

# Blacktown North Public School

## 2019 Annual Report



4061

## Introduction

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

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

### School contact details

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### Message from the principal

It is with great pleasure that I present the 2019 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. 2019 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 2019 and gives structure to communicate our priorities and the focus of our learning in 2019. 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.

### Message from the students

The school student leadership team had an enjoyable and busy year, organizing many events to raise funds for school resources and the Year 6 Farewell. The Leadership Team raised \$3800.

Positive Behaviour for Learning was a big focus for all students—all learning about being Respectful, Safe, Learners and this was encouraged and demonstrated by all the student leadership team, also presenting lessons at assemblies and after recess twice a week.

# 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 2 st91 students (K–6) are made up of 88% LBOTE, 8% refugee, with students coming to us from birthplaces in more than 22 other nations and three support classes that cater for students with autism.

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

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework:

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

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## 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.

#### Improvement Measures

90% of students are achieving at or above state average based on Yr 3 and Yr 5 NAPLAN data

85% of students are able to articulate the success criteria and learning intentions.

90% of students in K–6 achieve expected levels in reading and comprehension.

#### 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 2 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 some improvement in the area of Numeracy for year 3 & 5. Year 5 students showed some growth in the areas of reading, spelling, grammar and punctuation. The data that is collected will guide support for each grade according to needs and abilities.

#### Progress towards achieving improvement measures

**Process 1:** Effective implementation of Visible Learning with a focus on collaboratively developed learning intentions and success criteria, descriptive feedback and calculating influence.

Evaluation	Funds Expended (Resources)
Students in most classes are using the language of self-evaluation, still needs to be embedded in our practice.  2020 – will start including the calculating of influence on student results.	human resources–Through RAM flexible funding \$3000  PL – \$2000  <b>Funding Sources:</b> • (\$0.00)

**Process 2:** Increased opportunities to embed future focused learning and strategies in teaching and learning programs

Evaluation	Funds Expended (Resources)
Purchasing of STEAM equipment.  Chinese language program to be implemented in 2020 after trial.	Language Teacher – Through RAM flexible funding \$4000  Stem resources – Through RAM flexible funding. \$7000



## Progress towards achieving improvement measures

**Process 3:** Multi–platform technology resources and learning spaces.

Evaluation	Funds Expended (Resources)
<p>Ipads and Infinity laptops being successfully used in K–6 classrooms.</p> <p>More training required for staff in use of electronic kits, and other STEAM resources.</p> <p>STEAM program for students showed high engagement by students.</p> <p>Science and Tech team have written some units of work to be used in 2020.</p>	<p>Ipads – Through RAM flexible funding –\$24000</p> <p>Elctronic Kits – Through RAM flexible funding –\$2400</p>

**Process 4:** Implementing research, evidence based, and data driven quality–teaching programs to support the needs of all students.

Evaluation	Funds Expended (Resources)
<p>All teachers completed PDP process.</p> <p>TEN training teachers have implemented these strategies in their teaching programs.</p> <p>Writing rubrics to be implemented in 2020 to assist with CTJ.</p>	<p>human resources through RAM flexible funding \$7000</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$3000.00)</li> </ul>

## Next Steps

- Student achievement data will continue to drive the provision of quality teaching and learning programs across K–6classrooms.
- 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.

#### Improvement Measures

Increased percentage of staff and students implementing successful and meaningful leadership and management opportunities.

Increased percentage of aspiring teachers moving into leadership positions.

School leaders drive quality programs that reflect effective practices.

#### Progress towards achieving improvement measures

**Process 1:** Building leadership capacity and density through professional associations, networking and mentoring.

Evaluation	Funds Expended (Resources)
All staff have completed the annual review of their PDP. Action research team successfully presented findings at UWS – use of writing rubrics to be implemented in 2020. School leaders to be given more active roles at assemblies and other events in 2020. A more formal leadership program for school leaders to be implemented.	Human resources through RAM flexible funding \$5000

**Process 2:** School Improvement team will be given leadership opportunities to plan tailored professional learning for staff in ICT, and innovative practices through professional dialogue, training, mentoring and evaluations

Evaluation	Funds Expended (Resources)
Visible Learning is being implemented in all classrooms to varying degrees of effectiveness – will need to be consolidated in 2020. Progressions – most teacher have an understanding of Quantifying numbers and Creating texts, further consolidation of using progressions will be required next year.	human resources through RAM flexible funding – \$7000

**Process 3:** Collegial exchange to build capacity of staff through interaction with the expert in the room.

Evaluation	Funds Expended (Resources)
Collegial exchange in VL positive impact in classrooms Collegial exchange positive impact in using progressions and discussion on student progress Action research completed, rubrics developed for stage 2 for EAL/D Literacy. Beginning teacher mentoring– Accreditation completed by two three teachers.	Human resources through RAM flexible funding \$6000

## 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,

#### Improvement Measures

Improve student well-being and increase student engagement with higher relevant learning experiences, which affect student attendance target, set at 95%

Increased 50% in parental engagement and participation in school events and programs

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).

#### Progress towards achieving improvement measures

**Process 1:** Provide a range of extra-curricular programs and activities to promote student engagement and wellbeing.

Evaluation	Funds Expended (Resources)
<p>Girls Tech Day attended by 40 Year 4–6 students – high engagement shown.</p> <p>Drumbeat didn't occur regularly due to staff disruptions.</p> <p>Mindfulness sessions working well across all K–6 classrooms.</p> <p>Breakfast Club being well-attended by many students – running 4 days a week.</p> <p>End of year Movie excursion – great attendance by students.</p> <p>Grandparents Day – excellent community involvement – more than 50 grandparents and visitors from Hardi's Aged Care attended.</p>	<p>Human resources</p> <p>Breakfast club \$1000</p>

**Process 2:** Provide opportunities for collaboration between parents and school in decision making, planning events and educational opportunities

Evaluation	Funds Expended (Resources)
<p>Parent chill n chat to continue in 2020.</p> <p>Meet the teacher to continue in 2020.</p> <p>Parent teacher interviews showing high engagement by families, to continue in 2020 at end of term 1 and term 3.</p>	<p>Human resources no cost</p>

**Process 3:** Provide differentiated learning opportunities for parents through the parenting programs provided by

## Progress towards achieving improvement measures

**Process 3:** internal/external experts to increase their capacity to support their children at home or in the classroom.

Evaluation	Funds Expended (Resources)
Reading and writing programs for parents successful, with excellent feedback given by participants.  English language program to be provided by TAFE in 2020.	Human resources through RAM flexible funding– \$5000

**Process 4:** Maintain strong communication between the school and community using a range of communication tools.

Evaluation	Funds Expended (Resources)
Semester 2 reports and PLAN feedback letters distributed – good feedback from community.  All communication tools working well, and will be used in 2020 – Seesaw, Skoolbag, Facebook, newsletters etc.	Seesaw–\$4725 RAM flexible funding  Skoolbag– \$383 RAM Flexibly Funding

## 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. Student attendance will continue to be monitored and ensure student engagement is high to increase attendance.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Human resources through RAM flexible funding and  Aboriginal Background Equity funding  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$2 086.00)</li> </ul>	All Aboriginal and Torres Strait Islander students within the school requiring accommodation and adjustment received support through the 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.
<b>English language proficiency</b>	Classroom teachers 1.6 (8 days per week)  Bilingual SLSO  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>English language proficiency (\$170 746.00)</li> <li>Flexible Funding (\$38 946.00)</li> </ul>	The EAL/D teaching role provided an integral part of Literacy and Numeracy support in classrooms specially targeting students from non-English speaking backgrounds. EAL/D assessments were conducted in Term 1/2. A significant number of these students were assessed to have a lower comprehension levels, understanding of vocabulary and written skills at the levels of which they were currently reading. Through this students were able to extend their vocabulary in the English language which also enhanced their reading, writing and comprehension.
<b>Low level adjustment for disability</b>	0.6 Teacher  SLSO  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$64 030.00)</li> <li>Flexible funding (\$24 127.00)</li> </ul>	Students were supported in small groups and individually. this was determined by the needs of the students as indicated by the data that was collated. Post data demonstrated that students improved academically, in Literacy and Numeracy.
<b>Quality Teaching, Successful Students (QTSS)</b>	Human resources-teacher  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$47 489.00)</li> </ul>	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.
<b>Socio-economic background</b>	SLSO support for small groups and individuals.  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio-economic background (\$38 127.00)</li> </ul>	Students requiring adjustments and learning support were 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, through stage planning and collaboration. Data collected showed improvement in academic, social and

