2021 Annual Report

Blacktown North Public School

Blacktown North Public School
Learning for Life

4061

Introduction

The Annual Report for 2021 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 Strategic Improvement 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 2021 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. 2021 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 2021 and gives structure to communicate our priorities and the focus of our learning in 2021. 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 year organizing events to raise funds to purchase a multicultural sign for the front of the school that welcomes all visitors in various languages.

Positive Behaviour for Learning was a big focus for all our students- learning about being Safe,Respectful, Learners and this was encouraged and demonstrated by all members of the student leadership team, through presenting lessons at assemblies.

Multicultural Sign dontated from the School Leadership Team.

School vision

Blacktown North PS 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 practices 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, developing leadership skills and through our core values ensure all students are empowered to meet the challenges of education, work and life environment that embraces future focused learning.

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 302 students (K-6) are made up of 94% LBOTE,8% refugee, with students coming to us from birthplaces in more than 22 other nations. We have 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. The school is committed to continually improving effective classroom practices with staff professional learning being the main focus to continue and improved Quality teaching. This will ensure that both Literacy and Numeracy levels can be enhanced through improved data collection, analysis and use, which underpins our beliefs in individualised and differentiated learning.

The school enjoys the support of its culturally and linguistically diverse community. The school has also fostered strong partnerships with community groups such as Blacktown City Council, Blacktown worker's club, Westfield shopping centre, Bunnings, Hardies Age care home, Blacktown Learning community, UWS, Foodbanks, Eat it Australia. This enables the school to provide students with various opportunities such as speech therapy, breakfast club, and lunches. We also have a community based OOSH, which not only provides services for the parents but all profits are put back into the school, this assists with paying for various activities such as buses for excursions to ensure that all students are able to attend. We also have a connection with the local AECG to ensure that we are able to ensure that we are working collaboratively with the local Aboriginal community to ensure success in academic and community connection for our Indigenous students.

1. Student growth and attainment

As a school, an analysis was conducted against the student outcome measures internal and external data provided information that demonstrated that although student growth was evident, and students performed well in areas such as writing and spelling, there is a need for an explicit focus on Reading for meaning and developing skills in inferential meaning and text analysis. There is a higher need in year 3 than year 5, this is due to the EAL/D background, as students become more proficient in the English language, increasing their vocabulary, they begin to develop their skills on inferential meaning and text analysis. Lack of comprehension skills also impacts on mathematical skills, as students are unable to comprehend the task and the related operations such as measurement, algebraic thinking and quantifying numbers.

2. Explicit teaching through evidence based practice

Explicit teaching occurs through effective data driven practices. Through the comprehensive analysis of the use of data in teaching and learning programs it was identified that there is a need for further professional learning for the use of effective data driven practices that will ensure all students have access to appropriate individualised need based learning and in order to ensure that they achieve stage appropriate learning. Further P/L will ensure that teachers can successfully plan and deliver quality differentiated instructions to students with additional needs including those identified as high potential and gifted.

3. Engagement and Wellbeing

There is a wide collective responsibility for student learning and success with high levels of student, staff and community engagement. Programs that have been implemented that are evidenced based , such as mindfulness across the whole school, Dynamic Bees, extra curriculum activities , SRC and assemblies indicate that as a school we are able to identify aspects and factors that contribute to wellbeing. Students have a sense of belonging, but this needs to be an area of ongoing focus to ensure that wellbeing needs are addressed as they arise within the whole school community. Evidence based programs will need to be developed to promote further "social and emotional" learning strengthening transition and creating an environment that has a sense of belonging for all students and community members

Data has also indicated that although there was a focus on future focused learning, and there was some successes in embedding and integrating it into the curriculum with an emphasis on critical thinking and technology , there is still a need to provide teachers with more opportunities to enhance skills in integrating STEM into the classroom, coding, and robotics.

Community engagement

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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
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	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

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 through out 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 are conducted with timely and explicit feedback provided to students. Staff have participated in Quality teaching rounds, 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 the School strategic plan, ensuring the strategic directions are clearly understood by all staff. They seek feedback from staff, students and community on school performance and future directions.

Purpose

To provide an engaging learning environment which promotes high expectations wherein students become active, informed and innovative learners who reflect on their own learning through enhancement of teacher capacity and student engagement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Literacy/ Numeracy data driven practice
- Visible learning

Resources allocated to this strategic direction

Aboriginal background: $2,172.00
Socio-economic background: $37,165.00
Low level adjustment for disability: $26,396.00

Summary of progress

LITERACY/ NUMERACY DATA DRIVEN PRACTICE

Evidence of activity

At the beginning of the term 1, senior executives reviewed data and determined a need to establish and embed a whole school literacy and numeracy focus to continually assess, collate and analyse student data that informs teaching and learning practice.

Staff were provided with professional learning and mentoring on effective strategies to implement and analyse student data effectively that informs teaching and learning programs. In the beginning of term 2, staff completed professional learning on recording and updating student data. Staff were provided support in updating student data in PLAN 2.

Through learning sprints, staff were engaged in collegial discussions on integrating evidence-based teaching strategies that support improvement in student outcomes across all stages. Identified support was provided to individual students working below expected stage levels. All staff engaged in professional learning on EAL/D progressions to effectively provide differentiated literacy and numeracy support to students from EAL/D background.

Evidence of process quality

The triangulation of executive and teacher analysis was consistent - both indicated comprehension was an area for improvement. Several programs on literal and inferential comprehension were incorporated to support students.

Staff were provided with professional learning on using the literacy and numeracy learning progressions to develop student learning goals and determine student progress using consistent teacher judgement. Literacy & Numeracy learning tasks were differentiated and Learning support was developed according to identified student needs. This became an integral part of the whole school practice. Students needing support were identified based on PM reading level/comprehension data. Resources were purchased to support students' comprehension skills by the literacy and numeracy team. Whole school engaged in comprehension program (Renaissance) to accelerate students' comprehension skills through evidence based comprehension teaching activities. This provided teachers with insightful data reflecting on students' current comprehension skills and determining areas of growth and identifying areas of strength.

All staff engaged in EAL/D progressions professional learning to develop evidence based teaching strategies to support comprehension skills for students from EAL/D backgrounds in literacy and numeracy. Leadership team and a representative from each stage further engaged in professional learning in Teaching English Language Learners (TELL) to gain an in-depth understanding of teaching English language learners. Knowledge gained through the professional learning will be shared with all staff to establish a consistent whole school approach in effectively planning high quality teaching and learning. This will be achieved through supporting the development of EAL/D students' metalanguage and vocabulary knowledge that supports not only comprehension skills but also is reflected in students' writing samples.

Evidence of impact

Teachers apply and consistently use a range of evidence based teaching practices to enhance student educational outcomes. Staff have increased understanding of the learning needs of students from EAL/D background informed by the EAL/D progressions. This is reflected in the provision of quality teaching and learning opportunities for students. Whole school writing rubrics are consistently used to promote consistent teacher judgement and inform practice that supports student growth.

There has been minimal growth in students' comprehension skills through the implementation of the Renaissance program which is also reflected in our whole school reading data.

The RAM equity funding has been allocated to support students within the classroom for specific literacy and numeracy groups by employing three School Learning Support Officers, three bilingual SLSOs to ensure that EALD students develop a comprehensive understanding of literacy and numeracy concepts in their first language, if needed. Intensive support in literacy and numeracy is also provided to Indigenous and identified students through funding. This is determined through data which informs Learning and Support in consultation with the classroom teachers.

Analysis of data from Renaissance, PLAN 2 and reading reflected there was minimal growth in students' comprehension skills which needs further action upon.

New staff will be up-skilled in the current programs implemented for consistent approach across the school. This will be an ongoing process.

Implication for the next phase of this initiative/ strategic direction

Through all our data analysis, there is a need to focus on comprehension utilising research to develop effective strategies that can be used within the school to increase comprehension skills across K-6 focusing on vocabulary to increase EAL/D students' understanding of the texts read.

Provide teachers and SLSO's strategies through professional learning e.g. TELL professional learning will be delivered to all staff by the team that has already been trained to effectively utilise strategies to cater for students from various cultural backgrounds within our school.

Although we achieved sound results in numeracy, next year's focus needs to be for teachers to be able to utilise different strategies to support and develop students' understanding in various aspects of literacy and numeracy.

Communication

Our focus for 2021 was to up-skill teacher capacity in utilising the EAL/D progressions, and teachers effectively designing lessons for EAL/D students, using visuals and hands-on resources.

All staff were provided with professional learning in confidently implementing teaching practices utilising hands-on resources, and focusing on the needs of EAL/D students as part of their teaching pedagogy. Teachers transferred this knowledge into their classrooms and supported students as reflected in their teaching and learning programs. Data sourced from using the EAL/D learning progressions indicates that there has been improvement in students' writing skills and this is further evidenced through NAPLAN results for Year 3 and year 5. Utilising visuals and hands-on resources has had an impact on students understanding of mathematical concepts. This is evidenced by internal and external Numeracy data.

Next year in this initiative we will continue to work with staff by providing needs based professional learning. This will support further improvement in teaching EAL/D students effectively to improve students' outcomes in Literacy and Numeracy.

VISIBLE LEARNING

Evidence of activity

At the beginning of the term, Visible learning continued to focus on embedding a sustainable whole school process for implementing Hattie's Visible Learning practices across the whole school, provided professional learning opportunities for collegial exchange, professional growth and mentoring. The professional learning was a refresher for all staff and getting new staff on board. Team leaders observed visible learning being implemented in the classroom through lesson observations. Teachers shared their visible learning successes during a collegial exchange session.

Evidence of process quality

Professional Learning on visible learning was delivered to get all teachers on board to actively incorporate visible learning elements of learning intentions and success criteria in literacy and numeracy teaching and learning activities across stages.

Students collaboratively developed learning goals with classroom teachers which were continuously evaluated and adjusted. Teachers provided explicit feedback to students informed by syllabus and learning progressions, that was relevant to students' own learning to set individual goals and success criteria.

Data collated from team leader's lesson observations demonstrates that teachers are embedding visible learning practices across some KLAs. Students across 3-6 collaboratively develop learning goals with classroom teachers which are continuously evaluated and adjusted. K-2 are working in this area due to students still developing vocabulary skills.

Evidence of impact

Most staff apply and consistently use syllabus and progression elements to formulate learning goals that optimise progress for all students. Student data shows that there is an increased understanding of students being able to self-monitor learning using visible learning elements. There has been no relevant needs- based funding allocated towards this initiative.

Positive impact - Students are provided with growth mindset opportunities to create and evaluate personalised learning goals. They are able to articulate why and when learning goals are set and are able to have two-way conversations against goal setting. Students are now comfortable in expressing areas of needs and achievement. Data from the student survey reflected students that have a high knowledge of learning goals and success criteria, they get regular feedback from teachers and peers and are creating success criteria together as a class.

K-2 are working on creating success criteria together as a class as they continue to develop needed vocabulary skills. Visible learning is yet to be embedded across other KLAs for a small percentage of staff.

Student surveys and teacher collaboration sessions revealed insightful data in demonstrating the effectiveness of visible learning practices across the school.

Implications for the next phase of this initiative/ strategic direction

Visible learning has proven to be beneficial to support staff confidently in incorporating it into their classroom practice. Students are provided with the language through learning goals and success criteria to determine progress against their goals.   Implementing visible learning has positively impacted their learning. Visible learning is an embedded practice across the school.

Next year, in this initiative we will provide further mentoring to streamline what effective visible learning practices look like in the classroom and continue support K-2 through the consistent use of visual checklists and learning goals to support student understanding and articulation on visible learning.

Communication

Our focus for 2021 was to instill a learning culture that enables students to create, receive feedback on and achieve their learning goals through visible learning.

All staff were provided with professional learning in effectively implementing visible learning practices as a part of their teaching pedagogy. Teachers transferred this knowledge into their classrooms and supported students in formulating learning goals and success criteria. Students were provided with growth mindset opportunities through constructive feedback.

Next year in this initiative we will continue to work with staff by providing differentiated professional learning. This will support further improvement in embedding consistent visible learning practices across the school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement in the percentage of students in Year 3 & Year 5 achieving in the top 2 bands in NAPLAN Reading uplift to above system negotiated	NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for Reading (46.7 %) indicating progress towards the system negotiated target of the lower bound 51.1%

target baseline by 3%	The proportion of Year 3 students in the top two bands in NAPLAN Reading has increased from 36.7% to 50.9%, an increase of 14.2%. The proportion of Year 3 and year 5 students in the top two NAPLAN Reading has increased from 20.09% to 41.9%, an increase of 21.81%
Improvement in the percentage of students in year 3 & year 5 achieving in the top 2 bands in NAPLAN Numeracy to uplift above system negotiated target baseline 3%	NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for Numeracy. The proportion of Year 3 students in the top two bands in NAPLAN Numeracy has increased from 26.7% to 45.5%, an increase of 18.8%. The proportion of Year 3 and year 5 students in the top two NAPLAN Numeracy has increased from 20.09% to 53.3%, an increase of 33.21%. This indicates that we went above the upper bound of 45.3% for year 3 and year 5.
All staff in 3-6 use goal setting as an integral part of their teaching in Literacy and Numeracy learning progressions in directing students learning goals.	There is an increased proportion of 3-6 teachers, 90 % utilising learning intent and success criteria in their lessons in order to establish explicit, challenging and achievable learning goals as an integral part of their teaching in Literacy and Numeracy. This is compared to 50% last year.
All staff in K-2 and support are aware of and begin to use Literacy and Numeracy Learning progressions in directing student learning goals.	There is a minimal proportion of K-2/support teachers, 25% utilising learning intention and success criteria in their lessons in order to establish explicit, challenging and achievable learning goals as an integral part of their teaching in Literacy and Numeracy..
Improvement in the percentage of students in year 5 achieving expected growth in the top 2 bands in NAPLAN Reading to uplift negotiated system target baseline by 1.7%	The proportion of year 5 students achieving expected growth in NAPLAN Reading has increased by 0.2% to 59.3% of students achieving expected growth. The agreed lower bound is 65.6% achieving expected growth. Although we have not reached our baseline target,the average scale growth is 87.7% which is higher than the state (80.8%).
Improvement in the percentage of students in year 5 achieving expected growth in the top 2 bands in NAPLAN Numeracy to uplift negotiated system target baseline by 1.%	The proportion of year 5 students achieving expected growth in NAPLAN Numeracy has increased by 30.8% to 80.8% of students achieving expected growth. The agreed lower bound is 66.7% achieving expected growth. We have reached our baseline target, the average scale growth is 121.4% which is higher than the state (92.0%).
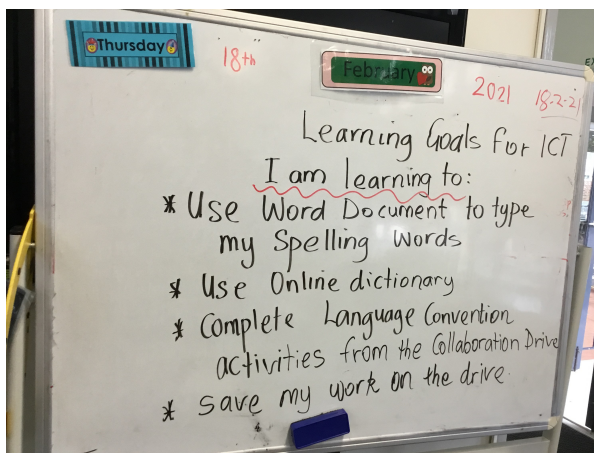
Visible learning goals being implemented in classrooms

Strategic Direction 2: Explicit teaching through evidence based practices

Purpose

To promote innovative educators who focus on individual and collective professional learning and development of quality teaching practices to maximise individual student's learning outcomes through data driven practices.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Quality Teaching Rounds
- Data Literacy in Action

Resources allocated to this strategic direction

QTSS release: $62,562.00
Literacy and numeracy intervention: $47,090.00
Literacy and numeracy: $1,562.67

Summary of progress

DATA LITERACY IN ACTION

Evidence of activity

Professional learning on data driven practices was provided so teachers are able to analyse and reflect on teaching and learning practices.

Team leaders worked within own team as well as with individual staff members on developing a consistent understanding of learning sprints which involved utilisation of data to monitor, assess student progress and design differentiated future learning opportunities for individual or groups of students. We formulated a writing rubric based on EAL/D progressions, Literacy and Numeracy progressions, Early years learning framework and the NSW syllabus to form a consistent teacher judgement when assessing student writing samples.

Principal up-skilled senior executives on research based effective assessment strategies to utilise in planning and implementing effective teaching and learning programs that increase student educational outcomes. Senior executives after professional learning conducted own research on effective assessment strategies and formulated a further PL to ensure staff have an increased understanding of the utility and importance of having assessments as an integral part of their teaching pedagogy.

School based assessments are consistently utilised to ensure implementation of reliable formative and summative assessments tasks which are used to evaluate growth over time, report on student progress and determine next steps in learning.

We used the Literacy and Numeracy funding to employ an extra staff member to work with students that need additional support in literacy and numeracy within small groups or 1:1 basis (as needed). The QTSS funding was utilised to mentor and provide teachers with evidence based teaching strategies to support students in the classroom, providing opportunities for additional professional growth.

Data analysis has become an integral part of the teaching practice across the school and informs teaching and learning programs. Data wall reflecting the consistent teacher judgement using the writing rubric was formulated to monitor if the learning sprints were effectively addressing student learning needs through the provision of differentiated teaching and learning strategies.

Teachers require further professional learning and understanding on how to implement effective assessments, how these are to be utilised in teaching and learning programs ensuring that effective differentiation is evident. Analysis of data is another area that needs to be focused upon for teachers to use the collected data to inform their teaching practice.

Evidence of impact

Writing rubrics were used as an assessment tool for plotting student writing samples against the rubric during learning

sprints. Through the process, it was evident the teachers began to effectively analyse writing assessments using consistent teacher judgement and have collegial discussions to plan effective teaching and learning activities to meet individual student learning needs. This was achieved through identifying areas of focus that needed intensive intervention to support student educational growth. Student writing assessment data has demonstrated growth in the quality of student writing tasks which reflects improvement in areas such as spelling, grammar and punctuation.

We evaluated numeracy assessment tasks in teams to determine student growth and learning needs.

Document analysis of teaching programs demonstrate refinements of practice in the planning process. Student data is being collated in a central place and monitored regularly and consistently to determine where support is needed. Analysis of check in data and internal student numeracy data indicates that we have exceeded our top bound progress measures. NAPLAN results indicate that the school has performed higher than the state average. Reading data revealed progress is being made towards our 2021 annual progress measures, explicit focus is needed in further developing comprehension skills.

There are gaps in the student data due to online learning in term 3 which significantly impacted the consistency of data collection from term to term.

Implications for the next phase

Next year, we will work with staff through observations and collegial discussions on the implementation of their teaching and learning programs relative to improving student comprehension skills as there is a gap in data relating to quality reading assessment/ analysis. Further work is needed to build on staff capacity in analysing and collating quality reading assessments that informs effective teaching practices in supporting students' comprehension.

Communication

Our focus for 2021 was on the use of highly effective teaching practices to improve numeracy and literacy skills, focusing on phonics and spelling, inferential and literal comprehension, creating text with well sequenced ideas and correct complex punctuation. In numeracy the focus is 'place value, number patterns', 'addition and subtraction, multiplication and division', 'measurement' and 'position and fractions'.

All staff were provided with professional learning in effectively implementing highly effective teaching practices that engage students in the learning progress.

Next year in this initiative we will continue to work with staff by providing differentiated professional learning to support further improvement in teaching practices across the school.

Other possible implications

Data literacy in action is interconnected with other initiatives and has a positive impact on staff capacity and student educational outcomes. Teachers need to be utilising resources such as Reading Eggs, Renaissance, Mathletics and Mathseeds, utilising the data to inform their teaching and programming effectively in enhancing student educational outcomes in comprehension.

QUALITY TEACHING ROUNDS

Evidence of Activity

There were interruptions due to lack of casual staff availability, QTR was modified and conducted online in small groups to ensure effectiveness of the process through collegial discussions.

In the beginning of Term 1, senior executives, through classroom observations, determined the need to strengthen staff capacity in effectively utilising Quality teaching elements within their teaching practice. Senior executives identified quality teaching rounds as a focus area for improvement for 2021. This will enhance staff capacity in developing a comprehensive understanding of what quality teaching looks like in everyday practice through collegial observations and exchange.

In Term 1, all staff participated in PL on quality teaching elements, how they inform practice and how they are linked to "What Works Best" document. Staff were informed on how quality teaching rounds would be conducted across the school in 2021 within stage groups. A session was run by senior executives to reflect on the process engaged in collegial discussions facilitated by peer observational notes. The discussions were linked with evidence based "What works best" document and how a chosen topic is reflected in participating teacher's classroom.

Due to lock-down, we had to conduct it online and continued the rounds in groups bearing in mind the changed classroom scenario.

Evidence of process quality

The triangulation of executive and teacher analysis was consistent, both indicated quality teaching elements implementation was an area for improvement. The use of a specific focus area "Writing" and structured rounds ensured consistency across stages. Staff surveys for the QTR PL indicated that teachers formed a deeper understanding of the elements and needed support in implementing it in practice. Teachers valued the time provided to collaboratively engage in reflective practices. Post surveys have indicated that 75% of staff feel more confident and their knowledge has increased. Teachers also have shown through their teaching programs, an increased understanding of quality teaching elements and how it is actually reflected in their teaching.

Data

Surveys and observations captured staff's increased confidence and knowledge in implementing and embedding quality teaching elements. Document analysis of teaching and learning programs showed evidence of inclusion of quality teaching elements as an integral part of their teaching practice.

A gap in data and discussion indicated the need to strengthen staff confidence, engaging in own reflective practices and clarity around difference between coding scales. This will enable a clear insight into what constitutes the quality teaching coding scales for elements and provide support to staff in improving their own teaching practice.

Evidence of impact
- Teachers have engaged in effective collaborative practices through peer dialogue and observations.
- A large percentage of teachers have increased their knowledge of the quality teaching elements and how to implement them effectively.
- The observation process has become an embedded practice where staff are wiling to participate without any hesitation.
- QTR elements are embedded in teachers' programs in various KLAs, particularly literacy and numeracy which demonstrates refinements of practice. Through observations from team leaders, it was noted that student achievement has improved through differentiated quality lessons. Although online learning took place in term 3 and during the beginning of term 4, we were able to make changes to the QTR process and involved more teachers participating in the QTR.
- Positive impact - Pre and post survey reflected that staff experienced professional growth through the reflective and observation process. A positive impact has been the enthusiasm and value expressed by teachers to be provided the opportunities to collaborate within cross stages. Even though QTR was conducted online, staff surveys reflected there was a positive impact on teaching and learning through genuine and authentic collegial discussions and peer feedback.
- The pre and post survey data was more helpful to provide insight on the impact of QTR on teaching pedagogy.
- Assessment data from QTR is still too early to determine any impact on student achievement. Lack of casuals and online learning affected implementation of QTR and had to be modified to suit the changed learning environment.

Moving forward, we will embed a systematic approach to follow up on student assessment data to further determine the impact of QTR on teaching practices.

Implications for the next phase of this initiative/ strategic direction

We are aiming for the QTR to be an embedded practice which is consistently reflected in the teaching pedagogy across the school. Time constraints and lack of casual staff availability will be an area we will need to consider in addressing future QTR. We will continue to embed 'What Works Best' and quality teaching elements into the facilitated discussions. Teachers are more consciously incorporating the quality teaching elements into their lessons after participating in collegial discussions and reflective feedback. All participating staff and students will be benefiting from QTR. Funding is required to relieve staff to engage in QTR. Pre and post staff surveys have been used for monitoring and evaluating the QTR. The challenge has been finding casual staff to release teachers to attend QTR in the planned time-frame.

Next year in this initiative/ strategic direction we will work with staff to see the impact on students' data. We will focus on reading and comprehension in the next QTR.

Communication

Our focus for 2021 was the use of highly effective teaching practices to improve writing skills across the school. Focusing on quality teaching elements, teachers were guided through the process of developing consistent evidence - informed

practices across the school and used student writing data from start of the year to the end of the year to determine growth.

Professional dialogue on writing teaching strategies drawn from evidence based research (What works best document) was a focus to ensure student learning was at the forefront of all practices and these practices which were targeted at student needs. Teachers used student data to plan and embed quality practices into their everyday teaching practices and as a result, adapted teaching and learning programs that reflected the change in practice. Differentiated support has been provided to staff during QTR. As QTR is in the initial phase, student learning outcomes are yet to be effectively monitored and analysed.

Next year in this initiative we will work with staff to establish a process to provide staff with feedback on the impact of their teaching and learning programs in improving educational outcomes. This will support further improvement in teaching practices across the school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Staff will engage collaboratively in quality teaching rounds creating a positive impact on own capacity to delivery quality lessons, school culture and student data..	100% of teachers participated in observations based on Quality Teaching model with emphasis on 2021 targeted elements. There was an increase of 100% of teachers beginning to implement Quality Teaching elements within their classroom practice.
Teaching Element: Effective Classroom Practice(S&G) Focus Theme: Explicit teaching(S&G) Element Data skills and Use (S&G) Focus theme: Data literacy(S&G) Focus theme: Data use in planning(S&G) Element Learning and Development (S&G) Focus theme Professional learning(S&G)	The on balance judgement through external validation determined that two of the three elements moved to excelling. **Teaching** Element: Effective Classroom Practice(S&G) - Excelling Focus Theme: Explicit teaching(S&G) Element Data skills and Use (S&G) - Excelling Focus theme: Data literacy(S&G) Focus theme: Data use in planning(S&G) Element Learning and Development (S&G) Sustaining and Growing Focus theme Professional learning(S&G)
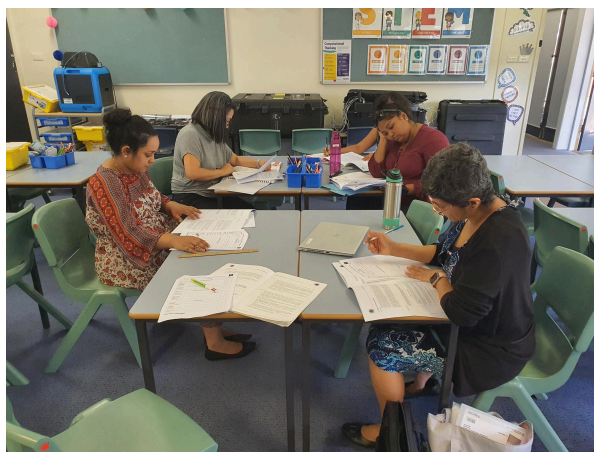
Teachers participating in Quality Teaching Rounds

Strategic Direction 3: Engagement and wellbeing

Purpose

To provide increased opportunities for students to develop skills in problem solving, critical thinking , team building through inquiry based activities using multi technological resources and learning spaces., creating a learning environment which enhances wellbeing.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- STEM integration
- Wellbeing

Resources allocated to this strategic direction

Summary of progress

WELLBEING

Evidence of activity

Senior executive reviewed data and identified focus areas for improvement for 2021. The focus areas are: continued PBL implementation and training of new staff, student wellbeing - health promoting school, attendance and staff wellbeing/ building resilience.

Monitored and continuously refined PBL practices to cater for changing cohorts within our school which has positively effected student well-being. Embedded explicit systems to support the management of student attendance. Provided incentives for students to be at school on time. Strengthened community engagement and connections within the community through playgroup, transition, parent programs and inter-agency (e.g. Foodbank, Hope Chapel, Bunnings, Rotary Club, BNOOSH) . Provided a sense of belonging for students and parents through raising cultural awareness.

Due to COVID restrictions, we were unable to continue with playgroup and also parent programs could not go ahead as planned. This is an area that needs to be addressed in 2022.

Evidence of process quality

The triangulation of data from the wellbeing team, teachers and executives was consistent - both indicated that there is a need to continue to implement PBL practices and continue to organise refresher training PL for new staff members to ensure there is consistency of practice throughout the school. Collaborative conversations led by the wellbeing team around data analysis enabled consistent improvement and approach practices across the school, in all aspects of wellbeing.

Through analysis of teaching and learning programs, PBL and the implementation of a needs-based timetable targeting specific behaviours indicates that the majority of teachers are explicitly teaching PBL expectations throughout the school. New staff have developed a good understanding of PBL practices within the school through ongoing mentoring and support.

During online learning, a need was identified that students needed reminders to understand that the rules and expectations were still to be maintained through online learning platforms. PBL was innovatively implemented to ensure that it catered for online learning expectations, and this was consistent across K-6.

To support students' social skills at school, a program was developed (Friendly kids) that explicitly taught students social skills within the classroom. As part of developing healthy eating habits and enhancing language, social skills, students are actively involved in the Friendship garden where they are able to grow their own vegetables and learn about healthy eating. This area is a calm and serene area that students can use to connect with self. Students engaged in active conversation around a procedure of growing and eating healthy vegetables. The garden is used during recess and lunch for students to work collaboratively to take care of garden, maintain and plant new seedlings.

Through PDHPE, we further developed lessons on wellbeing such as healthy eating, physical and mental health which also integrates cultural diversity. Mindfulness is an integral part of the school's daily practice, each day at noon all classes and staff from K-6 pause and engage in mindfulness meditation. Students who do not have breakfast/ lunch are

catered for through breakfast club and staff provide lunches if needed. If there is a indication that parents require assistance, fruit and vegetables are provided to support the family.

During COVID restrictions, we were unable to have whole school assemblies, but these were implemented within the classroom to ensure that students continued to demonstrate positive behaviour expectations at school.

Evidence of impact

The data analysis demonstrates that teachers have developed a good understanding of PBL implementation within the school and this is reflected in the data collation, suspension rate 0%. TTFM survey data indicates 'student participation in sport' has decreased by 2% in 2020 and increased by 14% in 2021. Our school mean for student participation in extra curricular activity dropped by 3% in 2020 and increased by 5% in 2021. Positive sense of belonging has stayed above the Government school norm. TTFM survey indicated that staff are engaged, feel supported, work collaboratively and have a positive overview of the workplace and their colleagues. Our school mean is higher than the Government school norm in all categories indicating an overall positive wellbeing amongst staff and students.

TTFM for parents indicate that the school mean of parents who feel welcome at school increased to 7.9 in 2021. The school mean of the parents being informed increased to 7.7 in 2021. The percentage of parents that have spoken to staff for more than two or three times has increased to 53%. The mean of parents of the school who felt supported during online learning is 7.5 which is higher than the Government school norm (6.3).

Staff surveys have indicated that the refresher PL for PBL consolidated their knowledge, increased teacher confidence and deepened their understanding of positive behaviour learning implementation within the school.

The mindfulness practice improves student's concentration levels resulting in teachers being able to effectively transition from one KLA to another. The mindfulness experience affects teacher's wellbeing in a positive way as staff reflect they are feeling connected which is expressed from surveys. Parents have not been able to come into the school during online learning yet still feel connected as seen through TTFM data.

Internal and external data such as TTFM, surveys, external data through SCOUT, internal data including surveys and observations established to what extent the overall wellbeing of the school community has progressed throughout 2021.

Through the improved wellbeing and engagement of the school community, an incentive program was put in place which resulted in a shift in student attendance. The number of students attending school on time increased by 64% from 2020 to 2021. The number of students attending greater than 90% of the time or more has increased by 97% from 72.5% in 2020 to 82.2% in 2021. The agreed baseline target is 82.7%

Implication for the next phase

We continue to work within the school community to increase wellbeing and engagement which will ensure that every member of the school community has a positive sense of belonging and connection within the school. They continue to feel valued, respected and ensuring that cultural diversity is an integral part of the school. This needs to be achieved as a whole school practice, therefore at school we will continue to build on teacher capacity to ensure consistency of practice is maintained because TTFM data indicated that a sense of belonging has declined from 2020 to 2021.

Communication

Our focus for 2021 was to continue implementing PBL practices, promote student attendance and student and staff wellbeing through being a health promoting school. Focusing on research based practices such as Friendly kids, Mindfulness and wellbeing practices, the school wellbeing team was guided through the process of developing evidence informed practices across the school and used data to identify areas of need within wellbeing.

Collegial exchange among staff and the executive team resulted in effective implementation of PBL practices which enhanced wellbeing of the school community. Teams used data to plan and implement quality practices into everyday teaching which is reflected in teaching and learning programs, improved behaviour data, TTFM and surveys. All the data has been collated, analysed and shared with all stakeholders.

Next year in this initiative we will work with staff, students and the community to continue fostering positive relationships, increase student attendance and positive relationships that will promote wellbeing for all stakeholders.

Future focused learning/ STEM
   1. **Evidence of Activity**

There were interruptions throughout the year due to school events, staff absences and online learning. Many mentoring sessions had to be cancelled.

Integration of STEM continued to be implemented this year. We have shifted from having 1 STEM RFF teacher, to training all class teachers being able to integrate STEM into their teaching and learning programs. This was one of the planned outcomes to be achieved in 2021.

Prior to term 1, all staff have been attending STEM PL and are aware of what STEM is and have knowledge, experience on how they can teach STEM in their classrooms. In Term 1 and 2, staff in K-2 were provided with in class STEM mentoring sessions by a STEM teacher. STEM mentoring then shifted to Stage 2 and 3 classes in terms 3 and 4. These sessions focused on various STEM lessons across the KLAs while introducing the engineering design process (structure of the lessons) when conducting a lesson and providing opportunities for teachers and students to experiment and use current school robotics. External providers such as UTS Women's STEM and T4L PLs also provided teachers with hands on interactive experiences and upskilling opportunities.

During online learning, we had to change the style of STEM lessons by providing lessons to teachers and catering for resources that were easily available at home.

Evidence of process quality

Staff surveys for the implementation of STEM mentoring indicated that 80% of teachers found the sessions extremely useful. 20% of teachers found it 'somewhat useful'. Despite having 100% of teachers expressed they have integrated STEM into other KLAs in their teaching and learning program, 90% of staff expressed their interest for continuation of STEM mentoring in the school. Teachers also have shown through their teaching programs on how they have integrated STEM into their lessons.

Data

Surveys and observations captured staff's increased confidence and knowledge in implementing STEM across various KLAs.

Evidence of impact

Teachers have engaged in effective collaborative practices through team teaching opportunities and through stage team STEM lesson creation sessions.

A large percentage of teachers have increased their knowledge of how to integrate STEM into other KLAs and gained some understanding on how to use new technologies effectively.

Implications for the next phase of this initiative/ strategic direction

Mentoring in the classroom has proven to be beneficial to support staff in confidently incorporating STEM into their teaching and learning programs across various KLAs. Students are provided with rich and engaging lessons that positively impact their learning. Staff gain additional knowledge about STEM topics and ideas that they can use independently.

Next year, in this initiative we will continue to work with staff to build on their confidence and capacity to teach STEM as an integral part in various KLAs.

Communication

Our focus for 2021 was to embed future focus learning practices across the school through STEM. Focusing on the engineering design process and new technologies, teachers were guided through the process of developing consistent evidence - informed practices across the school and used observation to identify the impact of STEM learning opportunities.
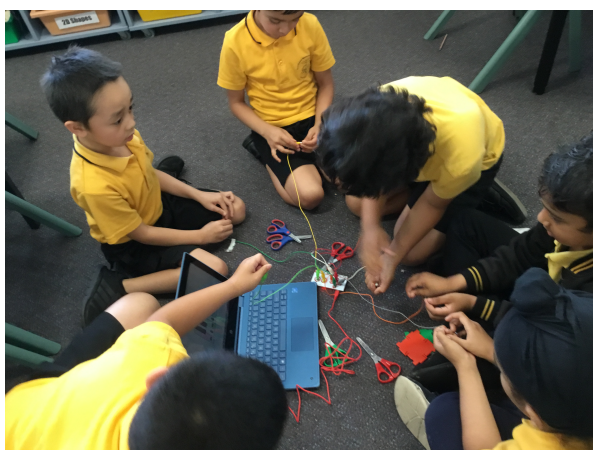
All staff were mentored in STEM to upskill their capacity to independently deliver rich and engaging lessons. Teachers adapted teaching and learning programs to reflect STEM across various KLAs.

Next year in this initiative we will continue to work with staff by providing differentiated professional learning. This will support further improvement in teaching practice across the school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement in the percentage of students attending school for 90% of the time or more to be uplifted to be above negotiated baseline by 3%.	The number of students attending greater than 90% of the time or more has increased by 97% from 72.5% in 2020 to 82.2% in 2021. The agreed baseline target is 82.7%
Improvement in the percentage of students attending school on time by 70%.	The number of students attending school on time increased by 64% from 2020 to 2021.
Improvement of percentage of students wellbeing to be uplifted above system negotiated baseline by 2%	Tell Them From Me data shows that the school mean of student participation in sport increased by 14% in 2021. There has also been an improvement in student participation in extra-curricular activities. Our school mean increased by 5% in 2021. There has been a decline in students with a positive sense of belonging as compared to last year, it has decreased by 6%. Consideration needs to be given to the extended remote learning period when interpreting this result. In terms of positive behaviour at school, we are still 11% above the government school norm but as compared to the school mean, we came down by 4% in 2021. For positive homework behaviours at school, our school mean went up by 2% in 2021. In terms of students being interested and motivated at school, our school mean decreased by 9% in 2021 but has still stayed 3% above the state norm. The anti-bullying data school mean decreased by 9% in 2021 but has still stayed 3% above the state norm.
Teachers are able to demonstrate an understanding of integrating STEM across various KLA's, which increase the percentage of student engagement.	All classroom teachers completed a survey about integrating STEM across various KLAs and provided an insight into their perception of STEM integration at BNPS for 2021. Data indicates that 100% of classroom teachers have an understanding of integrating STEM into their teaching and learning program. Of this 100%, 75% of these teachers have used technology in their STEM program as a tool to facilitate research, investigation and design. Only 42% of teachers expressed they are able to measure student achievement in STEM across other KLAs. Although integrating STEM across various KLA's is evident, the quality of STEM lessons (incorporating technology, assessment and type of projects) will be an area of focus for 2022. As the STEM activities focused on challenging students and related to real world scenarios, it has positively impacted on student engagement and participation. Students gain more experience working in an environment full of high-tech innovations. The real-life scenarios are catered to student's interest and enable them to enhance their problem solving skills.

Future focused learning in class

Funding sources	Impact achieved this year
Refugee Student Support $338.45	Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing for targeted interventions to support student learning **The allocation of this funding has resulted in:** The funding were allocated towards hiring bilingual SLSO to provide individual and small group support with the support of a EAL/D teacher and the discussions with the classroom teacher. The employment of extra bilingual staff (SLSO) to support students within the classroom in Literacy and Numeracy has resulted in students progressing towards their personalised learning goals. **After evaluation, the next steps to support our students with this funding will be:** After evaluation if the school is allocated further refugee funding the funds will continue to be utilised to employ bilingual staff (SLSO) to work with students one on one or within small groups utilising the EAL/D progressions assisted by the EAL/D teacher and classroom teacher. Each student has an IEP which will ensure that they are able to focus on specific areas of need and monitor progress alongside the classroom teacher and the EAL/D Teacher.
New Arrivals Program $22,424.00	The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Blacktown North Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employing a teacher to provide intensive English language support focusing on language development to participate successfully in schooling. **The allocation of this funding has resulted in:** 80% of students progressing to the next phase of English learning proficiency, and demonstrated increased progress towards their personalised learning goals. **After evaluation, the next steps to support our students with this funding will be:** After evaluation, the next step to support students with this funding will be professional learning for classroom teachers to enhance their understanding of teaching and learning programs through language scaffolding to ensure classroom content is accessible. TELL and EAL/D progressions professional learning will be a focus to ensure that all staff have an in depth understanding teaching EAL/D students.
Socio-economic background $37,165.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Blacktown North Public School who may be experiencing educational disadvantage as a result of their socio-economic background.

Socio-economic background $37,165.00	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Literacy/ Numeracy data driven practice **Overview of activities partially or fully funded with this equity loading include:** • additional staffing to implement programs to support identified students with additional needs. **The allocation of this funding has resulted in:** Numeracy NAPLAN results achieving above state and statistically similar school groups (SSSG) Year 3 and Year 5 NAPLAN Reading increased by 21.81% in the top 2 bands. Year 5 & 3 NAPLAN results achieving above state and statistically similar school groups (SSSG) Year 3 & 5 NAPLAN Spelling results achieving above state and statistically similar school groups (SSSG) Year 3 &5 NAPLAN grammar results achieving above state and statistically similar school groups (SSSG) **After evaluation, the next steps to support our students with this funding will be:** After the evaluation, the next steps to support our students with this funding will be to continue to engage bilingual Student Learning Support Officers to support students in Literacy and Numeracy, to support our trajectory towards achieving all targets. focusing more on comprehension. Students will also be given further support with the employment of qualified teachers to work alongside classroom teachers to support students further one to one or within small groups in Literacy and Numeracy.
Aboriginal background $2,172.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Blacktown North Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Literacy/ Numeracy data driven practice **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to deliver personalised support for Aboriginal students **The allocation of this funding has resulted in:** The allocation of this funding has resulted in engaging Aboriginal students in Literacy and Numeracy, providing them one to one and small group support focusing on Individualised Educational Plans, ensuring that activities were differentiated and authentic, ensuring that parents are also a part of the process. There was an increase of 100% of families participating and engaging with the personalised learning pathways (PLP), where conversations were authentic in a welcoming and informal setting. Students also feel that their culture is valued at school, and 75% of Aboriginal students have shown progress in literacy and Numeracy **After evaluation, the next steps to support our students with this funding will be:** to continue incorporating Aboriginal perspective within all KLA's, provide individualised and small group support for each students and ensure that parents are an integral part of the process.
English language proficiency	English language proficiency equity loading provides support for students at all four phases of English language learning at Blacktown North Public

$195,143.00	School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • employment of additional bilingual staff to support communication • employment of additional staff to support delivery of targeted initiatives • provide EAL/D Progression levelling PL to staff • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and enhancing EAL/D practice in their classrooms **The allocation of this funding has resulted in:** Students progress showing growth on the EAL/D learning progressions, with 95% of EAL/D students achieving expected or above expected growth. EAL/D students have demonstrated greater confidence and are more prepared to take risks with their language use as it can be seen through observations and work samples. All teaching staff participated in professional learning, where the EAL/D teacher guided how to plan and integrate writing units using a backward mapping approach. Teachers looked at student data , including student English language proficiency using EAL/D learning progressions to analyse writing samples. All staff participated in professional learning to gain an in depth understanding of the EAL/D progressions. A group of selected teachers from various stages, EAL/D teacher and executive participated in the TELL program to enhance teachers capacity to be able to provide differentiated learning opportunities and support for EAL/D students. **After evaluation, the next steps to support our students with this funding will be:** to capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, and be able to transfer this knowledge and practice to other key learning areas. Professional learning will be targeted to specific needs of teachers, through mentoring, and TELL program will be a part of the ongoing professional learning delivered by the group of staff that have participated in the initial professional learning with the EAL/D educational leader.
Low level adjustment for disability $93,667.00	Low level adjustment for disability equity loading provides support for students at Blacktown North Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Literacy/ Numeracy data driven practice • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher **The allocation of this funding has resulted in:** Our NAPLAN results indicate that in writing year 3 and year 5 have shown an immense amount of growth. Year 3, writing top 2 bands 70.5% SSG 57.8% State 58.2% . Year 5 Top 2 bands 25.8% SSG 23.8% State 23.4% Middle 2 bands school 67.7% SSG 61.6% State 59.2%. Year 5, overall average scale growth in writing is 78.9% as compared to SSG was 59.8% state 58.8%. At and above expected growth school 65.4%, SSG 58.4% State 58.2% Data wall indicates that there is growth in writing from kindergarten to year

Low level adjustment for disability $93,667.00	6, when focusing on areas of need in accordance to the analysis using the writing rubrics there has been significant growth throughout. In Reading 55% of students reached expected growth, which did not reach the lower bound of 65%. In Numeracy 80% of students reached expected growth, the higher bound was exceeded by 8.3%. There has been a more consistent approach to supporting students in Literacy and Numeracy and an increased number of learning support referrals which led to subsequent collaborative learning support activities. There has been an increase of subsequent collaborative learning support activities to ensure that there is differentiation to meet individual needs of students. **After evaluation, the next steps to support our students with this funding will be:** further expand the impact of the learning support team to identify students that require additional support in comprehension, looking at the effectiveness of current programs teaching EAL/D students to develop comprehension skills. Targeted support in consultation with the EAL/D teacher will be provided to support identified students.
Literacy and numeracy $1,562.67	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Blacktown North Public School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Literacy in Action **Overview of activities partially or fully funded with this initiative funding include:** • staff training and support in literacy and numeracy • online program subscriptions to support literacy and numeracy • updating reading resources to meet the needs of students • Teacher release to engage in Quality Teaching Rounds . **The allocation of this funding has resulted in:** the effective use of data for teachers to plan more effectively and differentiate programs to meet the needs of students. Teachers forming a better understanding of how to analyse data and use the analysis to be able to plan more effectively. This has led to an improvement in writing and Numeracy results. There has been an increase in reading results within all stages, although there is still a need to improve comprehension skills. **After evaluation, the next steps to support our students with this funding will be:** used to develop a better understanding of how to teach comprehension explicitly, have personalised targeted professional learning in the form of mentoring and collegial discussions through learning sprints, for Reading and Numeracy.
QTSS release $62,562.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Blacktown North Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Quality Teaching Rounds **Overview of activities partially or fully funded with this initiative funding include:** • assistant principals provided with additional release time to support classroom programs • implementation of instructional rounds to strengthen quality teaching practices **The allocation of this funding has resulted in:** improved staff confidence and teaching practice using quality teaching

| QTSS release

$62,562.00 | elements and evidence based practices on "What works Best" This has facilitated effective collaboration amongst staff through engaging in reflective practices and peer observations. 100% of teachers participated in QTR, 75% of teachers stated that they have increased in knowledge and confidence.

After evaluation, the next steps to support our students with this funding will be:
to employ a specialist executive to lead improvement in an area where teachers need support in Literacy and Numeracy focusing on Quality Teaching, learning intentions and a strong focus on formative assessments utilised for effective learning and teaching. |
| --- | --- |
| Literacy and numeracy intervention

$47,090.00 | The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Blacktown North Public School who may be at risk of not meeting minimum standards.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Quality Teaching Rounds

Overview of activities partially or fully funded with this initiative funding include:
 • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan

The allocation of this funding has resulted in:
individualised differentiated teaching through on-going formative assessments followed by targeted literacy and numeracy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observations and NAPLAN data. The percentage of students in the lower two bands decreased in Reading and Numeracy and students attaining the top 2 bands in Numeracy, writing, spelling and grammar increased significantly from 2020 to 2021. In Writing, 70.5% of the students scored in the top two bands whilst 9.1% of the students scored in the lowest two bands. In Spelling, 70.5% of the students scored in the top two bands and 6.8(bottom 2)2.3% of the students scored in band 2. In Grammar and punctuation 52.3% of the students scored in the top two bands and had 15.9 % of the students scored in the lowest two bands. The number of students achieving in top 2 bands in Numeracy has increased by 19% from 2019 to 2021. We are currently achieving above our upper bound target of 45.3% in top two bands with 48.65% achieving in top 2 bands for Numeracy year 3 and 5.

After evaluation, the next steps to support our students with this funding will be:
the next steps to provide intensive support for students to increase comprehension skills by engagement of additional teaching staff using flexible funding to extend intensive small group reading comprehension. |
| COVID ILSP

$122,916.00 | The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Other funded activities

Overview of activities partially or fully funded with this targeted funding include:
 • employment of teachers/educators to deliver small group tuition |

| COVID ILSP

$122,916.00	• releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy - [reading, comprehension, quantifying numbers] • providing intensive small group tuition for identified students. **The allocation of this funding has resulted in:** - the majority of students in the program showing significant progress towards their personal learning goals. - more than 55% of year 2 students improved in reading by at least 75%. - more than 40% of year 3 students improved in reading by at least 35%. **After evaluation, the next steps to support our students with this funding will be:** to monitor student performance and achievement using relevant data sources, and to continue with the implementation of small-group tuition where needed. School learning and support processes include regular monitoring of at risk students. Additional in-class support will be provided for some students to assist them in achieving their learning goals.
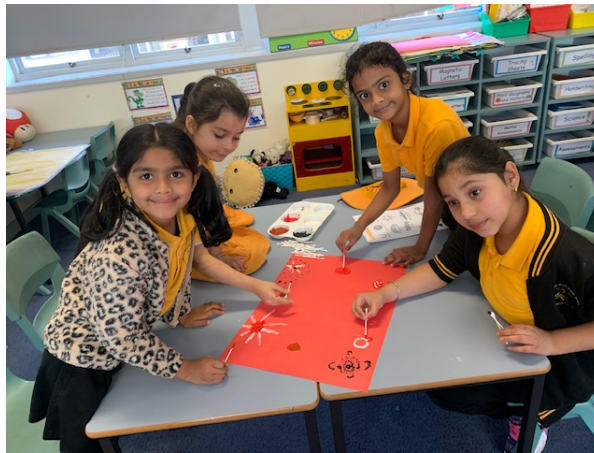
Student information

Student enrolment profile

Students	Enrolments			
	2018	**2019**	**2020**	**2021**
Boys	123	155	169	156
Girls	120	126	122	136

BNPS has seen a steady increase in numbers from 2018 to 2021. This can be mostly 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 Language background other than English, and most speak their first language at home.

Our retention rate is lower than SSSG, this is attributed to the fact that many 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	**2018**	**2019**	**2020**	**2021**
K	91.6	92.5	86.4	92
1	88.3	90.8	88.1	93.3
2	86.8	89.9	86.7	93
3	91.1	88.2	91.8	93.1
4	92.1	91.5	87.2	94.6
5	88	91.4	87.6	92.3
6	96.7	91.6	87.1	95.1
All Years	90.3	90.9	87.7	93.2
State DoE				
Year	**2018**	**2019**	**2020**	**2021**
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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.
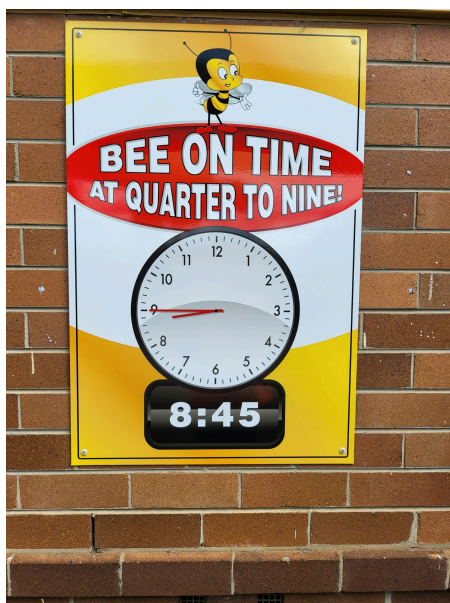
Attendance initiative

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	11.81
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2021 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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, continued

professional development 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, CPR, PBL, Asthma training, Anaphylaxis training, Child protection , Quality Teaching and Team building. The professional development plan is developed through 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 through 2021. Two staff members are working towards their accreditation and two have been accredited as proficient teachers.

Staff participate in regular professional learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 **Actual** ($)
Opening Balance	345,423
Revenue	4,236,570
Appropriation	4,177,849
Sale of Goods and Services	18,752
Grants and contributions	38,174
Investment income	296
Other revenue	1,500
Expenses	-4,181,968
Employee related	-3,789,560
Operating expenses	-392,407
Surplus / deficit for the year	54,602
Closing Balance	400,025

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 presented 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 Strategic Plan. Funding in these priority areas ensures the delivery of high quality programs which support needs.

Financial summary - Equity loadings

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

	2021 **SBAR Adjustments** ($)
Targeted Total	338
Equity Total	328,146
Equity - Aboriginal	2,172
Equity - Socio-economic	37,165
Equity - Language	195,143
Equity - Disability	93,667
Base Total	2,751,974
Base - Per Capita	76,188
Base - Location	0
Base - Other	2,675,785
Other Total	673,691
Grand Total	3,754,150

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.

Equity funding is utilised by hiring Student Support Learning Officers, to support students K-6 in Literacy and Numeracy. Each student that is achieving below expected outcomes is provided with individual or small group support in specific areas of need. Through this students are able to increase their understanding.

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.

NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for Reading (46.7 %) indicating progress towards the system negotiated target of the lower bound 51.1%

The proportion of Year 3 students in the top two bands in NAPLAN Reading has increased from 36.7% to 50.9%, an increase of 14.2%.

The proportion of Year 3 and year 5 students in the top two NAPLAN Reading has increased from 20.09% to 41.9%, an increase of 21.81%

The proportion of year 5 students achieving expected growth in NAPLAN Reading has increased by 0.2% to 59.3% of students achieving expected growth. The agreed lower bound is 65.6% achieving expected growth. Although we have not reached our baseline target,the average scale growth is 87.7% which is higher than the state (80.8%).

NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for Numeracy. The proportion of Year 3 students in the top two bands in NAPLAN Numeracy has increased from 26.7% to 45.5%, an increase of 18.8%. The proportion of Year 3 and year 5 students in the top two NAPLAN Numeracy has increased from 20.09% to 53.3%, an increase of 33.21%. This indicates that we went above the upper bound of 45.3% for year 3 and year 5.

The proportion of year 5 students achieving expected growth in NAPLAN Numeracy has increased by 30.8% to 80.8% of students achieving expected growth. The agreed lower bound is 66.7% achieving expected growth. We have reached our baseline target, the average scale growth is 121.4% which is higher than the state (92.0%).

Breakfast is provided to all students participating NAPLAN on the day.

Parent/caregiver, student, teacher satisfaction

TTFM survey data indicates 'student participation in sport' has decreased by 2% in 2020 and increased by 14% in 2021. Our school mean for student participation in extracurricular activity dropped by 3% in 2020 and increased by 5% in 2021. Positive sense of belonging has stayed above the Government school norm. TTFM survey indicated that staff are engaged, feel supported, work collaboratively and have a positive overview of the workplace and their colleagues. Our school mean is higher than the Government school norm in all categories indicating an overall positive wellbeing amongst staff and students.

TTFM for parents indicate that the school mean of parents who feel welcome at school increased to 7.9 in 2021. The school mean of the parents being informed increased to 7.7 in 2021. The percentage of parents that have spoken to staff more than two or three times has increased to 53%. The mean of parents of the school who felt supported during online learning is 7.5 which is higher than the Government school norm (6.3).

Staff surveys have indicated that the refresher PL for PBL consolidated their knowledge, increased teacher confidence and deepened their understanding of positive behaviour learning implementation within the school.

The mindfulness practice improves students' concentration levels resulting in teachers being able to effectively transition from one KLA to another. The mindfulness experience affects teachers' wellbeing in a positive way as staff reflect they are feeling connected which is expressed from surveys. Parents have not been able to come into the school during online learning yet still feel connected as seen through TTFM data.

Internal and external data such as TTFM, surveys, external data through SCOUT, internal data including surveys and observations established to what extent the overall wellbeing of the school community has progressed throughout 2021.

Student participation

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.

Aboriginal Education - School statement

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 school we have celebrated and supported our Aboriginal communities by recognising National Sorry day and celebrating NAIDOC week. We also recognised and celebrated Aboriginal culture at our Multicultural Day. Our commitment to improved transitions, cultural awareness and culturally inclusive pedagogy is embedded. as a whole school teachers participated in professional learning to ensure that Aboriginal prospective is integrated in every aspect of their teaching.

Anti-Racism Policy

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

Anti-Racism - School statement

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 skill and whole school anti-bullying lessons.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

Multicultural and anti-racism education - School Statement

Blacktown North PS has 94% of the school's population that have Language Background Other Than English, and EAL/D, most students indicate 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 285 students (K-6) are made up of 94% of 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)

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 our 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, speech pathologists, Chinese language lessons, 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 2021 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 evident 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

Blacktown City Council invited BNPS to participate in Waitangi Day Ceremony. Special guests included the Maori Wardens , Elders from our Indigenous community. and a groups of high school boys that performed the HAKA.. 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.

Young Leaders Day Excursion

The school student leaders are encouraged to participate in different events that will enlightened and extend their knowledge and experiences in leadership. One of these important events was at the International Convention Centre, Darling Harbour. Student leaders were able to participate in a Young Leaders Day, where they were able to listen to various speakers. 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 Bungarribee . 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.

Longneck Lagoon Environment Education Centre

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 " Ron gone wrong" 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.

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 2021! 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.

Kindergarten orientation

New kindergarten students for 2022 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 2022.

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.

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 "Pooh bear"

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 $850 and purchased sports equipment.

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, 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 VEGGIE CRUNCH" . '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!

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.

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.

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. One of the students made it to the finals.

White Ribbon Day

We celebrated White Ribbon Day 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 2021, 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 2021 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 were not able to join in the event.

White Ribbon Day 2021