Our Core Values:
Truth, Respect, Responsibility, Kindness, Effort and Loyalty.
School context statement
Baulkham Hills North Public School caters for a wide range of students most of whom live within two kilometres of the school. The school and community strongly support the school values of Truth, Respect, Responsibility, Kindness, Effort and Loyalty. Baulkham Hills North Public School is committed to improving student outcomes through differentiated learning programs that engage 21st century learners. Dedicated, enthusiastic and supportive teachers deliver highly effective teaching and learning programs, underpinned by quality teaching practices. The school is supported by an actively-engaged parent community and the school’s core values are embedded in all aspects of school life.

Student information
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile
The school population grew in 2014 to 855, with 49% male and 51% female. We welcomed 140 new kindergarten students.

Student enrolments continue to increase. There has been a slight increase in the percentage of students enrolling at school who have a language background other than English. More than 50 different languages are represented at our school. The student population at BHNPS is quite stable. With the exception of students who arrive new to the school at the beginning of the year there is very little change to the enrolment profile of the school over the year. On average the school experiences a small increase in student numbers in the order of about one and a half percent. It is estimated that the school will reach a maximum student population of between 920 and 940 students in 2017.

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95.4</td>
<td>95.8</td>
<td>95.4</td>
<td>96.4</td>
<td>95.7</td>
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<tr>
<td>1</td>
<td>96.1</td>
<td>95.3</td>
<td>95.5</td>
<td>96.2</td>
<td>95.8</td>
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<tr>
<td>2</td>
<td>95.5</td>
<td>96.2</td>
<td>95.4</td>
<td>96.4</td>
<td>96.5</td>
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<tr>
<td>3</td>
<td>95.2</td>
<td>94.8</td>
<td>95.6</td>
<td>96.5</td>
<td>96.1</td>
</tr>
<tr>
<td>4</td>
<td>95.7</td>
<td>94.8</td>
<td>95.0</td>
<td>96.3</td>
<td>96.0</td>
</tr>
<tr>
<td>5</td>
<td>96.4</td>
<td>96.4</td>
<td>93.7</td>
<td>96.0</td>
<td>96.0</td>
</tr>
<tr>
<td>6</td>
<td>94.5</td>
<td>94.4</td>
<td>93.5</td>
<td>95.8</td>
<td>94.5</td>
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<tr>
<td>Total</td>
<td>95.6</td>
<td>95.4</td>
<td>95.0</td>
<td>96.3</td>
<td>95.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>355</td>
<td>382</td>
<td>389</td>
<td>398</td>
<td>419</td>
</tr>
<tr>
<td>Female</td>
<td>328</td>
<td>352</td>
<td>375</td>
<td>404</td>
<td>436</td>
</tr>
</tbody>
</table>
Management of non-attendance

Attendance is monitored regularly through class rolls and communication with parents and carers to support optimal levels of student attendance. At the beginning of the year during Parent Information Evenings and in writing, teachers outline procedures for parents or carers to explain student whole or partial absences. Where a student’s attendance causes concern, a number of strategies are put in place including meetings with parents or carers, referral to the Learning Support Team to develop an Attendance Improvement Plan and, rarely, support from the Home School Liaison Officer to assist families to restore good attendance.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

On the information available at the time of writing this report, Baulkham Hills North Public School has no members of staff who identify as Aboriginal.

The following table outlines the teaching staff appointed to Baulkham Hills North Public School for 2014.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>30.912</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.6</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.872</td>
</tr>
<tr>
<td>Total</td>
<td>47.304</td>
</tr>
</tbody>
</table>

The principal is class-free and the two deputy principals have a one-day per week Learning Assistance teaching load; all other teachers have full face-to-face teaching loads within their staffing allocation. Where staff positions are shown in decimal form, 0.2 is equivalent to one day. The classroom teacher allocation includes teachers who do not have their own class but may work across the school such as teachers supporting release from face to face (RFF) teaching programs in Physical Education (PE).

The Reading Recovery position is allocated by the Department of Education and Communities (DEC). This allocation is reviewed yearly. The support teacher learning assistance position is funded by P&C and school funds to 4 days per week. A school counsellor, while not appointed to the school, attends the school one and half days per week.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>24%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

The BHNPS Professional Learning program is recognised as providing vital training for augmenting teachers’ skills, competencies and knowledge and in turn improving learning outcomes for students.

