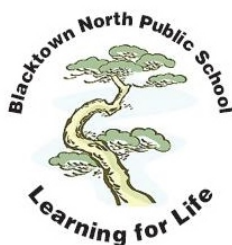


2020 Annual Report

Blacktown North Public School



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Introduction

The Annual Report for 2020 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.

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Message from the principal

It is with great pleasure that I present the 2020 Annual School Report for Blacktown North Public School.

Blacktown North Public School provides the high quality education that caters for the needs of all individual 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 student through quality teaching and learning programs delivered in stimulating and supporting learning environments. 2020 certainly was a challenging year, students, parents and teachers experiencing a different way in which students were able to learn and be able to achieve to their best ability. COVID-19 brought with it new challenges and experiences that showed the resilience not only of our incredible staff, but also students and the community. Through working as a team we were able to ensure that the education of our students continued, and that each child was provided with learning experiences that stimulated and supported their learning. It was a challenging year, but yet a rewarding one.

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

The Annual School Report provides a summary of our achievement in 2020 and gives structure to communicate our priorities and the focus of our learning in 2020. 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 achievement and areas for development.

Message from the students

The school student leadership team had an enjoyable year organizing events to raise funds to purchase wind chimes for the garden and a board with "Welcome to country" which will be displayed in the hall.

Positive Behaviour for Learning was a big focus for all our students- 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.



Blacktown North Public School Mascot - Honey Bee

School vision

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 291 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.



Front of the school

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>

Self-assessment using the School Excellence Framework

Elements	2020 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

Learning

BNPS is committed to promoting a positive learning culture focusing on curriculum improvement, high levels of student engagement, and enhanced wellbeing. We value ourselves on upholding high expectations of behaviour throughout the school. Staff are dedicated to fostering positive and respectful relationships with students and the community.

Teaching

BNPS is dedicated to the implementation of quality teaching practices, with a focus on explicit, evidence based strategies. Staff engage in systematic reviews of their current teaching practices to evaluate the effectiveness of teaching and learning programs. Regular assessments of student learning is conducted with timely and explicit feedback provided to students. Staff have participated in classroom observations, engaged in reflective practice and received explicit feedback on their teaching practices. Professional development is aligned to our school's strategic directions.

Leading

School leadership team is dedicated to supporting staff in providing quality teaching, assessment and reporting

practices. Leadership team guide staff in the implementation of School Plan, ensuring the strategic directions and milestones are clearly understood by all staff. They seek feedback from staff, students and community on school performance and future directions.

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

The implementation of Visible learning has made a positive impact on teachers knowledge and understanding of Evidence based, future focused practice. This long term journey will enable teachers to become evaluators of their own teaching while making learning visible for all students. Students within 3-6 are working towards being able to articulate their learning intentions and success criteria.

Due to COVID-19 students were unable to participate in NAPLAN. Although internal data has indicated that there was a growth in student reading and comprehension although K-2 students have been given support in developing their English language skills, there is a need in developing new strategies that will continue to enhance their comprehension skills.

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)
There is evidence from executive observation, discussion and surveys, that Visible Learning is an integral part of teaching in 3-6 and this needs to become an integral part of teaching in K-2 and support classes.	Professional Learning - human resources(mentoring) within the school Cost-Nil

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

Evaluation	Funds Expended (Resources)
STEM activities have continued to engage students in problem solving skills using robotics and coding. This has supported students further in developing skills in coding, problem solving and the use of robotics. STEM professional learning was organised for staff to explore creating 3D photos and virtual reality and how teachers can use it in their teaching and learning program.	Robotics -\$7158.21 Funding Sources: • Professional learning (\$2955.00)

Progress towards achieving improvement measures

Staff will continue to be trained in STEM to be able to utilise within the classroom and be able to integrate into various KLAS.

Staff members will be continuously attending STEM professional learning, participating in topics related to robotics, virtual reality and coding.

Although students have begun to develop various skills in STEM, there is still a need for them to strengthen their problem solving, critical thinking, team building skills. They also need to become familiar with new technologies (i.e. robotics, 3D printer, virtual reality) when completing integrated rich tasks.

Process 3: Multi-platform technology resources and learning spaces.

Evaluation	Funds Expended (Resources)
<p>Seesaw has continued to be an easy and convenient communication tool for the parents to connect with staff. All parents have access to the tool and are utilizing it on a regular basis.</p> <p>Evaluation of technology in the classroom demonstrates that the students are effectively utilizing it to engage in their learning. Infinity laptops have not proven to be a effective resource these have been replaced by laptops.</p> <p>Evaluation of Matheletics, Reading Eggs and Mathseeds reflect that most classes are utilizing the tool to provided additional differentiated support to students.</p> <p>Evaluation of STEM room reflects that it is utilized optimally as a learning space to engage students in their learning.</p>	<p>SeeSaw- \$3234</p> <p>Skoolbag- \$480.00</p> <p>Reading Eggs-\$4097.28</p> <p>Mathseeds-42281.50</p> <p>Matheletics-42414.28</p> <p>Technology- Laptops- \$45628.55</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$0.00)

