

# 2022 Annual Report

## Blacktown North Public School



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# Introduction

The Annual Report for 2022 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.

## School contact details

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## Message from the principal

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Blacktown North Public School caters for academic, social and emotional needs of children from a range of socio-economic, language and cultural background. High quality education is achieved through 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 environment. Specialist support programs assisted students experiencing difficulty whilst experienced staff provided enrichment and extension for our high achieving students. At Blacktown North PS we aim to meet the individual needs of all our students.

The Annual School Report provides a snapshot of achievements and performances throughout 2022. However the overview does not provide detailed information on school procedures or on the way the community influences student learning and school culture.. BNPS staff continue to build strong relationships with parents and the broader community by providing programs for parents in Literacy and Numeracy.

The school prides itself in having delivered 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.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is balanced and genuine account of the school's achievements and areas of development.

## Message from the students

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The school student leadership team had an enjoyable year organising various fund raising events to assist with the cost of the year 6 farewell and purchase a sound system for the school which can be utilised by students and teachers in various events.

Positive Behaviour for Learning was once again 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.



Students posing with our school mascot - Honeybee

## 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 where 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 focus 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 and three support classes that cater for students with autism.

Our parent community speaks more than 35 different languages, some of which do not have a written form. Our school focus therefore revolves around the cores of Literacy and Numeracy and developing skills in the English language for students and parents. The school consistently observes a significant number of students arriving who are from a Non English Speaking Background. The school has a high percentage of transient students as immigrants, who are housed temporarily in high density housing before seeking a home of their own.

Our staff have varying experience levels, ranging from Early Career Teachers to more experienced teaching staff. The school is committed to continually improving effective classroom practices with staff professional learning being the main focus to continue and improve 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 a 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 work collaboratively with the local Aboriginal community to ensure success in academic and community connection for our Aboriginal 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 demonstrate 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, as 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/I 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 were 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.



## Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment 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>

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
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	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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

Teaching-BNPS is dedicated to the implementation of quality teaching practices, with a focus on explicit, evidence based strategies. Staff engage in systematic reviews of their current teaching practices to evaluate the effectiveness of teaching and learning programs. Regular assessments of students 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 guides staff in the implementation of the School Improvement 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.

## Strategic Direction 1: Student growth and attainment

### Purpose

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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

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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

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**English language proficiency:** \$238,930.00  
**Low level adjustment for disability:** \$97,252.00  
**Per capita:** \$30,871.28  
**Socio-economic background:** \$38,800.00  
**Aboriginal background:** \$3,016.00  
**Refugee Student Support:** \$2,063.00  
**Professional learning:** \$18,363.00  
**AP Curriculum & Instruction:** \$120,457.00  
**QTSS release:** \$64,356.00

### Summary of progress

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#### LITERACY/ NUMERACY DATA DRIVEN PRACTICE

##### Evidence of activity

At the beginning of 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 using APC & I 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 a 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 the consolidation of comprehension skills for students from EAL/D backgrounds in literacy and numeracy. The 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 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 an increased understanding of the learning needs of students from EAL/D backgrounds 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, and three bilingual SLSOs to ensure that EAL/D 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 Aboriginal and identified students through funding. This is determined through data that 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.

New staff will be up-skilled in the current programs implemented for a 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 2022 was to up-skill teacher capacity in utilising the EAL/D progressions, and teachers effectively continuing to design lessons for EAL/D students, using visuals and hands-on resources., utilising EAL/D teacher and strategies from TELL programs lead by EAL/D teacher and senior executives.

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 classroom practice and supported students as reflected in their teaching and learning programs. Data sourced from using the EAL/D learning progressions indicate 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, providing 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. Executive staff attended further Visible Learning professional learning to enhance their understanding and abilities and be able to share this knowledge with staff/teams.

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 the team leader's lesson observations demonstrate 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 need and achievement. Data from the student survey reflected students that have a high knowledge of learning goals and success criteria, get regular feedback from teachers and peers and are creating success criteria together as a class.

K-2 are developing and continuously working on creating success criteria together as a class as they continue to develop needed vocabulary skills. Visible learning is beginning to be embedded across other KLAs for some of the percentages 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 and professional learning to streamline what effective visible learning practices look like in the classroom and continue to support K-2 through the consistent use of visual checklists and learning goals to support student understanding and articulation on visible learning. This will be a major focus led by senior executives and third-party Corwin led by John Hattie.

### **Communication**

Our focus for 2022 was to instil a learning culture that enables students to create, receive feedback on and achieve their learning goals through visible learning, and understand that this is a process in their learning journey.