Teacher professional learning is informed by the school’s targets with reference to the DEC’s priorities and is available for all staff. Funds expended in this area are for course fees and for providing relief for staff members from their regular duties to enable their participation in tertiary-level courses, attendance at professional learning sessions or access to on-line training and to support observation of exemplary practice.
In 2014, BHNPS’s Professional Learning model continued to enhance collaborative culture and focus on continuous improvement in teaching and learning. Staff members developed professional learning plans in collaboration with their supervisors. These plans were linked to school targets.

Professional learning was differentiated, with teachers accessing training to meet their identified needs. All staff participated in professional learning on conceptual programming in English, the new Science Syllabus and its pedagogical approach, differentiation in Mathematics and effective assessment practices including placing students on the literacy and numeracy continuum using PLAN.

Groups of teachers selected from an extensive range of courses designed to develop their knowledge and skills in areas such as choral music, literacy centres, fundamental movement skills, debating and using iPads. Members of the senior executive completed courses in GROWTH coaching and in instructional leadership. Teachers accessed professional learning to assist them to teach students with special needs in mainstream classrooms, support the social and emotional development of students and manage students with challenging behaviours.

Staff Development Days were held on the first day of Terms 1, 2 and 3 and the last two days of Term 4. On these days, professional training was provided for staff in system and school priorities. Staff members led and participated in information and workshop sessions focusing on Child Protection, the Code of Conduct, the Dignity and Respect Charter, conceptual programming in English and KidsMatter modules supporting the wellbeing of students. All staff members were provided with defibrillator and anaphylaxis training.

In total, $75,078 was spent on teacher professional learning in 2014, equivalent to $1416 per teacher.

Beginning Teachers

In 2014 two teachers achieved their accreditation through the Australian Institute of Teaching. Six early career teachers were working towards the Board of Studies Teaching and Education Standards (BoSTES) accreditation. These teachers have been collecting annotated evidence to demonstrate their proficiency in each of the accreditation standards.

All beginning teachers at BHNPS are supported by experienced teachers and by the deputy principal and a supervisor who oversee the accreditation process. The school provides professional development opportunities to assist beginning teachers to build their professional skills and knowledge and to complete their accreditation. During 2014 accreditation workshops were provided at BHNPS to support staff at our school and from other schools working towards or maintaining accreditation at professional competence level.

These workshops enabled staff seeking or maintaining accreditation to track and monitor their professional learning against the national professional teaching standards.
**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>318,683.04</td>
</tr>
<tr>
<td>Global funds</td>
<td>549,481.76</td>
</tr>
<tr>
<td>Tied funds</td>
<td>253,514.36</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>467,755.48</td>
</tr>
<tr>
<td>Interest</td>
<td>12,410.56</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>63,844.95</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>1,665,690.15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>197,867.92</td>
</tr>
<tr>
<td>Excursions</td>
<td>106,157.63</td>
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<tr>
<td>Extracurricular dissections</td>
<td>77,733.89</td>
</tr>
<tr>
<td>Library</td>
<td>3,448.45</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>46,869.98</td>
</tr>
<tr>
<td>Tied funds</td>
<td>214,850.44</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>186,168.65</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>189,206.95</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>77,038.81</td>
</tr>
<tr>
<td>Maintenance</td>
<td>55,137.96</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>21,529.96</td>
</tr>
<tr>
<td>Capital programs</td>
<td>81,185.38</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>1,257,196.02</td>
</tr>
</tbody>
</table>

**Balance carried forward** 408,494.13

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.

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**School performance 2014**

**Academic achievements**

**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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school*

**University Competitions**

In 2014 a number of students in Years 3 to 6 participated in the University of NSW educational competitions. The results were as follows:

<table>
<thead>
<tr>
<th>ICT</th>
<th>Science</th>
<th>Spelling</th>
<th>Writing</th>
<th>English</th>
<th>Maths</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Distinction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>9</td>
<td>12</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>20</td>
<td>25</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

One of our school’s Year 4 students came first in the state in the UNSW ICT assessment. He was awarded a first-place medal at a special recognition ceremony at the University of NSW.
Arts achievements

Choir

The choirs at BHNPS have had another successful year. In 2014 there were four choirs including the Stage 3 Choir (36 members), the Stage 2 Choir (30 members), the Combined Choir consisting of 30 members from years 3-6 and the Stage 1 Choir (32 members).

The Stage 3 Choir was led by Mrs Armstrong, the Stage 2 Choir by Mrs Mace, the Combined Choir by Mrs Choo and Mrs Drayson and the Junior Choir by Mrs Davis and Miss Packer.