<p><b>Socio-economic background</b></p>	<p>SLSO support for small groups and individuals.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$38 127.00)</li> </ul>	<p>emotional growth which demonstrated the effectiveness of the programs and support in place.</p>
<p><b>Support for beginning teachers</b></p>	<p>Human resources-teacher relief</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$15 450.00)</li> </ul>	<p>The school ensured that the beginning teachers were supported through strategies such as lesson observations and professional learning. Additionally in-school support was provided through professional learning opportunities, collegial exchange, observing colleagues teach, opportunities to complete their accreditation. Both teachers successfully completed their accreditation.</p>
<p><b>Targeted student support for refugees and new arrivals</b></p>	<p>SLSO</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Targeted student support for refugees and new arrivals (\$2 413.00)</li> </ul>	<p>Refugee students were supported through the RAS program and also provided with one to one support and small group support as required. Individualised Educational Programs were established and were supported by the SLSO, EAL/D teacher.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	107	115	123	155
Girls	89	114	120	126

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	89.3	89.2	91.6	92.5
1	90.4	90.6	88.3	90.8
2	91.6	93.4	86.8	89.9
3	92.1	90	91.1	88.2
4	95.3	90.5	92.1	91.5
5	92.4	89.1	88	91.4
6	89.8	93.6	96.7	91.6
All Years	91.2	90.8	90.3	90.9
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Student enrolments continued to steadily increase over the past years. While our school population has been extremely transient, the majority of enrolments have become established.

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	11.7
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	5.52
Other Positions	4

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

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 2019. Two staff members achieved Accreditation.



# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	507,171
<b>Revenue</b>	3,874,183
Appropriation	3,750,968
Sale of Goods and Services	18,930
Grants and contributions	97,601
Investment income	2,620
Other revenue	4,064
<b>Expenses</b>	-3,801,101
Employee related	-3,345,144
Operating expenses	-455,956
<b>Surplus / deficit for the year</b>	73,083

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



## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
<b>Targeted Total</b>	599,611
<b>Equity Total</b>	338,061
Equity - Aboriginal	2,086
Equity - Socio-economic	38,127
Equity - Language	209,692
Equity - Disability	88,156
<b>Base Total</b>	2,023,824
Base - Per Capita	58,228
Base - Location	0
Base - Other	1,965,596
<b>Other Total</b>	662,897
<b>Grand Total</b>	3,624,393

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

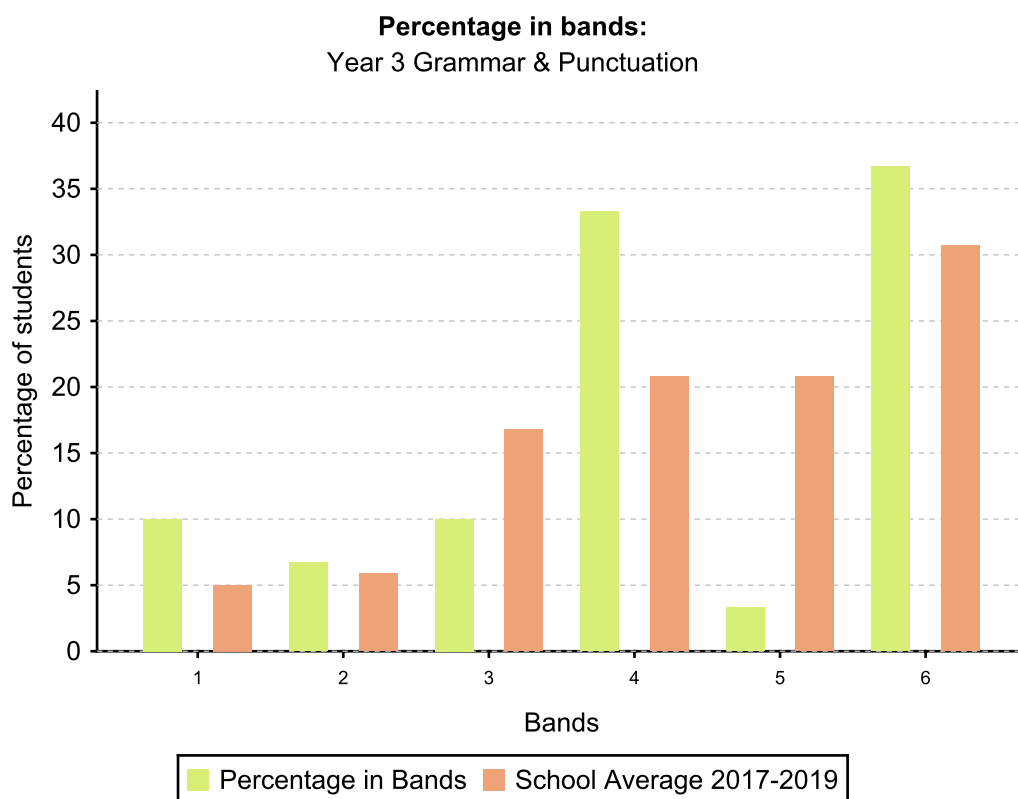


## School performance - NAPLAN

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

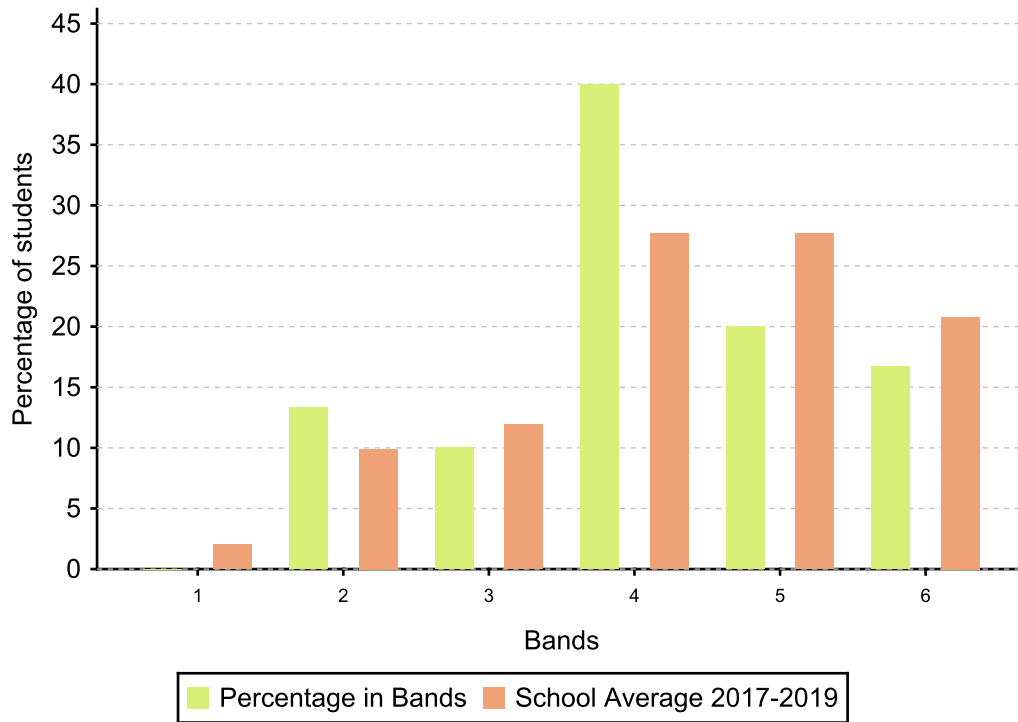
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

### Literacy and Numeracy Graphs



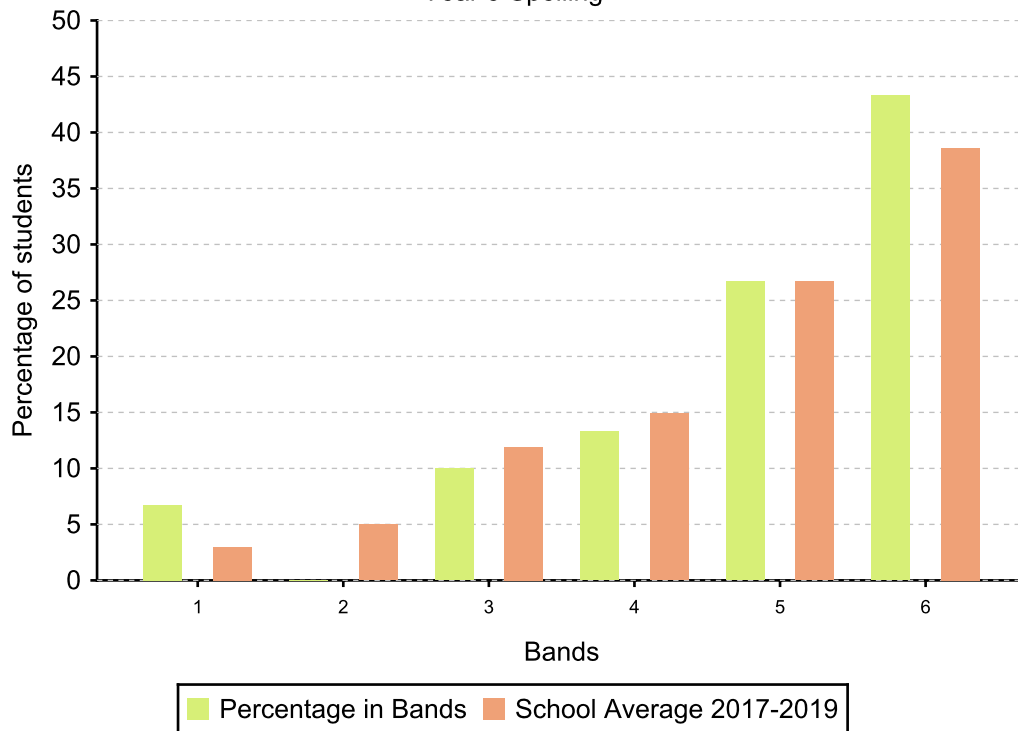
Band	1	2	3	4	5	6
Percentage of students	10.0	6.7	10.0	33.3	3.3	36.7
School avg 2017-2019	5	5.9	16.8	20.8	20.8	30.7

**Percentage in bands:  
Year 3 Reading**



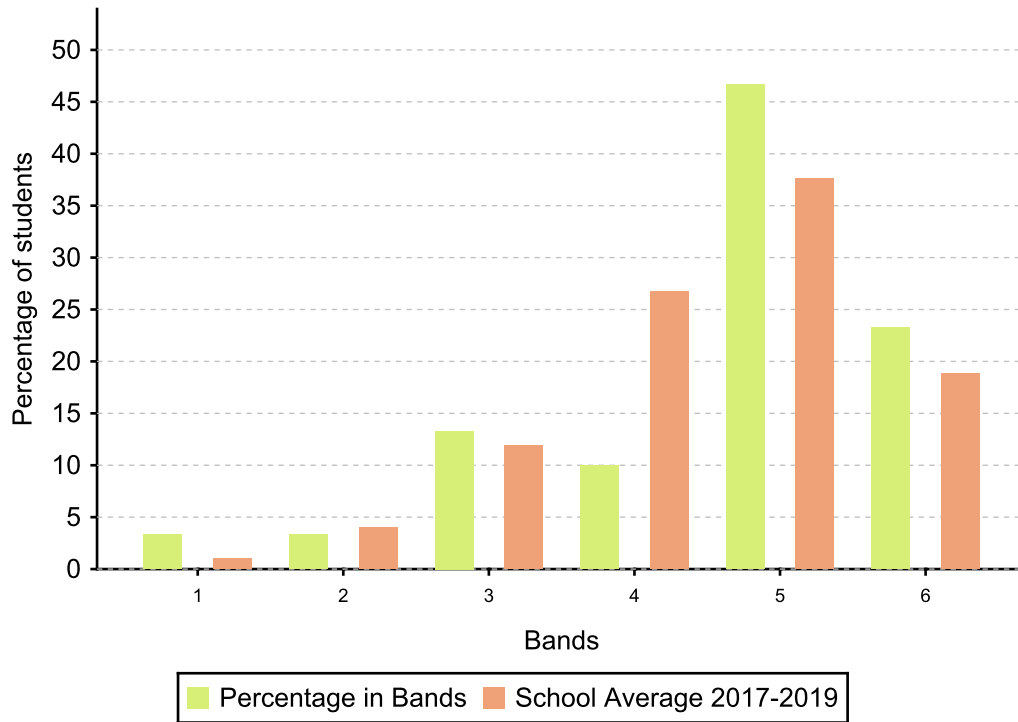
Band	1	2	3	4	5	6
Percentage of students	0.0	13.3	10.0	40.0	20.0	16.7
School avg 2017-2019	2	9.9	11.9	27.7	27.7	20.8

**Percentage in bands:  
Year 3 Spelling**



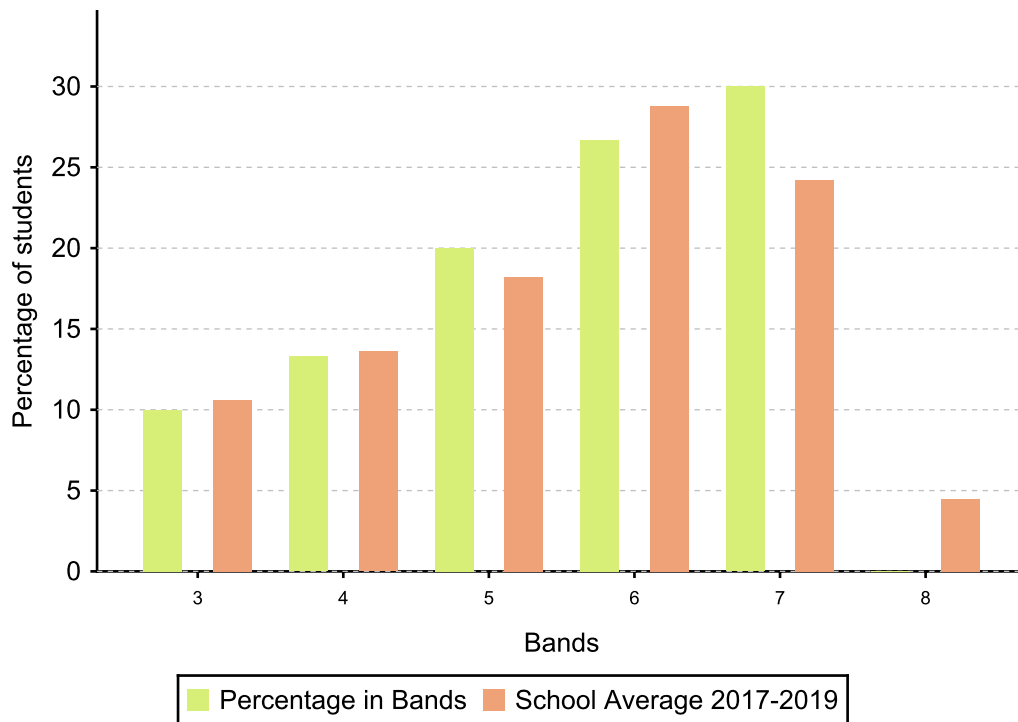
Band	1	2	3	4	5	6
Percentage of students	6.7	0.0	10.0	13.3	26.7	43.3
School avg 2017-2019	3	5	11.9	14.9	26.7	38.6

**Percentage in bands:**  
Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	3.3	3.3	13.3	10.0	46.7	23.3
School avg 2017-2019	1	4	11.9	26.7	37.6	18.8

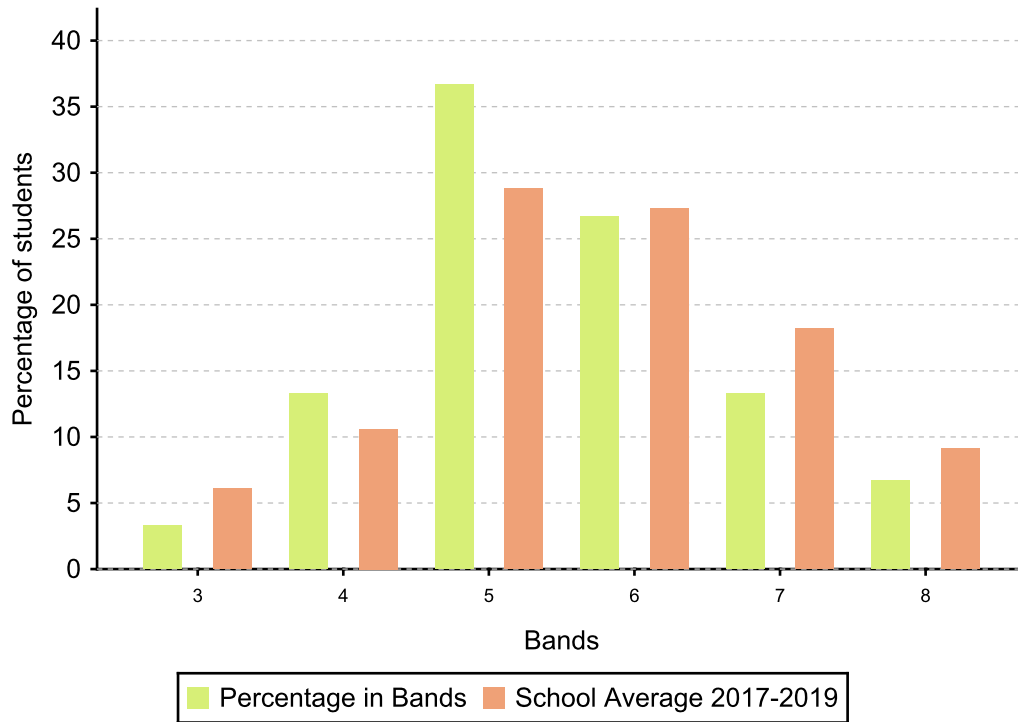
**Percentage in bands:**  
Year 5 Grammar & Punctuation



Band	3	4	5	6	7	8
Percentage of students	10.0	13.3	20.0	26.7	30.0	0.0
School avg 2017-2019	10.6	13.6	18.2	28.8	24.2	4.5

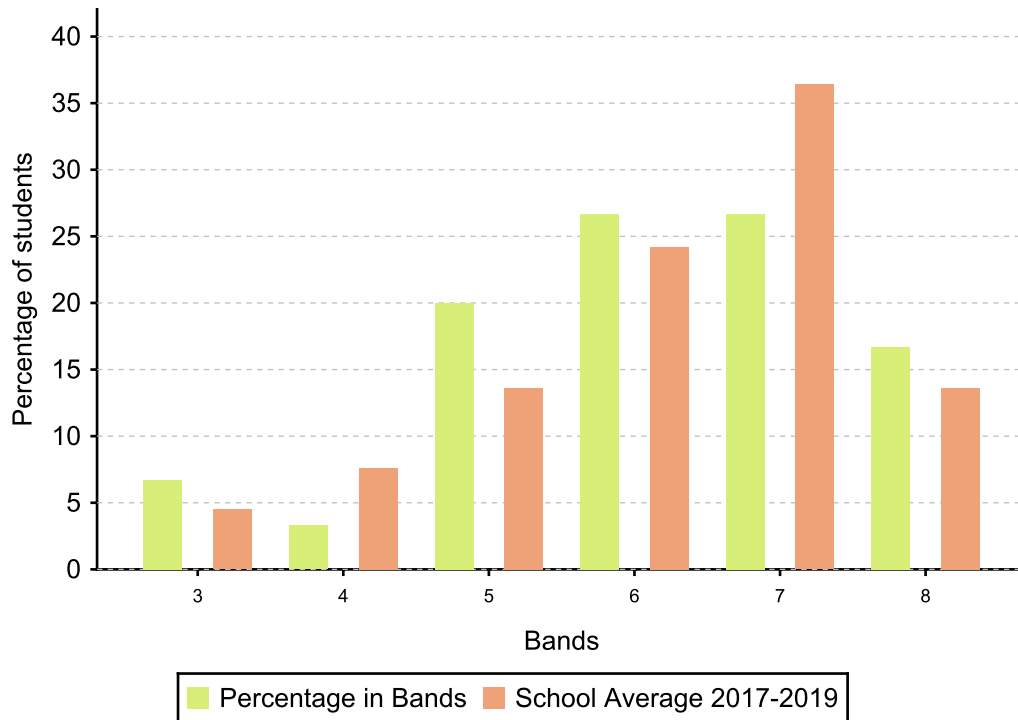


**Percentage in bands:  
Year 5 Reading**



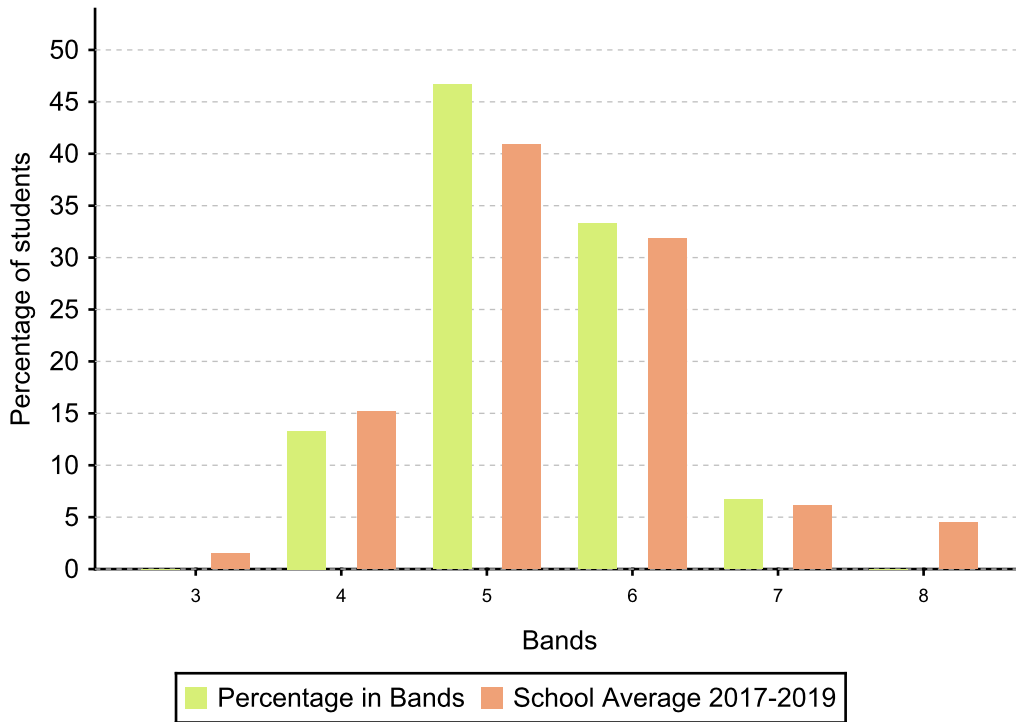
Band	3	4	5	6	7	8
Percentage of students	3.3	13.3	36.7	26.7	13.3	6.7
School avg 2017-2019	6.1	10.6	28.8	27.3	18.2	9.1

**Percentage in bands:  
Year 5 Spelling**



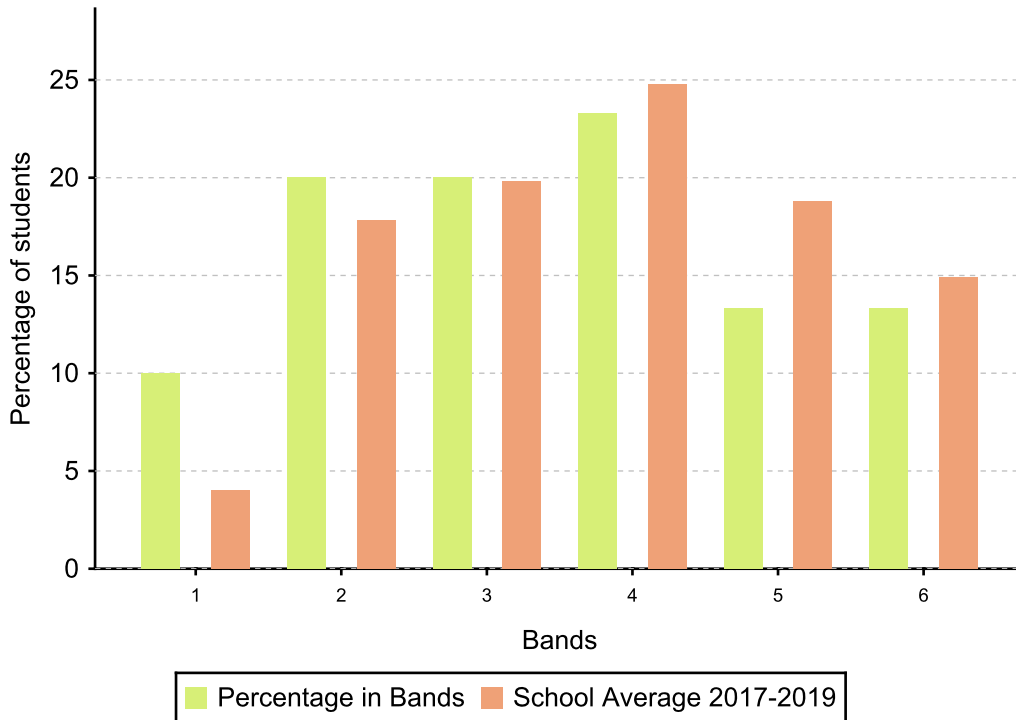
Band	3	4	5	6	7	8
Percentage of students	6.7	3.3	20.0	26.7	26.7	16.7
School avg 2017-2019	4.5	7.6	13.6	24.2	36.4	13.6

**Percentage in bands:**  
Year 5 Writing



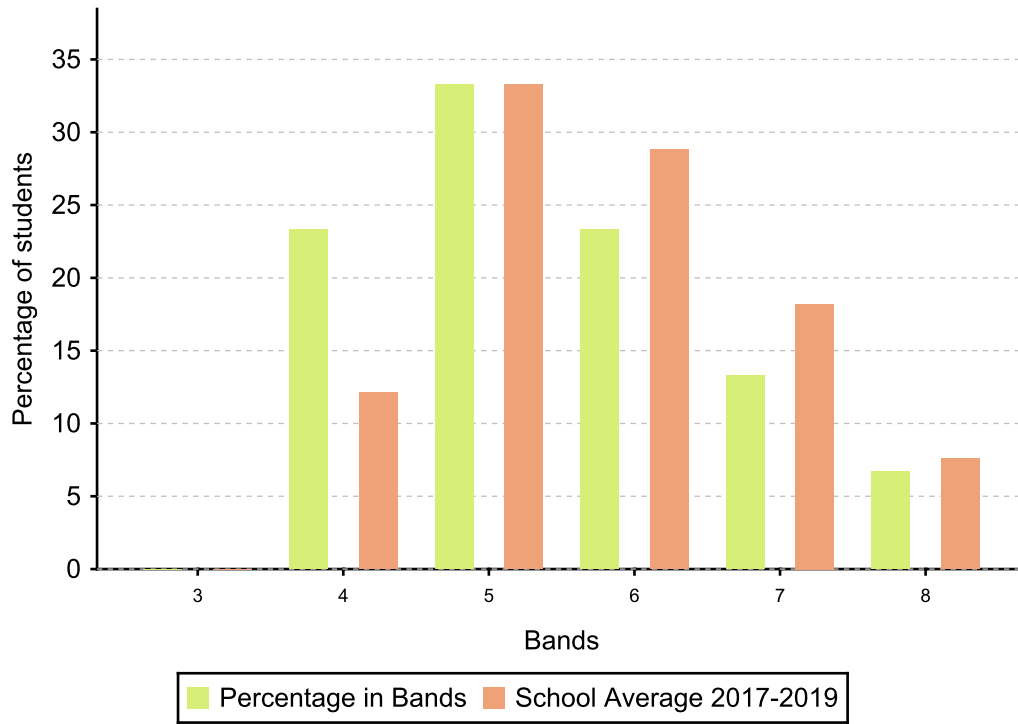
Band	3	4	5	6	7	8
Percentage of students	0.0	13.3	46.7	33.3	6.7	0.0
School avg 2017-2019	1.5	15.2	40.9	31.8	6.1	4.5

**Percentage in bands:**  
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	10.0	20.0	20.0	23.3	13.3	13.3
School avg 2017-2019	4.0	17.8	19.8	24.8	18.8	14.9

**Percentage in bands:**  
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	23.3	33.3	23.3	13.3	6.7
School avg 2017-2019	0	12.1	33.3	28.8	18.2	7.6



# Parent/caregiver, student, teacher satisfaction

## 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 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 surveys a score of 0 indicates strong disagreement; 10 indicate strong agreement; 5 is a neutral position.

### STUDENT SURVEY SUMMARY

72% of students show a high rate of participation in art, drama, or music groups; extra-curricular school activities; or a school, 17% above state norms.

90% of students indicated that they do not get in trouble at school for disruptive or inappropriate behaviour, 7% above state norms.

87% of students are interested and motivated in their learning, 9% above the state norms.

95% of students try hard to succeed in their learning, 7% above state norms.

96% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future, the same percentage as state.

Expectations for success –

Students feel that school staff hold high expectations for all students – School mean is 8.8, NSW gov mean 8.7

Students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn. School mean is 8.3, NSW government mean is 8.2

A high percentage of students feel teachers are responsive to their needs and encourage independence with a democratic approach. – School mean is 8.2, NSW government mean is 8.4

### PARENT SURVEY SUMMARY

#### TWO WAY COMMUNICATION

**Parents feel welcome overall score was 8.1, state norm score was 7.4. Some examples of parent responses include:**

I feel welcome when I visit the school. 8.4

I am well informed about school activities. 8.4

Written information from the school is in clear, plain language. 8.5

The school's administrative staff are helpful when I have a question or problem. 8.3

**Parents are informed – Overall School Mean was 7.8 and NSW Govt Norm 6.6. Some examples of parent responses include:**

Reports on my child's progress are written in terms I understand. 8.1

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. 8.2

The teachers would inform me if my child were not making adequate progress in school subjects. 7.9

I am well informed about my child's progress in school subjects. 7.8

## **PARENT'S PARTICIPATION AT SCHOOL**

80% of parents responded that they have talked with a teacher about their child's learning or behaviour from two to more than three times.

82% responded that they have attended meetings (e.g. parent-teacher meetings) or social functions at your school more than twice in the year.

## **PARENTS SUPPORT LEARNING AT HOME**

*Parents responded to a series of prompts to indicate their support of learning at home. The overall score was 7.5, state norm score was 6.3 Examples of responses to the question 'Does someone in your family do each of the following?' include:*

Talk about how important schoolwork is. 7.2

Encourage your child to do well at school. 8.5

Praise your child for doing well at school. 8.6

Take an interest in your child's school assignments. 8.6

## **SCHOOL SUPPORTS LEARNING**

*Parents responded to a series of prompts on how the school supports learning, the overall score was 7.9, the state norm was 7.3. Examples of responses include:*

Teachers show an interest in my child's learning. 7.9

My child is encouraged to do his or her best work. 8.0

Teachers expect homework to be done on time. 8.4

*Parents were asked to respond about how the school supports positive behaviour. The School Mean was 8.2 and NSW Govt Norm 7.7. Some responses included:*

Teachers expect my child to pay attention in class. 8.4

Teachers maintain control of their classes. 8.0

My child is clear about the rules for school behaviour. 8.7

## **TEACHER SURVEY SUMMARY**

### **LEADERSHIP**

*Teachers were asked for their opinion on leadership within the school – the School Mean was 8.0, NSW Govt Norm 7.1. Some responses included:*

School leaders have helped me establish challenging and visible learning goals for students. 8.4

I work with school leaders to create a safe and orderly school environment. 8.7

School leaders have taken time to observe my teaching. 8.3

School leaders have supported me during stressful times. 8.0

### **COLLABORATION**

*School Mean 7.7, NSW Govt Norm 7.8 Some teacher responses included:*

I talk with other teachers about strategies that increase student engagement. 7.8

I discuss learning problems of particular students with other teachers. 8.0

## **LEARNING CULTURE**

### **School Mean 8.1, NSW Govt Norm 8.0. Some teacher responses included**

In most of my classes I discuss the learning goals for the lesson. 8.4

Students become fully engaged in class activities. 8.3

I set high expectations for student learning. 8.6

## **DATA INFORMS PRACTICE**

### **School Mean 7.7, NSW Govt Norm 7.8. Teachers responded in the following way:**

My assessments help me understand where students are having difficulty. 8.6

I regularly use data from formal assessment tasks to decide whether a concept should be taught another way. 8.2

I use results from formal assessment tasks to inform my lesson planning. 8.3

## **TEACHING STRATEGIES**

### **School Mean 8.1, NSW Govt Norm 7.9. Some teacher responses included:**

I help students set challenging learning goals. 8.2

When I present a new concept I try to link it to previously mastered skills and knowledge. 8.7

Students receive written feedback on their work at least once every week. 8.2

Students receive feedback on their work that brings them closer to achieving their goals. 8.3

## **INCLUSIVE SCHOOL**

### **School Mean 8.1, NSW Govt Norm 8.2, responses from teachers included:**

I strive to understand the learning needs of students with special learning needs. 8.4

I establish clear expectations for classroom behaviour. 9.2

I make an effort to include students with special learning needs in class activities. 8.3

## **CHALLENGING AND VISIBLE GOALS**

### **School Mean 7.8, NSW Govt Norm 7.5. Teacher responses included:**

School leaders have helped me establish challenging and visible learning goals for students. 8.4

I help students set challenging learning goals. 8.2

In most of my classes I discuss the learning goals for the lesson. 8.4

I establish clear expectations for classroom behaviour. 9.2

I set high expectations for student learning. 8.6

I use individual education plans to set goals for students with special learning needs. 8.3

## **PLANNED LEARNING OPPORTUNITIES**

### **School Mean 7.9, NSW Govt Norm 7.6**

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

When I present a new concept I try to link it to previously mastered skills and knowledge. 8.7



I work with school leaders to create a safe and orderly school environment. 8.7

### **QUALITY FEEDBACK**

#### ***School Mean 7.6 NSW Govt Norm 7.3***

I give students written feedback on their work. 8.2

I monitor the progress of individual students. 8.0

I help students use computers or other interactive technology to undertake research. 8.0

School leaders have taken time to observe my teaching. 8.3

Students receive feedback on their work that brings them closer to achieving their goals. 8.3

### **OVERCOMING OBSTACLES TO LEARNING**

#### ***School Mean 7.8 NSW Govt Norm 7.7, some teacher responses include:***

My assessments help me understand where students are having difficulty. 8.6

I strive to understand the learning needs of students with special learning needs. 8.4

I make an effort to include students with special learning needs in class activities. 8.3

I discuss learning problems of particular students with other teachers. 8.0

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

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

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

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.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

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

### Other School Programs (optional)

**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 get to know the classroom teachers.

**Djembe Drumming** – In 2019, some students from K–6 participated in learning Djembe drumming. As we know, drumming is an excellent way for children to learn about self-awareness, listening skills, coordination of breath, movement and building team work. It is also a valuable channel for intense emotions and teaches containment of strong feelings. Twice a week students would rehearse their drumming skills during lunch time showcasing their musical talent.

**Clean Up Australia Day** – Schools Clean Up Day is a fun and engaging way to teach young Australians about the responsible disposal of rubbish, resource recovery and the repercussions of rubbish dumped irresponsibly in the local environment. During 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.

**Australian Literacy and Numeracy Foundation Mural Project** – this was attended by 15 stage 2 and 3 students and were supervised and mentored by a prominent artist, Mikey Freedom. It ran for 8 sessions where the objective was to introduce students and give them knowledge of the skills and processes involved in the making of public art called MURALS. The outcome is the existing mural (wall painting) that can be located at one side of the library building.

**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.

**Year 6 Fundraiser**– Odd socks day & spider drinks sale– Year 6 students organised an Odd Sox day and spider drinks stall in Term 1. Students enjoyed wearing odd pairs of socks to schools and could buy a spider drink at lunch time for a gold coin donation.

**BGHS soccer program** – The Blacktown Girls High School Soccer program focused on training BNPS soccer students. Students furthered their skills by working with year 11 students from BGHS. The program was run fortnightly from term 1–3 2019.

**Sealife Aquarium excursion** – As part of K–2s HSIE and Science units, we took our K–2 students on an excursion to the Sydney Aquarium at Darling Harbour. While there, we got to encounter some of the world's most incredible animals, including the beautiful dugongs, huge sharks, massive sawfish, mysterious stingrays, jellyfish, penguins, seahorses, thousands of tropical fish and much, much more. Staff and students had so much fun and all students were well behaved on the day.

**NAPLAN Writing workshop**– Author Aleesah Darlinson visited our school and ran a persuasive writing workshop for all 3–6 students. She focussed on teaching persuasive writing skills in a fun and interesting way a few weeks prior to NAPLAN in order to brush up the skills of all students participating in NAPLAN this year and in the following years.

**ANZAC day assembly** – On the first day of Term 2, students and staff of BNPS held a special ANZAC Day service to remember all those who lost their lives in service to their country, in all wars. Special thanks to Mr. Lauder Scott–Rogers (Secretary of Cumberland National Servicemen's Association) for providing the memorial unit to complement our ANZAC Commemoration service and to Mr. Ted Hartley, Mr. Max Taylor and Mr. John O'Brien (Secretary of the City of Blacktown RSL Sub–Branch) for being our guest speakers. We Will Remember Them. Lest We Forget

**Jump Rope for Heart** – Jump Rope for Heart is a fantastic physical activity and fundraising program that has been run by the Heart Foundation for over 35 years. It's a great way for children to keep fit and learn new skills, but it also helps raise funds for vital heart research and education programs. Students of BNPS skipped throughout the term in Fitness Period and Playtime, students shared their online fundraising page with family and friends to help raise money for this great cause.

**NAPLAN Writing workshop**– Famous Children's books author Dr Cameron Stelzer visited our school a few weeks before NAPLAN. He focussed on teaching narrative writing techniques to all 3–6 students a few weeks before the actual NAPLAN test.

**NAPLAN Breakfast**– NAPLAN breakfast was organised for all Year 3 and 5 students on each morning of the three NAPLAN test days. A variety of breakfast options including pan cakes were served to the students in order to give them

a healthy start and to boost their morale before the test experience.

**Mother's day stall & breakfast**– Year 6 students organised a fundraiser for Mother's day. All students from K–6 could buy presents for their mums on the Friday before Mother's day. A special breakfast was also organised for the lovely mums.

**Longneck Lagoon Excursion**– All Year 6 students attended an excursion to Longneck lagoon Environment Education centre where they participated in leadership and team building activities to develop their teamwork, communication and leadership skills.

**CARES** – COMMUNITY AND ROAD EDUCATION SCHEME program focuses on bicycle safety. It is a joint project involving the NSW Police Force, Blacktown city council and the Road and Maritime Service. The Classroom session focuses on road safety and traffic rules. The Road Track session informs students on the purpose and meaning of road signs, line markings, traffic lights and intersections. The Skills session provides students with a number of tasks to do whilst on bikes. They help improve children's balance and control while on a bike. They learnt to negotiate objects, scan for traffic, utilise emergency braking and hand signals

**Soccer PSSA:** In Term 2 2019, Blacktown North Public School prided itself by fielding two PSSA soccer teams for boys – Juniors and Seniors and one soccer team for Girls – Seniors. These students trained in developing their soccer skills participated in multiple games held outside school on a consistent basis. They have also been successful in winning some soccer games.

**Easter Hat Parade** – In March, all students and teachers at Blacktown North Public School participated in Easter Hat Parade. Students from K–6 tapped on their creative thinking skills to design and make their own Easter Hat and wore them on this wonderful occasion, parading and dancing with their classes along, to the music.

**Choir– Hardi's Aged Care, Blacktown** – The Choir Group from Blacktown North Public School visited our local nursing home at Easter time and really brightened the day of the wonderful residents there. The school has high involvement with the local community and has been making regular visits to Hardis Aged Care. Students connect and engage with the elderly residents, putting big smiles on their faces. The students from the school presented some hand –made Easter cards, pictures and craft for the Nursing Home .They shared some delicious Easter eggs with the residents and presented them Easter Hampers.

**Football gala day** – The Football Gala Day gave students in the Senior girls and Senior Boys soccer teams the opportunity to participate in a healthy competition with teams for other local schools. Each team played at least two games against another team. BNPS was joined by the year 11 students from BGHS who assisted in training and supporting our students on the day.

**National Simultaneous Storytime** – NSS is held annually by the Australian Library and Information Association (ALIA). Every year a picture book, written and illustrated by an Australian author and illustrator, is read simultaneously in libraries, schools, pre-schools, childcare centres, family homes, bookshops around the country. It is a colourful, vibrant, fun event that aims to promote the value of reading and literacy, using an Australian children's book that explores age-appropriate themes, and addresses key learning areas of the National Curriculum for Foundation to Year 6. All classes in BNPS participated by reading the book and/or listening to the story entitled, "Alpacas with Maracas". Students also demonstrated their appreciation of the story by engaging in varied post-reading activities.

**3–6 Excursion Government House & Art Gallery** – In June, all students from 3–6 participated in an excursion to Government House and Art Gallery, as part of their History unit. Students had a great time exploring multiple forms of Art from the Art Gallery and also gaining deeper understanding about the Government House.

**Coding** – an outside company ran 4 workshops for 30 K–2, and 30 3–6 students. Students had the chance to program using coding skills for a robot car, Altino. Students were exposed to the basic skills of coding, using lights, skills and sound.

**100 days of Kindergarten** – Kindergarten students were able to participate in '100 days of kindergarten'. Students were able to count down how many days they have been in kindergarten from the beginning of the year. On the special 100 days of kindergarten celebration day, students were able to participate in activities where they could count to '100' for example building a cup tower with 100 cups, building a block tower, counting 100 fruit loops and making a track using 100 blocks. Students and teachers came to school dressed as old people and had party with lots of yummy food to celebrate the day.

**School swimming and Water Safety program** is a wonderful program designed for students from years 2–6, who cannot swim or are just learning to swim. It is taught by trained swimming teachers for 10 school days at Blacktown Aquatic Centre. Students learn water safety and survival skills, so that they can continue to enjoy aquatic activities. Students involved in this program looked forward to every day at the pools.

**ICAS** – This year 30 students from year 2–6 participated in 6 exams in Digital Technologies, English, Mathematics,

Science, Spelling and Writing. This year the exams were online adding to the difficulty of the exams. The students learnt to log in to the system quickly and used the locked domain effectively for the spelling and writing tests. From all the tests the students received 1 high distinction, 14 distinctions and 18 credits.

**Food Bowl Quirindi Excursion**– As part of their Sister Cities Project, Blacktown City Council offered a free excursion for Stage 3 students to Quirindi, Liverpool Plains. As part of this overnight excursion, we visited Quirindi which is Liverpool Plains Shire's main town. It is primarily an agricultural region on the black soil plains to the west and livestock grazing in the hilly eastern part of the district. The objective of this excursion was to get our students familiarised with Sustainable Australian Agriculture. This excursion was free for all students and the cost was covered by Blacktown City Council.

**Education Week** – The theme for 2019 Education Week was Every student, Every voice. It is a celebration of student empowerment and how the NSW public education system gives students the skills they need in order to have and express a voice during their own educational journey and as engaged global citizens. As part of our Education Week celebration, Blacktown North Public School held a special Education Week assembly. A representative class from each stage presented a special item.

**Westpoint performances** – Westpoint Shopping Centre welcomed local schools, parents and friends to celebrate Education Week. Members of our Drumming Group, Philippine Dance Troupe, Junior and Senior Bollywood Dance groups, all did a good job performing in front of a big audience from different schools.

**Book character parade** – BNPS brought students and books together as we held our Book Parade. 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. These events and activities during our Education Week celebration are held with the aim to connect readers with books and celebrate the joy of reading.

**STEAM** – Some students from 3–6 have been attending STEAM during lunch time this semester. During this sessions, they have engaged in activities which involve critical thinking, designing and problem solving. They have used ICT to research ideas, have undertaken projects which involve designing and creating and solved challenges through trial and error. Students who attended have thoroughly enjoyed these sessions.

**Science Day** – this is a fantastic event held during Education Week. Students had the opportunity to take part in various science experiments such as Slime making, Milk Art, Orange fizz, Volcano making and Balloon static. Students had a wonderful time as they mixed various ingredients such as flour, water, food colouring, milk, detergents and watched them turn into amazing chemical reactions.

**Book Week Performance (Big Dreams)** – BIG DREAMS! is an educational musical to celebrate the best of Australian children's books from The Children's Book Council of Australia 2019 shortlist and celebrating the CBCA Book Week 2019 theme, READING IS MY SECRET POWER. This heartfelt and inspiring in-school production looks at different episodes in each character's journey where they learn not to be discouraged by negative messages in order to follow their heart's desire. Filled with humour, suspense and featuring student interaction throughout, this educational musical adventure encourages students to pursue their ambitions. If you're going to dream, let them be Big Dreams! BNPS students watched this performance on 8th of August 2019 as part of our Education Week celebration. 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).

**Numeracy rotations** – During Education week students participate in some fun mathematics activities to try that they would not normally experience in their classes. Students in K–2 participated in activities such as STEM activities, making 3D shapes. 3–6 students enjoyed a variety of activities, including orienteering. The day concluded with our annual 5c coin competition fundraiser.

**Anti-bullying acrobatic performance** – During Education Week, students watched a performance entitled, BACKFLIPS AGAINST BULLYING. This Bullying Prevention Acrobatic Show utilises performers incredible acrobatic skills to captivate and engage audiences, in order to spotlight important issues that children face when it comes to bullying. The show aims to empower victims and bystanders to take Action against bullying and victimising.

**Environmentors** – EnviroMentors is an incursion based sustainability education program, catering for ES1 to S3. Students engaged through movement and fun activities. All K–6 classes attended the workshop on "COMPOSTING". Students explored composting as an environmentally sound alternative to reduce organic waste sent to landfill. Maintaining compost and the ecosystems found within were explored through games.

**Music Count us In** – Music: Count Us In (MCUI) is Australia's largest school initiative. It is the education program of Music Australia, working with partners around the country to support music in schools. All students and staff of BNPS participated. The day is celebrated nationally where right across the country – all registered schools sing the same song, on the same day, at the same time. The 2019 Program Song was called 'We Are'.

**Father's day stall and breakfast**– Year 6 students organised a fundraiser for Father's day where they sold presents for all K–6 students to buy for their fathers. In the morning, a special breakfast was provided to make the dads feel special.

**Diwali celebration**– A special assembly was organised to celebrate the Hindu festival of Diwali. Students participated in a Rangoli patterns making activity and it was followed by a morning tea for the parents.

**Girls Tech day**– Amazon Web Services (AWS) in partnership with Inspiring the Future, Australia gave our girls from Year 4 to 6 an opportunity to attend Girls' Tech Day at Blacktown RSL. The students got an opportunity to interact with STEM professionals from industry and educational organisations as they took part in various exciting hands–on, high–tech activities and workshops such as coding, robotic challenges, 3D printing and virtual reality technology. They also received a T–shirt and shoulder carry bag with takeaway items.

**Year 6 Market Day**– Year 6 students organised a Market day fundraiser at the end of Term 4. As part of this fundraiser, they sold cookies, spider drinks, organised face painting, and basketball throws activity.

**Student Diary**– Student diaries were introduced for students from 3–6 classes. This was an endeavour to prepare them for the high school, getting them accustomed to the routine of noting details and

**Silver Luncheon**– A special luncheon was organised to reward all silver award winners across K–6 at the end of Semester 1 and 2. Students enjoyed the special lunch under the COLA.

**Gold Bowling and lunch**– All Gold award winners were rewarded with an excursion to AMF Bowling. On returning to school, they enjoyed pizza for lunch followed by ice cream.

**Homework reward**– At the end of each term, a homework reward was organised for all students who submit their completed homework regularly. These students enjoyed ice cream as the reward.

**Good News reward**– Each term, 3 students from each class receive a good news letter. At the end of each semester a reward is organised for these students. In semester 1, students participated in a disco and at the end of semester 2, an excursion to Inflatable world was organised.

**Year 6 Farewell**– A Year 6 Farewell party was organised for all Year 6 students. All teachers and Year 5 students also attended this party at Blacktown RSL to bid farewell to this year's Year 6 class.

**Camp 2019**– Students from 3–6 attended a camp to Dubbo this year. It was a three day camp in which students visited Old Dubbo Goal, Western Plains cultural centre, Taronga western plains zoo, Dubbo observatory and Wellington caves.

**Bhangra**– Students from K–6 participated in weekly Bhangra classes. They got a chance to perform during our Multi–Cultural day in term 4. All students showed great enthusiasm and self–motivation to learn this amazing high–energy folk dance. Their performance was highly applauded by all.

#### **Multicultural day –**

Our annual Multicultural Day was held in November. Blacktown Girls Tribal Drum group started the followed by class cultural performances, and our own Bollywood, Ballroom, Bhangra and Philippine dance groups,. All students participated in a cultural tour of classes until lunchtime, and then participated in a delicious Multicultural Food Fair.

**Debating and Public Speaking** – A group of students in year 5 and 6 were able to develop their speaking and reasoning skills within debating. Students were given a debate topic and had to structure a debate that would convince the audience of their arguments. Students were able to participate in the R.A Pickles Shield Debating competition where they were able to debate against other schools in the Blacktown region. Within Public speaking, students in years 5 and 6 were also able to further develop their writing and speaking skills by participating in the regional BLC public speaking and Multicultural Perspective public speaking competitions.

**Kindy Orientation** – Kindergarten Orientation is a special program for parents and children who are starting school for the very first time. Children had the opportunity to meet and get to know the teachers in the school as well as participate in some introductory kindergarten activities.

For parents, the session provided them with information about the school, the teachers and the different aspects of kindergarten as well as what to expect throughout the year.

**Sydney's Special Christmas party**– Students, staff and the parents enjoyed the day at the Sydney's Special Christmas party at the Rosehill Racecourse in December. Students were treated to a day of celebrity stage shows, fun rides, interactive games, plenty of yummy food, face painting and many more fun activities. Each student was given a gift bag that was filled with high quality toys to call their own. Students were very excited to receive these gifts from Santa.

**Just Like you**– BNPS organised an interactive workshop for students in year 1–6 through Children's Charity's Just like You disability awareness program. The program was a series of free, fun and interactive workshops designed to build



students understanding, acceptance and inclusion of those with disabilities. Students from all classes not only enjoyed the workshops but also participated in meaningful discussions that demonstrated their knowledge and understanding of the program.

**Gymnastics** – Gymnastics is a school wide program that we run as part of our Sports program during Term 1 of each year. It is taught by experienced Gymnastics teachers from Dance Fever. It consists of fun-filled, engaging and interactive lessons each week where students learn about balance, coordination, flexibility, strength and discipline using a variety of gymnastics equipment. This program aligns with the new NSW PDHPE syllabus.

**Dance** – Dance is another school wide program we have which is taught in Term 4 of each year. This program is conducted by experienced Dance teachers from Dance Fever. Students engage in a variety of dance such as Hip hop, Tango, Fox trot and more as they learn the elements of dance. At the end of the year, students have the opportunity to show case their dance skills to their parents and the community at our End of Year Performance Concert.

**Assemblies** – Throughout the year, we held fortnightly assemblies where we present students with Bronze, Silver or Gold awards for their effort, hard work and good behaviour in class. Badges for Student Representative Council members and House Captains and Vice captains are also presented during the assemblies as well as other special certificates. Each class has a chance to host the assembly where they also have the opportunity to showcase their talent in dancing or singing or drama. It is a wonderful time for parents to come and celebrate with their children.

**Movie day** – At the end of the year, students are rewarded with a fantastic and exciting excursion to Richmond Cinema as a celebration for completing a great year of learning. Students get the opportunity to watch a wonderful children's movie along with their teachers and friends, followed by an ice cream party back at school and little dancing to top the day off.

**Mindfulness program**– All students and staff participate 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.

**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.

**Remembrance Day** – On Monday 11th November 2019, Blacktown North Public School commemorated Remembrance Day. The school leaders ran the Remembrance Day assembly, Last Post, Minute of Silence and the Rouse respectfully. We would like to acknowledge and thank our special guest, Mr Leon Webster from Cumberland National Serviceman's Association who visited and addressed the school on this special occasion.

**Ballroom dancing competition** – The Ballroom dancing competition occurred during week 2 of term 4 2019. Students in ballroom dancing have learnt 4–5 dances throughout 2019. The competition allowed students to demonstrate the skills and dances they have learnt throughout the year. at least 4 pairs were selected for the semi-finals in the 2019 competition.

**Christmas Carols by BNPS Choir– Hardi's Aged Care, Blacktown** – The Choir Group from BNPS visited our local nursing home in December and brought festive cheer to the wonderful residents there. Students were warmly welcomed to the nursing home and were greeted by about 30 residents and staff. The choir group sang some popular carols. Residents joined in and sang along with the students. The students beamed with pride when the staff and residents applauded and cheered after each carol. The residents were presented with some hand –made Christmas cards, pictures and craft. The choir group also presented them with some Christmas Hampers.

**Christmas concert**–The Christmas Concert is an event to celebrate the end of the school year and celebrate Christmas as a whole school. All classes participate, performing at a special assembly. Here they also learn more about Christmas.

**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 20 students attending in the afternoons.

**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 STEAM, Co-operative Games, French language, Gardening, etc. These groups have allowed students to explore and have fun in different activities, whilst extending their knowledge about something they

## **Grandparents Day 2019**

BNPS celebrated Grandparents Day on Wednesday 13th November. This special day was an opportunity to acknowledge the efforts and devotion of grandparents in their many roles of caring and supporting their grandchildren. BNPS organised a special assembly and invited grandparents and residents from Hardy's Aged Care, Blacktown. A morning tea was also organised for all the visitors, and a beautiful artwork, painted by Likhita Chikmath was presented to Hardy's Aged Care. All special guests were presented with gift mugs and paper fans made by students from BNOOSH to thank them for their roles as grandparents in our students' lives.

**Junior Bollywood Group** –Bollywood dance is a fun and vibrant form of modern Indian dance. Students learn to appreciate their own dance and those of others. Our Junior Bollywood dance group has 16 students, who are very committed and enthusiastic towards their dance lessons which takes place twice a week. They have performed at Multicultural Day at BNPS, at WestPoint during Education week as well as at Wyndham Hall during Blacktown Festival of Performing Arts

**Blacktown Festival–Junior Bollywood Group** – The enthusiastic Junior Bollywood Group were selected to perform on Tuesday 10th September at Wyndham College Hall, Nirimba during Blacktown Festival of performing arts. They auditioned and were selected by the judges to perform during the festival. They made BNPS really proud by performing so well on a huge stage in front of so many parents and guests. The crowd applauded loudly at the end of their performance and the students were sent appreciation certificates by the BFOPA committee.

**Athletics Carnival** –The Athletics Carnival was held on Friday 21st June at the school grounds. The Carnival ran for the whole day, starting at approximately 9:00am. Parents, family and friends are invited to join in and to support their children. Some parents kindly volunteered as parent helpers as well. –Students from K–2 participated in fun run activities while the rest of the students who were 8 years and over participated in field events such as shot put, long jump and high jump, as well as in track events. Students who performed well had the opportunity to represent our school at the Zone Athletics Carnival.

**Christmas Carols by BNPS Choir– Hardi's Aged Care, Blacktown** The Choir Group from Blacktown North Public School visited our local nursing home on Monday 9th December and brought festive cheer to the wonderful residents there. Students were warmly welcomed to the hall of the nursing home and were greeted by about 30 residents and staff. The choir group sang some popular carols with the help of their choir teacher such as "Rudolf the red nose reindeer" and "Santa Claus is coming to town". The residents joined in and sang along with the students. The students beamed with pride when the staff and residents applauded and cheered after each carol. Residents were presented with some hand –made Christmas cards, pictures and craft.

**SRC fundraising** – This year the SRC elected to raise money for the Westmead Children's Hospital. Students raised the most money from the annual SRC pizza day, with a record number of pizzas ordered! There was also a lot of fun had with the Pirate day and treasure map competition.

**NAIDOC Day** – The day began with a special assembly hosted by 4/5H, students heard some presentation about famous Indigenous Australians. Following the assembly, students participated in rotation activities including Aboriginal dance, Indigenous games, the always popular Jonny cakes, and story–telling from our special guest Aunty Daff.

**NED show** – The NED Show provided students with a story about being resilient, respectful, and to stand up to bullies. Ned and his friends taught students to Never give up, Encourage others, and to Do their best. Students were also treated to an awesome display of magic and yo–yo tricks. Yo–yos were available for sale at the school following the performance.

**Bee Buddies** – Students in Year 5 had an opportunity to become a Bee Buddy to students in K–2. Bee Buddies gave up their recess time once per week to come a long and receive special training to allow them to assist their little buddies in K–2 classrooms. Bee Buddies worked together on activities that included reading books, practising sight words, and playing number and maths games.

**Parent Helper Morning tea** – This year we invited a record number of parent helpers and community members to our school for a thank you morning tea. Teachers provided a selection of yummy foods for the helpers to say a big thanks! Our helpers volunteered their time to assist at our school for a range of activities including covering library books, teaching scripture, helping on excursions and sports events, and on special event days such as NAIDOC Day and Multicultural day.

**Games Boy show** – Students were highly engaged in this performance in which they were exposed to games from around the world, and how children from various countries celebrate Christmas.

**Talent Quest** – the talent quest was held on the second last day of the school year to showcase the various talented students that attend our school. From singing and dancing, to magic tricks and piano concertos, Blacktown North has it all! Our finalists performed in the hall to determine which students would take out the award for first place.