

Blacktown North Public School

Annual Report



2018



4061

Introduction

The Annual Report for **2018** 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

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Message from the Principal

It is with great pleasure that I present the 2018 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. 2018 was an exciting, challenging and rewarding year. Specialist support programs assisted students experiencing difficulty, whilst experienced staff provided 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 2018 and gives structure to communicate our priorities and the focus of our learning in 2018. 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.

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 251 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.

The results of this process indicated that in the domain of learning we are Sustaining and Growing in Wellbeing, assessing, reporting, learning cultures, curriculum and learning and student performance measures. In the domain of teaching we are Sustaining and Growing in all five elements, effective classroom practice, data skills and use, collaborative practice, learning and developing and professional standards. In the domain of leading, we are Sustaining

and Growing in all four elements, leadership, school planning, implementing and reporting, school resources and management practices and processes.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Quality Teaching and Learning

Purpose

To provide an engaging learning environment, which promotes high expectations in all Key Learning Areas, resulting in improved learning outcomes for all students.

To provide opportunities for all students to become active, informed and innovative learners who reflect on their own learning to achieve their potential as lifelong learners through whole school programs encompassing the development of teacher capacity and student engagement.

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 a negative 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 achievement on trend data in NAPLAN indicates that there is improvement in the area of Numeracy for year 3 & 5. Year 5 students showed growth in the areas of reading, spelling, grammar and punctuation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
90% of students are achieving at or above state average based on Yr 3 and Yr 5 NAPLAN data	SLSO Teacher allocation	An average of 92% of Year 3 students achieved at or above proficiency across all areas of NAPLAN. An average of 94% of Year 5 students achieved at or above proficiency across all areas of NAPLAN. An average of 8% of students in Year 3 achieved below National Minimum standard across all strands. An average of 6% of students in Year 5 achieved below National Minimum Standard Standard. An average of 50% of year 5 students showed growth of one band or more across all strands of English. An average of 63% of year 5 students showed growth of one band or more across all strands of Numeracy.
85% of students are able to articulate the success criteria and learning intentions.	Professional Development	Students are beginning to articulate and reflect on their learning. Visible Learning spaces were created to support student learning goals. Teachers are beginning to embed clear learning intentions and success criteria into all teaching and learning programs.
90% of students in K–6 achieve expected levels in reading and comprehension.	SLSO Teacher allocation	A very high percentage of students enrolled in our school during 2018 with very little or no English skills, 79% of students K–6 have achieved results in Reading at the expected levels or above for their grade. The lack of English skills is particularly evident in K–2, with 63.33% of students achieving at expected levels or above, whereas in 3–6, 82%

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
90% of students in K–6 achieve expected levels in reading and comprehension.		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 improving their reading skills.

Next Steps

- Student achievement data will continue to drive the provision of quality teaching and learning programs across K–6 classrooms.
- Uninterrupted Literacy session to continue as part of an 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 support in class and professional development for newly appointed staff.
- 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

To foster a culture of continual school improvement where teachers as leaders are committed to individual and collective learning and development to ensure maximum attainment of learning outcomes for every child.

To promote innovative educators who focus on professional learning linked to the Australian Professional Standards for Teachers and the Performance and Development Framework to strengthen professional practice.

Overall summary of progress

Leadership opportunities have regularly been provided for staff, students and community members, and have been encouraged and provided with skills to embrace leadership roles. Systems are set up for all staff to achieve their best and promote a school culture of continuous improvement and life long learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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 moving into leadership positions.		<p>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 in the leadership team has been successfully appointed as substantive Assistant Principal, starting in 2019.</p>
School leaders drive quality programs that reflect effective practices.		<p>Student leaders have attended Leadership camp, led assemblies, fundraising events and assisted in numerous community events.</p> <p>Providing meaningful professional development for staff ensuring that all the needs of new and experienced staff are taken into consideration therefore quality teaching practices occur throughout the school.</p>

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 PDP's , 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. In addition to this, students were also given the opportunity to lead PBL assemblies.

Strategic Direction 3

Wellbeing

Purpose

To continue building and empowering a learning community where collaborative, reflective practices contribute to a positive school culture and share vision.

To create meaningful partnerships and networks through whole school planning, strategic systems and open communication.

To ensure our school community values are explicitly embedded in well-being practices and student learning successes are celebrated with the context of our diverse and inclusive community,

Overall summary of progress

There has been an increase in community engagement this year. Parents and community worked together to assist with fund raising, helping in classrooms and also met twice a term to discuss different aspects within the school including school plan and progress of Milestones. Parents also participated in different programs which developed their skills in Reading and writing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improve student well-being and increase student engagement with higher relevant learning experiences, which affect student attendance target, set at 95%	SLSO	Student surveys indicated that they are engaged within the class and that they feel safe at school. Students indicated that activities are relevant and engaging and enhance their ability to learn.
Increased 50% in parental engagement and participation in school events and programs		Parent workshops were held each semester. This gave the community opportunities to be actively involved in their child's learning by developing skills in Literacy and Maths. There was increased parent participation throughout the year. Through inclusive practices and programs all cultures are embraced at events and gatherings, including Assemblies, Diwali, Harmony Day and Anzac Ceremony, resulting in the school community building strong relationships across all cultures.
Individual students will demonstrate growth of at least 2 bands from Year 3 to Year 5 and year 5 to year 7 in NAPLAN (all areas).	SLSO	An average of 50 % of year 5 students showed growth of at least 1 band or across all strands of English. An average of 63.33% of year 5 student showed growth of one band or more across all strands of Numeracy.

Next Steps

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

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3237	All Aboriginal and Torres Strait Islander students within the school requiring accommodation and adjustment receive support through development of an Individual Learning Support Plan. and Personalised Learning Paths. 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.
English language proficiency	Teachers \$166,581 SLSO \$32,566	Funding was used to support individual students and groups within classes. Team teaching strengthens the development of student's literacy skills, particularly in the area of writing and reading.
Low level adjustment for disability	\$60 944 (staff) \$84180 SLSO	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)	\$41333 (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	\$105,851	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.
Support for beginning teachers	\$30,900 (Staff)	The school ensured that beginning teachers were supported through strategies such as lesson observations, and professional learning. Additionally in-school support for

Support for beginning teachers	\$30,900 (Staff)	beginning teachers was provided through professional learning opportunities through collegial exchange, observing colleagues teaching, opportunities to complete accreditation and understand school procedures.
Targeted student support for refugees and new arrivals	\$4111	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			
	2015	2016	2017	2018
Boys	93	107	115	123
Girls	82	89	114	120

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

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.4	89.3	89.2	91.6
1	90.2	90.4	90.6	88.3
2	93.6	91.6	93.4	86.8
3	95.3	92.1	90	91.1
4	90	95.3	90.5	92.1
5	89.2	92.4	89.1	88
6	93.8	89.8	93.6	96.7
All Years	92.1	91.2	90.8	90.3
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

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 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 agreement on strategies to ensure that attendance improves.

Class sizes

Class	Total
K_1M	21
K S	21
KL	22
1_2B	23
1_2K	26
1_2G	22
3P	20
3 L	22
4V	21
4_5S	26
5_6N	27

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	10.4
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
Teacher ESL	1.6
School Administration and Support Staff	3.52
Other Positions	4

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2018 there were two Aboriginal or Torres Strait Islander teachers employed at Blacktown North Public School.