Other highlights included the Stage 3 Choir performing at the Opera House Choral Festival along with 700 students from around the state and the Stage 2 Choir performing at the Sydney Town Hall Primary Proms Concert along with 450 other Stage 2 students. Having worked hard to learn an extensive repertoire of unison and two-part harmony choral pieces, the choirs enthralled the audiences with their magnificent singing.

The Combined Choir performed at the Hills Performing Arts Festival Concert along with seven other schools from the Hills District, impressing the audience with their excellent renditions of the repertoire they had worked so hard to learn and perfect.

The biggest highlight was the participation of sixteen students selected from the Stage 3 Choir to join the Schools Spectacular massed choir of 1300 students. Held at the Sydney Entertainment Centre with four performances over two days, the students were exhausted but thrilled by the experience. It will long be remembered by those involved.

In Term 4 the Choirs participated in a Christmas Concert at Aminya Retirement Village to the delight of the residents. Joining with the three Dance Groups and the Recorder Group, all four Choirs sang beautifully. The busy year finished with the Stage 2 Choir singing at the Stage 2 Presentation Day Assembly and the Stage 3 Choir singing at their assembly. It was a fitting end to a busy but productive year.

In 2014 the Stage 1 Choir had 30 boys and girls from Year 1 and 2 as members.

They practised weekly with Mrs Davis, Mrs Johnson and Miss Packer, learning integral performance techniques and various new songs.

The Stage 1 Choir proudly performed at school assemblies, during Open Week and at Aminya Retirement Village. They were also invited to perform during Education Week at the prestigious Hills Performing Arts Festival. The
Stage 1 Choir sang “I Can See Clearly Now the Rain Has Gone”.

All choir teachers were very proud of the students’ effort and dedication that they had shown throughout the year.

**Recorder Group**

In 2014 the main activity in which the BHNPS Recorder Group, comprised of twenty students from years 3 to 6 under the direction of Ms Priestley, was involved was the Festival of Instrumental Music Combined Recorder Ensemble. The Festival was a wonderful opportunity for our children to experience a very professionally-organised concert and to perform on stage in the Concert Hall at one of Australia’s main icons – The Sydney Opera House.

The combined recorder ensemble performed a diverse and engaging selection of music which challenged and inspired our students. The students played the traditional French piece “Can Can”, a beautiful Australian-inspired work “Gulaga Dreaming” and a Russian tune “Prince Ivan and the Grey Wolf” which was specially commissioned for this concert. This year, 177 schools, representing over 3120 students joined the program.

The Festival ran over four evenings. We were involved in the ‘Acacia Concert’ held on Monday 26th May 2014.

As in previous years, BHNPS students who had never played the recorder and who could not read music, joined the group and quickly mastered the instrument. This was due to a commitment to regular practice at home and attending all the weekly lunchtime practice sessions at school as well as attendance at the group rehearsal in the city.

In a much shorter timeframe in 2014, the BHNPS Recorder Group managed to be at a standard acceptable for being on stage in the Opera House!

Our students played in three separate parts with students from last year’s group being able to progress to playing the larger treble recorders. We hope to incorporate the largest tenor recorders in 2015.

**Dance**

**Stage 1 Dance Group**

In 2014 the Stage 1 Dance Group at our school consisted of an energetic group of 21 Year 1 and Year 2 boys and girls. They performed their ‘Under the Sea' routine in Education Week and were also invited to perform at the Hills Performing Arts Festival at the Evans Centre, Penrith.
Stage 2 Dance Group

In 2014 the Stage 2 Dance Group at Baulkham Hills North was made up of 24 dancers from Years 3 and 4. They performed their ‘Brontosaurus’ routine at Open Day and at the Evening Showcase Concert. They also performed at Aminya Village, Presentation Day and at a Medal Assembly to ‘Everybody Dance Now.’

The 2014 Hills Performing Arts Festival in Term 3 was the highlight of the year. At this event, the Stage 2 Dance Group was given the opportunity to showcase their talents to other local schools and their communities at Penrith Panthers. The children danced admirably and were infectious with their enthusiasm and energy for performing.

The students in the Stage 2 Dance Group attended weekly rehearsals and are dedicated and talented performers.

Stage 3 Dance

In 2014 the Baulkham Hills North Public School Stage 3 Dance Group showcased the talents of 27 Year 5 and 6 girls. These dedicated and committed dancers rehearsed twice a week in preparation for their performances.

