

Blacktown North Public School Annual Report



2017



4061

Introduction

The Annual Report for **2017** 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.

Carmen Cefai (Mrs)

Principal

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

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.

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

Focused guided reading sessions have continued in all K–6 classrooms, with growth in achievement reflected in some years. In the lower grades, a significant number of NESB students has had an impact on the results.

Continued utilisation of PLAN data across all K–6 classes has enabled staff to focus teaching and learning activities at appropriate levels for the students.

Analysis of the school's achievement in trend data in NAPLAN indicates that there is improvement in the area of Numeracy for year 3 and year 5. Year 5 students showed growth in the areas of Reading, Spelling, Grammar & Punctuation.

In NAPLAN pleasing growth was noted: An average of 64% of year 5 students showed growth across all strands of English. An average of 78.5% showed growth across all strands of Numeracy.

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

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|----------------------------|--|
| Tell them from me survey | | 89% of students are interested and motivated in their learning, 11% above the state norms 96% of students try hard to succeed in their learning, 8% above state norms 89% of students find classroom instruction relevant to their everyday lives, 10% above state norms 92% of students responded that the school staff emphasises academic skills and hold high expectations for all students to succeed, 6% above state average |
| 85% of students K–6 at or above stage expectations for reading. | | A very high percentage of students enrolled in our school during 2017 with very little or no English skills, 69% of students K–6 have achieved results in Reading at the expected level or above for their grade. The lack of English skills is particularly evident in K–2, with 60% of students achieving at expected levels or above; whereas in 3–6 75% of students achieved at grade level or above.. This has been as a result of ongoing Focused reading group sessions and Literacy support provided in all classes K–6. SLSOs are working in all classes K–6 during reading groups. IEPs have been created for identified students to support them in improving their reading skills. |
| | | |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|----------------------------|---|
| 30% or more of all students plotted at cluster 6 for Year 1 | | 51% of Year 1 students are working at Cluster 6 level or above for reading. 39% of Year 1 students are working at cluster 6 level or above for Comprehension, this will remain a focus in 2018. |
| Minimum of 40% of students achieving at or above proficiency level year 3. | | An average of 50.8% of Year 3 students achieved at or above proficiency across all areas of NAPLAN. |
| Minimum of 30% of students achieving at or above proficiency level year 5 in NAPLAN. | | An average of 25% of Year 5 students achieved at or above proficiency across all areas of NAPLAN. |
| Individual students will demonstrate growth minimum of one band from year 3 to year 5 in NAPLAN all areas. | | An average of 64% of year 5 students showed growth of 1 band or more across all strands of English. An average of 78.5% of year 5 students showed growth of one band or more across all strands of Numeracy. |
| No students below national minimum standards year 3 and Year 5 NAPLAN all areas. | | An average of 3% of students in Year 3 achieved below National Minimum standard across all strands. An average of 10.8% of students in Year 5 achieved below National Minimum Standard across all strands. |
| Minimum of 60% of students achieve at required level or above for K, Year 1 and Year 2 In Early Arithmetical Strategies. | | Kindergarten – 94% of students at Level 1 or above. Year 1 – 74.5% of students achieved at level 2 or above. Year 2 – 82% of students achieved at level 3 or above. |

Next Steps

- Student achievement data will continue to drive the provision of quality teaching and learning programs across K–6 classrooms.
- Teachers will utilise the new Literacy and Numeracy progressions to assist them in creating relevant differentiated programs in all K–6 classes.
- Uninterrupted Literacy session to continue as part of a now embedded practice at Blacktown North PS
- 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.
- PD provided for the implementation of Visible learning in all K–

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

Leadership opportunities have regularly been provided for staff, students and community members, and they have been encouraged to embrace these.. Systems are set up for all staff to achieve their best and promote a school culture of continuous improvement and lifelong learning.. Staff are successfully leading PD and committees within the school. Students are involved in SRC and captain and prefect duties and tasks, as well as leading assemblies.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|----------------------------|--|
| Increased percentage of staff K–6 utilising PLAN analysis to guide Professional Development | | All K–6 classroom teachers are utilising PLAN every term. As a result staff have indicated a need to access PD in the areas of Spelling, and problem–solving in Maths. Relevant PD and lesson observations were made available for staff.. |
| Increased percentage of staff and students implementing successful and meaningful leadership and management opportunities. | | <p>Under the guidance of executive staff, teachers have led events within the school eg Grandparents Day, Kindergarten Orientation, Year 6 farewell. Teachers have also led PD, and committees within the school.</p> <p>Students from K–6 have been involved in many leadership activities. SRC has organised fun activities, and fundraisers within the school eg. Pirate Day, Halloween Fun day, Pizza Day fundraisers etc.</p> |
| Increased percentage of aspiring teachers and leaders moving into executive positions. | | An increased number of teachers have led committees within the school, as well as representing the staff on the school leadership team. A teacher who has been acting assistant principal has been successful in being appointed as substantive Assistant principal, starting in 2018. |
| 100% of staff have a working Professional Development Plan. | | All staff, including SASS have PDPs which were developed in Term 1. These were planned in conjunction with supervisors, and revisited during the year to ensure goals were manageable and achievable. |

Next Steps

To ensure succession planning and leadership development, particular teachers will be strategically chosen to complete professional development to facilitate training which will continue to drive whole school improvement. Staff will continue to be up skilled in areas relevant to PDPs, as well as in line with the school's strategic directions. We will also ensure students are given maximum opportunities to develop leadership skills, such as leading assemblies, PBL lessons and being involved in SRC activities.