Blacktown North Public school was allocated 0.2 school counsellor. This is not reflected in the workforce composition table as the counsellor was officially based at another 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	
Postgraduate degree	100

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 skills through participating in professional development during school time and outside school hours.

Blacktown North Public School staff 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 were engaged in developing Professional Development Plans 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 2018.

One staff member has achieved Accreditation and three staff members are working towards achieving Accreditation in 2019 with mentoring from executives.

Beginning Teachers

The school has 2 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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	130,779
Revenue	3,258,810
Appropriation	3,147,369
Sale of Goods and Services	14,025
Grants and Contributions	90,750
Gain and Loss	0
Other Revenue	4,060
Investment Income	2,606
Expenses	-2,882,418
Recurrent Expenses	-2,882,418
Employee Related	-2,625,087
Operating Expenses	-257,331
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	376,392
Balance Carried Forward	507,171

The school holds a financial meeting on a regular basis, the finance committee is made up of teaching and non teaching staff, inclusive of SASS staff. Anyone is welcome to the committee meetings to discuss the school's finance income and expenditure. The equity funding that the school receives is utilised to purchase human resources supporting teaching staff to support student learning and wellbeing.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	1,843,463
Base Per Capita	44,282
Base Location	0
Other Base	1,799,181
Equity Total	392,415
Equity Aboriginal	3,237
Equity Socio economic	105,851
Equity Language	199,147
Equity Disability	84,180
Targeted Total	197,830
Other Total	540,954
Grand Total	2,974,662

School performance

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

NAPLAN

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

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

39 Year 3 students completed the NAPLAN Literacy tests in 2018.

Grammar and Punctuation: 82% of students achieved in the top three bands, 58.9% of students achieved in the top two bands.

Reading: 82% of students achieved in the top three bands, 64.1% of students achieved in the top two bands.

Writing : 82.2% of students achieved in the top three bands, 43.6% of students achieved in the top two bands.

Spelling: 79.4 % of students achieved in the top three bands, 61.5% of students achieved in the top two bands.

19 Year 5 students completed the NAPLAN Literacy tests in 2018.

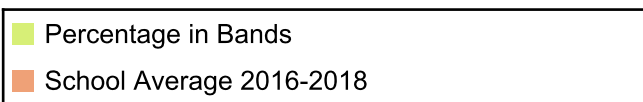
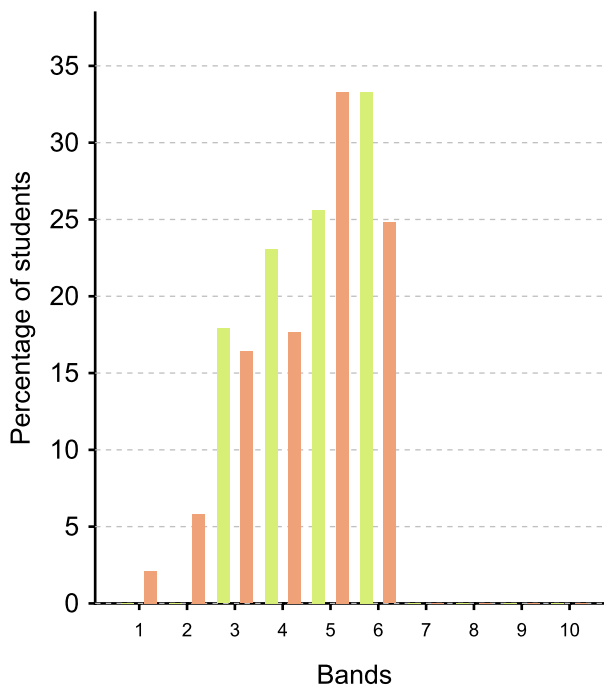
Grammar and Punctuation: 68.5% of students achieved in the top three bands, 5.3% of students achieved in the top two bands.

Reading: 68.4 % of students achieved in the top three bands, 47.3% of students achieved in the top two bands.

Writing : 47.4% of students achieved in the top three bands, 5.3% of students achieved in the top two bands.

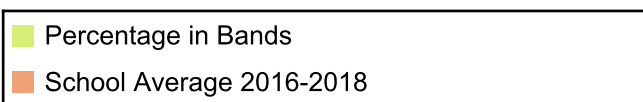
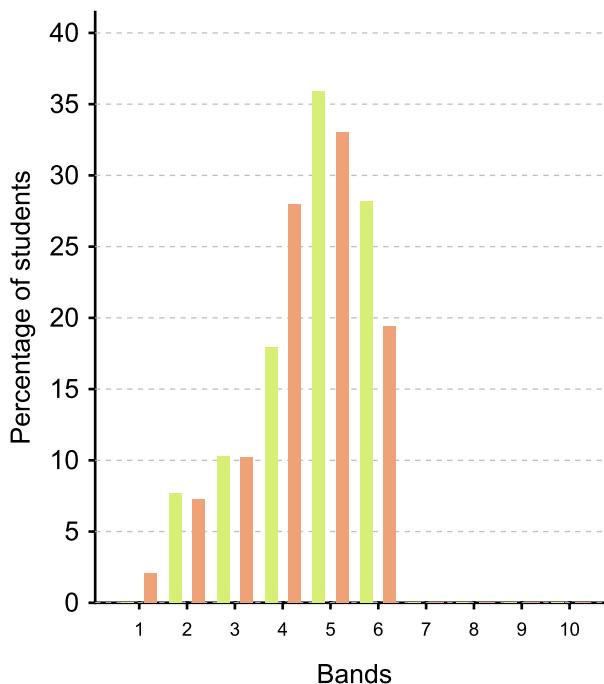
Spelling: 84.2% of students achieved in the top three bands, 68.4% of students achieved in the top two bands

Percentage in bands:
Year 3 Grammar & Punctuation



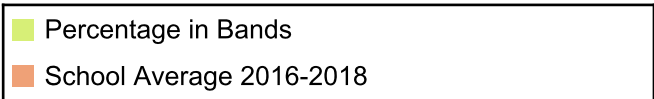
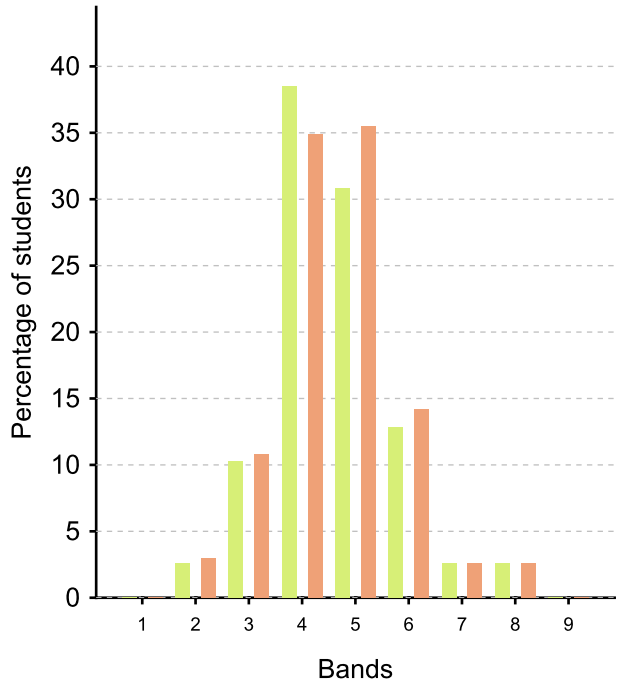
Band	1	2	3	4	5	6	7	8	9	10
Percentage of students	0.0	0.0	17.9	23.1	25.6	33.3	0.0	0.0	0.0	0.0
School avg 2016-2018	2.1	5.8	16.4	17.7	33.3	24.8	0.0	0.0	0.0	0.0