The girls beautifully displayed their “Wings” routine at the Hills Performing Arts Festival in September and at the BHNPS Open Day. Similarly, their Christmas performance, “All I want for Christmas”, impressed the audiences at Aminya Retirement Village and the Stage 2 Presentation Day Assembly.

Band

2014 was another successful year for band at Baulkham Hills North Public School with total numbers reaching almost 100 enrolments. A two-tiered band program was established with a combined Concert Band (comprised of beginner and intermediate students) as well as an extension Performance Band (advanced experienced students). Both ensembles performed with distinction at a variety of events including the band performance evening, Education Week Open Day and the creative arts Showcase Evening. The senior band participated in a full day workshop at Muirfield High School and the instrument demonstration concert in Term 4. Students from both bands had opportunities to attend workshops in the Easter holidays and an overnight band camp at Vision Valley, embracing the opportunity to explore and expand their musical talents.
**Chess**

In 2014 our school enjoyed an extremely exciting and successful year of various chess activities and competitions. Our students' abilities ranged from novice to tournament players and, due to much enthusiasm, five teams (of four players plus reserves) were entered into the *NSW Primary Schools Chess Competition*.

In addition, the school competed in the Primary Schools One-Day Competition at North Rocks PS, Macquarie University Chess Challenge and the most popular, the Baulkham Hills North Chess Championship. Many also enjoyed the challenge of an Inter-House Chess Challenge with exceptional results, qualifying into the Semi Finals.

**Sport Achievements**

**P.E. RFF**

At Baulkham Hills North, each class is allocated one hour of P.E per week with specially trained sports teachers. The K-2 sports program focuses on introducing and developing fundamental movement skills and the Years 3-6 programs expand on these skills by applying them in modified games. Throughout all of the programs, students are encouraged to display the school's core values through play. In order to upskill and prepare our students for the major sports events of the year, they are taught specific skills of each event to give them the best possible chance of achieving their full potential.

**PSSA**

Baulkham Hills North participates in the weekly Primary Schools Sports Associations (PSSA) winter competition. Our 3-6 students are able to trial for AFL, Football, Netball and Newcombe Ball teams. In 2014 our Junior A's Netball team won their division and the Senior AFL team made it to the semi-final.

**School Sport**

Students not competing in PSSA participated in school sport. Students were grouped with their age peers in sports houses. They were exposed to a variety of sports such as Tee-Ball, Soccer, AFL, Basketball, Rounders and Oz-Tag. Students practised the relevant skills for each game before playing the modified version of the game. Playing in house teams allows points to accumulate towards the end-of-year House Point trophy. Students in school sport also had the opportunity to elect a ‘club’ group. These clubs were an extra-curricular activity, allowing students to learn new skills in activities such as craft, drama, game-making, puppet making, African drumming and photography.
**School Carnivals**

2014 was an extremely successful year for Baulkham Hills North at all levels. In each of the key carnivals, our school was represented at state level. BHNPS was represented in nine events at the regional swimming carnival and two events at the state carnival. Four school records were broken throughout the swimming season. Four of our students qualified for the regional cross-country carnival and one progressed through to the state carnival. In 2014 the school developed the “athletics team” which was a group of students who qualified for the zone carnival. These students were provided with at least one after-school training session each week for their specific event. At the zone athletics carnival BHNPS was placed in the top five in 21 events. Our school was represented at the regional athletics carnival in six events and two students qualified for the state carnival. Six school records were broken throughout the athletics season.

The K-2 athletics carnival encourages students’ involvement by running a participation based event.

**Zumba**

In Term 1, students in Years 3 to 6 participated in dance fitness Zumba classes. Students reported great enjoyment and exertion during these popular dance fitness lessons.

**Sport in School Australia (SISA)**

In Terms 2 and 3 of 2014, non-PSSA students were given the opportunity to participate in a specialised sports program delivered by Sport in Schools Australia (SISA) teachers and coaches using an extensive range of highly-engaging equipment. The SISA lessons had a specific focus on the development and application of skills needed for Soccer, Touch Football, AFL, Basketball and Cricket.

Students in Kindergarten to Year 2 also participated in SISA. The program for the younger students focused on the development of fundamental movement skills and a variety of games skills and athletic skills using unique and innovative equipment.
School Medal Recipients
The school medal is awarded at a special assembly to BHNPS students who display outstanding behaviour, service to the school and a caring and thoughtful attitude to their peers. In 2014, 49 students were the proud recipients of the school medal, having earned eight Awards for Excellence for having consistently demonstrated the school’s Core Values throughout their school career.

Significant programs and initiatives – policy
Learning Assistance
The school offers a range of programs and services to provide for students with a disability or additional learning and support needs.