All staff were continuously provided with professional learning and mentoring in effectively implementing visible learning practices as a part of their teaching pedagogy. Pre-service 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
<p>Improvement in the percentage of students in Year 3 &amp; Year 5 achieving in the top 2 bands in NAPLAN Reading to uplift to above system negotiated target baseline by 5.5%.</p>	<p>NAPLAN scores indicate an <b>increase</b> in the percentage of students in the top two skill bands for <b>Reading (57.7 %)</b> indicating <b>progress</b> towards the system-negotiated target of the lower bound 60.9%</p> <p>The proportion of Year 3 students in the top two bands in NAPLAN Reading has <b>increased from 50.0% to 57.7%, an increase of 7.7%.</b></p> <p>The proportion of year 5 students in the top two NAPLAN Reading has <b>increased from 41.9% to 57.7%, an increase of 15.8%</b></p>
<p>Improvement in the percentage of students in Year 3 &amp; Year 5 achieving in the top 2 bands in NAPLAN Numeracy to uplift above system negotiated target baseline by 5.7%</p>	<p>NAPLAN scores indicate a decrease 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 <b>decrease from 45.5% to 30.8%, a decrease of 14.7%.</b> The proportion of year 5 students in the top two NAPLAN Numeracy has <b>decreased from 53.3% to 30.8%, a decrease of 22.5%.</b></p> <p>In 2022 31% of year 3 students achieved in the top 2 bands, this is below the lower bound target of 40.3%.</p> <p>In 2022 30.8% of Year 5 students achieved in the top 2 bands, this is below the lower bound target of 40.3%.</p>
<p>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.</p>	<p>All staff in years 3-6 use goal setting as an integral part of their teaching in Literacy and Numeracy learning progressions in directing students learning goals.</p> <p>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.</p>
<p>All staff in K-2 and support are aware of and begin to use literacy and numeracy learning progressions in directing student learning goals.</p>	<p>There is an increased proportion of K-2 and 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.</p>
<p>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%</p>	<p>Improvement in the percentage of students in year 5 achieving expected growth in the top 2 bands in NAPLAN Reading to uplift negotiated system <b>target baseline by 1.7%</b></p> <p>The proportion of year 5 students achieving expected growth in NAPLAN Reading has increased by 15.8% to 57.7% of students achieving expected growth. The agreed lower bound is 51.1% achieving expected growth. This cannot be compared as NAPLAN was not conducted in 2021.</p>
<p>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 2%</p>	<p>Improvement in the percentage of students in year 5 achieving expected growth in the top 2 bands in NAPLAN Numeracy to uplift <b>negotiated system target baseline by 1%.</b></p> <p>The proportion of year 5 students achieving expected growth in NAPLAN Numeracy <b>has decreased by 22.5% to 30.8% from 53.3% of students achieving expected growth.</b></p> <p>The agreed lower bound is 40.3% achieving expected growth. This cannot be compared as NAPLAN was not conducted in 2021.</p>



Student engaged in hands on math activity.

## Strategic Direction 2: Explicit teaching through evidence based practices

### Purpose

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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

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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

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**Professional learning:** \$10,340.00

### Summary of progress

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#### 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 their 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 their 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 the implementation of reliable formative and summative assessment tasks which are used to evaluate growth over time, report on student progress and determine the 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 demonstrates 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 2022 annual progress measures, explicit focus is needed in further developing comprehension skills.

### **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 and Numeracy assessments that inform effective teaching practices in supporting students' comprehension in Literacy and Numeracy.

### **Communication**

Our focus for 2022 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 a lack of casual staff availability, QTR was modified to small groups to ensure the effectiveness of the process through collegial discussions.

At 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 the evidence-based "What works best" document and how a chosen topic is reflected in participating teacher's classrooms.

### **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 them 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 the staff's continued increased confidence and knowledge in implementing and embedding quality teaching elements. Document analysis of teaching and learning programs showed evidence of the 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 their own reflective practices and clarity around the 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 willing to participate without any hesitation.
- QTR elements are embedded in teaching programs in various KLA's, 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 reflected in the enthusiasm and value expressed by teachers to be provided with 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 into the impact of QTR on teaching pedagogy.
- Assessment data from QTR is still too early to determine any impact on student achievement.

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 that 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 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, Numeracy and comprehension in the next QTR.

## Communication

Our focus for 2022 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 the 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 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 student 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
<p>Establish systems where staff with direction will engage collaboratively in quality teaching rounds to develop staff capacity in delivering quality lessons.</p>	<p>100% of teachers participated in observations based on the Quality Teaching model with emphasis on 2022 targeted elements. There was an increase of 100% of teachers beginning to implement Quality Teaching elements within their classroom practice. 75% of teachers are confident and are embedding Quality teaching elements throughout their teaching programs with confidence.</p> <p><b>Teaching</b></p> <p>Element: Effective Classroom Practice (S&amp;G)</p> <p>Focus Theme: Explicit teaching (S&amp;G)</p> <p>Element Data skills and Use (S&amp;G)</p> <p>Focus theme: Data literacy (S&amp;G)</p> <p>Focus theme: Data use in planning(S&amp;G)</p>
<p><b>Teaching</b></p> <p><b>Maintain self assessment against SEF as:</b></p> <p>Element: Effective Classroom Practice (S&amp;G)</p> <p>Focus Theme: Explicit teaching (S&amp;G)</p> <p>Element Data skills and Use (S&amp;G)</p> <p>Focus theme: Data literacy (S&amp;G)</p> <p>Focus theme: Data use in planning (S&amp;G)</p> <p>Element Learning and Development (S&amp;G)</p> <p>Focus theme Professional learning (S&amp;G)</p>	<p>The on-balance judgement through external validation determined that two of the three elements moved to excelling.</p> <p><b>Teaching</b></p> <p>Element: Effective Classroom Practice (S&amp;G)</p> <p>Focus Theme: Explicit Teaching (S&amp;G)</p> <p>Element Data skills and Use (S&amp;G)</p> <p>Focus theme: Data Literacy (S&amp;G)</p> <p>Focus theme: Data use in Planning (S&amp;G)</p> <p>Element Learning and Development (S&amp;G) - Excelling</p> <p>Focus theme Professional learning (S&amp;G) - Excelling</p>



Teachers conducting Quality Teaching Rounds.



## Strategic Direction 3: Engagement and wellbeing

### Purpose

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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

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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

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**Professional learning:** \$3,450.00

**Per capita:** \$2,520.00

### Summary of progress

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#### WELLBEING

##### Evidence of activity

Senior executive reviewed data and identified focus areas for improvement for 2022. 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 affected 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, Bunnings, Rotary Club, BNOOSH). Provided a sense of belonging for students and parents by raising cultural awareness. These programs were extremely successful with parents attending playgroup each week and students being provided with lunches and breakfast each week.

##### 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 the 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 indicate 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.

To support students' social skills at school, a program was developed (Friendly kids), and Stop Think Do with Learning links, that explicitly taught students social skills within the classroom and in small groups. 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 themselves. Students engaged in active conversation around the procedure of growing and eating healthy vegetables. The garden is used during recess and lunch for students to work collaboratively to take care of the 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 the breakfast club and staff provide lunches if needed. If there is an indication that parents require assistance, fruit and vegetables are provided to support the family.

## **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, a suspension rate 1%. TTFM survey data indicates 'student participation in sport' has decreased to 84% as compared to 90% in 2022. Our school's mean for student participation in extracurricular activity dropped from 74% 2021 to 64% in 2022. A positive sense of belonging has stayed above the Government school norm, increasing from 76% to 80%. 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 overall positive wellbeing amongst staff and students.

TTFM for parents indicates that the school mean of parents who feel welcome at school increased to 7.9 in 2022. The school mean of the parents being informed decreased to 7.5 in 2022. The percentage of parents that have spoken to staff more than two or three times has remained consistent to 53%.

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.

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 2022.

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 2022. 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 ensure 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 increased from 76% in 2021 to 80% 2022.

## **Communication**

Our focus for 2022 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**

Integration of STEM continued to be implemented throughout the year as a part of each KLA. 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 2022.

All staff have continued attending STEM PL, and utilised the expert in the room/mentor and are aware of what STEM is and have the 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.

## Evidence of process quality

Staff surveys for the implementation of STEM mentoring indicated that 85% of teachers found the sessions extremely useful. 15% of teachers found it 'somewhat useful'. Despite having 100% of teachers expressed they have integrated STEM into other KLA's in their teaching and learning program, 88% of staff expressed their interest for the continuation of STEM mentoring in the school. Teachers also have shown through their teaching programs how they have integrated STEM into their lessons.

## Data

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

## 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 KLA's 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 KLA's. 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 of various KLA's. 65% of staff indicated that they were confident in utilising STEM, although 35% of staff requested further professional learning to improve their confidence.

## Communication

Our focus for 2022 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 KLA's.

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 above negotiated baseline by 3%.	The number of students attending greater than 90% of the time or more has increased from 72.5% in 2020 to 88.61% in 2022. The agreed lower bound target is 82.7%, attendance rate is equal to the upper bound of 88.61%.
Improvement in the percentage of students attending school on time to 70%.	Improvement in the percentage of students attending school on time is by 70%. The number of students attending school on time increased by 64% from 2020 to 2022.
Improvement in percentage of students' wellbeing to be uplifted above system negotiated baseline by 2% as	Improvement of percentage of students' wellbeing to be uplifted above system negotiated baseline by 2%.

<p>measured by TTFM.</p>	<p>Tell Them From Me data shows that the school mean of student participation in sports compared to 2020 was 76% and 84% in 2022 and an increase of 8%.</p> <p>There has been a decline in students with a positive sense of belonging as compared to last year, it has increased by 4%, 2021 it was 76% as compared to 80% in 2022. Students who are interested and motivated increased by 2%, 82% in 2021 as compared to 84% in 2022.</p> <p>Advocacy at school increased by 3%.</p> <p>The anti-bullying data school mean has remained stable at 22% which is lower than the state norm by 14%.</p>
<p>Teachers are able to demonstrate an understanding of integrating STEM across various KLA's, which increase the percentage of student engagement.</p>	<p>Teachers can demonstrate an understanding of integrating STEM across various KLA's, which increases the percentage of student engagement.</p> <p>All classroom teachers completed a survey about integrating STEM across various KLAs and provided insight into their perception of STEM integration at BNPS for 2022.</p> <p>Data indicates that 100% of classroom teachers have an understanding of integrating STEM into their teaching and learning program. Of this 100%, 77.8% 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. 88% of staff have indicated that they have an interest in continued professional development to increase their knowledge in utilising STEM within all KLA. 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.</p> <p>As the STEM activities focused on challenging students and related to real-world scenarios, it has positively impacted student engagement and participation. Students gain more experience working in an environment full of high-tech innovations. The real-life scenarios are catered to students' interests and enable them to enhance their problem-solving skills.</p>



Students exploring 360 cameras in STEM library lesson.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$2,063.00</p>	<p>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.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy/ Numeracy data driven practice</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing for targeted interventions to support student learning.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> funding was combined with other allocation to hire bilingual SLSO, to provide individual or small group support within the classroom. SLSO utilised IEP that is developed by the classroom teacher with consultation with the EAL/D teacher to ensure that all areas of development are catered for, and progress is monitored. the support that is provided within the classroom in Literacy and Numeracy assists students towards achieving their personalised learning goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Evaluation has determined that any further funding will be utilised to employ bilingual SLSO's to work with students one on one or within small groups, ensuring that the EAL/D progressions are utilised. Programs, IEP will continue to be developed by the classroom teacher and EAL/D teacher to ensure that there is a specific focus on student needs and progress is monitored. This will lead to the classroom teacher and EAL/D teacher working collaboratively to develop programs that meet the needs of individual students.</p>
<p>Socio-economic background</p> <p>\$38,800.00</p>	<p>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.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy/ Numeracy data driven practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support [name] program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> out of 52 students who sat NAPLAN in 2022, 57.7% of the students were in the top two bands and 9.6% of the students scored in the lowest two bands.</p> <p>In reading, our NAPLAN result improved by 1.6% from the agreed upper bound of 56.10% and improved by 6.59% to the agreed lower bound inclusive of Year 3 and Year 5.</p> <p>Our school NAPLAN Reading result in the top 2 bands is 0.6% higher than the SSSG schools and 3.7% higher than state (DoE) in Year 3.</p> <p>Our school NAPLAN Reading result in top 2 bands is 19.4% higher than the SSSG schools and 17.2% higher than state (DoE) in Year 5.</p> <p>In Writing, out of 52 students who sat NAPLAN in 2022, 59.6% of the students were in the top two bands, 28.8% of students were in the middle band.</p> <p>Our school NAPLAN Writing result in the top two bands is 0.4% higher than</p>

<p>Socio-economic background</p> <p>\$38,800.00</p>	<p>the SSSG schools and 3.9% higher than the state (DoE) in year 3.</p> <p>In Year 5, our school NAPLAN writing result in top 2 bands is 6% higher than the SSSG schools and 4.2% higher than state (DoE). In Spelling, out of 52 students who sat NAPLAN in 2022, 51.9% of the students were in the top two bands, 32.7% students were in the middle band.</p> <p>Our school NAPLAN spelling result in top 2 bands is 32.3% higher than the SSSG schools and state (DoE) in year 5. In Grammar and Punctuation, out of 52 students who sat NAPLAN in 2022, 48.1% of the students were in the top two bands, 34.6% students were in the middle band.</p> <p>Our school NAPLAN Grammar and Punctuation result in top 2 bands is 11.8% higher than the SSSG schools and 12.2% higher than state (DoE) in year 5.</p> <p><b>After evaluation, the next steps to support our students will be:</b> 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 on comprehension. Students will also be given support by the employment of extra teachers to provide one-to-one support or working within small groups in the classroom.</p>
<p>Aboriginal background</p> <p>\$3,016.00</p>	<p>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.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy/ Numeracy data driven practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal and Torres Strait Islanders students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> engaging Aboriginal and Torres Strait Islander students in Literacy and Numeracy, through one to one assistance, or within small groups focusing on Individualised Educational Plans and Personalised Learning Pathways, ensuring differentiation and authenticity within all activities to meet the needs of individualised students. through this process parents were an inntegral part of the process. 100% of families participated and engaged with the Personlaised Learning Pathways (PLP), where conversations were authentic in a welcoming, non-threatenng and informal setting. Students also feel that their culture is valued at school and have demonstrated progress in different aspects of Literacy and Numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continuing to incorporate Aboriginal perspectives within all KLA', providing individualised and small group support for each student and ensure that parents continue to be an integral part of the process.</p>
<p>English language proficiency</p> <p>\$238,930.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Blacktown North Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy/ Numeracy data driven practice</li> </ul>

<p>English language proficiency</p> <p>\$238,930.00</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional bilingual staff to support communication</li> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provide EAL/D Progression levelling PL to staff</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the EAL/D learning progressions have shown that EAL/D students have demonstrated growth with 95% of EAL/D students achieving expected or above-expected growth. Evidence through observations and work samples demonstrates that EAL/D students have developed greater confidence and are prepared to take risks with their language use.</p> <p>all teaching staff participated in professional learning, where the EAL/D guided how to plan and integrate writing units using a backward mapping approach. Teachers worked with the EAL/D teacher to analyse data, including student English language proficiency using EAL/D learning progressions to analyse writing samples. Professional Learning was an integral part of the process to ensure that all teachers gained an in-depth understanding of the EAL/D progressions. Executives and a group of teachers were selected from various stages to participate in the TELL program to continue to enhance teachers' capacity to provide differentiated learning opportunities and support EAL/D students.</p> <p>Flexible Funding was utilised to maximise success and greater student outcome achievement through using the flexible funding to employ bilingual Student Learning Support Officers to assist within the classroom providing one-to-one support or working within small groups.</p> <p><b>After evaluation, the next steps to support our students will be:</b> the allocation of this funding will continue to support the additional employment of bilingual Student Learning Support Officers to assist with intensive support within the classroom, with a particular focus on students in the emerging and beginning phases.</p> <p>Professional Learning will be targeted to specific teacher needs, through mentoring, and TELL program will be a part of the ongoing professional learning delivered by the EAL/D teacher and the EAL/D educational leader. through this teacher confidence will increase in their capacity to design and integrate writing units that reflect the needs of EAL/D students and be able to transfer this knowledge and practice into other key learning areas.</p>
<p>Low level adjustment for disability</p> <p>\$97,252.00</p>	<p>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.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy/ Numeracy data driven practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> key initiatives and activities are embedded in whole school strategic directions. Support was allocated to meet identified student learning needs. through this support students have been provided with intensive intervention programs, to be implemented for student growth and attainment, with a core focus on curriculum design, delivery and development. student reading, writing and Numeracy was the key focus for LaST teacher working alongside classroom and EAL/D teachers and embedding consistent</p>

<p>Low level adjustment for disability</p> <p>\$97,252.00</p>	<p>pedagogical practice as well as curriculum supporting individual students. Data indicated that there was a growth in writing from Kindergarten to Year 6, when focusing on areas of need in accordance the analysis using the writing rubrics.</p> <p>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 in subsequent collaborative learning support activities to ensure that there is differentiation to meet the individual needs of students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to identify students to receive higher levels of intensive support that generates ongoing improvement in teaching practice and students' engagement, growth and attainment.</p> <p>to 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 and classroom teachers will be provided to support identified students.</p>
<p>Professional learning</p> <p>\$32,153.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Blacktown North Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy/ Numeracy data driven practice</li> <li>• Visible learning</li> <li>• Quality Teaching Rounds</li> <li>• Data Literacy in Action</li> <li>• STEM integration</li> <li>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• external professional learning to unpack evidence-based approaches to teaching writing, phonics, vocabulary and comprehension and explore modelled, interactive, guided and independent writing and reading.</li> <li>• to unpack evidence-based approaches of Quality Teaching to continue to train senior executives and up coming leaders to be able to effectively coordinate quality teaching rounds.</li> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching STEM, continue to provide professional learning for Science committee to increase their understanding and skills in STEM to be able to share their knowledge with other staff.</li> <li>• external professional learning to unpack K-2 syllabus and develop an in depth understanding to be able to program effectively.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased the capacity of teachers to embed effective practices in explicit teaching in writing, reading, numeracy, quality teaching and STEM, which has resulted in improved external and internal results. teachers are developing a better understanding of quality teaching elements and teachers have upskilled their capacity to independently deliver rich and engaging lessons.</p> <p><b>After evaluation, the next steps to support our students will be:</b> professional funds will be clearly allocated to specific areas of focus such as Visible learning, reading, comprehension, writing and STEM to ensure that the Strategic Improvement Plan initiatives align with system identified targets. This will ensure continuous improvement for all staff and students. Further Professional development will focus on the development of teachers forming knowledge and understanding in teaching EAL/D students</p>



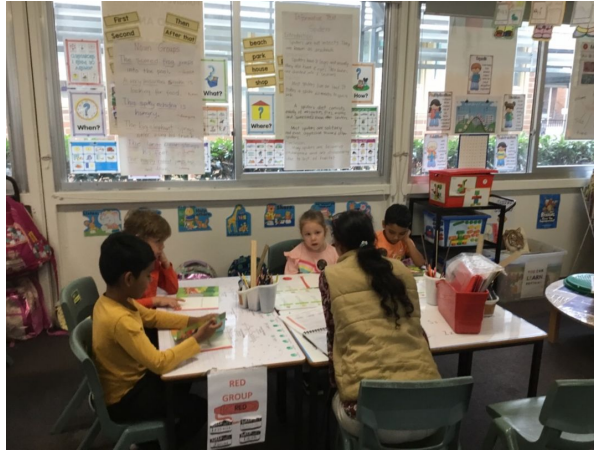
Professional learning \$32,153.00	comprehension skills, by developing an understanding on how to increase comprehension skills through increasing student vocabulary. Provide teachers time to have collegial discussions through quality teaching rounds and provide mentoring for individual teachers to develop their skills in specific areas in Literacy and Numeracy.
QTSS release \$64,356.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Blacktown North Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy/ Numeracy data driven practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• implementation of instructional rounds to strengthen quality teaching practice</li> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  improved staff confidence and teaching practice using quality teaching elements and evidence-based practice 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, and 95% of teachers stated they have increased knowledge and confidence.  staff were also provided with additional mentoring required to ensure best practices in implementing effective strategies to analyse student data to inform teaching and learning programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  to ensure that a similar model is utilised and implemented.  to ensure Quality Teaching and effective data analyse informs teaching and learning programs to ensure student support is the core use of these funds.  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.</p>
COVID ILSP \$93,311.17	<p>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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - [reading, comprehension, numeracy]</li> <li>• providing intensive small group tuition for identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  a teacher was employed for term 1 &amp; 2 5 days a week, to work with a list of students that were identified through data analysis as requiring intensive support.  term 3 &amp; 4 two SLSOs were engaged to continue with the program.  the program had a positive effect as the majority of students in the program showed significant progress towards their personal learning growth.</p>

COVID ILSP

\$93,311.17

more than 65% of year 2 students improved in reading by at least 65%.  
more than 45% of year 3 students improved in reading/comprehension by at least 30%.

**After evaluation, the next steps to support our students 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.



Support provided in class during reading groups.

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	155	169	156	169
Girls	126	122	136	154

BNPS has continued to see a steady increase in numbers from 2019 to 2022. This can be attributed to the continued increase in housing development in our area of intake. It can be observed that many families move into the area from overseas and some families purchase homes in other areas. This attributes to the fluctuation of student numbers. Although in 2022 there are more students in 3-6 than K-2 contrary to previous years. This is due to families purchasing homes in the local areas.

We have four students identified as Aboriginal and Torres Islanders and 94% with Language other than English, and most speak their first language at home.

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.5	86.4	92.0	86.6
1	90.8	88.1	93.3	89.0
2	89.9	86.7	93.0	85.2
3	88.2	91.8	93.1	85.6
4	91.5	87.2	94.6	82.8
5	91.4	87.6	92.3	89.5
6	91.6	87.1	95.1	89.5
All Years	90.9	87.7	93.2	86.6
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

## 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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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 award recipients.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4.8
Classroom Teacher(s)	13.9
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
Teacher ESL	1.6
School Administration and Support Staff	5.82
Other Positions	6

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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. Professional learning is core to enable staff to improve their practice. Professional learning includes six student free School Development Days for staff. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

In 2022 all staff at BNPS participated in a range of professional learning courses focused on improving student outcomes. These courses included stage based workshops, Learning Sprints, whole school sessions, on line learning and external professional development events..

Whole school professional learning included Quality Teaching Rounds, mandatory compliance training in CPR, anaphylaxis, code of conduct, Aboriginal Education and Child Protection. Other professional learning was linked to the School Improvement Plan, which included quality teaching, guided reading, Vocabulary, comprehension, Phonics, TELL, K-2 Literacy & Numeracy Syllabus, assessment and reporting strategies, STEM, Mindfulness, and Visible learning.

Staff Professional development days are utilised to improve the capacity of teaching and non-teaching staff in line with school and departmental policies.

The accreditation process was followed with 2 new scheme teachers and they both completed their accreditation successfully by the end of 2022.



Teachers participating in professional learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
<b>Opening Balance</b>	218,211
<b>Revenue</b>	4,953,391
Appropriation	4,864,381
Sale of Goods and Services	21,071
Grants and contributions	62,809
Investment income	2,095
Other revenue	3,035
<b>Expenses</b>	-4,326,010
Employee related	-3,937,700
Operating expenses	-388,310
<b>Surplus / deficit for the year</b>	627,381
<b>Closing Balance</b>	845,593

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 holds its financial meeting on a regular basis. The school budget presented is prepared by the principal in consultation with school executive and the School Administrative Manager. Funds are allocated to priority areas identified in the School Improvement Plan. Funding in these priority areas ensures the delivery of high quality programs which support individual needs.

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	2,063
<b>Equity Total</b>	377,997
Equity - Aboriginal	3,016
Equity - Socio-economic	38,800
Equity - Language	238,929
Equity - Disability	97,251
<b>Base Total</b>	3,111,389
Base - Per Capita	78,129
Base - Location	0
Base - Other	3,033,260
<b>Other Total</b>	1,029,697
<b>Grand Total</b>	4,521,145

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, Numeracy and social skills. 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.

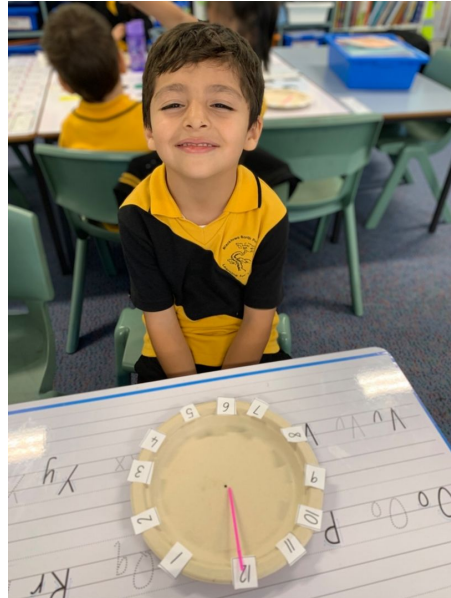




## School performance - NAPLAN

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](https://myschool.edu.au) to access the school data.



# Parent/caregiver, student, teacher satisfaction

## *Student Survey Summary*

*Comparing the data for student participation in sport from 2021 to 2022, the school mean in 2021 was 90% and in 2022 it is 84%. This norm has still continued to stay above the government school norm.*

*Student participation in extracurricular activities was 74% in 2021 and it went down to 64% in 2022. In terms of positive sense of belonging, the school mean in 2021 was 76% which went up to 80% in 2022.*

*Positive homework behaviours mean was 77% in 2021 which went down to 73% in 2022. The school mean for positive behaviours was 94% in 2021 and it has gone down to 73% in 2022.*

*The school mean for students who are interested and motivated went up to 84% in 2020 as compared to 82% in 2021.*

*The school mean for Advocacy at school has gone up from 7.6 to 7.9 in 2022.*

## *Teacher Survey Summary*

*In terms of trust on leadership, school mean in 2022 has gone up to 8.8 in 2022 from 8.4 in 2021. It has continued to stay above the NSW government norm.*

*Collaboration has gone up to 8.7 from 8.2 this year and the school mean for learning culture has also gone up from 8.4 to 8.7. There has been a consistent improvement in the school mean for Data informs practice which has gone up from 8.2 to 8.8 this year and also for Teaching strategies which has gone up from 8.6 to 9.0*

*In all the above areas, there has been a consistent rise in the school mean this year as compared to 2021:*

### *Technology*

*2021: 8.0*

*2022:8.2*

### *Inclusive School*

*2021: 8.5*

*2022:8.9*

### *Parent Involvement*

*2021: 7.8*

*2022:8.4*

### *Challenging and Visible Learning goals*

*2021: 8.3*

*2022:8.6*

### *Planned Learning Opportunities*

*2021: 8.3*

*2022:8.9*

## *Parent survey Summary*

*School mean for parents that feel welcome at school has remained consistent at 7.9 in 2021 and 2022 which is above the NSW government norm. The percentage of parents that talked to a teacher has remained consistent around 52-53% bracket.*

*The percentage of parents that attended meetings has gone up from 62% to 65%. The mean for School supports*

learning has remained consistent across the two years at 7.6. The school mean for school supports positive behaviour has gone slightly down from 8.1 to 8.0 in 2022 whereas the mean for Inclusive school has remained consistent at 7.7 which is also way above the government school norm.



Working with the community for the future of our students.

# Policy requirements

## Aboriginal Education Policy

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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

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At Blacktown North public School we currently have four students from an Aboriginal and Torres Strait Islander background. To develop an understanding of our Aboriginal and Torres Strait Islander heritage, Aboriginal education is implemented across various curriculum areas in each classroom. As a whole we have celebrated and supported our Aboriginal and Torres Strait Islander communities by recognising National Sorry day and celebrating NAIDOC week. We also recognised and celebrated Aboriginal culture at our Multicultural Day. Our commitment to improved transitions, cultural awareness and culturally inclusive pedagogy is embedded.

## Anti-Racism Policy

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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

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The school elects an anti-racism officer annually. This staff member takes responsibility for equitable conduct of all staff and ensures no inequity occurs on the basis of race. PBL, Harmony Day, NAIDOC Day and Multicultural Day celebrations provide opportunities for all students to be represented by culture as well as to educate all students about cultures. Blacktown North Public School has an active Anti-Bullying guide in practice that addresses racism, cyber bullying, person to person bullying and incorporates a variety of strategies and support as police visits, social skilling and whole school.

## Multicultural Education Policy

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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

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Blacktown North PS has 94% of the school's population with English as a second Language EAL/D which indicates that a second language is spoken in the home. Staff have been employed through funds provided through flexible funding. 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 320 students (K-6) are made up of 94% 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)

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### 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 some restrictions due to COVID-19, assemblies were still held under our COLA area outside, to enable students to be socially distanced. Students' achievements were celebrated in front of their peers, teachers, and parents. 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

### Athletics Carnival

The Athletics Carnival was held on 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.

### Aussie Bush Camp 2022

48 students from Stage 2 and 3 attended the Great Aussie Bush Camp for two nights and three days at Tea Gardens in Term 2, from 29th June to 1st July 2022. It was a fun filled excursion and students enjoyed different activities such as archery, high ropes, low ropes, indoor rock climbing, giant swing, disco night, etc.

### 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 35 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. This will be the final year for the BNOOSH. A tender has been put out for a third party after school care. FUN KIDS will commence in 2023, as will vacation care.

### 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!

### Book fair

What a huge success this year's book fair was! We raised \$5000 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 library.

### 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"

### **Colour Fun Run**

The School Colour Explosion event was held on the school grounds. 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 \$1000 and purchased sports equipment.

### **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.

### **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.

### **Diwali**

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

### **Djembe Drumming**

In 2022, 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.

### **Drumbeat**

Drumbeat is a Wellbeing program used at BNPS to support students in increasing their confidence, as well as expressing their feelings using drums. The program extends the use of rhythm to combine stabilising and comforting musical play with safe social interconnection and a small degree of self-reflection. The drumming also provides a safe form of communication and a receptacle for the constructive release of feelings. This approach has been shown to support increased emotional regulation, improved social connection and reduced levels of anxiety and other elements of psychological distress.

In 2022, Drumbeat groups were run weekly for selected K-2, and 3-6 students. The program has received positive feedback from the school community.

### **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.

### **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.

### **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.

### **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 2022 is 'everyone belongs'. Children, staff and parents across the school wore orange, the colour representing Harmony Day, and participated in a range of activities.

### **ICAS**

This year 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 high distinction, distinctions and credits.

### **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.

### **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.

### **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 old's.

### **Kindergarten orientation**

New kindergarten students for 2023 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 2023.

### **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.

### **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.

### **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.

### **Partners in Print,**

Partners in Print, a family literacy program, was organised to educate and empower parents to promote literacy development at home. Parents engaged in hands on workshop wherein simple, practical literacy strategies were explained and shared that can be used at home to support children in becoming confident decoders. Parents enjoyed the role of being the teacher with others in the group whilst practicing the skills they learnt. They also got the opportunity to practice the strategy on the day with own children and were given resources to take home for reinforcement and practice. The workshop also fostered strong school community partnership as it was presented using multiple languages of the community.

### **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.

### **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.

### **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.

### **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.

### **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.

### **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.

### **Tee-Ball**

This year we formed two Tee-Ball teams consisting of both boys and girls. The students attended training once a week, to prepare for 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. In 2022 the boys

### **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.

### **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.

### **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



Extra curriculum activities.