Percentage in bands:
Year 3 Reading



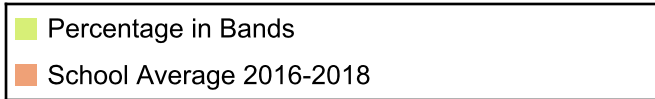
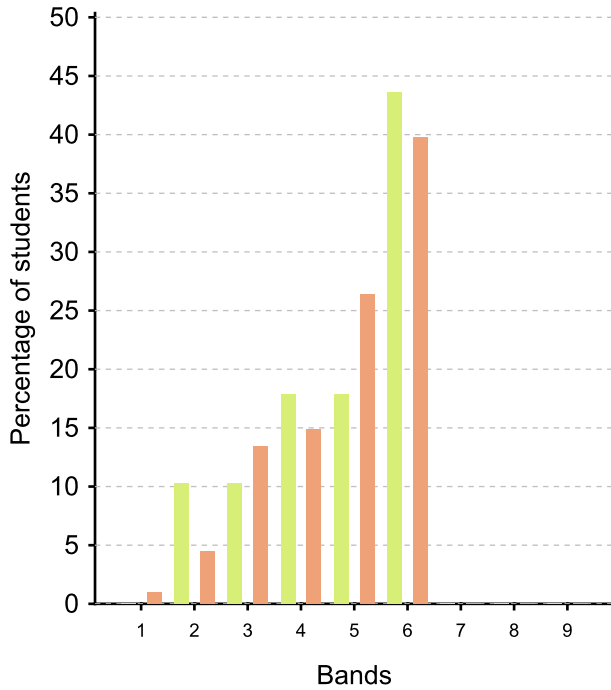
Band	1	2	3	4	5	6	7	8	9	10
Percentage of students	0.0	7.7	10.3	17.9	35.9	28.2	0.0	0.0	0.0	0.0
School avg 2016-2018	2.1	7.3	10.2	28.0	33.0	19.4	0.0	0.0	0.0	0.0

Percentage in bands:
Year 3 Writing



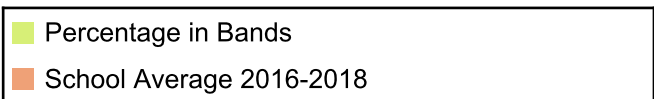
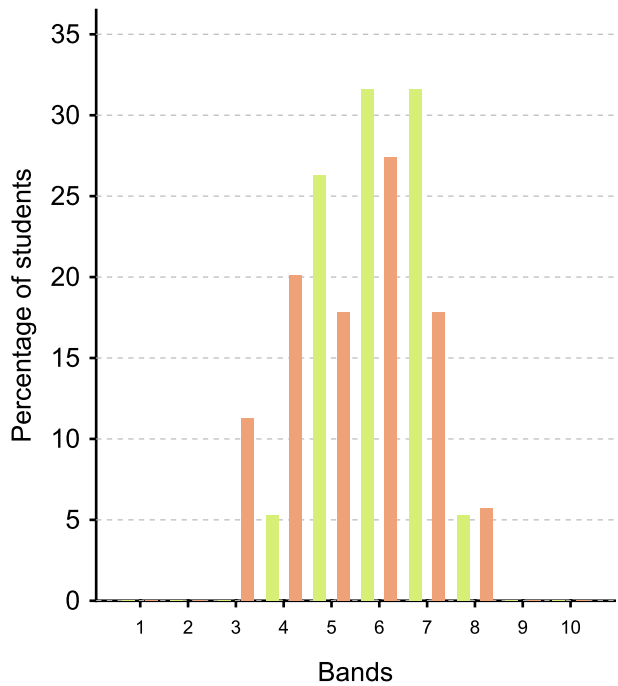
Band	1	2	3	4	5	6	7	8	9
Percentage of students	0.0	2.6	10.3	38.5	30.8	12.8	2.6	2.6	0.0
School avg 2016-2018	0.0	3.0	10.8	34.9	35.5	14.2	2.6	2.6	0.0

Percentage in bands:
Year 3 Spelling



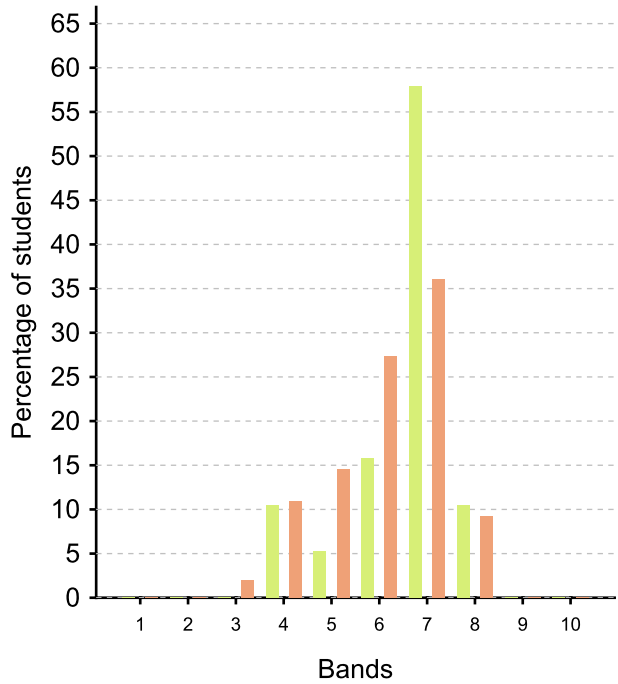
Band	1	2	3	4	5	6	7	8	9
Percentage of students	0.0	10.3	10.3	17.9	17.9	43.6	0.0	0.0	0.0
School avg 2016-2018	1.0	4.5	13.4	14.9	26.9	39.8	0.0	0.0	0.0

Percentage in bands:
Year 5 Grammar & Punctuation

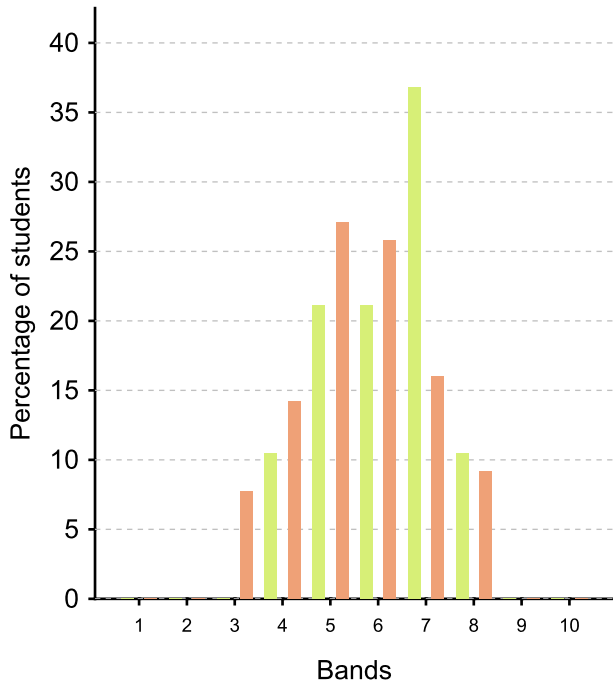


Band	1	2	3	4	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	5.3	26.3	31.6	31.6	5.3	0.0	0.0
School avg 2016-2018	0.0	0.0	11.3	20.1	17.8	27.4	17.8	5.7	0.0	0.0

Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in Bands (Green)

School Average 2016-2018 (Orange)

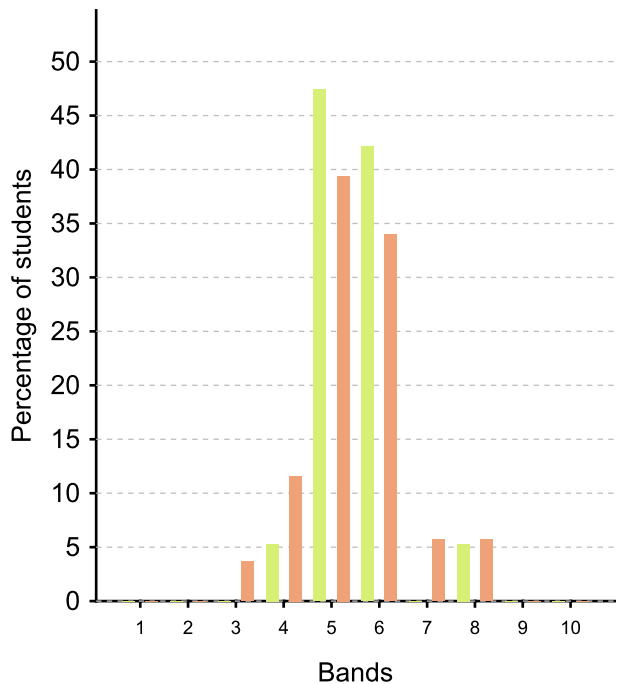
Band	1	2	3	4	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	10.5	5.3	15.8	57.9	10.5	0.0	0.0
School avg 2016-2018	0.0	0.0	2.0	10.9	14.5	27.3	36.1	9.2	0.0	0.0

Percentage in Bands (Green)

School Average 2016-2018 (Orange)

Band	1	2	3	4	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	10.5	21.1	21.1	36.8	10.5	0.0	0.0
School avg 2016-2018	0.0	0.0	7.7	14.2	27.1	25.8	16.0	9.2	0.0	0.0

Percentage in bands:
Year 5 Writing



Percentage in Bands (Green)

School Average 2016-2018 (Orange)

Band	1	2	3	4	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	5.3	47.4	42.1	0.0	5.3	0.0	0.0
School avg 2016-2018	0.0	0.0	3.7	11.6	39.4	34.0	5.7	5.7	0.0	0.0

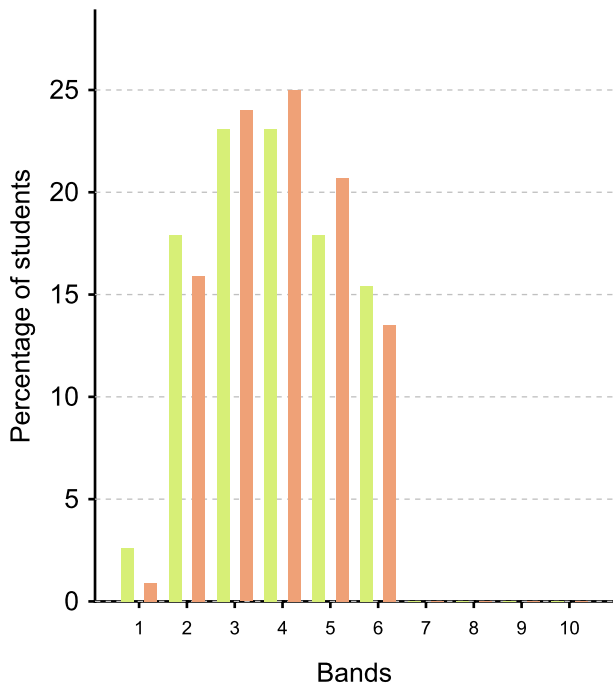
39 Year 3 students completed the NAPLAN Numeracy tests in 2018.

Numeracy: Year 3 : 56.4% of students achieved in the top three bands , **33.3%** of students achieved in the top two bands.

19 Year 5 students completed the NAPLAN Numeracy tests in 2018.

Numeracy: Year 5: 68.5% of students achieved in the top three bands , **36.9%** of students achieved in the top two bands.

Percentage in bands:
Year 3 Numeracy



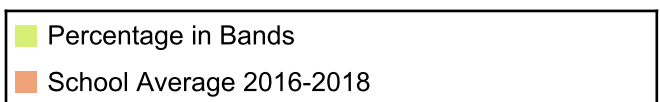
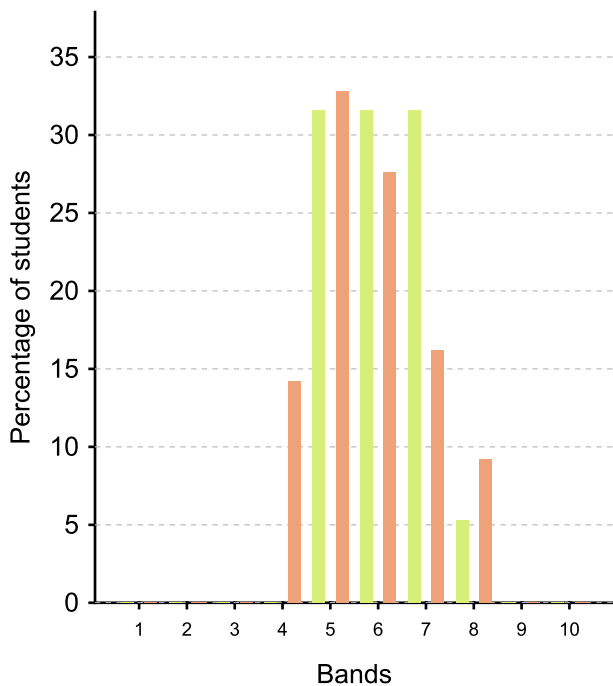
Band	1	2	3	4	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	0.0	31.6	31.6	31.6	5.3	0.0	0.0
School avg 2016-2018	0.0	0.0	0.0	14.2	32.8	27.6	16.2	9.2	0.0	0.0

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.



Band	1	2	3	4	5	6	7	8	9	10
Percentage of students	2.6	17.9	23.1	23.1	17.9	15.4	0.0	0.0	0.0	0.0
School avg 2016-2018	0.9	15.9	24.0	25.0	20.7	13.5	0.0	0.0	0.0	0.0

Percentage in bands:
Year 5 Numeracy



Parent/caregiver, student, teacher satisfaction

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 well being, engagement and effective teaching practices. The *Tell Them From Me* survey will provide school principals and school leaders with insight into student engagement, well being 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 surveys a score of 0 indicates strong disagreement; 10 indicate strong agreement; 5 is a neutral position.

Student Survey Summary

94% of students indicated that they do not get in trouble at school for disruptive or inappropriate behaviour, 11% above state norms.

86% of students are interested and motivated in their learning, 8% above the state norms.

85% of students responded that important concepts are well, class time is used efficiently, and homework and evaluations support class objectives, 3% above state norms.

90% of students indicated that school staff emphasise academic skill and hold high expectations for all students to succeed.

92% of students have medium to high levels of perseverance to pursue their goals to completion, even when faced with obstacles.

Parent Survey Summary

TWO WAY COMMUNICATION

Parents feel welcome overall score was 8.4, state norm score was 7.4

Examples of responses include:

8.8 I can easily speak with my child's teachers.

8.3 I am well informed about school activities.

8.8 Teachers listen to concerns I have.

8.4: can easily speak with the school principal.

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

9.0 The school's administrative staff are helpful when I have a question or problem.

Parents are informed school mean was 7.9 the state norm was 6.6.

Examples of responses include:

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

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

8.1 I am well informed about my child's progress in school subjects

PARENT'S PARTICIPATION AT SCHOOL

92% responded that they have talked with a teacher about their child's learning or behavior from two to more than three times.

85% responded that they have attended meetings (e.g., parent-teacher meetings) or social functions at your school?

PARENTS SUPPORT LEARNING AT HOME

Parents responded to a series of prompts to indicate their support of learning at home. The overall score was 7.9, state norm score was 6.3

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

8.4: Encourage your child to do well at school.

8.8: Praise your child for doing well at school.

8.5: Talk with your child about feelings towards other children at school.

8.5: 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 8.1, 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:

8.2: Teachers show an interest in my child's learning.
8.8: My child is encouraged to do his or her best work.
8.6: Teachers expect homework to be done on time.

SCHOOL SUPPORTS POSITIVE BEHAVIOUR

Parents responded to a series of prompts on how the school supports safety at school, the overall score was 8.6, the state norm was 7.4.

Examples of responses include:

8.5: My child feels safe at school.
8.4: My child feels safe going to and from school.
9.0: The school helps prevent bullying.

Teacher Survey Summary

LEADERSHIP

Examples of responses include:

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

COLLABORATION

Examples of responses include:

7.7: I talk with other teachers about strategies that increase student engagement.
7.7: I discuss learning problems of particular students with other teachers.

LEARNING CULTURE

Examples of responses include:

7.8: Students become fully engaged in class activities.
7.7: I monitor the progress of individual students.
8.3: I set high expectations for student learning.

DATA INFORMS PRACTICE

Examples of responses include:

7.8: My assessments help me understand where students are having difficulty.

8.0: When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve.

TEACHING STRATEGIES

Examples of responses include:

8.0 When I present a concept I try to link it to previously mastered skills and knowledge.
8.0: I can easily identify unproductive learning strategies.

INCLUSIVE SCHOOL

Examples of responses include:

8.0: I strive to understand the learning needs of students with special learning needs.
8.6: I establish clear expectations for classroom behavior.
8.0: I use individual education plans to set goals for students with special learning needs.

CHALLENGING AND VISIBLE GOALS

Examples of responses include:

8.6: I establish clear expectations for classroom behaviour.
8.3: I set high expectations for student learning.

8.0: I individual education plans to set goals for students with special learning needs.

PLANNED LEARNING OPPORTUNITIES

Examples of responses include:

8.0: When I present a new concept I try to link it to previously mastered skills and knowledge.
7.8: Students become fully engaged in class activities.
7.8: I use two or more strategies in most class periods.

QUALITY FEEDBACK

Examples of responses include:

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

OVERCOMING OBSTACLES TO LEARNING

Examples of responses include:

8.0: I strive to understand the learning needs of

students with special learning needs.

8.0: I can easily identify unproductive learning strategies.

8.0: When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve.

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 one student 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

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 2018 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.

Debate Camp – In March 2018, 4 senior students attended the 'Arguing with Style' Debating Camp held at CMS Katoomba Conference Centre.. They participated in workshops to practice skills in public speaking and debating, culminating in participating in a debate at the end of the camp. Students were able to learn alongside other students from schools across the Western Sydney area..

School Clean Up Day – Since 1992, schools across Australia have got stuck in and made a real difference to their environment and local communities through participating in Schools Clean Up Day. In Term 1, all students of BNPS engaged in our own School Clean Up. Teachers and students worked together cleaning up all areas in school including the asphalt area, grass area and the garden.

Meet the Teacher Afternoon– Early in 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 parents to ask questions, look at displays from the classroom and have a chat with the classroom teachers.

Harmony Day – This was held on Wednesday the 21st March 2018. The whole school community were invited to participate and wear orange. Activities included: Henna Hand Painting for community members and parents; Harmony Day Assembly, a Harmony Day Art Competition with prizes and Henna painting for students. The Ahmadiyya Muslim Woman Association Blacktown Chapter donated prizes for our Art Competition and craft kits and also did Henna hand painting. Some representatives from the media were present to record parts of our celebrations.

Start Smart Workshop – This was attended by all K–2 students. Start Smart is a financial education program offered to school and vocational education students across Australia to help them prepare for their future. This educational workshop is designed to motivate and inspire students and give them the confidence and skills to make smart decisions about money.

Easter hat parade – In week 9 of term 1, students, parents, caregivers and community members celebrated Easter with an Easter Hat Parade at Blacktown North Public School. There was overwhelming support, including donations for the Easter raffle. Student, parents and caregivers created wonderful and unique hats which were displayed throughout the parade.

Cross country– On Thursday 12th April all students participated in the school cross country, on the school grounds. The students were very excited and eager to run the course. As the day went on the temperature rose, but, still the students worked hard to complete their laps. The amount of laps was reduced for safety, not one child complained of the heat they just did the best they could.

Longneck Lagoon – On the 23rd March 2018, Year six students attended a Leadership Program at Longneck Lagoon Environmental Education Centre.. This program is designed to develop teamwork, communication and leadership skills among the senior students. During the day, the students participated in various kinds of adventure sports. The Leadership program students were involved in also assisted the students to develop interpersonal skills.

Gymnastics – In Term 1, students took part in a Gymnastics program where they had the opportunity to use a variety of gymnastics equipment such as a balance beam, different level parallel bars and a variety of trampolines. Students learned how to balance, develop their core–strength and how to be focused and disciplined using gymnastics equipment.

Author Visit – NAPLAN Workshops – Children's author Aleesah Darlinson visited our school on Tuesday, 3rd April and organised creative writing workshops for 3–6 students. The sessions were very useful for all our students especially for Year 3 and 5 students giving them some last minute tips to plan and organise their writing for NAPLAN.

Australian Pioneer Village excursion – All K–2 students attended a very exciting excursion to the Australian Pioneer Village in Wilberforce. This fitted the

History unit – People of Long ago. Students learned about early Australian settlers, their homes, and how they lived. Children were able to see and go into buildings that are 200 years old, and experience some things as the Pioneers did – some activities included butter–churning, visiting the old school, watching sheep–shearing, using a wash–board, using a water pump, and many other interesting activities. Students enjoyed a picnic lunch.

ANZAC – We would like to commend our students at BNPS for their best behaviour during our ANZAC Day Assembly. Special guest Mr. Lauder Scott–Rogers (Secretary of Cumberland National Servicemen's Association) provided the memorial unit to complement our ANZAC Commemoration service and Mr. John O'Brien (Secretary of the City of Blacktown RSL Sub–Branch) was the guest speaker. We Will Remember Them Lest We Forget.

Mothers Day– We celebrated Mothers Day with our annual Mothers day breakfast and gifts for the mums, presented by the staff.. It was a great success with a large number of mums attending. Year 6 students raised money for the end of year gift by selling gifts at the Mother's Day stall.

Life Education – Programs are relevant to Australian children and young people every day, as well as their families and communities. A mobile classroom allows children to explore creative and collaborative learning about drug and health education in a space that is entirely different from a traditional classroom. Children were encouraged to participate and learn through engaging education experiences. Specially trained educators from Life Education had sessions with all classes. They presented vital health and safety messages through tactile and multisensory activities.

Zone Cross Country – On Friday 18th May, 2018 BNPS sent a team to the Zone cross country in Glenwood. The students all ran hard and pushed themselves to achieve a personal goal. They should be proud of their efforts no matter what position they came. One student went on to represent our school at regional level.

National Simultaneous Storytime – BNPS took part on the 23rd of May 2018, Wednesday at 11: 15 by reading the book and/or listening to the story entitled, "Hickory Dickory Dash" written by Tony Wilson. Teachers and students participated in discussions about the theme of the story which is all about "traditional rhymes, family, home life, self–sacrifice, safety and danger, clocks and time, persistence, bravery and fear." Students also demonstrated their appreciation of the story by engaging in varied post–reading activities.

Partners in Print– 'Partners in Print' is a parent reading and writing program This was 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 taught skills to use at home with their children, and then for the last part of each session, the children joined in,

with parents having the opportunity to trial the strategies for that week with their child. Parents found these programs very valuable, and were able to successfully use new strategies learnt with their children.

Debating – A team of students were selected to represent BNPS in the Pickles Shield Debating Competition. Students competed with other schools over 5 rounds. Our dedicated and hardworking Debating Team completed six rounds of challenging and exciting competitions. Adjudicators gave positive feedback on our students research and convincing delivery of arguments.

Blacktown Learning Community Leadership Program – Our school captains and vice captains attended the Blacktown Learning Communities leadership program over two days. The first event was a two day program organised at Seven Hills Public School. The second event was a one day program focused mainly on problem solving, held at Quakers Hill Public School. It was an enriching experience for our student leaders as they got an opportunity to collaborate and work with the leaders from different BLC schools.

Year 6 Pyjama Day – On Thursday 21st June, Year 6 hosted a Pyjama and Movie Day as part of their fundraising efforts. Students were encouraged to wear their favourite winter pyjamas to school on the day and pay a gold coin donation. They were also allowed to pre-book a movie ticket to enjoy a G-rated movie. The movie the students watched on the day was Alvin and the Chipmunks. Students were given a bag of popcorn and a popper to enjoy whilst watching the movie. The day was a huge success with 100% of students from the school participating.

School Bus Safety Program – This has been offered as a community service by Busways since 1989 by a proud group of trainers. The Busways School Bus Safety Trainers traveled to BNPS and provided a tutorial on school bus safety. Students participated in different activities and demonstrations either on board a bus. Busways rewarded students at the end of the program with a Busways cardboard bus, activity book, library bag and certificate.

Premier's Spelling Bee – Every year BNPS participates in the Premier's Spelling Bee. This year we had 16 students from years 3–6 take part. The Premier's Spelling Bee was introduced in 2004 as a fun and educational way for primary school students to engage in spelling. The program includes activities to encourage all students to improve their vocabulary and spelling and to promote literacy skills in combination with the English K–6 Syllabus. The two top spellers in years 3 and 4 and the top two spellers in years 5 and 6 were nominated, and these students represented BNPS at the Premier's Spelling Bee Regional Finals later on in the year.

NAPLAN Breakfast – Year 3 and 5 students who participated in NAPLAN this year began each morning with a healthy start. A health and interesting breakfast was provided each morning for a relaxing start to the

day. Students enjoyed the yummy breakfast in the garden.

Silver luncheon – Semester 1 and semester 2 Silver award recipients enjoyed a lunch out in the garden. In semester 1, students enjoyed having chicken nuggets, hash browns, fruits and ice cream! In semester 2, students enjoyed having pizza, fruits and ice blocks!! Congratulations to these students.

Student Representative Council (SRC) – 2 students from each class were elected to be members of the SRC. They gave up one lunch-time a fortnight to meet and discuss fundraising opportunities and fun events for the school. This year the SRC decided to fundraise for the Children's Hospital at Westmead. During term 1 the SRC an event for "Autism Awareness month". They provided posters and reminders to classes to wear blue and to bring a gold coin donation. In term 2, they organised our 2nd pizza day fund-raiser. Again, this was a success with almost every student ordering pizza by the slice! During the cooler months of term 3, they organised a crazy hat or beanie day. Although there were a lot of zany hats, all students remained smart by wearing their school hat during sports and outdoor play sessions.

K–2 reward – Teddy bears picnic – K–2 students who received a good news letter in semester 1 enjoyed a teddy bear's picnic in the school garden. They had so much fun on the jumping castle and went for a bear hunt too!

Reward Excursion– Taronga Zoo: 3–6 Students who received Good News letters attended an excursion to Taronga Zoo on Thursday, 28th June. It was a wonderful day and the students had a fantastic time, always being safe, respectful learners. Well done!

Government House – Students from BNPS entered an Anti Bullying poster making competition, and one of our students won a prize in the competition. He received his certificate from the Mayor of NSW at Government House, Sydney. Winners from different schools across NSW were recognised for their creativity.

Chill 'n Chat – these meetings with parents were held regularly throughout the year, and well attended by families. They gave an opportunity for parents to share ideas for school improvement, discuss and plan fundraising, as well as for the school to updates families on events and programs within the school.

Drumbeat – In 2018 a selected number of students participated in the Holyoake's Drumbeat program each term. 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.

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.

100 days of kindergarten: Kindergarten students at

Blacktown North Public School became 100 days smarter on 3rd August 2018. They all had an enjoyable and memorable time on this very special day!

Athletics carnival – On the 9th of August, BNPS held the Athletics carnival for 2018. All students participated in events by their age group. Students participated in field events, such as long jump, high jump and discus. Meanwhile, they enjoyed track events such as the 100m and 200m races. Student were safe learners by remembering to keep hydrated and sun safe. All three of our sports groups supported their teammates kindly and effectively, being respectful learners.

Zone athletics carnival – 27 students represented the school at this event. Congratulations to these students for representing our school at this level. Everyone was well behaved, encouraging and supportive. All students should be proud of their achievements. 1 student came second in the 100–metre final and successfully qualified for Regional.

Education Week – As part of our Education Week celebration, BNPS held a special Education Week assembly on Monday, 06 August 2018. Each class presented a special item such as a choral recitation, a jazz chant and a short play.

Snake Tails – As part of our Education Week celebration, students watched the presentation of "Snake Tails". The show is a customised presentation for ES1 – S3 and complements both the "Natural Environment" and the "Living World" in the curriculum for our students. Topics covered included: How reptiles move; Basic needs of reptiles; How environment affects reptiles, their development, growth and survival; Life cycles; Food chains; Structural features of reptiles and adaptation to their environment. Snake Tails brought four deadly snakes found in NSW in tamper–proof boxes for visual recognition. The children also got the opportunity to interact with harmless pythons, lizards and turtles.

Treasure hunt: BNPS students watched this performance as part of Education Week celebrations. The show was highly interactive and featured action packed narratives, appealing, identifiable characters, loads of comedy, irresistible songs and high energy dancing that captivated and engaged all audiences from kindy to year 6 (as well as their teachers).

Book Parade – BNPS brought students and books together as we held our Book Parade on 8th of August 2018. Through this activity, the teachers hope to inspire a love of reading among the students. BNPS also had a Book Fair which enabled children, parents, teachers and community members to purchase quality books and classroom materials at reasonable prices, while earning free books for our school.

Westpoint performance – During Education Week, our Senior and Junior Bollywood dance groups, Drumming and Filipino dance group were honoured and privileged to have been invited once again to perform at Blacktown Westpoint in front of parents, teachers and the Blacktown City Community. Our students did a marvellous job with their performances,

but most of all they all had a wonderful time and experience.

Junior Bollywood Group – Bollywood dance is a fun and vibrant form of modern Indian dance. The main goal of Bollywood dance is to provide entertainment. Dancers learn basic dance steps and techniques, then move to advanced dance techniques and routines, giving the dancers confidence as well as opportunities to perform at events, and build their social skills. The Junior Bollywood dance group has 20 students, who are committed and enthusiastic towards dance lessons. They performed at Multicultural Day at Doonside PS as well as at in–school events at BNPS.

Numeracy rotations – During Education week students participate in some fun mathematics activities to try that they would not normally experience in their class. Students in K–2 participated in activities such as sidewalk shuffle, monster roll, tangrams and fruit loop graphs. 3–6 students enjoyed magic maps, paper planes, chance and orienteering. The day concluded with our annual 5c coin competition.

Education Week: Aboriginal cultural activities – This year's Education week contained a day of Aboriginal cultural activities. Students rotated through different activities during the day. They completed dot paintings, learned some traditional Indigenous games and some awesome dance moves by "Move it Mob style". Students learnt some traditional dancing and shared some bush tucker from our own school garden. And of course the day would not be complete without making Jonny cakes!

PSSA Soccer During Term 2 and 3, students participated in the PSSA Soccer Winter Competition. There were three teams Junior Boys, Senior Boys and Senior Girls team that participated every Friday against the local schools in the area. Students always tried their hardest and did their best showcasing the resilience, sportsmanship and the attitude of champions.

Ballet Dancing and Journal Writing – ALNF A few students from Years 3–6 came together on Thursday mornings in Term 3, learned ballet steps and wrote their experiences under the tutelage of an experienced female artist, Jamie, who patiently demonstrated artistic moves to create a story with a very moving classic or modern music. This program was funded by the Australian Literacy and Numeracy Foundation.

ICAS – During Term 2 and Term 3, 2018, students of BNPS participated in the 2018 International Competitions and Assessment for Schools (ICAS). ICAS was designed as an annual skills development assessment program in key areas of learning for students in Years 2 to 12. A number of our students achieved a grade Distinction and High Distinctions.

Environmentors – Blacktown City Council organised an Enviromentors workshop at our school for K–6 students teaching them the importance of composting and looking after our environment. The workshops were very interesting for the students and they participated in fun and engaging activities.

Swim School – During Term 3, students attended the 2 week School Swimming Scheme at Stanhope Leisure Centre and Stanhope Gardens Aquatic Centre. This was designed for students from Years 2 to 6 students who cannot swim or are just learning to swim. The students learned the importance of water safety, built their confidence in the water and learned the valuable skills of swimming while having fun all at the same time. All students made a lot of progress and learned lifelong skills.

Graffiti Education – Warner Youth Education organised a free incursion on Graffiti Education for Year 4 to 6 students on Thursday, 30th August. As part of this program, students learned about the problem of graffiti and how it affects the whole community. A representative from Warner Youth Education ran a 45 minute interactive presentation in the school hall informing the students about the legal, social and personal consequences of graffiti and encouraging them to be a part of the solution by developing a sense of civic pride.

Premier's Spelling Bee Regional Finals – On Tuesday 11th September 4 students travelled to Werrington County PS to participate in the Premier's Spelling Bee Regional Finals. The students in the regional finals are the top spellers from year 3, 4, 5 and 6 from their schools, across the region. All four students did an amazing job and represented BNPS with pride. They displayed the school expectations at all times throughout the day by being safe, respectful learners. One of the students came 2nd out of 41 junior students.

Public Speaking Year 3–6 – Students from Year 3, 4, 5 and 6 were chosen for their planned speeches to compete against other students in the Blacktown Learning Community of Schools competition. The competition was held at Bert Oldfield Public School in November. Representatives of the Blacktown Toast Masters Club judged and presented all our students with participation awards.

Out of school performances – Our Drumming group, Senior and Junior Bollywood Dance groups, Scottish Country Dance group, Hip–Hop group and choir got the opportunity to display their talents at Westpoint Blacktown's rooftop stage. Our choir and Hip–hop group 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

T–Ball Coaching Sessions – Our T–Ball coaching session was held at school on four Fridays of Term 3. Students from Years 2 and 3 participated in this fun program over 4 weeks.. The program linked closely with current syllabus outcomes, and was delivered by qualified, accredited Softball NSW coaches. The content included development of the fundamental skills associated with T–Ball, while also covering gross motor and movement skills, which complement our existing Health and Physical Education syllabus.

Camp 3–6: 37 students from 3–6 attended a camp to Canberra and Snowy Mountain Camp from 26 to 28th September. They visited Cockington Green gardens, Questacon, Perisher, Kosciuszko Education centre, Parliament House, Australian War Memorial, Royal Australian Mint and Museum of National Democracy. Students were commended for their good behaviour wherever they went.

Fun Run: On Friday 21st September, the students participated in the CUA Fun Run. Students ran around the school grounds in class groups. Around the running course, the students had the opportunity to play games and develop new skills using the new sports equipment just purchased. The students have been collecting money for the school to be able to fund resources for the school.

Superhero Day: On Monday 24th September BNPS hosted a Superhero Day to raise money to support Muscular Dystrophy Australia's National Superhero Week, as well as to raise funds for Dance costumes for our performing students. To help raise money for this worthy cause students came to school dressed in their favourite superhero costume and made a gold coin donation. Students also watched "The Underdog" movie in the school hall, which was about a dog with superhero powers.

PSSA Soccer clinic at BGHS – This year, Blacktown Girls High School students completed a sports coaching course and kindly offered to train our school PSSA soccer teams. Every second Thursday at lunch time, BNPS PSSA soccer teams walked to Blacktown Girls High School ovals and participated in sports soccer training. They focused on the skills required to play soccer at a competitive level. The students gained a lot of knowledge and experience from the training offered by the Blacktown Girls High School coaches. All students were highly engaged and had a lot of fun. All students represented BNPS with pride and should be very proud of themselves.

Subtext Art 4 Literacy – A group of 12 students were selected to participate in this project where they used Art as literacy to tell stories with writing around their art works. The result was a wall mural displayed at our school. Students were mentored by the artist, Michael James Lothian. This was a unique opportunity for students to learn from the expertise of a professional artist and express themselves through both visual and written mediums. Also, they used literacy and numeracy skills integral to the curriculum while designing and composing their art work.

Kindergarten chickens: Following from ES1's term 3 science topic of 'Staying Alive', Kindergarten watched a dozen eggs hatched in term 4! Such an awesome learning experience. They enjoyed counting how many chickens hatched, patting the chicks and keeping their environment clean.

Ballroom Dance 2018: After months of hard work and effort in preparation for the Ballroom Dance Competition, the ballroom team finally showed off their dance skills on Thursday 25th October! We are very proud of every one of them for participating the annual

Ballroom Dance Competition!

GIANTS visit Stage 2 – In October, Stage 2 students of BNPS were involved in the 'Healthy Little GIANTS' program. The program aimed to educate students with a holistic understanding of what good health and diet looks like. The students explored various concepts of healthy eating, physical activity and keeping hydrated through engaging and interactive workshops, learning what healthy eating is and how to make the correct choices.

Steam Team 2018 – STEAM team have made tremendous efforts throughout the year working on their project. Students enjoyed exploring the sphero, Hummingbird and MakeyMakey. They have been designing and creating a sphero maze for students at BNPS to trial.

Grandparents Day 2018: This was celebrated on Wednesday 7th November. This day was an opportunity to acknowledge efforts and devotion of grandparents in their many roles of caring and supporting grandchildren. BNPS organised a special assembly and invited grandparents and residents from Hardy's Aged Care, Blacktown. Morning tea was also organised for all the visitors, and a beautiful bottle cap mural was presented to Hardy's Aged Care. All special guests were presented with gift mugs to thank them for their roles as grandparents in our students' lives.

Music: Count Us In – MCIU is Australia's biggest school initiative. On Thursday 1 November, 700,000 students, and 10,000 teachers from 3,500 schools participated across the nation. Music: Count Us In brought teachers, parents, students and the broader music community together in celebration of music. BNPS joined in the Celebration Day as all registered schools united via the live stream to celebrate music and performed 'One Song' – half a million kids all singing the same song, on the same day, at the same time.

Diwali celebration – A special Diwali Assembly was held on Tuesday, 13th November to celebrate the festival of lights. It was followed by a Rangoli making activity for all students and a morning tea for parents. Students came dressed in their cultural costumes and enjoyed making Rangoli patterns.

Cricket NSW Coaching Program – The Cricket NSW Coaching Team offered our school the opportunity to participate in the 2018 Cricket coaching Program. The program linked closely with current syllabus outcomes, and was delivered by qualified, accredited National cricket coaches. Content included development of the fundamental skills associated with cricket, while also covering gross motor and movement skills, which complement our existing Health and Physical Education syllabus. The program was free to all students from Years 2–5, and was held at the school on Wednesdays in Term 4. Cricket NSW coaches provided all equipment as well.

Remembrance day On the 14th of November, BNPS commemorated Remembrance Day. The service involved the whole school, with year 6 leaders and

students from 4V and 4/5S running the service. 4/5S students provided information about Remembrance Day through a speech, while 4V students presented three letters written on the first Armistice Day. There was a one-minute silence held out of respect.

Busy Bees Transition to School program – This provides support to children and their families as they prepare for school. It is held in the community room every Wednesday and Thursday morning from term 1 on. This year we had 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.

Kindergarten orientation – New kindergarten students for 2019 enjoyed 3 Tuesdays visiting our Kindergarten classrooms. They met new teachers and friends preparing themselves for 'big school' next year. Their parents have also been attending information sessions.

K–2 Responsible Pet program – Evelyn Naicker and her dog Charlie visited our school. All K–2 students were taught skills and strategies on how to stay safe around dogs.

Multicultural day – This year we celebrated Multicultural Day on Thursday 22 November. Blacktown Girls Tribal Drum group started the ceremonies followed by class cultural performances, choir and our own Bollywood, Hip Hop, Bhangra Punjabi, Filipino and Scottish Country Dancers. All students participated in a cultural tour of classes until lunchtime where they partook in the Multicultural Food Fair.

Parent Helper Morning Tea – There's a saying, it takes a village to raise a child. Our school is very fortunate to have parent support for excursions, making resources, volunteering in classrooms, assisting with fundraising and school events, such as multicultural day. To thank our wonderful parents, each year, we hold a special morning tea for teachers and staff to show their appreciation. This year's event was attended by over twenty parents who volunteered at the school. Thank you parents!

Homework reward (Semester 1 and Semester 2) – Students from K–6 who completed their homework with effort weekly, received an ice cream as a reward. Students enjoyed eating their ice cream while listening to music. Well done to these students!

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, whilst extending their knowledge about something they would

in class.

Movie Day – All K–6 students went on our annual Movie Day excursion to Richmond in December. Students had a picnic lunch in the park, and enjoyed playing games. This year we watched 'Wreck it Ralph 2'. A number of parents attended the day. A great day was had by all.

Talent quest – Students auditioned for the opportunity to showcase their talent in dance, magic and singing. With advice from a panel of teachers, students refined their acts before performing for a select audience who purchased tickets to assist in fundraising for Year 6.

BNOOSH – Blacktown North Out of School Hours service providing before and after school care has continued to provide an important service to the working parents. The service now has in excess of 12 students attending in the afternoons.

Dance Fever – In Term 4 students participated in Dance Fever where they explored the different elements of dance such as Dynamics, Time, Relationship and Energy. Students performed a variety of dance such as Hip–hop, Samba, Disco as well as a Polynesian dance.

Assembly – Students participated in a fortnightly assembly during even weeks of each term where they had the opportunity to celebrate the success and achievements of their peers in academic, behaviour and effort in class. Each class were given an opportunity to host the assembly where they were able to showcase the amazing talent and skills of our students in front of parents and other special guests. During assemblies throughout the year, we also paid tribute to some important events such as Diwali and Easter as well as significant events in our history such as ANZAC day, Remembrance day and NAIDOC day.

Aged Care Centre visit – BNPS choir group visited Hardi's Aged Care on Tuesday the 11th of December accompanied by the school choir. The choir group sang the Christmas Carols so beautifully and the residents of the nursing home joined in by singing along and clapping. It was a privilege for the participating students and teachers to get involved in our local community. The choir group made our school community very proud.

Presentation Day – On Thursday, 13th December, a Presentation Day ceremony was organised where students received certificates for their achievement in different KLA's, Sports, Attendance, Library, Learning and Support and EaLD. Principal's medallions were handed out to students for being outstanding in following the school rules of being a safe, respectful learner. The student leaders for 2019 were also announced at the end of the ceremony and their parents pinned on their badges. The ceremony was concluded with a video of snapshots of the whole year.

Year 6 Farewell– On Friday, 14th December Year 6 Farewell was organised at Blacktown RSL. Students from Year 5 and 6, and staff attended the event. The

first part of the event watching their children receive Graduation certificates and enjoying their end of year video. Everyone had a wonderful time dancing and the event was concluded with the cutting of the cake.