The Learning Support Team has a key role in the provision and implementation of these programs. Students are initially referred to the Learning Support Team. Their need is assessed and the appropriate response coordinated. Teachers, specialist staff, school learning support officers and trained volunteer tutors implement intervention programs. Programs take the form of individual or small group interventions with adjustments being made to the curriculum to cater for differing needs.

The Learning and Support Teacher prepared programs for 69 students. This intervention involved collaborative planning with the classroom teacher, providing direct support, monitoring and evaluating personalised adjustments. Adjustment documents (18) were prepared for students with disabilities, that is, students who require adjustments to the educational content or the learning environment to access the curriculum.

The school community continued to fund the Support Teacher Learning Assistance program. The financial commitment enabled 56 students to participate throughout, or for part of, the year. This program addressed the literacy needs of the students in a small group setting.

Reading Recovery targeted 7 students in Year 1. A specialist reading recovery teacher delivered this 1:1 program in daily 30 minute sessions.

Numeracy needs were addressed with the formation of a maths support group catering for 58 students.

School Learning Support Officers worked with 16 students to implement personalised learning programs that reflected adjustments to the curriculum enabling the students to access and participate in the full range of curriculum and school activities.

Multilit continued to complement the Learning Assistance program. Multilit is a Macquarie University researched based program. It focuses on effective ways of teaching low progress readers who are experiencing difficulties in acquiring literacy skills. A tutor delivered the program to one student at a time for four, thirty-minute sessions per week. 10 students participated in this program.

A volunteer tutor program catered for the needs of 21 students focusing on revision and consolidation of literacy skills, particularly comprehension. These 1:1 sessions provided two, thirty-minute sessions per week.

The Kindergarten teachers in collaboration with a Speech Therapist initiated and implemented a language program involving all of Kindergarten and targeting 26 students with identified language needs. A Kindergarten sight word/sounds program implemented by volunteer parent tutors targeted 11 students.
Year 1 teachers also developed a **sight words/sounds program** implemented by volunteer parent tutors to address the early literacy needs of 20 students.

During 2014 BHNPS was able to benefit by having a **Speech Therapist and Occupational Therapist** on site for individual and group sessions.

**Significant programs and initiatives – policy**

**Aboriginal education**

Baulkham Hills North Public School has a small number of students who identify as Aboriginal. For each of these students there is a requirement to develop Personalised Learning Plans (PLPs) taking into account each student’s own unique abilities, interests and strengths.

In 2014, teachers of students who identify as Aboriginal were trained at school in the importance of PLPs in reducing the attainment gap in the performance of Aboriginal students compared with non-indigenous students. The PLPs were then developed in consultation with each Indigenous student’s family, classroom teachers and the Learning and Support Teacher. Parents and caregivers were invited to a meeting to formulate and refine each student’s PLP.

The new English K-10 Syllabus requires that “In their study of English, students...have the opportunity to engage with texts that give them experience of Aboriginal and Torres Strait Islander peoples. Students will develop knowledge of Aboriginal and Torres Strait Islander history and culture...” an active literary culture for enjoyment, wellbeing and success in life. In 2014 all BHN teachers implemented English units featuring texts that provided students with experience of the beliefs and value systems of Aboriginal and Torres Strait Islander peoples. In their study of English, students explored a range of experiences and achievements of Aboriginal peoples in historical and social contexts and the links between cultural expression, language and spirituality.

In December 2014, Ali Dallas, Kerrie Pho and Sue Taylor were once again invited to present at the Aboriginal Studies Association (ASA) Annual Conference. The focus of the presentation was on the English units of work that were written and implemented during 2014 by our school’s teachers, featuring texts created by an Aboriginal composer and/or featuring Aboriginal characters and displaying aspects of their culture. At the ASA Conference our teachers described the process by which our students deepened their understanding of Aboriginal identity and culture through their study of English.

**Multicultural education and anti-racism**

The Baulkham Hills North Public School cultural community continued to grow in 2014. The school has students from more than 52 different language backgrounds in addition to English. Approximately 40% of enrolled students were from a LBOTE (Language Background Other Than English) background. The predominant language groups at BHNPS were Chinese (Mandarin, Cantonese, Hakka), Korean, Indian (Hindi, Gujarati, Kannada, Malayalam, Assamese, Marathi, Telugu and Punjabi) and Persian. There is a growing Sri Lankan community.
This year the acronym ESL (English as a Second Language) was changed in line with the Australian Curriculum and DEC policy to EAL (English as an Additional Language). The change recognises that for some students and their families, English may be their third or fourth language.