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 an increase in community engagement this year. Parents and community members were keen to start a P & C. This was elected in Term 3, and they have successfully co-ordinated a couple of fund-raisers since then. Parents have been involved in parent sessions to assist in improving their children's reading and writing. They have also attended a variety of school events during the year, with an increased number evident at many events eg. special cultural assemblies, Grandparents Day and Mother's Day. Higher parent interaction in knowledge about classroom activities has been evident through the trialling of an online App – Seesaw.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|----------------------------|---|
| <ul style="list-style-type: none"> Increase student engagement with higher relevant learning experiences which impact on student attendance target set at 90%. | | <p>Student attendance is at an average of 93%</p> <p>Many extra-curricular activities assist in promoting student engagement, and the desire to be at school. These include: Gardening, Ballroom dancing, Scottish country dancing, soccer, Drumming, Bollywood dancing, SRC. and STEAM groups.</p> <p>Programs for targeted students: Drumbeat, social skills, and Wellbeing programs.</p> |
| Individual students will demonstrate growth of minimum of 1 band from year 3 to year 5 in all areas NAPLAN. | | <p>An average of 64% of year 5 students showed growth of 1 band or more across all strands of English.</p> <p>An average of 78.5% of year 5 students showed growth of one band or more across all strands of Numeracy.</p> |
| Individual students will demonstrate growth in Numeracy K-2. | | <p>Students in K-2 have shown pleasing results in the Early Arithmetical strategies plotting on PLAN.</p> <p>Kindergarten – 94% of students at Level 1 or above.</p> <p>Year 1 – 74.5% of students achieved at level 2 or above.</p> <p>Year 2 – 82% of students achieved at level 3 or above.</p> |
| An increased 50% of parents and community members attending assemblies, school events, and educational programs. | | <p>An increase in parent engagement in school events has been noted, in excess of 90% of parents attended parent/teacher interviews</p> <p>Parent programs were continued. Programs included: Learning Through Play, Partners in Print reading. Partners in Print writing program. We</p> |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|-------------------------------|---|
| An increased 50% of parents and community members attending assemblies, school events, and educational programs. | | have continued our use of social media(Facebook) and the school app to publicise school events. Teachers have trialled the Seesaw School App to encourage parent interest and involvement in their children's learning. |
| Increased parent participation in the planning process to develop school programs and policies through the formation of a parent committee group. | | P & C was formed in term 3, they have been involved in giving ideas for the new school plan 2018–2020. |

Next Steps

We will continue to explore avenues to engage parents and community members in school events, training opportunities, and utilising online interactions with teachers. All classroom teachers will use Seesaw as a means of communicating with families about upcoming activities, classroom achievements etc.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--|--|
| English language proficiency | \$172 040: Teachers: \$142 204 SLSOs: \$29 836 | Funding was used to support individual students and groups within the classes. Team teaching strengthened the development of student's literacy skills, particularly in the area of writing and reading. |
| Low level adjustment for disability | \$60 944 (staff) | All students within the school requiring accommodation and adjustment receive support through development of an Individual Learning Support Plan. Support strategies were identified and implemented. Additional support staffing had a direct impact on learning and support together with the establishment of a systematic approach to data and planning. |
| Quality Teaching, Successful Students (QTSS) | \$14728 (Staff) | Blacktown North Public School has created collaborative practices which allowed teachers to jointly plan and observe each other's lessons. All stages have developed units of work and collaborative assessment tasks. Teachers reported that this assisted them to improve their understanding of student learning and effective classroom practice. Effective mentoring and coaching practices provided constructive feedback to individual teachers on lesson delivery, programming, assessment and classroom management. All beginning teachers received support with accreditation processes and the new Performance and Development Framework within their Stage teams. |
| Socio-economic background | \$169 701 | All students requiring adjustments and learning support are catered for within class through the development of Individual Educational Plans and human resources. All students registered with the NCCD (National Consistency Collection Data) received support and intervention over the two semesters. Additional allocation time was funded to assist in the collection of data and program adjustments. |
| Targeted student support for refugees and new arrivals | \$6290 | Partnerships with parents and outside agencies were strengthened to best support students' entry to school. Individual support was provided based on need with targeted programs. |



Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2014 | 2015 | 2016 | 2017 |
| Boys | 87 | 93 | 107 | 115 |
| Girls | 78 | 82 | 89 | 114 |

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

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2014 | 2015 | 2016 | 2017 |
| K | 93.6 | 93.4 | 89.3 | 89.2 |
| 1 | 94.2 | 90.2 | 90.4 | 90.6 |
| 2 | 97 | 93.6 | 91.6 | 93.4 |
| 3 | 94.8 | 95.3 | 92.1 | 90 |
| 4 | 95.3 | 90 | 95.3 | 90.5 |
| 5 | 94.6 | 89.2 | 92.4 | 89.1 |
| 6 | 96.6 | 93.8 | 89.8 | 93.6 |
| All Years | 94.9 | 92.1 | 91.2 | 90.8 |
| State DoE | | | | |
| Year | 2014 | 2015 | 2016 | 2017 |
| K | 95.2 | 94.4 | 94.4 | 94.4 |
| 1 | 94.7 | 93.8 | 93.9 | 93.8 |
| 2 | 94.9 | 94 | 94.1 | 94 |
| 3 | 95 | 94.1 | 94.2 | 94.1 |
| 4 | 94.9 | 94 | 93.9 | 93.9 |
| 5 | 94.8 | 94 | 93.9 | 93.8 |
| 6 | 94.2 | 93.5 | 93.4 | 93.3 |
| All Years | 94.8 | 94 | 94 | 93.9 |

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 a mutual agreements on strategies to ensure that attendance improves.

Workforce information

*Full Time Equivalent

Workforce composition

| Position | FTE* |
|---------------------------------------|------|
| Principal | 1 |
| Deputy Principal(s) | 0 |
| Assistant Principal(s) | 2 |
| Head Teacher(s) | 0 |
| Classroom Teacher(s) | 8.97 |
| Teacher of Reading Recovery | 0.5 |
| Learning & Support Teacher(s) | 0.6 |
| Teacher Librarian | 0.6 |
| Teacher of ESL | 1.4 |
| School Counsellor | 0 |
| School Administration & Support Staff | 2.32 |
| Other Positions | 4 |

There are two Indigenous full time teachers employed at Blacktown North Public 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 | 100 |
| Postgraduate degree | 0 |

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

NAPLAN LITERACY

32 Year 3 students completed the NAPLAN Literacy tests in 2017.

Grammar and Punctuation: 60% of students achieved in the top three bands; 54% of students achieved in the top two bands.