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

Evaluation	Funds Expended (Resources)
<p>Evaluation of the assessment timeline reflected that staff are utilising the timeline consistently across the year, although there is a need for good professional learning support for staff.</p> <p>Differentiation is consistently being reflected in teaching and learning programs across the school, although this area requires some further professional development for beginning teachers.</p> <p>Evaluation of data based support reflects that it is effective in enhancing student learning outcome in the classroom as it provides one on one intensive support to the students, it also provides data for extra support within the classrooms.</p> <p>The support provided to students reflect that there is an improvement in student learning outcome.</p> <p>Learning progressions are utiized by teaching staff to determine reading and math groups. It has supported classroom teachers in further providing differentiated teaching and learning opportunities.</p> <p>Classroom teacher judgement sessions were conducted during team meetings. It reflected that there is a disparity in perception to what constitutes a high, middle and bottom student work sample. Team leaders are working with staff to determine this productively.</p> <p>TEN program are consistently implemented across K-2 classrooms.</p>	<p>Additional staff hired to provide support- SLSO's</p> <p>LST- FTE 0.6 -\$65630.00</p> <p>EAL/D FTE: 1.2 \$ 131261.00</p>

Progress towards achieving improvement measures

Action research program did not commence after COVID restrictions.

Next Steps

In 2021 student achievement data will continue to drive the provision of quality teaching and learning programs across all classes K-6 and support. There will be a continued focus on building student capacity in literacy and numeracy with an emphasis on improving the literacy and numeracy achievement in K-6 and support classes. This will be achieved through continued support for teachers in class and providing professional development that meet the individual needs of all teachers.



Students in STEM room exploring virtual reality.

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)
<p>Annual reviews of staff PDP's was undertaken by stage leaders for all staff members. Evaluation of the process reflects that it continues to support staff in identifying own professional growth elements that are align with the school Plan.</p> <p>Due to COVID-19, fortnightly executive PL could not take place. The sessions that were conducted at the start of the year, reflected they were useful for the executive staff members.</p> <p>Executive networking for Learning Progressions reflected school's enhanced effectiveness to provide support to staff in utilising the progressions to determine learning groups for students. It additionally supported staff in differentiating teaching and learning activities to optimise student learning outcomes.</p> <p>Student leadership opportunities were impacted due to COVID-19 restrictions.</p> <p>Students were elected to be SRC representatives and fulfilled their role diligently. School leaders continued to engage in weekly leadership opportunities such as running assemblies etc.</p>	Human resource- Nil cost

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)
<p>Visible learning is implemented in 3-6 classrooms to support students learning and additional Professional learning is needed for staff to implement it effectively in K-2 and support classrooms.</p> <p>Literacy and Numeracy Progressions are being utilised by staff to determine next steps in learning for students. However, due to disruptions, executive team could not continue to participate in the workshop.</p> <p>Due to disruptions, Action research team project was put on hold. It did</p>	Human resource- Nil cost

Progress towards achieving improvement measures

reflect growth in teacher leadership skills.

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

Evaluation

Funds Expended (Resources)

Consistency of Teacher Judgement reflected that there was a wide disparity in individual teacher's perception on what looked like a high, mid and bottom work sample. Through collegial exchange and interaction with the expert in the room, teachers were able to develop skills in consistent teacher judgement.

Teacher mentorship across the school reflects that staff are being supported in their identified areas of need. This has led to increased staff capacity across the school and some staff engaging in leading whole school program.

Lesson sharing did not commence due to COVID-19 disruptions.

Beginning teacher mentoring reflects that the program provided effective support to the beginning teachers. Staff felt confident in managing class responsibilities and providing quality teaching and learning experiences to students, also felt supported.

Funding Sources:

- Support for beginning teachers (\$23894.00)
- Professional learning (\$1000.00)

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 continue to develop leadership skills.



Collegial exchange session.

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>Drumbeat sessions reflected that students actively participated in the lessons. Unfortunately, due to COVID restrictions, the program was put on hold for some time.</p> <p>Daily mindfulness sessions reflected students were gaining confidence in practicing mindful meditation and having a sense of calm.</p> <p>Reward program reflected that most students consistently followed PBL principles practiced at the school and were keen to obtain a reward for being a safe, respectful and responsible learner. This was reflected in the suspension data.</p> <p>Dynamic Bee groups reflected that students enjoyed and effectively engaged in various extracurricular activities that were offered through the program, and also being able to work in mixed groups providing senior students opportunities to develop leadership skills.</p> <p>Extracurricular groups reflect that students enjoy participating in a variety of activities that are offered during break times.</p> <p>Music Bus lessons could not be done as the program ran for a limited time due to COVID-19 restrictions.</p> <p>The Leader reader program reflects that senior students enjoyed engaging with junior students in the program which unfortunately ran for a short period of time due to COVI-19 restrictions.</p> <p>Breakfast club could not be determined as due to COVID-19 restrictions the</p>	<p>Human resources- Nil</p> <p>Breakfast club-donation Food bank</p> <p>Lunches donations-Good Eating</p> <p>PBL-incentive rewards</p> <p>\$931.00</p>

Progress towards achieving improvement measures

program ran for a short duration of time.

Availability of lunch for students reflects that school is catering for student well being and that student enjoy lunch option that is available.

Education week was conducted virtually this year due to COVID-19. This did not hamper staff and student's spirit and they actively participated in the event.

Staff well being reflect that staff feel connected and appreciated through engaging in staff night out and celebrating birthdays. There is a positive team spirit amongst staff members.

Parent well being activities reflect that even though the activities went virtual, parents still felt connected to the school. Messages were communicated as per normal schedule online and parents were given the opportunity to voice their concerns.

Multicultural day reflected positive engagement from both students and staff as they came dressed in their cultural outfits. All classes performed at the assembly which was followed by multicultural activities rotations. Due to COVID-19 restrictions, there was no shared lunch for students and unfortunately parents could not be invited. Staff had the opportunity to have shared lunch on the day.

Students and staff attended the annual movie day with great enthusiasm. Students enjoyed having lunch at the park and engaging in some simple games with peers and staff.

Year 6 farewell was received with positive feedback. Students enjoyed the evening with peers. Due to COVID-19 restrictions, year 5 were and SLSO's were not able to attend the event. Parents were also asked to drop their children off outside the venue. Staff members were placed on duty to ensure student safety during pick up and drop off.

Talent quest did not go ahead due to disruptions.

Presentation day was celebrated with great pride and students, staff and the community participated with great enthusiasm.

Christmas concert was held and all classes worked hard to prepare their items. Students and staff enjoyed the event and participated actively with Christmas spirit.

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

Evaluation	Funds Expended (Resources)
<p>Seesaw reflects that it is an effective communication tool for parents and staff. Parents find it easier to communicate with the classroom teachers using the tool and teachers use it regularly to update parents of classroom activities.</p> <p>Parent teacher interviews reflect that an increased number of parents attended the interviews online and over the phone to continue fostering the link between home and school learning. 98% of parents attended the parent teacher interviews.</p> <p>IEP's interviews reflect that students are given support in identified areas of need and parents are actively contributing in their child's learning.</p> <p>Kindergarten Orientation sessions reflected that even though the sessions were conducted differently due to COVID-19, students, parents and staff</p>	<p>Human resources -Nil cost</p> <p>Seesaw-\$3234.00</p>

Progress towards achieving improvement measures

participated actively in the planned activities. Parents were provided with general school information during the session. Students coming to the Support unit, participated in orientation session in the support classroom.

Process 3: Provide differentiated learning opportunities for parents through the parenting programs provided by internal/external experts to increase their capacity to support their children at home or in the classroom.

Evaluation	Funds Expended (Resources)
<p>Parent session were delivered as a part of Kindergarten orientation. IT and information session received positive feedback from the parents.</p> <p>Parent programs could not be implemented due to COVID-19 restrictions.</p>	<p>Human resources -Nil cost</p>

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

Evaluation	Funds Expended (Resources)
<p>Semester 2 reports were finalised and distributed to all students across K-6.</p> <p>Evaluation of report writing process reflects that staff are confidently reporting on student performance in the classroom based on assessments conducted.</p> <p>Evaluation of communication tools reflects that they are an effective tool for parents and staff to communicate with each other. Parents find it easier to communicate with the classroom teachers using the tool and teachers use it regularly to update parents of classroom activities.</p>	

Next Steps

Staff will continue to engage in further professional development on wellbeing programs and programs that would enhance student, staff and community wellbeing. All staff will continue to develop their understanding of mental health. Existing wellbeing programs will continue to be implemented and evaluated/



Kindergarten orientation parent session

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>Funding Sources:</p> <p>Aboriginal Background loading</p> <p>Human resources through RAM flexibly funding and Aboriginal Background Equity funding.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$1 024.00) 	<p>Staff facilitate engaging learning opportunities for Aboriginal students which are effective and inclusive for all students. Teachers working alongside SLSOs demonstrated skills, expertise and confidence to work collaboratively with students to develop and differentiate students learning. PLP were developed for each individual student to ensure that all their needs were met, not just academically. 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 Pathways. 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.</p>
<p>English language proficiency</p>	<p>Human resources two classroom teachers and Bilingual SLSO</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$131 261.00) English language proficiency (\$40 827.00) 	<p>The EaL/D teaching role provided an integral part of Literacy and Numeracy support in classrooms specially targeting students from non-English backgrounds. EaL/D assessments were conducted in Term 1-4. A significant number of these students were assessed to have a lower comprehension level, understanding of vocabulary and written skills at the levels of which they were able to extend their 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. Some students were also able to move phases in the spoken English language skills. Although there has been improvements in all areas the COVID-19 has had an impact on the results especially on those students that remained at home for longer periods of time. This will need to be picked up in 2021 and IEPs formulated from the beginning of the year using the data that is collected for EaL/D and also Literacy and Numeracy.</p>
<p>Low level adjustment for disability</p>	<p>Funding sources:</p> <p>Low level adjustment for disability</p> <p>FTE \$65,630.00</p> <p>Flexible funding : \$26396.00</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$65 630.00) Low level adjustment for disability (\$26 396.00) 	<p>Data has shown that there has been an improvement in academic, social and emotional growth. Assessments of the impact of strategic direction reflect the effectiveness of the key initiatives. This was achieved through small group and individual support that was determined by the individual needs of each student. Post data demonstrated that students improved academically, in Literacy and Numeracy, although there was improvement the impact of COVID-19 could be seen as the progress was not as high as it was expected to be, this will need to be evaluated and ensure that that data is analysed for each student and support provided accordingly.</p>

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$54 911.00) 	<p>Blacktown North Public school has continued to create collaborative practices which allowed teachers to jointly plan and observe each others lessons. All stages have developed units of work and collaborative assessments 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, assessments and classroom management.</p> <p>The funds were also utilised effectively to support students within the classroom during guided reading groups and through this being able to demonstrate effective teaching within the classroom as mentors for teachers from K-6. There was an impact from the COVID-19, which shortened the time due to home learning even though mentors and team leaders were available to provide assistance when required.</p>
<p>Socio-economic background</p>	<p>Human resources</p> <p>SLSO support for groups and individual</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$36 108.00) 	<p>Data has shown that there has been an improvements in academic, social and emotional growth. Assessments of the impact of strategic direction reflect the effectiveness of the key initiatives. This was achieved through small group and individual support that was determined by the individual needs of each student. Post data demonstrated that students improved academically, in Literacy and Numeracy, although there was improvement the impact of COVID-19 could be seen as the progress was not as high as it was expected to be, this will need to be evaluated and ensure that that data is analysed for each student and support provided accordingly.</p>
<p>Support for beginning teachers</p>	<p>Human resources -teacher relief</p> <p>Mentor</p> <p>P/L</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$28 962.00) 	<p>The school ensured that the beginning teachers were supported through strategies such as lesson observations and profession learning, in order to ensure that they were able to receive support as required. Additionally within the school support was provided through collegial exchange, observing colleagues teach, opportunities to begin their accreditation process. Both teachers stated that they felt supported and even though it has been an unusual teaching year they did not feel overwhelmed and have gained various experiences that were effective within their teaching. They are happy with the progress of their accreditation and feel they have an understanding of the expectations.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>Human resources</p> <p>SLSO</p>	<p>Data has shown that there has been an improvements in academic, social and emotional growth. Assessments of the impact of strategic direction reflect the effectiveness of the key initiatives. This was achieved through small group and individual support that was determined by the individual needs of each student. Post data demonstrated that</p>

Targeted student support for refugees and new arrivals	Human resources SLSO	students improved academically, in Literacy and Numeracy, although there was improvement the impact of COVID-19 could be seen as the progress was not as high as it was expected to be, this will need to be evaluated and ensure that that data is analysed for each student and support provided accordingly.
Integration funding support	Funding Sources: • Integration funding support (\$12 385.00)	Student data was utilised to determine social and academic support needed both in playground and the classroom. IEP's were developed to support students in the identified area of growth. Evaluation of the strategy reflect that there was a measurable growth in student participation in learning and an marked improvement in social skills.
Literacy and numeracy	Funding Sources: • Literacy and numeracy (\$10 779.00)	Data has shown that there has been an improvements in academic, social and emotional growth. Assessments of the impact of strategic direction reflect the effectiveness of the key initiatives. This was achieved through small group and individual support that was determined by the individual needs of each student. Post data demonstrated that students improved academically, in Literacy and Numeracy, although there was improvement the impact of COVID-19 could be seen as the progress was not as high as it was expected to be, this will need to be evaluated and ensure that that data is analysed for each student and support provided accordingly.
Professional learning	Funding Sources: • Professional learning (\$28 423.00) • Professional learning (\$1 455.00)	<p>Training was undertaken in STEAM for librarians by a staff member to incorporate STEAM principles in library lessons.</p> <p>Two staff members engaged in Robotics PL to incorporate as an essential component of STEAM encourages students to expand their problem solving abilities.</p> <p>Staff member engaged in Making, Tinkering and engineering to bring maker movement to the classrooms as an engaging learning opportunity for students.</p>



Exploring coding in the STEM room.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	115	123	155	169
Girls	114	120	126	122

BNPS has seen a steady increase in numbers from 2018 to 2020. This can mostly be attributed to an increase in housing development in our area of intake. It can be observed that there are more students in K-2 than 3-6. It has been observed that many families move into the area from overseas when students are young into rental properties, and later purchase homes in other suburbs.

We have three students that have identified as Aboriginal and Torres Islanders and 94% with English as their second language and most only speak first language at home.

Our retention of students' rate is significantly lower than of SSSG, averaging approximately 20% less than SSSG figures. This can be attributed to the fact that many of our families reside in rental properties when first arriving in Australia. Once they have established themselves with stable jobs, many families purchase homes (houses in newly established suburbs) and move into these areas.

Student attendance profile

School				
Year	2017	2018	2019	2020
K	89.2	91.6	92.5	86.4
1	90.6	88.3	90.8	88.1
2	93.4	86.8	89.9	86.7
3	90	91.1	88.2	91.8
4	90.5	92.1	91.5	87.2
5	89.1	88	91.4	87.6
6	93.6	96.7	91.6	87.1
All Years	90.8	90.3	90.9	87.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24

March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Student enrolment continued to steadily increase over the past years. While our school 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.



Students learning from home using zoom.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	11.76
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
Teacher ESL	1.2
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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 PS staff annually engage in a number of mandatory, whole school TPL sessions that 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 guideline 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 2020. Two staff members are working toward their accreditation.



Students participating in Yarning circle activity.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	580,254
Revenue	3,863,406
Appropriation	3,790,897
Sale of Goods and Services	14,879
Grants and contributions	55,220
Investment income	811
Other revenue	1,600
Expenses	-4,098,237
Employee related	-3,594,155
Operating expenses	-504,082
Surplus / deficit for the year	-234,831
Closing Balance	345,423

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.

The school budget is prepared by the principal in consultation with the school executive and the School Administrative Manager. Funds are allocated to priority areas identified in the School Plan. Funding of these priority areas ensures the delivery of high quality programs which support student needs.



Students participate in a Start Smart incursion held at the school.

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	12,385
Equity Total	301,246
Equity - Aboriginal	1,024
Equity - Socio-economic	36,108
Equity - Language	172,088
Equity - Disability	92,026
Base Total	2,706,191
Base - Per Capita	71,305
Base - Location	0
Base - Other	2,634,886
Other Total	660,196
Grand Total	3,680,018

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

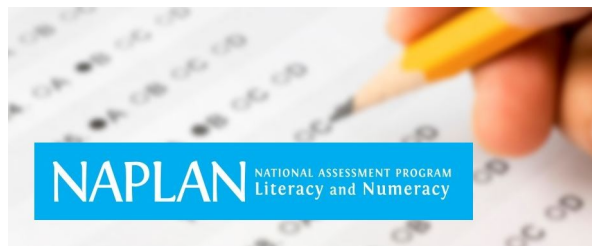
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



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

98% of students indicated that they do not get in trouble at school for disruptive or inappropriate behaviour, 15% above state norms.

91% of students are interested and motivated in their learning, 12% above the state norms.

96% of students try hard to succeed in their learning, 8% 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 9.1, NSW gov mean 8.7

Students feel that their teachers set clear goals for learning, establish expectations, check for understanding and provide feedback. School mean is 8.2, NSW government mean is not indicated.

PARENT SURVEY SUMMARY

TWO WAY COMMUNICATION

Parents feel welcome overall score was 7.7, state norm score was 7.4. Some examples of parent responses include:

I feel welcome when I visit the school. 7.9

I am well informed about school activities. 7.3

Written information from the school is in clear, plain language. 7.6

The school's administrative staff are helpful when I have a question or problem. 7.9

Parents are informed - Overall School Mean was 7 and NSW Govt Norm 6.6. Some examples of parent responses include:

Reports on my child's progress are written in terms I understand. 7.9

If there were concerns with my child's behaviour at school, the teachers would inform me immediately. 7.6

I am informed about my child's behaviour at school, whether positive or negative. 7.2

The teachers would inform me if my child were not making adequate progress in school subjects. 6.8

I am well informed about my child's progress in school subjects. 6.4

PARENT'S PARTICIPATION AT SCHOOL

68% of parents responded that they have talked with a teacher about their child's learning or behaviour from two to more

than three times.

36% 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 6.9, 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. 6.7

Encourage your child to do well at school. 7.7

Praise your child for doing well at school. 7.9

Take an interest in your child's school assignments. 7.7

SCHOOL SUPPORTS LEARNING

Parents responded to a series of prompts on how the school supports learning, the overall score was 7.4, the state norm was 7.3. Examples of responses include:

Teachers show an interest in my child's learning. 7.3

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

Teachers expect homework to be done on time. 7.8

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

Teachers expect my child to pay attention in class. 7.8

Teachers maintain control of their classes. 7.4

My child is clear about the rules for school behaviour. 8.1

TEACHER SURVEY SUMMARY

LEADERSHIP

Teachers were asked for their opinion on leadership within the school - the School Mean was 7.6, NSW Govt Norm 7.1. Some responses included:

School leaders have helped me establish challenging and visible learning goals for students. 7.4

I work with school leaders to create a safe and orderly school environment. 8.3

School leaders have taken time to observe my teaching. 7.9

School leaders have supported me during stressful times. 6.9

COLLABORATION

School Mean 7.4, NSW Govt Norm 7.8 Some teacher responses included:

I talk with other teachers about strategies that increase student engagement. 8.1

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

LEARNING CULTURE

School Mean 8.2, 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. 8.0

I set high expectations for student learning. 8.4

DATA INFORMS PRACTICE

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

My assessments help me understand where students are having difficulty. 8.1

I regularly use data from formal assessment tasks to decide whether a concept should be taught another way. 7.9

I use results from formal assessment tasks to inform my lesson planning. 7.9

TEACHING STRATEGIES

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

I help students set challenging learning goals. 8.0

When I present a new concept I try to link it to previously mastered skills and knowledge. 8.1

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. 8.2

INCLUSIVE SCHOOL

School Mean 8.4, 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. 8.9

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

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. 7.4

I help students set challenging learning goals. 8.0

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

I establish clear expectations for classroom behaviour. 8.9

I set high expectations for student learning. 8.4

I use individual education plans to set goals for students with special learning needs. 8.6

PLANNED LEARNING OPPORTUNITIES

School Mean 7.8, NSW Govt Norm 7.6

Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts. 8.1

When I present a new concept I try to link it to previously mastered skills and knowledge. 8.1

I work with school leaders to create a safe and orderly school environment. 8.3

QUALITY FEEDBACK

School Mean 7.7 NSW Govt Norm 7.3

I give students written feedback on their work. 7.7

I monitor the progress of individual students. 8.7

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

School leaders have taken time to observe my teaching. 8.2

Students receive feedback on their work that brings them closer to achieving their goals. 8.2

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. 8.1

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. 8.8

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



BNPS School community.

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 Blacktown North public School 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 curriculum areas in each classroom. As a whole we have celebrated and supported our Aboriginal communities by recognising National Sorry day and celebrating NAIDOC week. We also recognised and celebrated Aboriginal culture at our Multicultural Day. Our commitment to improved transitions, cultural awareness and culturally inclusive pedagogy is embedded.

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 equitable conduct of all staff and ensures 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 support 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 280 students (K-6) are made up of 89% LBOTE, 8% refugee, with students coming 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 reaching 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 observation. 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.

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.

Assemblies

Throughout the year fortnightly assemblies were held, students were presented with Bronze, Silver or Gold awards for their effort, hard work and good behaviour across the school. Despite restrictions due to COVID-19, short assemblies were still held under our COLA area outside, to enable students to be socially distanced. Although parents were not present at our assemblies, students' achievements were still celebrated in front of their peers and teachers. Badges for Student Representative Council members and House Captains and Vice captains were also presented during the assemblies as well as other special certificates. Each class had a chance to host the assembly, where they had the opportunity to showcase their talent in dancing, singing or drama. It is a great opportunity for students to be recognized for all their efforts in front of their peers, teachers and usually parents. Assemblies within are school are also an essential way of celebrating different cultural events and sharing information across the school so that students develop an understanding and appreciation of different cultures, and traditions,

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 BNOOSH is run by a parent committee and welcomes all parents to be a part of the service, by inviting parents and community members to be a part of meetings and also offer suggestions for the service. The service now has in excess of 28 students attending in the afternoons. The BNOOSH also contributes to the school by paying for buses for excursions and purchasing resources for the school. Through this students are able to participate in educational experiences at a minimal cost.

Dynamic Bees

In Dynamic Bees, students are 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, outdoor Games, cooking , Gardening, etc. These groups have allowed students to explore and have fun in different activities, whilst extending their knowledge about something new and exciting. Students are formed into groups from K-6, this will assist in developing social skills and also extending leadership skill within the older students.

ICAS

This year 31 students from year 2-6 participated in 5 exams in Digital Technologies, English, Mathematics, Science and Spelling. All the exams were online and students did well in navigating the online system. The students were able to log in fairly quickly and we used the locked down browser effectively for the spelling test. This year, students received 1 high distinction, 9 distinctions and 25 credits.

Harmony Day

Blacktown North Public School celebrated Harmony Day in March. This is an important day on our calendar as it is a day of cultural respect for everyone who calls Australia home. This includes the traditional owners of this land and those who have come from many countries around the world. This is the day when we celebrate Australia's cultural diversity and share what we have in common. The central message for Harmony Day 2020 is 'everyone belongs'. Due to COVID-19 restrictions our Harmony Day celebrations were low key this year. Children across the school wore orange, the colour representing Harmony Day, and participated in a range of activities.

Diwali

In November, we celebrated Diwali by encouraging all staff and students to dress up in traditional Indian clothing. The whole school came together in the morning to participate in a Rangoli drawing activity where everyone used chalk to make Rangoli patterns on asphalt areas. Drawing Rangoli is an Indian tradition that is customary during many festivals to promote good luck, happiness and beauty. This was certainly an exciting event on the day, as students shared their views and ideas about different drawings. The school asphalt area was extremely bright and colourful with all the beautiful Rangoli patterns.

Waitangi Day Ceremony Excursion

Blacktown City Council invited our Year 4 to 6 students to attend Waitangi Day Ceremony on Thursday, 6 February 2020 at the South Sea Island Garden, Nurragingy Reserve, Doonside. At the conclusion of the event, the Maori Wardens

provided a taste of Maori food to conclude the event. This was a great opportunity for our students to participate in a traditional celebration from another culture. The students were extremely interested in the ceremony and the events, and were also able to participate in a smoking ceremony, the first for many of our students.

Young Leaders Day Excursion

The school student leaders are encouraged to participate in different events that will enlighten and extend their knowledge and experiences in leadership. One of these important events was on Monday, 2nd March, at the International Convention Centre, Darling Harbour. Students\ leaders were able to participate in a Young Leaders Day, where they were able to listen to various speakers such as Erin Molan, John Coutis. The young leaders were also able to take part in different activities at the convention centre and participate in discussions. It was a great experience for all the students that attended.

Excursion to Sydney Zoo

As part of our Geography and Science units this year, all K-6 students attended an excursion to Sydney Zoo at Bungaribee on **Friday 6th November 2020**. This excursion was free of cost for all children and the expenses were covered by BNOOSH. Students had a wonderful time participating in this self-guided tour, where they were able to learn about different animals, their origin, the food they ate, they were able to see different mammals such as kangaroos, monkeys, elephants, giraffes, lions and tigers. They were also able to learn about different reptiles such as snakes, spiders, lizards and crocodiles. All students had a wonderful time and were able to share what they had learnt.

Meet the local Artist: Saturday, 8th August 2020

Ten Year 6 students from our school were given the opportunity to meet one of the local artists- Jason Hamnett, at Westpoint, Blacktown, on Saturday, 8th August. They were given an opportunity not only to meet the artist but also to assist him in creating a new artwork as part of a new community art installation. The students were able to receive first hand experience in art, the different strokes, colours and textures in order to create an art piece. This was a great experience for our students.

Longneck Lagoon Environment Education Centre

On Wednesday, 4th March, Year 6 students participated in a Leadership program at Longneck Lagoon Environment Education Centre. They spent the whole day outdoors participating in team building activities learning about the importance of achieving goals as a team. This was a great experience for our students to work as a team, experience being a leader, share ideas and achieve a set goals as a team.

Gymnastics

In Term 1 this year, students from Kindergarten to Year 6 participated in a Gymnastics program for 10 weeks. This program was taught by experienced Gymnastics instructors from Multisport Dancefever. Students learned a variety of skills such as coordination, flexibility, strength, balance and discipline using a variety of Gymnastics equipment such as balance beams, trampoline and high and low bars. This program aligns with the NSW PDHPE syllabus.

Dance

In Term 4, students from Kindergarten to Year 6 participated in Dance program which was taught by experienced dance instructors also from the company Multisport Dancefever. In this program students had a lot of fun dancing different styles such as Hiphop, Tango, Jazz, Fox trot and many more while learning the elements of dance.

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 got the opportunity to watch a wonderful children's movie called 'Croods 2' along with their teachers and friends, followed by an ice cream party back at school and a little dancing to top the day off.

STEM

STEM at BNPS focuses on supporting learners to be active, informed and innovative who reflect on their own learning to achieve their potential as lifelong learners. Students will be able to develop the skills and strategies to be able to set learning goals and take ownership of their learning through self-evaluation processes. The engaging learning experiences prepare students to develop critical thinking, problem solving, creativity, communication and collaboration skills and strategies.

Chickens

All students watched a dozen eggs hatched in term 1 and 4 this year. Such an awesome learning experience. They enjoyed counting how many chickens or duck eggs hatched, patting the chicks/ ducklings and keeping their environment clean. They watched the chicks grow. We have kept some chickens and they are enjoying their time in a coop in the school garden.

Online learning

Online learning started due to COVID19 restrictions. Students were able to learn online remotely. Teachers used Microsoft Teams and google classroom to teach. Parents/ carers were able to come into school grounds to collect learning packages for their child/ children. The school was opened for students where online learning was not an option for them. Through this unusual experience different learning opportunities presented themselves for students, teachers and parents. Each individual was able to increase their abilities and experiences in technology. These experiences will be utilised in future learning by students and teachers.

100 days of kindergarten

Congratulations to all kindergarten students at Blacktown North Public School for being 100 days smarter on 25th June 2020! They all had an enjoyable and memorable time on this very special day! We thank all parents, carers and teachers for making this day so special! The students looked incredible dressed as hundred year olds.

National Science Week

BNPS celebrated National Science Week this year. This is Australia's annual celebration of science and technology. Classes enjoyed completing fun and engaging science activities that is related to the theme of 'Deep Blue'. This day extended student knowledge of the ocean and all the incredible creatures within the big blue sea.

Safety electricity week

In Electricity Safety Week students were made aware of the hazards associated with electricity and were taught about how to be safe around electricity. They completed lessons that were developed in collaboration with the Department of Education to meet the Science and Technology and PDHPE curriculum requirements for years K - 6. Students also participated in surveys asking teachers questions about electricity and safety including the principal, they all passed with flying colours.

Kindergarten orientation

New kindergarten students for 2021 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, informing them about different aspects of school life, looking at various technological devices that are used for communication. Parents and students had a great time, meeting staff and other students within the school. All parents and students received bags full of information and activities that students can play in the school holidays before starting school the following year. We look forward to welcoming all the new members of our school community for 2021!

STEMxPlay

Students in 5/6S and 5/6V participated in a primary school STEM outreach program called 'STEM x Play' this year. The program is designed and delivered by the UTS Women in Engineering and IT. Students enjoyed the session which ran for 6 Mondays. The program integrated with the Science and Technology strand. This program was a great inspiration to all girls, showing that they are able to achieve anything that they set their minds to.

Bhangra

This year students from 3-6 classes participated in Bhangra dance class every week on Tuesday afternoon. Bhangra is a traditional form of dance and music which originates from the Punjab region of India and Pakistan. It was initially used as a celebratory folk dance which heralded the coming of spring or Vaisakhi, as it is known. In its purest form bhangra is a mix of a singing accompanied by music and the beat of a single drum known as a dhol. Nowadays bhangra influences can be seen in many Bollywood films. The students performed enthusiastically at our multi-cultural day celebrations and their electrifying performance was loved by all.

PRC

Students at BNPS are always encouraged to read. Each year our school participates in the premier reading challenge. This year 150 students from BNPS completed PRC challenge despite the fact that they were not allowed to borrow due to the impact of coronavirus. Some students received gold certificates for finishing the challenge consecutively for the fourth year. This is a great achievement for our students.

Words and Art Competition

Students from Kindergarten to Year 9 who were registered for the 2020 NSW Premier's Reading Challenge were invited to participate in the competition. Students submitted an entry answering the question "What is your favourite book and why?" Entries were based on a chosen book from the official 2020 NSW Premier's Reading Challenge Booklists. Students created an artwork and wrote why they chose this particular book.

Book fair

What a huge success this year's book fair was! We raised \$3300 by the end of book fair. A big thank you to the parents for their amazing support. We certainly missed your presence on our school grounds this year. The money raised helped us buy literacy resources for our school.

Book parade

The most awaited event of the year where students are able to dress up as their favourite book character. Book prizes and certificates were handed out to students from each class. It was also wonderful to see our lovely numeracy committee dressed up in different colours as crayons from the book 'The Day the crayons quit'. Other staff members joined in dressing as different characters from classic books such as "Poo bear"

Return and Earn Program

At BNPS we do our bit to save the planet. All our students recycled eligible 10c containers in a big plastic bin. This also helped us raise money to buy some wonderful books for the library. This year the students were able to raise \$700, not a bad effort considering all the restrictions due to COVI-19.

SRC

The SRC worked hard to organise a number of fundraisers this year such as Silly Socks Day and Halloween Dress up Day. They introduced the PBL poster competition, getting all students involved in the school's PBL values creatively. The SRC took on playground duties once a week as a playground monitors to help out students and teachers on the playground. This was a great way to develop leadership skills within our students from an early age. SRC representatives are selected from every class K-6 and support classes.

Senior Bollywood

The Senior Bollywood Dance Group have been very busy creating an entertaining performance. This year they performed a mash up of a few Bollywood songs which combines western and Indian dance moves inspired by Bollywood movies. The students attended practice once a week and worked collaboratively with Mrs Vikash to passionately choreograph the dance. They performed at the Multicultural Day assembly and Presentation Day.

Tee-Ball

This year we formed two Tee-Ball teams consisting of both boys and girls. The students attended training once a week even though PSSA was cancelled due to COVID-19, to prepare for future PSSA competitions. Students have been improving their batting and catching skills and have made significant improvements over the year. The teachers also attended sessions in TEE-Ball after school in order to up skill different teachers so that they will be able to train the students effectively. This was also a great team building activity for the staff.

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 once a week. The students had the opportunity to wear their vibrant blue costumes and perform during Multicultural Day at BNPS this year.

Colour Fun Run

The School Colour Explosion event was held at the school grounds on Tuesday 10th March this year. It was a traditional run with a fun and colourful twist. All students were provided with free sunglasses and wrist bands. Students participated in this event by raising money for our school. The fun run concluded with students and teachers drenched in different bright Holi colours by the time they reached the finish line. Students who raised \$10 or more received a prize. The fun run raised \$720.00 and purchased sports equipment.

Soccer by Western Sydney Wanderers

Western Sydney Wanderers Coaching Team offered our school the opportunity to participate in the 2020 soccer skills program. The program was free to students and was held in Term 3 every Thursdays starting on 30th July 2020 during

school hours.

Students from Years 2-6, including students from the Support Classes participated in this coaching program which was held at our school playgrounds. This was a great way to develop coordination skills in students and also develop skills in sportsmanship and team work.

School Clean Up 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. In Term 1 Week 5, 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.

Big Veggie Crunch

BNPS participated in 'THE BIG VEGIE CRUNCH' on Week 6, Thursday (5th of March). 'The Big Veggie Crunch' is an attempt by NSW primary school students to break the record for the highest number of children eating vegetables simultaneously - and to get kids excited about vegetables! Vegetable Week 2020 ran from Monday 2nd March to Friday 6th March, with The Big Veggie Crunch being held at 10am on Thursday 5th March.

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 students to keep fit and learn new skills, and it also helps raise funds for vital heart research and education programs. Since Jump Rope for Heart started in 1983, schools like ours have raised more than \$75 million for the Heart Foundation's lifesaving work. 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.

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 took part in the NSS on the 27th of May 2020, Wednesday by reading the book and/or listening to the story entitled, "Whitney and Britney Chicken Divas" written and illustrated by Lucinda Gifford. Teachers and students participated in discussions about the theme of the story which is all about "friendship, dancing, secrets, glamour, fun, adventure, and music." Students also demonstrated their appreciation of the story by engaging in varied post-reading activities.

EnviroMentors

BNPS students attended the workshop, "In the Bin". The module helped students to gain knowledge of local waste issues. They learned the appropriate bin to place waste items in and consequences of incorrect bin use. The disposal of tricky waste items such as e-waste and bulky items were also explored.

Radical Recyclers

The play was commissioned by Blacktown Council to help increase recycling in their council area. The performance has been specifically designed to engage Stage Three Students and is jam-packed with facts and audience participation. Greta Good, Henry Sceptic, Tom Cluesnow, Candice Last and Forrest Paperwoods discussed the concept of recycling, what can be recycled and the importance of recycling.

Music Count us In

MCUI is Australia's biggest school initiative. On Thursday 5th of November, BNPS was one of over 3,400 schools who participated across the nation. Music Count Us In brought teachers, parents, students and the broader music community together in celebration of music and to champion music education. Music Count Us In exists to advocate for improved access to music education for all students across Australia. BNPS joined in the Celebration Day (Thursday 5 November 2020) as all registered schools unite via this live stream to celebrate music and performed the song, 'You Won't Bring Us Down' - half a million kids all singing the same song, on the same day, at the same time.

Philippine Dance Troupe

Philippine Dance Troupe was offered to interested students who wanted to learn the Philippine culture through music and dance. Our dance troupe was able to perform during the Multi-cultural Day celebration. Joining the Philippine Dance

Troupe helped students develop self-esteem, discipline, self-confidence, balance and better social skills.

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. Due to COVID 19 restrictions, students were not able to participate in the R.A Pickles Shield Debating competition and BLC public speaking competition this year. Students also recorded their speeches and did a video presentation for Multicultural Perspective public speaking competition.

White Ribbon Day

We celebrated White Ribbon Day on Wednesday 25th November at our school to strengthen a culture of respect and equality. Students, staff, parents and the community were invited to come dressed in White to mark the occasion. Students engaged in classroom activities to develop their understanding of gender equality and respectful relationships. 3-6 students presented originally developed rap songs on the theme at the assembly.

Djembe Drumming

In 2020, some students across 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. Once a week students would rehearse their drumming skills during recess time showcasing their musical talent.

Athletics Carnival

The Athletics Carnival was held on Friday 26 August 2020 at the school grounds. The Carnival was planned for the whole day, starting at approximately 9:00am. Students from K-2 participated in fun run activities from 9:00 am to 11:30 am, 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. Due to COVID19 restrictions parents weren't allowed to witness the event. Also, due to extreme weather condition 3-6 event was cancelled after an hour, approx. 12:30 noon.



Students celebrating Harmony Day.