Being a competent user of English in all its forms is an essential requirement for success both at school and for future education, training and employment. Eighty five per cent of the students from a LBOTE background required English as an Additional Language (EAL) support in various forms. The EAL teacher allocation increased to 1.6, reflecting the growing need for EAL support in the school.

EAL teachers and class teachers worked collaboratively to ensure the language needs of the EAL students were being met. Support programs involved the EAL teacher in a variety of ways. Individual support was provided for those students requiring Intensive English and small withdrawal groups completing modified work were also timetabled. In-class support involved team teaching with the class teacher or taking a small group within the class.

Culturally inclusive programs were written K-6 to ensure that students language, religious and cultural beliefs were recognised. The Library bought additional texts to add to the bilingual section to support programs and will be investigating multimodal bilingual texts to include in this section. The EAL Progression was implemented by EAL teachers and used to report the progress of EAL students - K-6.

BHNPS continues to build ties with its various cultural communities. The school funded a community liaison person to investigate and begin to negotiate the formation of community representatives for each major language/cultural group in the school. Major cultural and religious days were recognised throughout the school.

It is mandatory for every school to have an ARCO (Anti-Racism Contact Officer) and this trained contact works closely with the school executive to ensure incidents of racism (students and the wider school community) are dealt with appropriately.

**Other significant initiatives**

**Literacy Enrichment Groups (LEGs)**

Literacy Enrichment Groups (LEGs) operated in Kindergarten during Terms 2 and 3. LEGs aimed to identify students having difficulty with language. Teachers used a language screener, developed by a speech pathologist, to identify students to participate in this program. Identified students worked in a group with a teacher and a speech pathologist each week for 45 minutes. Activities aimed to increase students’ ability to express themselves verbally (expressive language) and also to understand information presented to them (receptive language).

**KidsMatter**

During 2014 Baulkham Hills North Public School participated in component 3 of KidsMatter, “Working with Parents and Carers”. This component recognises the strong link between parents and school when providing emotional and social support to young children.

Baulkham Hills North staff facilitated several parent sessions from the resource “Talking Parenting – Resilience” by Michael Grose. Topics covered included Resilience - An Introduction, Dealing with Teasing, Decision-Making in Families and Helping Kids Learn to Lose Well. Sessions were very well-received by parents who attended.
Significant programs and initiatives – equity funding

This year the school received equity funding based on two components of the Resource Allocation Model (RAM). This model is part of the NSW Government reforms for NSW public Schools. The two components are: Aboriginal background and socio-economic background.

Baulkham Hills North received $2084 for Aboriginal background and $13 054 for socio-economic background. The socio-economic background funding is based on the Family Occupation and Education index (FOEI).

Funding for Aboriginal students was used to provide intensive targeted support to students in the areas of literacy and numeracy.

Low socio-economic funding was used to release executive staff to support classroom teachers in the development of individual educational plans for students and to provide additional literacy support through the school funded STLA program.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Feedback from teams responsible for addressing school targets and priorities
- SMART data analysis
- Analysis of standardized and school-based assessment data
- Student feedback on school programs and initiatives
- Parent discussion forums to evaluate programs and initiatives
- Online parent, student and staff surveys

Educational Management and Practice

As part of the school self-evaluation process the school chose to look at Teaching and Learning and used the DEC standard “School Map Surveys” to collect information from parents and students and the “Focus on Learning Surveys” to collect information from teachers.

The Focus on Learning Survey is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms. One is 'effective schools' research which has identified the most important correlates of student outcomes. The second paradigm is related to dimensions of classroom and school practices where participants are presented with tangible, challenging goals and a series of activities that lead participants to achieving those goals in incremental steps.

Parents and students very strongly (at least 80% agreement) endorsed the following statements.

- What students are asked to learn is important
- Teachers provide class activities that are interesting and appropriate to my child’s needs and abilities
- My child’s teacher knows what my child can do and what they need to learn
- My child’s teacher keeps record on his/her progress
- My child's classroom is an interesting place to learn
- My child has access to good equipment that helps him/her to learn
- The school expects children to achieve to the best of their ability
- Students at school demonstrate pride in their learning

Results from the teacher survey correlated well with those for parents and students. The closest correlation was in the domains of “Planned Learning Opportunities” and “Overcoming Obstacles to Learning”.