Reading: 68% of students achieved in the top three bands; 40% of students achieved in the top two bands.

Writing: 80% of students achieved in the top three bands; 54% of students achieved in the top two bands.

Spelling: 72% of students achieved in the top three bands; 62% of students achieved in the top two bands.

17 Year 5 students completed the NAPLAN Literacy tests in 2017.

Grammar and Punctuation: 46% of students achieved in the top three bands; 18% of students achieved in the top two bands.

Reading: 52% of students achieved in the top three bands; 18% of students achieved in the top two bands.

Writing: 39% of students achieved in the top three bands; 22% of students achieved in the top two bands.

Spelling: 70% of students achieved in the top three bands; 41% of students achieved in the top two bands.

Professional learning and teacher accreditation

In order to ensure that our students are provided with the very best education and quality teaching, continual professional learning of staff is seen as pivotal in order to bring relevant and purposeful change. The staff at Blacktown North PS continue to refine their teaching skill through participating in professional development during school time and outside school hours.

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 need. in 2017 staff continued to engage 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.

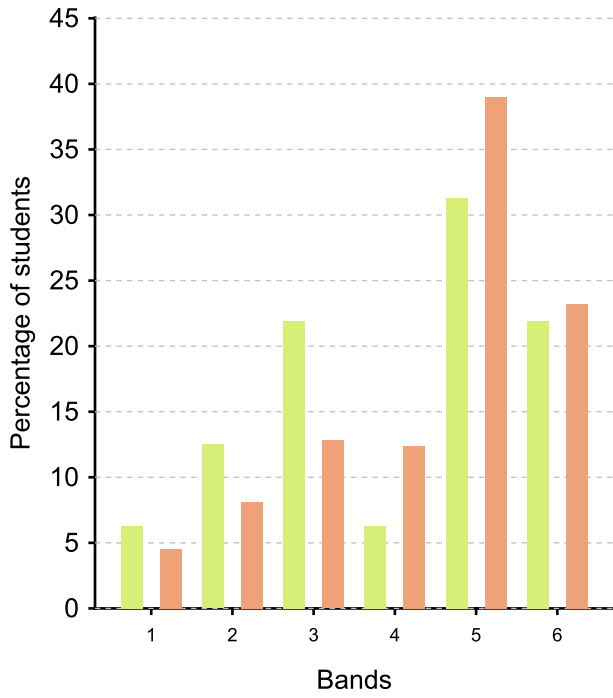
All teachers participated in purposeful, relevant professional learning activities throughout 2017.

One staff member has achieved Accreditation with mentoring from executives. 2018 will demonstrate a high number of staff preparing to achieve or maintain accreditation.

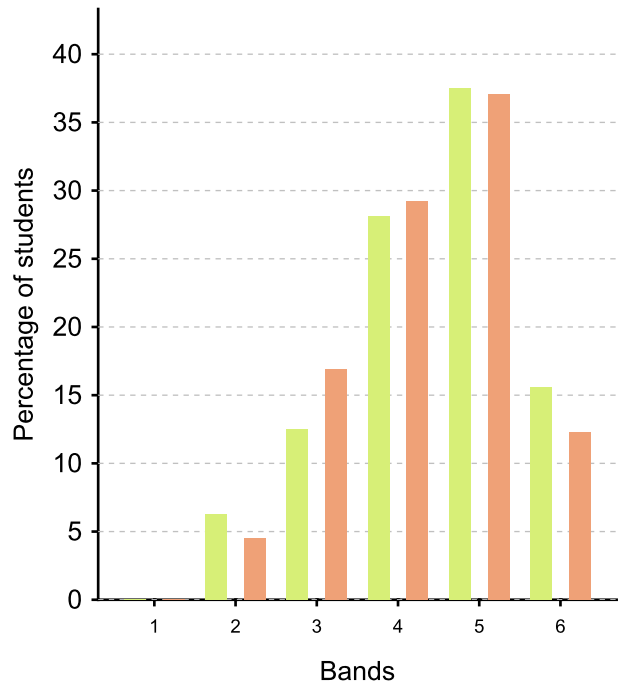
Beginning Teachers

The school had five beginning teachers in their first year. The staff 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.

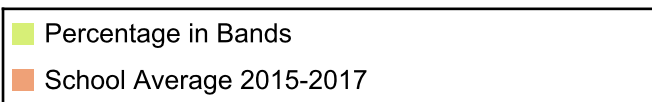
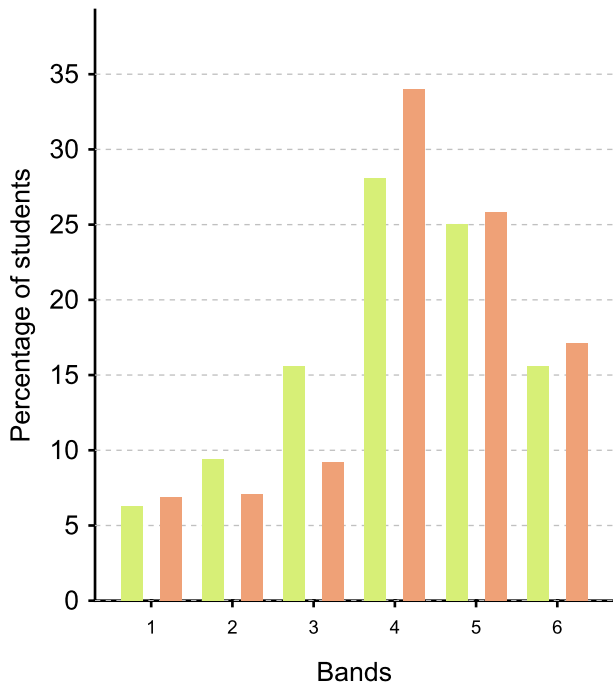
Percentage in bands:
Year 3 Grammar & Punctuation



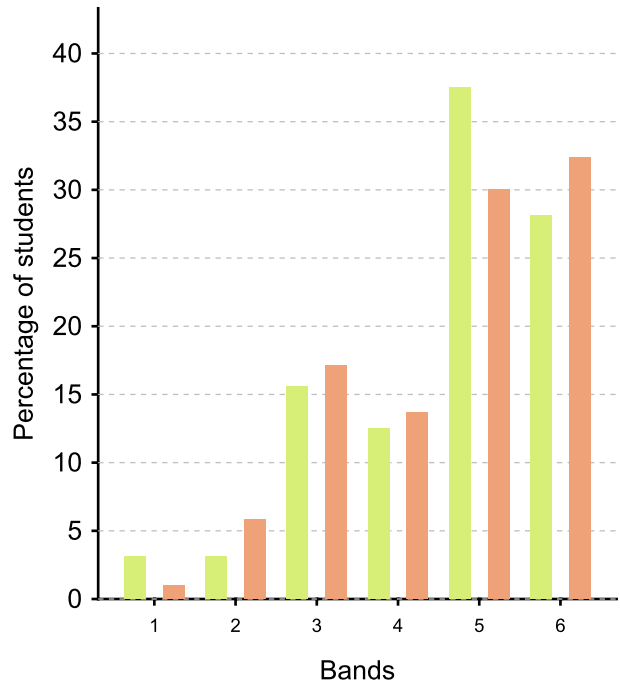
Percentage in bands:
Year 3 Writing



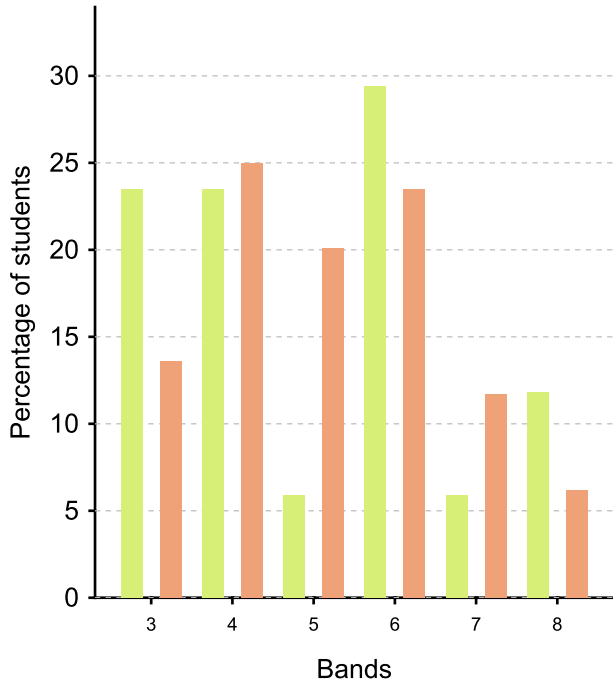
Percentage in bands:
Year 3 Reading



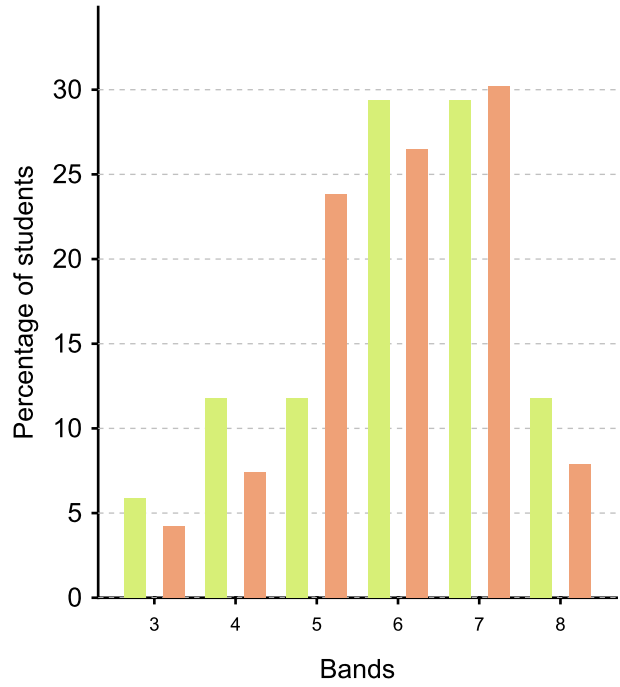
Percentage in bands:
Year 3 Spelling



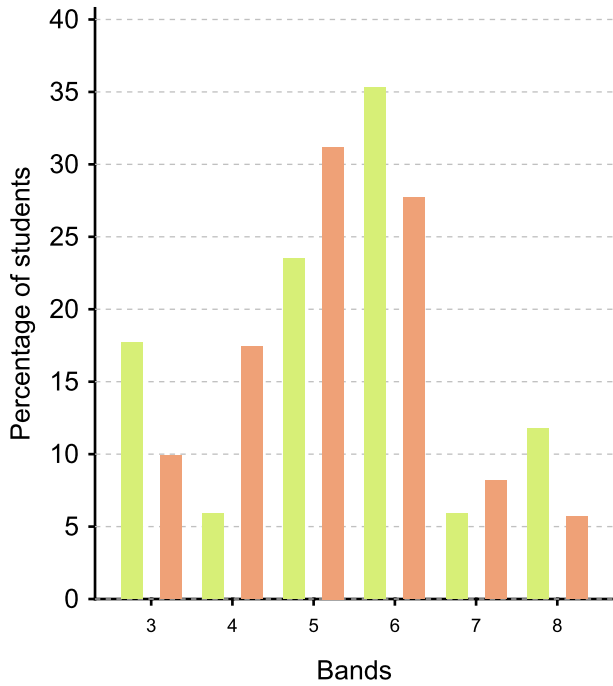
Percentage in bands:
Year 5 Grammar & Punctuation



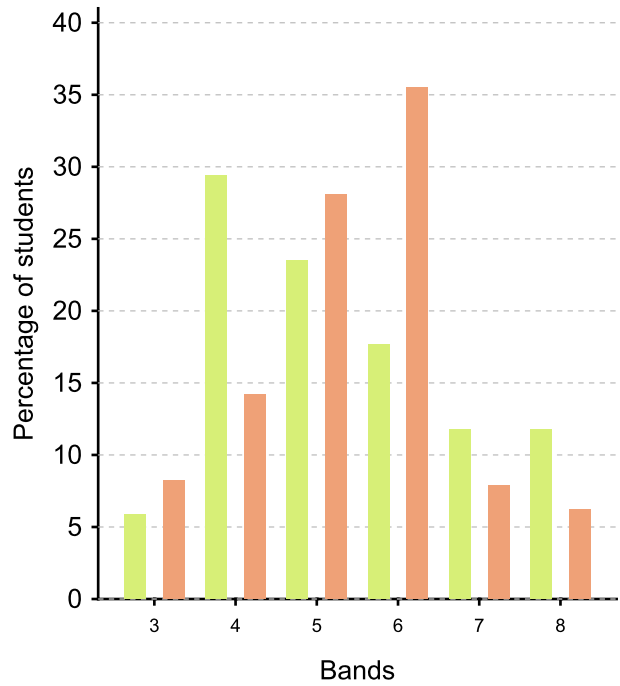
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



NAPLAN NUMERACY

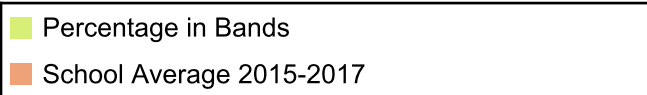
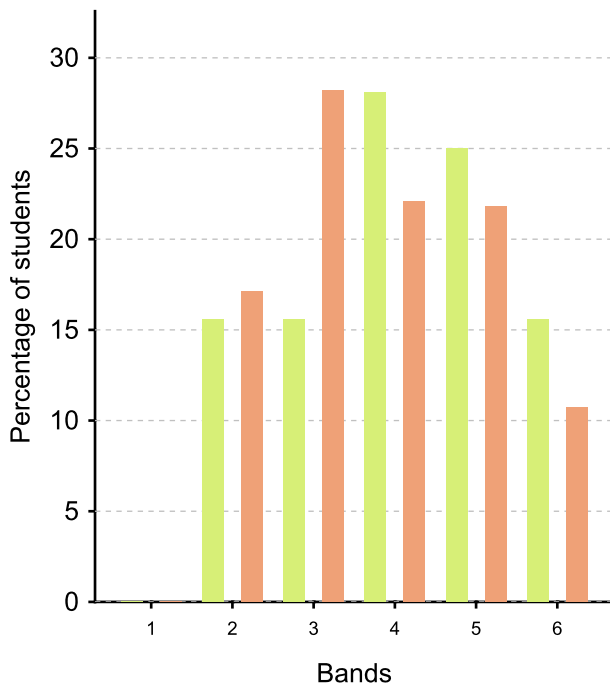
32 Year 3 students completed the NAPLAN Numeracy tests in 2017.

Numeracy: Year 3: 78% of students achieved in the top three bands; 40% of students achieved in the top two bands.

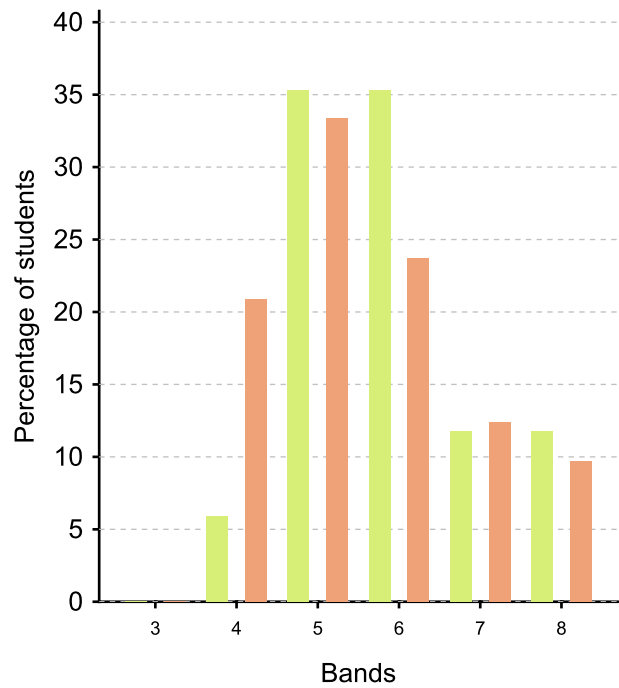
17 Year 5 students completed the NAPLAN Numeracy tests in 2017.

Numeracy: Year 5: 58% of students achieved in the top three bands; 24% of students achieved in the top two bands.

**Percentage in bands:
Year 3 Numeracy**



**Percentage in bands:
Year 5 Numeracy**



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.



Parent/caregiver, student, teacher satisfaction

The Tell Them from Me student survey asks questions about factors that are known to affect academic achievements and other outcomes. It aims to help improve the learning outcomes of students. The survey is designed to measure, assess and report insights at the school and system levels. The focus of the NSW survey is on student wellbeing, engagement and effective teaching practices. The *Tell Them From Me* survey will provide school principals and school leaders with insight into student engagement, wellbeing and effective teaching practices at their school, from the perspective of students.

Teachers and parents were also asked to participate in surveys. Teacher survey asked questions about effective classroom practice and how this correlates to student achievement. Parents were asked questions in relation to their perspective of their child's experiences at home and school, if parents felt supported and if the school promoted positive behaviour, and a safe and inclusive environment. For teacher and parent survey's a score of 0 indicates strong disagreement; 10 indicate strong agreement; 5 is a neutral position.

Student Survey Summary

92% of students with a high rate of participation in sports with an instructor at school, other than in a physical education class., 11% above state norms.

98% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future, 2% above state norms.

91% of students that do not get in trouble at school for disruptive or inappropriate behaviour, 8% above state norms

89% of students are interested and motivated in their learning, 11% above the state norms

96% of students try hard to succeed in their learning, 8% above state norms

89% of students find classroom instruction relevant to their everyday lives, 10% above state norms

88% of students feel teachers are responsive to their needs, and encourage independence with a democratic approach, 4% above state norms

92% of students responded that the school staff emphasises academic skills and hold high expectations for all students to succeed, 6% above state average

Parent Survey Summary

TWO WAY COMMUNICATION

Parents feel welcome overall score was 8.3, state norm score was 7.4

Examples of responses include:

8.8: I feel welcome when I visit the school

8.7: can easily speak with the school principal

8.8: Written information from the school is in clear, plain language

Parents are informed school mean was 7.6 the state norm was 6.6.

Examples of responses include:

8.0: Reports on my child's progress are written in terms I understand

8.7: If there were concerns with my child's behaviour at school, the teachers would inform me immediately

8.2: I am informed about my child's behaviour at school, whether positive or negative

PARENTS SUPPORT LEARNING AT HOME

Parents responded to a series of prompts to indicate their support of learning at home. The overall score was 7.6, state norm score was 6.3

Examples of responses to the question *Does someone in your family do each of the following?* include:

8.1: Encourage your child to do well at school.

9.0: Praise your child for doing well at school.

9.0: Take an interest in your child's school assignments.

SCHOOL SUPPORTS LEARNING

Parents responded to a series of prompts on how the school supports learning, the overall score was 8.4, the state norm was 7.3.

Examples of responses include:

8.4: Teachers show an interest in my child's learning.

9.2: My child is encouraged to do his or her best work.

8.8: Teachers expect homework to be done on time.

Parents responded to how the school supports positive behaviour, the overall score was 8.5, the state norm was 7.7.

Examples of responses include:

9.0: Teachers expect my child to pay attention in class.

8.7: Teachers maintain control of their classes.

9.0: My child is clear about the rules for school behaviour.

SCHOOL SUPPORTS CHILD'S BEHAVIOUR

Parents responded to a series of prompts on how the school supports inclusivity, the overall score was 8.3, the state norm was 6.7.

Examples of responses include:

8.3: Teachers help students who need extra support.

8.3: School staff take an active role in making sure all students are included in school activities.

8.8: Teachers help students develop positive friendships.

Teacher Survey Summary

LEADERSHIP

Teachers overall response to Leadership was 8.0, state norm was 7.1.

Examples of responses include:

8.8: School leaders have helped me create new learning opportunities for students.

8.5: School leaders have helped me improve my teaching.

8.5: I work with school leaders to create a safe and orderly school environment.

8.5: School leaders have taken time to observe my teaching.

COLLABORATION

Teachers overall response to Collaboration was 7.9, state norm was 7.8.

Examples of responses include:

8.5: I discuss learning problems of particular students with other teachers.

8.3: I discuss my learning goals with other teachers.

8.3: Teachers have given me helpful feedback about my teaching.

LEARNING CULTURE

Teachers overall response to Learning Culture was 8.3, state norm was 8.0.

Examples of responses include:

8.3: I give students written feedback on their work.

8.3: I am effective in working with students who have behavioural problems.

9.0: I set high expectations for student learning.

Policy requirements

Aboriginal education

In Aboriginal education we aim to meet the needs of our Aboriginal students along with ensuring all students have access to understanding Australia's Aboriginal heritage and culture.

At BNPS we currently have three students from an Aboriginal or Torres Strait Islander background.

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 recognizing National Sorry Day and celebrating NAIDOC week. We also recognized 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.



TEACHING STRATEGIES

Teachers overall response to Teaching Strategies was 8.1, state norm was 7.9.

Examples of responses include:

8.5: When I present a new concept I try to link it to previously mastered skills and knowledge.

8.5: My students are very clear about what they are expected to learn.

8.3: I discuss with students ways of seeking help that will increase learning.

TECHNOLOGY

Teachers overall response to Technology was 7.3, state norm was 6.7.

Examples of responses include:

8.3: Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts.

7.8: I help students use computers or other interactive technology to undertake research.

8.3: I work with students to identify a challenging learning goal relevant to the use of interactive technology.

INCLUSIVE SCHOOL

Teachers overall response to Technology was 7.3, state norm was 6.7.

Examples of responses include:

8.8: I am regularly available to help students with special learning needs.

9.0: I establish clear expectations for classroom behaviour.

8.8: I make an effort to include students with special learning needs in class activities.



Multicultural and anti-racism education

Blacktown North PS has 89% of the school's population with English as a second Language EAL/D which indicates that a second language is spoken in the home. Staff have been employed through funds provided in the Resource Allocation Model. The employment of 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 230 students (K–6) are made up of 89% 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. Our school focus 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 observations, and 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 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

Classroom without Borders program– All classroom teachers have mentored student teachers from UNSW throughout 2017 as part of their ongoing support of teacher education. The benefits of this program have been reciprocal. While our students have benefitted 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.

Sydney Metro Excursion – Students from K–2 and 3–6 attended the Sydney Metro North west excursion. Students were educated about the new rail link being built in our local area. It was an interactive and informative session where students got the opportunity to receive an a model train and to build bridges using hands on equipment.

Harmony Day– As a school community, we celebrated Harmony Day where most students, parents and staff wore orange–the colour symbolising harmony. It was a day of cultural respect for everyone who calls Australia home, from the traditional owners of this land to those of us who have come from many countries around the world. There was a special assembly and performance on Harmony day to show respect towards cultural and religious diversity and foster a sense of belonging for everyone in the community. All students completed various activities in class for Harmony day.

Taronga Zoo– On 31st March, all K–2 students attended an excursion to Taronga zoo. They spent an awesome day there learning about different animals and sea life. The highlight for all was watching the fantastic seal show.

ANZAC Service– ANZAC Day 2017 service was organised for the students, parents and community and it was attended by special guests from Blacktown RSL. Our school stopped for one–minute silence to pay respect to those who had fought for our country and our freedom. Students took time to reflect on the past and appreciate what they now are able to say is their freedom to feel safe in Australia their homeland. Year 6 students represented our school and attended the ANZAC service at Hyde Park.

BNOOSH– Blacktown North Out of School Hours service providing before and after school care started at the beginning of this year providing much awaited relief to the working parents. The opening ceremony was a fun filled event attended by the community in large numbers.

Clean up Australia Day– In Term 1, all students and teachers got together to participate in Clean up Australia day. Areas were allocated to each class and cleaning supplies were received from the council. Students were enthusiastic about cleaning up their school and also took home the message of maintaining cleanliness around them.

their Farewell through the gifts stall.

Athletics Carnival– Students across K–6 competed in various Athletics events during the Athletics Carnival which was a fun–filled day attended by parents and community in big numbers. Selected students represented the school at Zone Athletics Carnival.

3–6 Camp– This year, 46 students from 3–6 attended the three–day Great Aussie Bush Camp to Kincumber. They participated in a range of team activities such as rock climbing, canoeing, orienteering, etc. It was an enriching experience for the students and they came back feeling more independent and confident.

Choir– The choir students across K–6 regularly dedicated recess and lunchtimes each week to rehearsals, enthusiastically expressing themselves through the joy of singing. Opportunities to perform for the school and wider community made rehearsals relevant for students who were motivated and engaged to achieve high standards.. Parents have commented on the positive messages of the songs and their enjoyment of the performances at events such as Harmony Day, Multicultural Day and Presentation Day.

Dance Groups– Bollywood, Scottish Country and Ballroom– BNPS senior and junior Bollywood Dance groups and Scottish Country Dance group met at recess and lunch every week to rehearse and practice their dance items. They performed at school events such as Harmony day, Multicultural Day, etc. and represented the school at our school performances.

Out of school performances– Our Drumming group, Senior and Junior Bollywood Dance groups, Scottish Country Dance group and choir got the opportunity to display their talents at Westpoint Blacktown's rooftop stage. Our Drumming group and Choir participated in Blacktown Performing Arts Festival as well. Our Stage 2 and 3 Ballroom groups participated in the Annual Ballroom Dancing Competition. Members of the community have also commended their exceptional behaviour. All students made us proud with their manners, enthusiasm and talent.

Education week– Week 3 of Term 2 was dedicated as Education week where we participated in a range of activities based on Literacy, Numeracy, Aboriginal Education and CAPA. The week started with a special assembly where each class performed on a musical theme.

5–cent competition– As a tradition at BNPS, students start collecting 5–cent coins from the beginning of the year leading to the competition day during Education week. Each class lines up their coin collection in the handball court and then students measure and calculate how much money they have raised. The class that raised the maximum amount of money got a prize.

NED Show– NED show was organised in the school hall where students learnt about the importance of persevering and never giving up. They participated in this fun, interactive assembly with the NED ambassador.

Bunnings Gardening Afternoon– As part of our ongoing partnership with the community, especially with Bunnings Australia, representatives came in to spend an afternoon working with the school gardening club. They worked together in the Friendship garden planting seeds and looking after the garden.

Easter Hat Parade– The entire school community got together to celebrate Easter by participating in the Easter Hat parade. Students designed hats for the parade and the Year 6 students organised a raffle. Students with the best designed hats received prizes across K–2 and 3–6.

Fire Engine Visit– A visit from the Fire Services, NSW was an excellent opportunity for the students to learn about one of our community services.

Gymnastics– In Term 2, a ten week Gymnastics program was organised by trained coaches. All students across K–6 participated in this program and a performance session was organised for the parents at the end of the term where students got a chance to demonstrate their skills.

Meet the Teacher Afternoon– At the beginning of Term 1, Meet the Teacher Afternoon was organised for K–2 and 3–6. It was an opportunity for the parents and caregivers to find out information about the syllabus, behaviour management, extra–curricular activities, etc for the semester and become familiar with the school systems. It also provided a platform for them to ask questions, look at displays from the classroom and have a chat with the classroom teachers.

Western Sydney Wanderers– Western Sydney Wanderers organised a football–training day for 3–6 students in Term 1. It was a fantastic opportunity for the students to learn and develop soccer skills and sportsmanship from their local heroes.

Athletics Program– 3–6 students participated in a five week Athletics program organised by trained Fit Futures coaches. They developed skills in the areas of shot–put, high jump, long jump, etc.

Cross Country– Students from K–6 participated in the school cross country. They came dressed in the colours of their houses–Waugh, Kiernan and Gould and cheered for their teams.

Mascot–Honey Bee launch– Being a Positive Behaviour for Learning (PBL) school, we have chosen Honey Bee as our mascot. In Term 2, Honey Bee was introduced to the whole school in a special assembly and since then Honey Bee has been a regular visitor to all school events reminding the students about being Safe, Respectful Learners.

Mothers Day– We celebrated Mothers Day this year by organising a Mothers day breakfast and gifts for the mums, run by the Year 6 students. It was a great success as mums attended the breakfast in big numbers and the Year 6 students raised money for

Book Parade– Students, teachers and parents dressed up as book characters of their choice and participated enthusiastically in the book parade. It was a fun afternoon and the students received certificates and prizes for the best costume in each class.

NAIDOC Day– Education week celebrations concluded with NAIDOC day. Elders from the Aboriginal community attended the day and joined the teachers in leading activities such as Aboriginal Dancing, making Johnny cakes, Aboriginal games and art.

Enviromentors– As part of the Blacktown Council's endeavour to spread the message of environment conservation, a representative from the council delivered the Enviromentors program to students across K–6 teaching them about the importance of recycling and using the correct bins for waste disposal.

Guide Dog Visit– A representative from Guide Dogs NSW, came to speak to the students about vision impairments and the Guide Dog Association. She told the children how she overcome her disability and how she manages her daily life. She also brought her Guide Dog for the presentation. All the students really enjoyed listening to the talk and learning about her Guide Dog.

Life Education Visit– Students from K–6 participated in Life–Education incursion, which was a session inside the Life–Ed bus. They participated in an interactive session giving a message of leading a healthy, balanced life, and maintaining positive relationships to deal with current issues relevant to their age group.

Mindfulness program– Every day, the whole school participates in a mindfulness program where students find a comfortable spot on the floor to lay down or sit in their chairs, depending on the activity, to concentrate on these mindfulness activities.

Technology– Students have continued to use XO's and Infinity laptops to work collaboratively, creatively and problem solve as 21st century learners. The range of functions and applications also allow learners to work independently to grow their skills and knowledge in key learning areas.

Community and Road Education Scheme

(C.A.R.E.S)– Students from Year 4 and 5 participated in the CARES Road safety program in which they learnt about safety on roads and paths. They also chose their bikes and practised bike skills such as steering, breaking and competed in slow races.

Dynamic Bees– In Dynamic Bees, students were given the opportunity to explore a range of different extra–curricular activities each semester. Students have been involved in two of the many activities such as Hip Hop, Art club, Recorder group, Go Noodle, Gardening, etc. These groups have allowed students to explore and have fun in different activities.

Walk Safely to school Day and Healthy Breakfast– Our school community heartily participated in our

annual walk Safely to school and Healthy Breakfast morning as part of our whole school initiative to promote safety, nutrition and healthy lifestyle choices. Healthy food choices are encouraged daily in all classrooms with time set for Crunch and Sip, where children bring fresh fruit or vegetables and water for a snack between lessons. Our sports programs, extra curricular programs and Dynamic Bees groups encourage a diverse range of physical activities for students to participate in.

High school transition– Our school has continued to provide excellent support and guidance to our outgoing Year 6 class by liaising with the feeder High schools and also by working in collaboration with parents. We have stayed in constant touch with the Blacktown Boys and Girls High Schools making sure our students receive all important information that comes through.

ICAS Tests– Our school participated in the ICAS (International Competitions and Assessments for Schools). ICAS Tests are independent skill–based assessments used by school to assess the students in English, Mathematics, Science, Computer Skills, Spelling and Writing.

Learning through play– Learning through Play program runs every Thursday morning during Term 3 & 4. The program assists children and their families by demonstrating the importance of play for the development of their child. Parental involvement and participation is encouraged. Each week the children receive an activity to take home including, scissors, collage material, writing material, chalk and play dough. The parents are given an information sheet on the importance of each experience. The program promotes a positive and smooth adjustment to school.

Transition– Busy Bees Transition to School program provides support to children and their families as they prepare for school. It is held in the community room every Tuesday and Wednesday morning. This year we have 28 enrolments. The aim of our program is to facilitate each child's development as capable learners by providing learning experiences that are progressive, meaningful and appropriate for each child. We also strive to establish positive relationships between children, parents and educators by providing a welcoming and supportive environment that reflects the diversity and the cultural needs of the children. We also support their child's transition to school by sharing knowledge about the school environment and the school's expectations of the students.

Drumbeat – In Term 3 and 4, a number of students participated in the Holyoake's Drumbeat program. This is an evidence based social and emotional learning program. The aim of the program is to build resilience, develop confidence and improve self–esteem in a safe fun environment.

Debating– Our dedicated and hardworking debating team won all rounds of the Pickles Shield Debating Competition demonstrating high standards of debating. We have all benefitted from their excellent arguments and persuasive presentation styles. The whole team put in their best effort and continued to apply their

public speaking and collegial skills in other areas of school life.

Sport– During 2017, students at Blacktown North were given opportunities to participate in a range of Sport, personal development and physical education activities. Throughout the year trials for cross country and Athletics were organised to select students for school cross country and athletics carnival. The winners of these events went on to represent our school at Zone events. This year, the athletics carnival was clubbed with the fun run to promote maximum participation in physical activity. It was a fantastic year for PSSA. We had one girls team and two boys teams–junior boys and senior boys representing our school at the games.

Swim school– Students across 2–6 participated in the Swim School program in Term 3. It was a valuable program teaching students basic water safety and survival skills.

Partners in Print– 'Partners in Print' is a parent program delivered to parents to support them in assisting their children at home with reading and writing. The 6 week reading program was held in Term 2, and the writing program in Term 3 for 4 weeks. During the sessions, parents were shown skills to use at home with their children, and then for the last part of each session, the children join in, with parents having the opportunity to trial the strategies for that week with their child. Parents found these programs very beneficial, and were able to successfully use new strategies with their children.

White ribbon – Our school has become a White ribbon school to encourage all students to promote a culture of non–violence. We hosted a White Ribbon assembly, held a White Ribbon day mufti fundraiser, and 3–6 students signed a pledge. In classes discussions were held o encourage respect for women.

Multicultural Day– Students and parents participated in our annual Multicultural day. This day is always a great way of showing acceptance of, and celebrating our diverse school community. Classes represented chosen countries from around the world, and presented a musical or dance item representative of that country. Students got to visit other classrooms to learn about other countries, and make an item from that country's culture. A shared lunch was also held with families contributing dishes from their own cultures.

60th Anniversary celebration – We celebrated this event in Term 4, with festivities linked to our Multicultural Day. Prior to the event, students prepared items to put into a time capsule. The time capsule was planted in our garden, with a commemorative rock (decorated by students) placed nearby to designate the spot. A photographic timeline was displayed in the hall for students, staff and visitors to enjoy looking at the history of the school over the years. Students also participated in activities from long ago such as old–fashioned games, a 50s classroom, 50s dancing and others. It was a memorable occasion, enjoyed by all who attended.