction</p> <p>RAM funding allocated through key initiatives is designed and implemented to support strategic directions improvement measures.</p> <p>Specific details can be found in Key initiatives.</p> |
| Individual students will demonstrate growth of minimum of 1 band from year 3 to year 5 in all areas NAPLAN. | 53% of students showed minimum growth of one band from Year 3 to year 5 in NAPLAN all areas. | |
| Individual students will demonstrate growth in Numeracy K-2. | <p>50% of kindergarten students are achieving at level 2 or above for Early Arithmetical Strategies</p> <p>45% of Year 1 students achieving at level 3 or above for early Arithmetical strategies</p> <p>26% of year 2 students achieving a level 4 for early Arithmetical strategies.</p> | |
| An increased 50% of parents and community members attending assemblies, school events, and educational programs. | <p>Parent engagement in school events has continued to increase, 90% of parents attended parent/teacher interviews.</p> <p>Parent programs were continued, with an average of 30% of parents attending these. Programs included: Triple P parenting program, Asthma Awareness, Achieving School success, Bringing up great kids, Eat it to Beat it, Learning Through Play, Partners in Print reading program</p> <p>We have increased our use of social media (Facebook) and the school app to publicise school events.</p> | |
| Increased parent participation in the planning process to develop | Parents have been invited to attend sessions at school regarding updating of school policies eg. | |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|------------------------------------|---------------------------------------|
| school programs and policies through the formation of a parent committee group. | Wellbeing policy | |

Next Steps

- Continue to develop understanding of our school expectations and values and how they impact across the school for students, staff and members of the community.
- Review and update the school's Wellbeing Policy, and Anti-Bullying policy to ensure PBL is embedded in all procedures
- Provide refresher training for all staff, and new staff to ensure consistency and sustainability of PBL within the school.
- Parents will be made aware of community resources accessible to help with their family needs, utilising the Community Hub leader
- School will continue to embrace and support multicultural diversity.
- Continue to nurture partnerships and collaborative practices with parents and community to enable opportunities for parents to become actively involved in their child's learning.
- Tutoring program to be provided for parents wishing to assist as parent helpers in the classroom
- A P&C to be formed within the school



| Key Initiatives | Impact achieved this year | Resources (annual) |
|---|---|--|
| English language proficiency | <p>Staff have been employed through the funds provided in the resource Allocation Model. The employment of teaching and non-teaching staff ensured the targeted support of EAL/D students identified as beginning and emerging learners of the English language.</p> <p>Staff facilitate engaging learning opportunities for EAL/D students which are effective and inclusive for all students. Staff demonstrate skills, expertise and confidence to work collaboratively with students to develop and differentiate students learning K-6.</p> <p>Our school population of 195 students (K-6) are made up of 88% LBOTE, 8% refugee, with students coming to us from birthplaces in more than 22 other nations.</p> <p>Our school community speaks more than 35 different languages, some of which do not have written form. Our school focus therefore revolves around the cores of Literacy and Numeracy and developing skills in English language for students and parents.</p> <p>The EAL/D teaching role provides additional support to Literacy and Numeracy Programs through teaching demonstrations of inclusive and differentiated EAL/D programs and professional development of effective EAL/D teaching sequences as well as team teaching lessons and lesson observations. As a result, staff engage in collaborative planning for individual EAL/D student support.</p> <p>Staff collaborate to foster a welcoming culture through identifying and recognising and</p> | <p>Teacher employment 1.4</p> <p>SASS employment</p> <p>\$21242.56</p> |
| Low level adjustment for disability | <p>Data sets demonstrate improvement in academic, social and emotional growth. Assessment of the impact of strategic directions reflect the effectiveness of the key initiatives.</p> <p>LaST teacher employment 0.6</p> | <p>LaST teacher employment 0.6</p> <p>SLSO</p> <p>\$13333.00</p> |
| Quality Teaching, Successful Students (QTSS) | <p>QTSS FTE was utilised to supplement learning and support for identified students and staff. This has contributed to an improved student outcome achievement.</p> | <p>0.045 this is further supported through all key initiatives.</p> |
| Socio-economic background | <p>Data sets demonstrate improvement in academic, social and emotional growth. Assessment of the impact of strategic directions reflect the effectiveness of the key initiatives.</p> | <p>SLSO employment</p> <p>\$33308.98</p> |
| Targeted student support for refugees and new arrivals | <p>Additional teaching allocation has been provided by the Multicultural Programs Unit, through submitting the Application for ESL New Arrivals Program Teaching Support each time newly arrived students enrol. This additional allocation ensures that refugee and</p> | <p>RAS support</p> <p>0.5 teacher support</p> |

| | | |
|---|---|--|
| Targeted student support for refugees and new arrivals | newly arrived students with high needs are provided with additional support as well as EAL/D support from the EAL/D teacher. Our school population of 195 students (K-6) are made up of 8% refugee students. | RAS support 0.5 teacher support |
|---|---|--|

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2013 | 2014 | 2015 | 2016 |
| Boys | 68 | 87 | 93 | 107 |
| Girls | 69 | 78 | 82 | 89 |

Student enrolment has steadily increased over the past several years. While our school population has been extremely transient the majority of enrolments have become established.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2013 | 2014 | 2015 | 2016 |
| K | 96.5 | 93.6 | 93.4 | 89.3 |
| 1 | 96.2 | 94.2 | 90.2 | 90.4 |
| 2 | 90.1 | 97 | 93.6 | 91.6 |
| 3 | 95.3 | 94.8 | 95.3 | 92.1 |
| 4 | 95.1 | 95.3 | 90 | 95.3 |
| 5 | 94.9 | 94.6 | 89.2 | 92.4 |
| 6 | 88.8 | 96.6 | 93.8 | 89.8 |
| All Years | 94 | 94.9 | 92.1 | 91.2 |
| State DoE | | | | |
| Year | 2013 | 2014 | 2015 | 2016 |
| K | 95 | 95.2 | 94.4 | 94.4 |
| 1 | 94.5 | 94.7 | 93.8 | 93.9 |
| 2 | 94.7 | 94.9 | 94 | 94.1 |
| 3 | 94.8 | 95 | 94.1 | 94.2 |
| 4 | 94.7 | 94.9 | 94 | 93.9 |
| 5 | 94.5 | 94.8 | 94 | 93.9 |
| 6 | 94.1 | 94.2 | 93.5 | 93.4 |
| All Years | 94.7 | 94.8 | 94 | 94 |

Management of non-attendance

The school's attendance data is distributed regularly to team leaders and classroom teachers for analysis. Teachers make phone calls to parents and caregivers when there is an absence of more than two days and notes are sent home. Informal meetings or formal interviews are arranged with parents in order to discuss attendance and come to mutual agreements on strategies to ensure that attendance improves.

Class sizes

| Class | Total |
|-------|-------|
| KM | 22 |
| KL | 23 |
| 1/2G | 25 |
| 1/2R | 22 |
| 1/2P | 22 |
| 3/4A | 27 |
| 4/5L | 29 |
| 5/6S | 24 |

Structure of classes

In 2016 classes were formed per stage, except for the Kindergarten classes. due to increased in numbers. Stage classes were formed to ensure that student's personalities did not hinder best educational setting.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|------|
| Principal | 1 |
| Assistant Principal(s) | 2 |
| Classroom Teacher(s) | 6.64 |
| Teacher of Reading Recovery | 0.32 |
| Learning and Support Teacher(s) | 0.6 |
| Teacher Librarian | 0.4 |
| Teacher of ESL | 1.4 |
| School Administration & Support Staff | 1.92 |
| Other Positions | 3.06 |

*Full Time Equivalent

There is an Indigenous full time teacher employed at Blacktown North Public Scholl.

Workforce retention

The school has not had a high turnover of staff for the past few years, although some staff have retired and some relocated to other educational and geographical settings. A number of staff were engaged under temporary contracts to cover a range of teachers full time and part time mostly due to increased numbers in teaching positions due to the growth of the school. The

school has remained in a very stable phase. this has aided the consistency and stability of the school.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 88 |
| Postgraduate degree | 12 |

Professional learning and teacher accreditation

Blacktown North Public School annually engage in a number of mandatory, whole-school TPL sessions which include – Code of conduct, Team Building, CPR, PBL, Asthma training, Anaphylaxis training, Child Protection and Quality Teaching.

The professional development plan is developed through the analysis of school and student data, both external and internal. Staff are engaged in Professional Development based on their level of competency and experience and or needs. In 2016 staff continued to engaged in the implementation of their Professional Development Plan under the new guidelines from DOE. These documents identified professional goals for each individual staff member and each individual is able to monitor their achievements of specific goals.

Three staff members achieved Accreditation with mentoring from executives. 2017 will demonstrate a high number of staff preparing to achieve or maintain accreditation.

Beginning Teachers

The school had three beginning teachers in their second year. The staff members received ample support from executives, colleagues and mentors. There were a number of staff employed who had less than five years experience and these staff received support based on their professional needs.

Financial information (for schools using OASIS for the whole year)

Financial information

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

| Income | \$ |
|--------------------------------|-------------|
| Balance brought forward | 0.00 |
| Global funds | 0.00 |
| Tied funds | 0.00 |
| School & community sources | 0.00 |
| Interest | 0.00 |
| Trust receipts | 0.00 |
| Canteen | 0.00 |
| Total income | 0.00 |
| Expenditure | |
| Teaching & learning | |
| Key learning areas | 0.00 |
| Excursions | 0.00 |
| Extracurricular dissections | 0.00 |
| Library | 0.00 |
| Training & development | 0.00 |
| Tied funds | 0.00 |
| Short term relief | 0.00 |
| Administration & office | 0.00 |
| School-operated canteen | 0.00 |
| Utilities | 0.00 |
| Maintenance | 0.00 |
| Trust accounts | 0.00 |
| Capital programs | 0.00 |
| Total expenditure | 0.00 |
| Balance carried forward | 0.00 |

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

| Income | \$ |
|--------------------------------|-------------------|
| Balance brought forward | 84 311.91 |
| Global funds | 162 993.06 |
| Tied funds | 135 596.16 |
| School & community sources | 55 817.11 |
| Interest | 1 199.18 |
| Trust receipts | 4 364.50 |
| Canteen | 0.00 |
| Total income | 444 281.92 |
| Expenditure | |
| Teaching & learning | |
| Key learning areas | 6 497.15 |
| Excursions | 11 418.11 |
| Extracurricular dissections | 28 294.94 |
| Library | 1 383.11 |
| Training & development | 1 762.73 |
| Tied funds | 81 932.60 |
| Short term relief | 9 029.61 |
| Administration & office | 34 681.27 |
| School-operated canteen | 0.00 |
| Utilities | 17 690.69 |
| Maintenance | 38 517.83 |
| Trust accounts | 4 035.50 |
| Capital programs | 10 547.50 |
| Total expenditure | 245 791.04 |
| Balance carried forward | 198 490.88 |

The information provided in the financial summary includes reporting from 5th September 2016 to 31 December 2016.

| | 2016 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 0.00 |
| Revenue | 226 414.95 |
| (2a) Appropriation | 205 919.37 |
| (2b) Sale of Goods and Services | 2 239.04 |
| (2c) Grants and Contributions | 18 010.04 |
| (2e) Gain and Loss | 0.00 |
| (2f) Other Revenue | 0.00 |
| (2d) Investment Income | 246.50 |
| Expenses | -199 521.82 |
| Recurrent Expenses | -199 521.82 |
| (3a) Employee Related | -68 007.25 |
| (3b) Operating Expenses | -131 514.57 |
| Capital Expenses | 0.00 |
| (3c) Employee Related | 0.00 |
| (3d) Operating Expenses | 0.00 |
| SURPLUS / DEFICIT FOR THE YEAR | 26 893.13 |
| Balance Carried Forward | 26 893.13 |

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

Delete text not required.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

| | 2016 Actual (\$) |
|-----------------------|------------------|
| Base Total | 1 410 328.87 |
| Base Per Capita | 9 628.75 |
| Base Location | 0.00 |
| Other Base | 1 400 700.12 |
| Equity Total | 271 914.30 |
| Equity Aboriginal | 0.00 |
| Equity Socio economic | 33 308.98 |
| Equity Language | 164 071.79 |
| Equity Disability | 74 533.53 |
| Targeted Total | 4 419.99 |
| Other Total | 345 704.47 |
| Grand Total | 2 032 367.63 |

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from <date> to 31 December 2016.

| | 2016 Actual (\$) |
|---------------------------------------|------------------|
| Opening Balance | 0.00 |
| Revenue | 226 414.95 |
| (2a) Appropriation | 205 919.37 |
| (2b) Sale of Goods and Services | 2 239.04 |
| (2c) Grants and Contributions | 18 010.04 |
| (2e) Gain and Loss | 0.00 |
| (2f) Other Revenue | 0.00 |
| (2d) Investment Income | 246.50 |
| Expenses | -199 521.82 |
| Recurrent Expenses | -199 521.82 |
| (3a) Employee Related | -68 007.25 |
| (3b) Operating Expenses | -131 514.57 |
| Capital Expenses | 0.00 |
| (3c) Employee Related | 0.00 |
| (3d) Operating Expenses | 0.00 |
| SURPLUS / DEFICIT FOR THE YEAR | 26 893.13 |
| Balance Carried Forward | 26 893.13 |

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

| | 2016 Actual (\$) |
|-----------------------|------------------|
| Base Total | 1 410 328.87 |
| Base Per Capita | 9 628.75 |
| Base Location | 0.00 |
| Other Base | 1 400 700.12 |
| Equity Total | 271 914.30 |
| Equity Aboriginal | 0.00 |
| Equity Socio economic | 33 308.98 |
| Equity Language | 164 071.79 |
| Equity Disability | 74 533.53 |
| Targeted Total | 4 419.99 |
| Other Total | 345 704.47 |
| Grand Total | 2 032 367.63 |

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or

community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

School-based assessment

School based assessment was implemented through the use of a variety of modes during 2016. The assessment tasks ranged from standardized testing to those developed by staff to compliment the scope and sequence documents in use. School based assessments from a foundation for reflection against stage expected outcome achievement. information gathered during this process was compared to other information sources (NAPLAN, PLAN and Best Start) to truly gauge student levels.

Whole school use of Running Records for reading levels and the Waddington reading and spelling ages are used periodically throughout the year to monitor student growth.

Data obtained from assessment formed a crucial step in the design of teaching and learning programs for students across all grades as well as the allocation of SLSO and School Learning Support Officers.

Student achievement is reported against the data collected and analysed through this process. Importantly, students were provided feedback on their tasks and worked to develop an understanding of the next phase of learning.

Future directions: Continued use of school based assessments.

Review and revise assessments tasks as required.

Further investigate assessments tasks

SENA testing remains a school expectation and priority to guide teaching and learning specific to mathematics. Teachers administer assessments and will actively use data to prepare teaching and learning programs. Further data is used to plot students against the numeracy continuum, reporting in PLAN and reporting to parents. Continued growth and engagement in lessons has resulted from lessons being targeted at student's individual level.

<You may choose to use this text box to comment on other assessment data including:

- Best Start
- Literacy and numeracy achievement against the literacy and numeracy continuums>

Delete text not required.

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.

Year 3 Literacy

Reading: 90% achieved in the top three bands; 52% of students achieved in the top two bands

Writing: 90% achieved in the top three bands; 52% of students achieved in the top two bands

Spelling--: 86% achieved in the top three bands; 72% of students achieved in the top two bands

Grammar & Punctuation: 86% achieved in the top three bands; 62% of students achieved in the top two bands.

Year 5 Literacy

Reading: 31% achieved in the top three bands; 10% achieved in the top two bands

Writing: 48% achieved in the top three bands; 6%achieved in the top two bands

Spelling: 63% achieved in the top three bands; 26%achieved in the top two bands

Grammar & Punctuation-- 37% achieved in the top three bands; 16% achieved in the top two bands

NAPLAN--Literacy (including Reading, writing, Spelling and Grammar and Punctuation)

NAPLAN Year 3--Literacy

Reading--NAPLAN Year 3

21 Year 3 students completed the NAPLAN Reading in 2016. While the school is represented mainly in Band 4 and 5, it is noted 52% are represented in the top two bands.

Writing-- NAPLAN Year 3

21 Year 3 students completed the NAPLAN Writing testin 2016. While the school is represented mainly in Bands 4 and 5, it is noted 52%are represented in the top two bands.

Spelling--NAPLAN Year 3

21 Year 3 students completed the NAPLAN Spelling testing 2016. The school is mostly represented in the top two bands totalling 72%, with48% achieving in the top Band 6.

Grammar and Punctuation Year 3

21 Year 3 students completed the NAPLAN Grammar and Punctuation test in 2016. While the school is represented mainly in Band 5 at43%, it is noted that 19% are represented in the top Band 6.

NAPLAN Year 5--Literacy

Reading–NAPLAN Year 5

19 Year 5 students completed the NAPLAN Reading testing 2016. While the school is represented mainly in Bands 5 and 6, it is noted that 10% are represented in the top two bands.

Writing–NAPLAN Year 5

19 Year 5 students completed the NAPLAN Writing testing 2016. While the majority of students are represented in Bands 5 and 6, it is noted that 6% of students achieved Band 7.

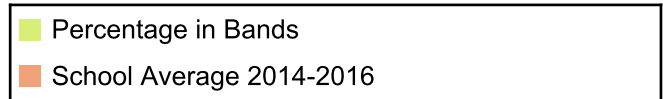
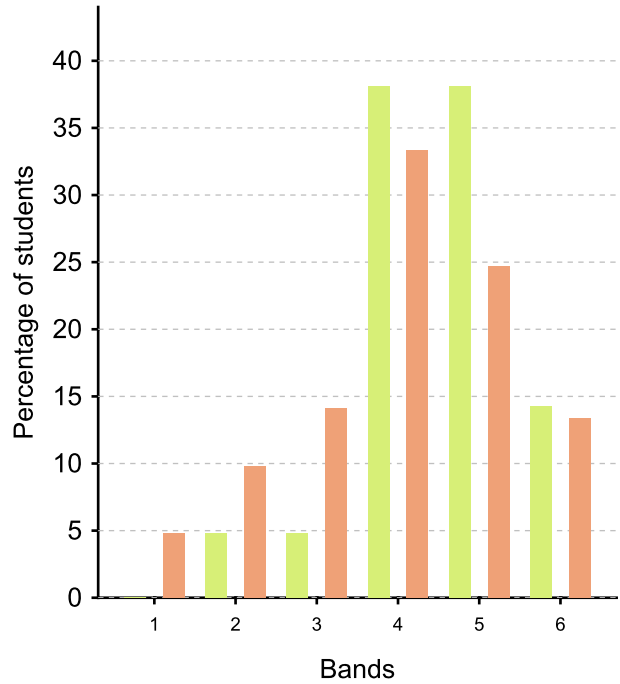
Spelling–NAPLAN Year 5

19 Year 5 students completed the NAPLAN Spelling testing 2016. The majority of students are represented in Band 6, it is noted that 27% achieved in the top two bands.

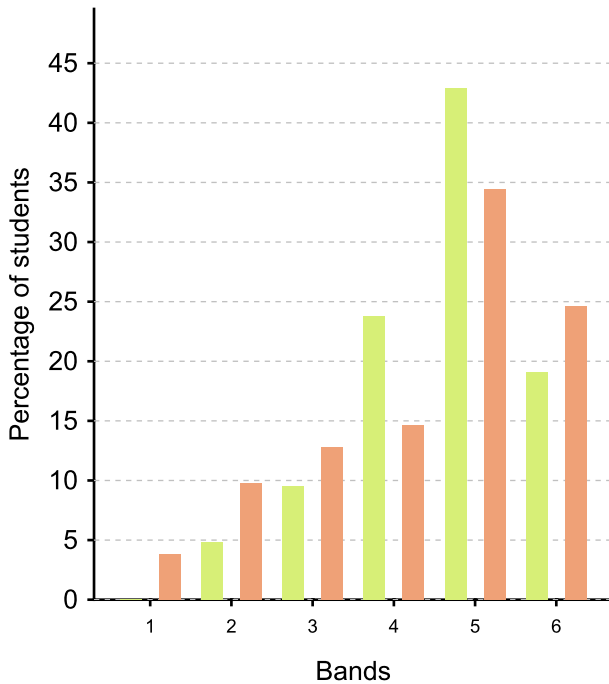
Grammar and Punctuation –NAPLAN Year 5

19 Year 5 students completed the NAPLAN Grammar and Punctuation test in 2016. While the majority of students are represented in Bands 4 and 5, it is noted that 37% of students achieved in the top two bands.

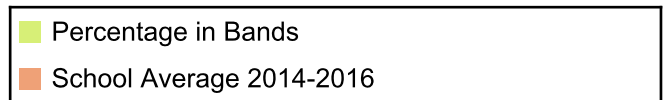
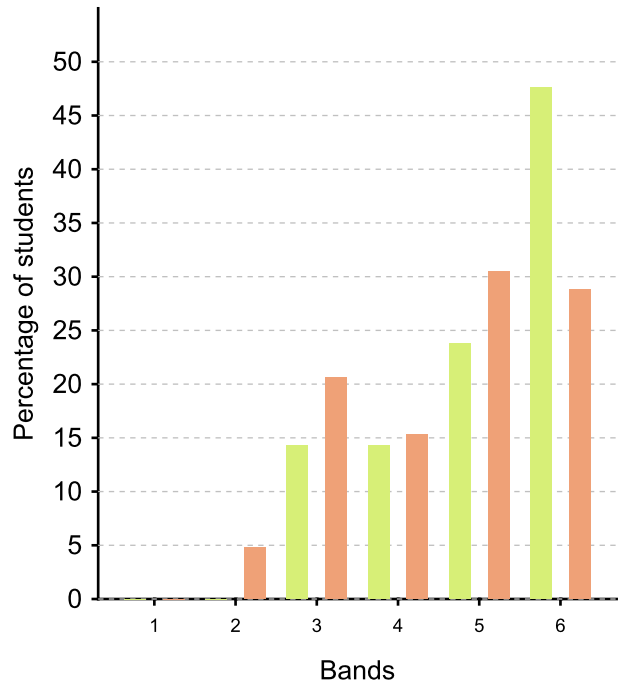
Percentage in bands:
Year 3 Reading



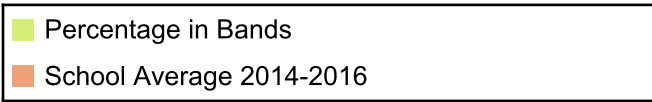
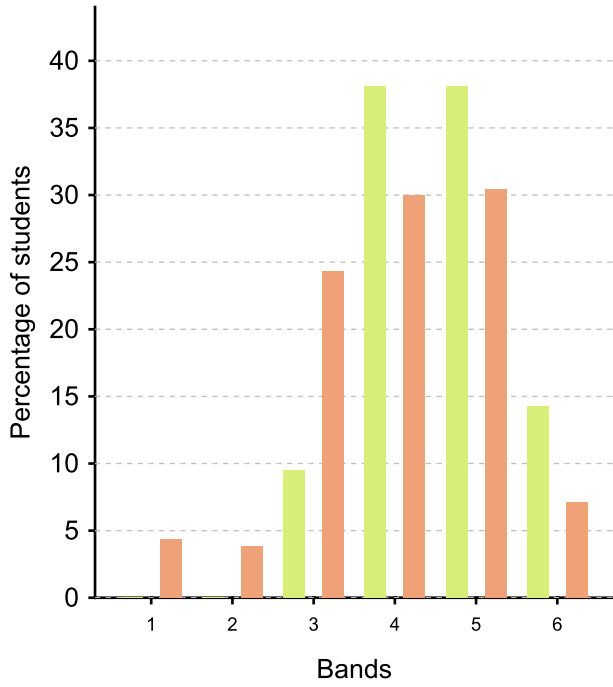
Percentage in bands:
Year 3 Grammar & Punctuation



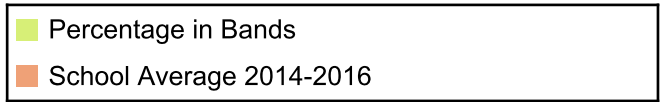
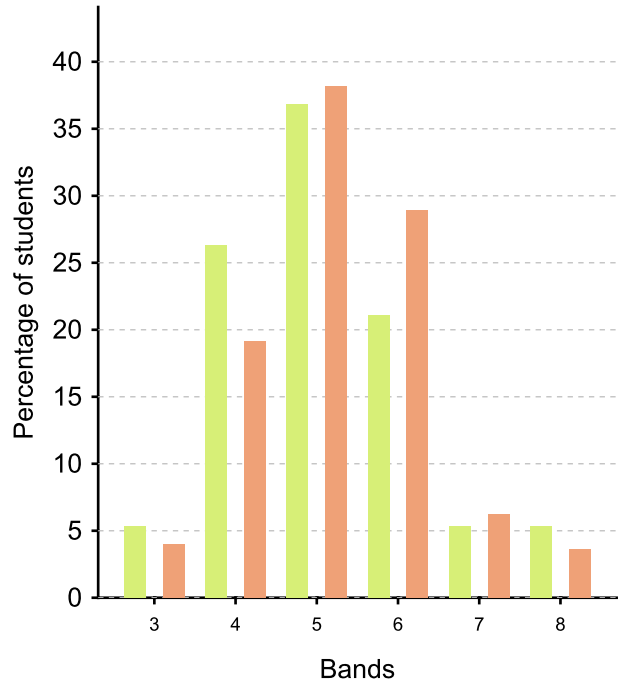
Percentage in bands:
Year 3 Spelling



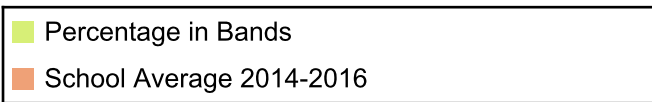
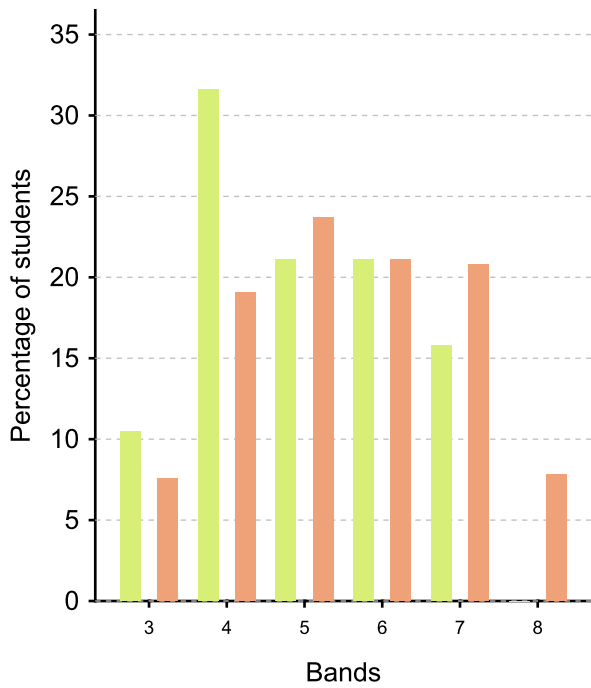
Percentage in bands:
Year 3 Writing



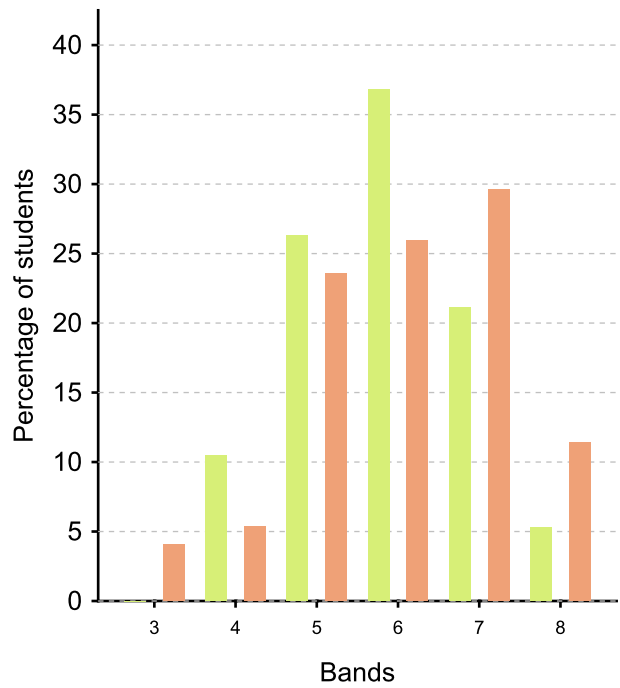
Percentage in bands:
Year 5 Reading



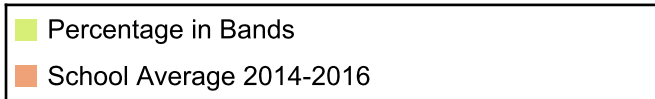
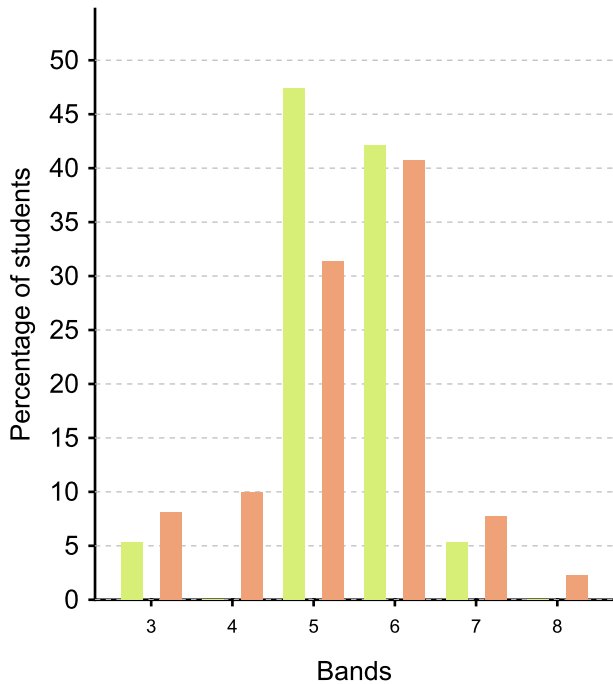
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling



**Percentage in bands:
Year 5 Writing**



While the majority of students are represented in Band 4, it is noted that 10% achieved in the top two bands.

NAPLAN Year 3–Number, Patterns & Algebra

21 Year 3 students completed the NAPLAN Number, Patterns & Algebra test in 2016. While the majority of students are represented in Bands 3 and 4, it is noted that 28% achieved in the top two bands.

NAPLAN Year 5 Numeracy

19 Year 5 students completed the NAPLAN Numeracy testing 2016. While the majority of students are represented in Bands 5 and 6, it is noted that 16% of students achieved in the top two bands.

NAPLAN Year 5–Data, Measurement, Space & Measurement

19 Year 5 students completed the NAPLAN Data, Measurement, Space & Measurement test in 2016. While the majority of students are represented in Bands 5 and 6, it is noted that 16% of students achieved in the top two bands.

NAPLAN Year 5–Number, Patterns & Algebra

19 Year 5 students completed the NAPLAN Number, Patterns & Algebra test in 2016. While the majority of students are represented in Bands 5 and 6, it is noted that 16% of students achieved in the top two bands.

19 Year 5 students completed the NAPLAN Data, Measurement, Space & Measurement test in 2016. While the majority of students are represented in Bands 5 and 6, it is noted that 16% of students achieved in the top two bands.

Year 3 Numeracy

Numeracy: 53% achieved in the top three bands; 29% of students achieved in the top two bands

Data, Measurement, Space & Geometry: 53% achieved in the top three bands; 10% of students achieved in the top two bands

Number, Patterns & Algebra: 57% achieved in the top three bands; 28% of students achieved in the top two bands

Year 5 Numeracy

Numeracy: 32% achieved in the top three bands; 16% of students achieved in the top two bands

Data, Measurement, Space & Geometry: 32% achieved in the top three bands; 16% of students achieved in the top two bands

Number, Patterns & Algebra: 37% achieved in the top three bands; 16% of students achieved in the top two bands

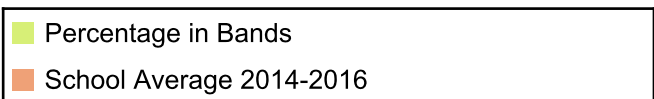
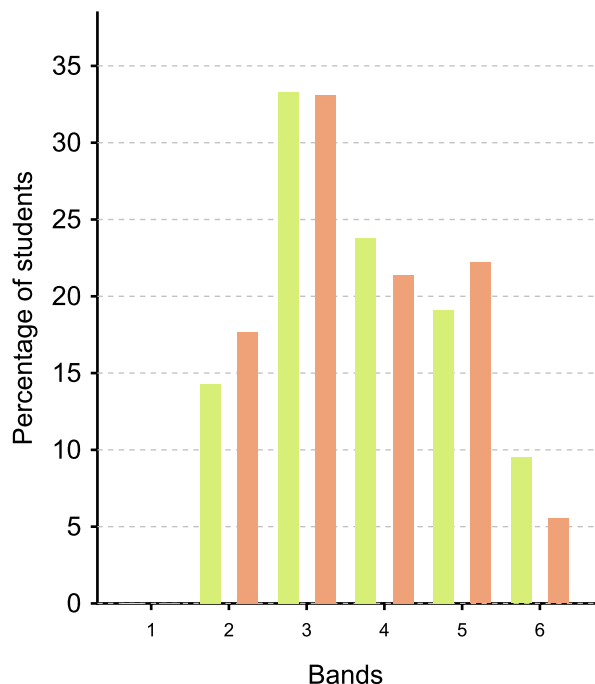
NAPLAN Year 3–Numeracy

21 Year 3 students completed the NAPLAN Numeracy testing 2016. While the majority of students are represented in Bands 3 and 4, it is noted that 29% achieved in the top two bands.

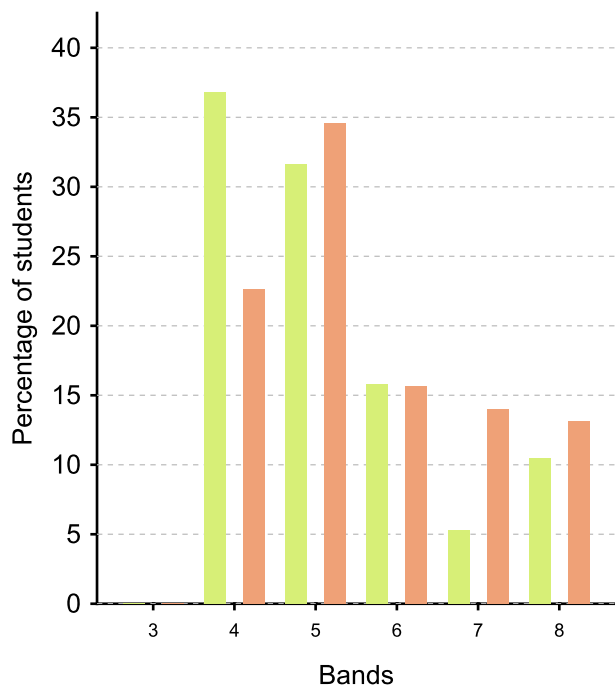
NAPLAN Year 3–Data, Measurement, Space & Measurement

21 Year 3 students completed the NAPLAN Data, Measurement, Space & Measurement test in 2016.

**Percentage in bands:
Year 3 Numeracy**



Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link *My School* and insert the school name in the *Find a School* and select GO to access the school data.

<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

We have one indigenous year 3 student who performed in the top two bands for Grammar and Punctuation.

Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

The information gathered indicated a high degree of satisfaction throughout the school in many areas. The majority of parents, teachers and students were generally happy with school practices.

Areas where the school ranked the highest were:

95%– parents feel welcome when visiting the school.

93%–school administrative staff are helpful when I have a question or problem.

91%–I am informed about my child's behaviour at school, whether it is positive or negative.

95%–I can easily speak with the school principal.

93%–teachers listen to concerns I have

95%–my child feels safe going to and from school

Student Social – Emotional Outcomes

90% of students in this school had a high rate of participation in sport – 7% above the NSW Government norm.

91% of students in this school had a high rate of participation in extra curricula activities is 12% above the NSW Government norm.

83% of students in this school had a high sense of belonging – 2% above the NSW Government norm.

98% of students in this school valued school outcomes – 9% above the NSW Government norm.

94% of students in this school had positive behaviour – 2% above the NSW Government norm.

93% of students in this school were interested and motivated– 15% above the NSW Government norm.

98% of students in this school try hard to succeed in their learning – 10% above the NSW Government norm.

In this school, Positive Teacher–Student Relations were rated 8.8 out of 10, the NSW Government norm for these years is 8.4.

In this school, students rated Disciplinary Climate of the Classroom 8.1 out of 10, the NSW Government norm for these years is 7.2.

In this school, students rated Teacher's Expectations for Academic Success 9.2 out of 10, the NSW Government norm for these years is 8.7.

Teacher Survey

In this school, teachers rated school leaders ability to create a safe and orderly school environment as 8.6 out of 10.

In this school, teachers rated their ability to discuss learning problems of particular students with other teachers as 9 out of 10.

In this school, teachers rated their ability to talk with other teachers about strategies that increase student engagement as 9 out of 10.

In this school, teachers rated their ability to set high expectations of student learning as 9 out of 10.

In this school, teachers rated their ability to find class lessons relevant to students own experiences as 8.6 out of 10.

In this school, teachers rated their ability to use results from formal assessment tasks to inform their lesson planning as 8.5 out of 10.

In this school, teachers rated their ability to present a new concept and link it to previously mastered skills and knowledge as 8.6 out of 10.

In this school, teachers rated their ability to help students use computers or other interactive technology to undertake research as 8 out of 10.

In this school, teachers rated their ability to establish clear expectations for classroom behaviour as 8.9 out of 10.

In this school, teachers rated their ability to regularly inform parents about their child's progress as 8 out of 10.



Policy requirements

Aboriginal education

Staff facilitate engaging learning opportunities for Aboriginal students which are effective and inclusive for all students. Our school population of 195 students (K–6) are made up of 2% Aboriginal students.

Staff demonstrate skills, expertise and confidence to work collaboratively with students to develop and differentiate student learning K–6. As a result, staff engage in collaborative planning for Individual Aboriginal student support. Staff collaborate to foster a welcoming culture through identifying and recognising and celebrating all represented cultures.

To develop an understanding of our Aboriginal heritage, Aboriginal Education is implemented across various curriculums in each classroom. As a whole school we have celebrated and supported our Aboriginal communities by recognising National Sorry Day and celebrating NAIDOC week. We also recognised and celebrated Aboriginal culture at our Multicultural Day.

Our Commitment to improved transitions, cultural awareness and culturally inclusive pedagogy, is embedded across all strategic directions.

Multicultural and anti-racism education

Staff have been employed through the funds provided in the Resource Allocation Model. The employment of teaching and non-teaching staff ensured the targeted support of EAL/D students

identified as beginning and emerging learners of the English language. Staff facilitate engaging learning opportunities for EAL/D students which are effective and inclusive for all students. Staff demonstrate skills, expertise and confidence to work collaboratively with students to develop and differentiate student learning K–6.

Our school population of 195 students (K–6) are made up of 88% LBOTE, 8% refugee, with students coming to us from birthplaces in more than 22 other nations. Our school community speaks more than 35 different languages, some of which do not have a written form. Our school focus therefore revolves around the cores of Literacy and Numeracy and developing skills in the English language for students and parents.

Multicultural perspectives are embedded in all teaching and learning programs. Key Learning Area units of work provide opportunities for all students to develop skills, knowledge, attitudes and respect to appropriately support the variety of cultures within the classroom and our broader society. The EAL/D teaching role provides additional support to Literacy and Numeracy Programs through teaching demonstrations of inclusive and differentiated EAL/D programs and professional development of effective EAL/D teaching sequences as well as team teaching lessons and lesson observations. As a result, staff engage in collaborative planning for individual EAL/D student support. Staff collaborate to foster a welcoming culture through identifying and recognising and celebrating all represented cultures.

The school elects an anti-racism officer annually. This staff member takes responsibility for the equitable conduct of all staff and ensure no inequity occurs on the basis of race. PBL, Harmony Day, NAIDOC Day and multicultural Day celebrations provide opportunities for all students to be represented by culture as well as to educate all students about other cultures.

Blacktown North Public School has an active Anti-Bullying guide in practice that addresses racism, cyber bullying, person to person bullying and incorporates a variety of strategies and supports such as police visits, social skilling and whole school

Other school programs

UWS Refugee Action (RAS) University Tutor Program

Classroom without Borders Program

All classroom teachers have mentored student teachers from UWS throughout 2016 as part of their ongoing support of teacher education. The benefits of this program have been reciprocal. While our students have benefited from additional small group and individual support, student teachers have been provided with valuable opportunities to participate in the many facets of the teaching profession. For classroom teachers, the mentoring opportunity has allowed them to reflect on their own practice and continually demonstrate quality teaching.

Teacher Mentor Program

In 2016 Blacktown North Public School continued Teacher Mentoring with support delivered from an executive level. This program ensured the sharing of expertise and further developed teacher capacity in the classroom. It allowed mentoring and time for teachers to be observed, to observe and reflect upon their teaching practices in Literacy and Numeracy. This program also ensured Quality Teaching was evident in all teaching practices, programs and classrooms.

The program observed the following achievements:

- More accurate plotting of student achievement on the Literacy and Numeracy continuum.
- Higher level of staff engagement and ability to embrace change.
- Development of Consistent Teacher Judgement practices.
- Collegial sharing of resources.
- Collegial sharing of professional knowledge and expertise.
- Increased teacher confidence and skills in differentiating the curriculum.
- Targeted students receiving increased support.

This focus will continue in 2017, due to the success observed during 2015 and 2016.

Crazy Hair Day

Year 6 students organised their first fundraiser on 26th Feb 2016. Students and teachers came in colourful and fun hairstyles.

Harmony Day

On Wednesday, 2nd March, a special assembly was organised to celebrate Harmony day. 5/6S was the host class and all the classes across K–6 presented an item. It was followed by a Harmony day class activity where the parents joined in and helped their children make harmony hands. A morning tea was provided for the parents in the community hub. Everyone looked wonderful in their orange outfits.

Multicultural Day

The school annually celebrates Multicultural Day in November where the school showcases not only different cultural performances by the students but also includes a food festival from different cultural backgrounds and communities. Students, staff and parents join together in harmony to celebrate cultural diversity in the community and promote respect and inclusiveness.

Longneck Lagoon Environment Education Centre

On 18th March, Year 6 students participated in a Leadership program at Longneck Lagoon Environment Education Centre. They spent the whole day outdoors participating in team building activities learning about the importance of achieving goals as a team.

Milo Cricket

Milo Cricket was organised for from week 5 to week 8 in term 2 and around 60 students participated in it. The program was a grand success and students enjoyed learning about batting, bowling, fielding and catching skills.

Adidas Fun Run

Adidas Fun Run was organised on Thursday, 23rd June. Students enjoyed participating in the run and had a great time. All money raised will go towards buying resources for school.

Commonwealth Bank Smart Money Program

On Monday, 23 May 2016, Commonwealth bank organised a Start Smart Money program for 1–6 students. Each class got the opportunity to learn about the importance of saving and dealing with money in a fun and interactive way.

Blacktown Curry Festival

On Sunday, 11th September, Bollywood Junior dancers performed at Blacktown showground. They danced beautifully and entertained the crowd. At the end of their performance, they were awarded a certificate each. They made their school, teachers and parents really proud. Well done Junior Bollywood performers!

ANZAC Day.

Usually held on 25th April, it is a national day of remembrance and commemoration. It marks the anniversary of the first major military action fought by Australian and New Zealand forces during the First World War. Every year at Blacktown North Public School, we commemorate and remember this significant day in our nation's history and say thank you to those who fought and sadly lost their lives so that we can gain our freedom.

Aquarium excursion – K–2

On Thursday 24th March, Kindergarten, Year 1 and Year 2 students visited the Sydney Aquarium. The students saw many interesting sea creatures, some of the favourites being starfish, jellyfish, and the friendly dugong. Everyone enjoyed the touch pool, and having the chance to feel the texture and feel of different sea creatures' bodies. A wonderful day was had by all!

Road Safety Education:

On Friday 20th May students participated in 'Walk Safely to School Day'. This event was organised to generate awareness about road safety and to practice appropriate behaviour when travelling to and from

school. Students and families were invited to enjoy a healthy breakfast with their friends and families that was provided by the school and staff. Students discussed important road safety messages in their classes including wearing seatbelts when travelling in cars, how to hold an adult's hand when crossing the road, and to stop, look, listen, think before crossing the road.

NRMA Road Safety Information

Our school continued its relationship with the NRMA to help deliver the road safety messages to students and their families. NRMA provided a range of activity booklets, video clips, and teaching and learning activities for all students across K–6, for use in the classrooms, along with a range of information and safety brochures for students to share with their parents.

Healthy Eating:

As part of our school's commitment to healthy eating and keeping fit, we have several initiatives operating in our school.

Healthy Breakfasts

A healthy breakfast, consisting of a selection of fresh fruit, was provided to all students on four occasions throughout the year. Students were able to try a range of new, or unfamiliar, fruits that they may not usually eat. Eating a healthy breakfast each day is an important step to ensuring your child performs well at school. Students that are not hungry, and are well hydrated show increased concentration, and are less likely to be irritable and disruptive.

Crunch & Sip

Crunch & Sip is a time in our school for students to 'refuel' on fruit and salad vegetables and 'rehydrate' with water. It helps to encourage students to make healthy food choices, whilst providing them with energy to keep them going for the rest of the school day. Every class has Crunch & Sip® at the same time each day, usually in the morning. Some classes continue on with their schoolwork, and some classes stop work and hold a Crunch & Sip® specific activity such as news or topic talks.

Buddy Bench

The Buddy bench is a permanent bench at school where children are encouraged to sit when they are feeling left out or bullied. If a classmate sees someone sitting on the bench they are urged to invite them to play, walk or talk with them. Our bench was kindly donated by Bunning's at Blacktown.

Ballroom Dance Group

This year we formed 2 groups (stage 2 and stage 3) Ballroom Dance groups and they have been a great success. These talented students have been performing not just at school events but will also be preparing for the Ballroom Dance competition in

October.

Book Parade

On Wednesday 3rd August 2016 all BNPS students participated in Book Parade. All children from K–6 paraded in their favourite book character outfit, dancing along to the music. Some children were very creative in their choice of outfit.

Special performances during education week

Blacktown North celebrated Education week with some very special visiting performers. On Tuesday 2 August we were joined by Peter Combe, renowned children's entertainer. He sang many fun songs with us, including our favourite "Wash your face in Orange Juice". On Wednesday 3 August we were all entertained by a live show of "Alice in Wonderland". At the end of the show, Alice and the Hatter presented the captains with a new book for our school library!

Choir

This year, the 3–6 students had the opportunity to show off their voices in the choir. Several students embraced this opportunity and shared their beautiful voices with us. Not only were they able to perform at school but were also in the combined choir at the Blacktown Festival of Performing Arts.

Community Garden Launch

On Tuesday 28th June, the Community garden was relaunched. With wonderful support and donations from Bunning's, Nestle, and Conservation volunteers the garden was revitalised! Students from the gardening group participated in topping up beds with soil, putting earthworms and fertilizer in the soil, as well as planting some vegetable and herb seedlings into the beds. Students and community members also enjoyed a BBQ lunch.

Drumbeat

In Term 1 & 2, a selected number of students participated in the Drumbeat Program co-ordinated by Relationship Australia where they were given the opportunity to learn and play different tunes using African Drums. The program was designed to enable students to use their emotions and inner thoughts as the basis for their tunes allowing them to communicate and express their feelings in a fun, safe and creative way.

Drumming

This year we have formed a Drumming group which consists of 11 eager and energetic students who have dedicated their recess every Wednesday to meet and learn to play some beat on the African drums. Drumming has been a great opportunity for students to develop their confidence and creativity whilst having tonnes of fun with their peers.

Guide Dog Visit

This term guest speaker Barbara from Guide Dog NSW came to our school. She talked to our K–6 students about her life experience on being legally blind. The students learned about how people living with impaired vision use their other senses to move around and communicate on a day to day basis. It was very interesting for our students to learn how they use money, receive change and recognise signs of danger.

Read with a wanderer

This term 20 students participated in the Western Sydney University's Read with a Wanderer (RWAW) program. This is a literacy based program which encourages students to write a narrative on selected topics in their classroom. All students have an enjoyable time creating their own storybook electronically. Congratulations to Raghava Tirumala from 3/4A and Axell Ramos from 5/6S for being selected to have their books selected to enter this amazing competition.

Playgroup:

Within weeks of Playgroup commencing, a trip to Luna Park for the 'World's Biggest Playgroup Day' was organised and fully funded with a generous donation from Playgroup NSW. Nine families comprising of 10 children and 11 adults were treated to a wonderful experience at Luna Park, with free concerts, Duplo exhibitions, petting zoo and face painting. Some families chose to have a turn on the rides, while others made the most of the day's events. On regular days at playgroup the children and families are engaged in many activities including a range of fine/gross motor experiences, some craft experiences, many stories and some early number and literacy experiences too. Throughout Term 2 and 3 the children have been fortunate enough to also engage in Mini Tots Soccer Clinics which are being run for free at the school by Relationships Australia.

Breakfast Club:

Throughout Term 2 the focus of the Hub was on establishing a Breakfast Club for the students at BNPS. With various generous donations from many organisations within our local and wider communities the Breakfast Club was up and running by Week 6 and children were attending in large numbers for a healthy, nutritious breakfast before starting their school day on Monday and Thursday mornings. In Term 3 the Breakfast Club was moved to Tuesday and Thursday mornings.

Community Garden:

During Term 2, the other focus for the Hub was to obtain donations to establish the Community Garden within our school. The school had pre existing garden beds and the students had their Friendship Garden, but in order to engage the wider community and provide family's who live in units/high rises an opportunity to plant their own vegetables and teach their children about planting/growing vegetables. The Community Garden was opened in week 10, with lunch provided and families invited to engage in a range of gardening

lessons organised by Bunning. There was also an interactive story telling by Lee Castledine from the Library identifying the themes of community and collaboratively working together to identify the importance of community.

National Tree Planting Day

On August 5, 2016 the students at Blacktown North Public School participated in Planet Ark's National Tree planting day. Bunning's, supplied the items for planting and engaged the children with hands on demonstrations. The children were invited by Kylie (from Bunning) to participate in pouring the soil into the pots before removing the plants from their existing pots to their new home in the planter boxes for the 'Buddy Bench.' The plants were planted and the children were then invited to plant veggies in the new garden beds. Some children showed more enthusiasm than others, and were very eager to harvest the crops from previous planting days prior to planting tomatoes, cabbage and beetroot in one of the garden beds.

Easter Hat Parade

On Wednesday 23rd March 2016 all BNPS students participated in Easter Hat Parade . All children from K–6 paraded their Easter hats, dancing along to the music. There were some really creative and unique hats worn by children with pride and joy.

Premier's Spelling Bee Challenge

On Wednesday 3rd of August, 2016 students from Years 3, 4, 5 and 6 participated in the Premier's Spelling Bee at school. One student from each year was chosen to go on to the Regional Finals at Doonside Public School.

PSSA Football

This year Blacktown North participated in the PSSA Football competition with two teams taking part. 12 boys and 11 girls participated every Friday in the senior competition held during the winter season from Term 2 to Term 3.

Leadership Workshop

During Term 4 Year 5 students participated in a Leadership Workshop in preparation for their leadership roles in 2017. Students learned how to compose effective school captain speeches as well as what their future roles would entail.

Public Speaking Competition

On the 25th August, 2016 students from Years 3,4,5 and 6 participated in Blacktown North's Public Speaking competition. One student from each year went on to the Regional Public Speaking finals in November, 2016.

NAIDOC Assembly

This year 4/5L hosted the NAIDOC Assembly held in the hall on 5th August, 2016. Members of the

community and whole school participated in speeches and presentations celebrating NAIDOC Week.

Debate Team

Students from Year 4, 5 and 6 participated in the Pickles Shield Debating Competition . Students in the debate team competed against schools from the local area on topical issues. Students worked together to form an affirmative or negative persuasive argument according to the topic allocated for each round.

Superstar Soccer Clinic

As a part of the BLC Sharing program students from the local area were nominated to take part in Superstar Soccer Clinic held on Thursday, 30th June,2016. Students participated in theory surrounding the history of soccer and its evolution. Students then went onto a practical soccer clinic where they participated in a training session and game.

Athletics Carnival

On Wednesday August 10th, students from K–6 participated in the Athletics Carnival held on school grounds. Students participated in short and long distance running as well as singing chants according to their colour house.

Zone Athletics Carnival

On Thursday August 25th, students from 3–6 participated in the Zone Athletics Carnival held at Blacktown Sports Centre. Students participated in short and long distance running, relay, shot put and discus according to their age group against other schools in their region.

Spelling Bee Regional Finals

Students from Year 3, 4, 5 and 6 competed in the Spelling Bee Regional Finals at Doonside PS on September 13, 2016. Students competed against other schools in the region according to their year level. Years 3 and 4 competed in the junior while Years 5 and 6 competed in the senior spelling bee. Students had a great day and were awarded participation certificates at the conclusion of each competition.

Cross Country 2016

On Friday May 8th, students from K–6 participated in the Cross Country. Students participated in long distance running as well as singing chants according to their colour house.

Zone Cross Country 2016

On Friday May 26th, students from 3–6 participated in the Zone Cross Country held at Glenwood Park. Students participated in long distance running according to their age group against other schools in their region.