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The following statements are representative of some of those listed by teachers:

- When I present a new concept I try to link it to previously mastered skills and knowledge.
- My students have access to good equipment to help them to learn.
- Students become fully engaged in class activities.
- I use two or more teaching strategies in most class periods.
- My assessments help me understand where students are having difficulties.
- I strive to understand the learning needs of students with special learning needs.
- I make an effort to include students with special learning needs in class activities.
- I use results from formal assessments to inform my lesson planning.
- I create opportunities for success for students who are learning at a slower pace.
- I am effective in working with children who have behavioural problems.
- I discuss with students ways of seeking help that will increase learning.

The most significant point of disagreement between groups was between parents and students. Over 80% of students felt that they almost always or usually looked at samples of work over time to see how they had improved; however, parent responses indicated that they felt that students only did this sometimes or rarely.

**Future directions**

In 2010 and 2011 the Learning and Teaching surveys identified the following areas for improvement:

**Learning (2010)**

- Enhance the opportunities for communication about learning between teachers, parents and students.
- Focus on improving the level of resources available to support learning.
- Investigate opportunities for students to reflect on their improvements over time.

**Teaching (2011)**

- Investigate ways to better communicate to parents how students are assessed and how this assessment is communicated through the reporting process.

The results of this survey identified that these issues have been addressed with the exception of communicating with parents and, while there has been an improvement, there is still a need to continue to better communicate to parents how students are assessed and how this is communicated through the reporting process. The information sessions for parents about, understanding my child’s report and unpacking the English, Science and Mathematics Syllabuses, while well-attended and highly evaluated by parents, have only gone part way to addressing this issue. The school will continue to pursue this issue in 2015.
School priority 1

Science

Outcomes from 2012-2014

To focus Science teaching and teacher professional learning on the skills strands of “Working Technologically” and “Working Scientifically”.

Evidence of achievement of outcomes in 2014:

- All classes K-6 were taught four science units, one in each term, utilising Primary Connections units and new units that have been written to satisfy the new NSW BOS Science and Technology syllabus for composite classes
- A second teacher was trained as a Primary Connections Curriculum Leader and was able to facilitate other staff members in aspects of the program
- Whole school professional learning was given as a result of this training and focused on the technology aspects of the new syllabus
- Teachers and students in Stage 1 and Stage 2 trialled and evaluated new Primary Connections units using an action research approach
- Two Science team members actively participated in the Northern Sydney Science and Technology network to enhance our school’s ability to implement the technology outcomes for student learning
- The Science team trialled a whole-school “Consumer Science Day” targeted towards learning experiences around design and technology.
- BHNPS was awarded a grant for National Science Week that assisted in the purchase of equipment and consumables for the Consumer Science Day
- Students’ skills in devising and implementing fair testing were assessed against rubrics and reported on to parents

Strategies to achieve these outcomes in 2014:

- Develop and maintain relationship with Scientists in Schools partnerships and with industry professionals in science
- Organise and run a Consumer Science Day to coincide with Science Week in 2014 on the topic of “Food For Our Future: Science Feeding the World”
- Create, refine and implement fair testing assessment tasks and rubrics for Science units

A parent information night was conducted to familiarise parents with the new NSW Science and Technology syllabus.
School priority 2
Mathematics
Outcomes from 2012-2014
To increase the percentage of students attaining NAPLAN bands 7 and 8 in Data, Space and Measurement by the end of 2015.

Evidence of achievement of outcomes in 2014:

- The BHNPS Maths Team provided whole school and grade TPL in the explicit teaching of the Length sub-strand. The team liaised with an expert from another school to provide TPL on Quality Teaching using the new NSW syllabus documents. A focus was placed on familiarisation of the continuum, particularly in relation to length.
- All grades developed length units embedding quality teaching elements and featuring rich tasks that set high expectations for student engagement and learning. A focus was placed on embedding quality assessment procedures within the sequence of lessons.
- Teachers participated in professional learning targeting best practice in the planning, implementation and evaluation of lesson sequences. A specific focus was placed on differentiation and the key elements of a quality lesson plan.

Strategies to achieve these outcomes in 2014:

- Professional learning for teachers in the explicit teaching of measurement skills and concepts, particularly in the Length strand
- Development and implementation of measurement units featuring rich tasks that set high expectations for students in understanding and applying length concepts in problem-solving contexts
- Development and implementation of quality assessment tasks and rubrics to appraise the development of student’s measurement skills
- Sequenced and explicit teaching of the skills and concepts needed for students to develop a deep understanding of the measurement framework, especially as applied to length.
- Plotting of individual student attainment levels in measurement, including on the Numeracy Continuum and in PLAN

School priority 3
English
Outcomes from 2012-2014
To increase the percentage of students attaining grade-appropriate level by the end of 2014 on the comprehension aspect of the literacy continuum

Evidence of achievement of outcomes in 2014:

- The BHNPS English Team and a specialist ICT teacher provided whole school and grade TPL and demonstration in the explicit teaching of comprehension skills with specific attention given to making meaning from multimodal texts. Teachers reported greater knowledge and confidence in teaching students explicitly how to make meaning from texts.
- A focus was placed on familiarisation with the Literacy Continuum, particularly in relation to the aspect of comprehension.
• Reading comprehension assessments were refined to reflect higher expectations in achievement and deep understanding of quality texts.

• Focussed collaborative programming in grade and stage teams using student data informed the development of quality English units of work using a conceptually-based approach.

Strategies to achieve these outcomes in 2014:

• Professional learning for teachers in the explicit teaching of comprehension strategies, including those that are most relevant to digital and multimodal texts

• Development and implementation of English units of work, from an integrated, conceptually-sequenced BHNPS Scope and Sequence, featuring rich tasks that set high expectations for students in responding to texts

• Provision of a digital home reading program for Stage 1 students and students receiving Learning Assistance in reading, featuring embedded comprehension activities for students and assessment data for teachers regarding individual student performance on comprehension tasks

• Development and implementation of quality assessment tasks and rubrics to measure the development of student’s comprehension skills

• Explicit teaching of the skills needed to make meaning from multimodal texts including the skills of visual and audio literacy

• Plotting of individual student attainment levels in comprehension, including on the Literacy Continuum and in PLAN

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Students in Years 2, 4 and 6 were surveyed using the “School Life Student Questionnaire; Primary”. This is a standard survey that the DEC produces for schools. Each Year the same grade groups complete the survey. This allows us to track student satisfaction at different stages through primary school. We now have data accumulated over the last six years. This year’s results were consistent with previous years. Overall the scores for student satisfaction continue to be very high. This year’s results were commensurate with those for 2013.

Overall students are very happy at school and there is little difference in responses between students in Years 2, 4 and 6.
The highest approval ratings were in regard to student achievement, the relevance of schooling and the way the students saw their teachers. The following were those statements that students rated at or above 90% over the last 6 years:

- I know how to cope with the work
- I am a success as a student
- My teacher is fair to me
- My teacher listens to what I say
- My teachers help me to do my best
- Things I learn help in secondary school
- I can learn what I need to know
- What I learn will be useful
- I learn to get along with other people

Students either, mostly disagreed or disagreed with the four statements identifying negative effects. These statements were:

- I feel unhappy
- I feel lonely
- I feel worried
- I get upset

Future Directions

The students are very happy at school, they value their friendships, their teachers and their learning. The school will continue to pursue programs such as the “Kids Matter Program” that support students in developing a positive self-image.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

Strategic directions for Baulkham Hills North Public School 2015-2017 are:

High Expectations for Academic Success

Students are explicitly challenged and helped to achieve high standards in all areas of Literacy and Numeracy. The teacher has high expectations and guides each student to achieve their personal best in a supportive learning environment that promotes engagement, independence and motivation.

Supported Social Development

A quality student welfare policy that effectively meets the needs of all students is implemented. Ensuring that school core values are explicitly taught and that initiative, effort and learning progress are acknowledged in a fair and balanced way.

Community Connections

Connections across the wider community are developed and fostered, facilitating student participation in a range of activities to promote a supportive learning community and to enhance social cohesion.
About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Carolyn Armstrong, Teacher
Clare Brett, Assistant Principal
Sandra Burgin, S.A.M.
Alison Chapman, Teacher (RFF PE)
Diane Hain, Learning and Support Teacher
Justine Holst, EAL Teacher
Mel Lopes, Assistant Principal (rel.)
Sandra McKay, Deputy Principal
Sarah Priestley, Teacher
Kerrie Pho, Assistant Principal
Peter Robinson, Principal
Sue Taylor, Deputy Principal
Bhavica Vather, Teacher
Rebecca Wallace, Assistant Principal (rel.)

School contact information
Baulkham Hills North Public School
2A Girralong Ave
Baulkham Hills. 2153.
Ph: 9639 6936
Fax: 9686 3390
Email: Baulkham-p.school@det.nsw.edu.au
Web: www.baulkham-pschools.nsw.nsw.edu.au
School Code: 4377

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: