

Bilpin Public School

Annual Report



2016



1228

Introduction

The Annual Report for 2016 is provided to the community of Bilpin Public School as an account of the school's operations and achievements throughout the year.

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

Mrs Melanie Mackie

Principal

School contact details

Bilpin Public School

Bells Line of Road

Bilpin, 2758

www.bilpin-p.schools.nsw.edu.au

bilpin-p.School@det.nsw.edu.au

4567 1154

Message from the Principal

At Bilpin Public School we are lucky to have an extremely dedicated, hardworking staff, who are committed to providing quality, engaging, learning experiences for our students. Staff devote time to organising extra-curricular events such as excursions and camps, taking choir and dance groups and seeking out every opportunity for our students to get a rounded education. I would like to thank the staff for always going above and beyond to provide wonderful opportunities for our students.

I would like to congratulate all of our students for their individual efforts and achievements throughout the year. Our students are enthusiastic and motivated learners who are committed to achieving their best. Many students have represented the school in sport, the arts, leadership and academic pursuits.

A large part of the success of a small school is community involvement and support. We have been greatly encouraged by and thankful for, the support that has been provided by our parents and the broader Bilpin community. I would like to thank all of the parents who have worked in classrooms and assisted with extra-curricular activities.

Our incredibly hard working P & C devote massive amounts of time to fundraise for our school. We are grateful for the

P & C's continued commitment to running the Small Schools Cross Country Kiosk & BBQ and the BBQ at the Bilpin Bush Run. The P & C also operate the school canteen which is supported by parent volunteers two days a week, a significant effort for a small school. Money raised from the canteen and weekend fundraisers subsidise many of the programs offered to students at our school, as well as financial support towards physical resources the school wishes to purchase. I would like to thank our P & C and volunteers for generously giving of their time and for their endless support of our school projects.

This year has seen the continuation of departmental reforms in our schools, including the mandatory implementation of the new History syllabus. The biggest reform this year was the transition to LMBR which spanned 3 terms of 2016. This process required significant training for Mrs Chapman and myself. I would like to thank the staff and community for their patience and support during this process. In particular, I would like to thank Mrs Chapman who worked tirelessly throughout this process to ensure transition to the new systems were as efficient as possible.

Some of the highlights for 2016 include;

Participation in the Taronga Zoo Centenary celebrations. All students were involved in the making of 30 lanterns of the endangered Regent Honeyeater that were displayed at the zoo during the Sydney Vivid Festival.

We were lucky enough to have a visit from the Department of Education's Relieving Secretary, Mr Peter Riordan, who was given a guided tour of the school by our Student Leaders with the highlight being a visit to the chicken pen! It's not every day you get to collect warm eggs and nurse chickens! We greatly enjoyed his visit and were honoured that he was able to take time out of his busy schedule to visit us.

The arrival of our new demountable administration building which was long awaited but much appreciated! We now have a functional sick bay for the students as well as wheelchair access and facilities. It is very exciting to have space to conduct meetings as well as combined school and community activities. We are very grateful to the Department of Education for bestowing on us such wonderful facilities.

Habitat boxes and islands were constructed during our Environmental Education Open Day. Parents and students jointly constructed the boxes and islands in readiness for our fauna monitoring project. Parents and students alike greatly enjoyed the day's activities.

This year 4/5/6 attended camp at Yarramundi YMCA for the first time. The focus of the camp was for students to develop team initiative skills. Students had the opportunity to face their fears, tackle challenges and further develop peer friendships. The camp was a valuable learning experience for all students.

Dance2bfit and Gymnastics programs took place in Term 3 and 4. The P & C generously subsidised these programs for the students. Both programs were conducted by external providers with qualified instructors. Students had the opportunity to learn new skills and consolidate previously learned skills.

Bilpin Public School is a small school that epitomises the benefits of learning in a safe, friendly, nurturing, community minded environment. Staff, parents and the broader community of Bilpin work in partnership to ensure that we teach and raise resilient, respectful, tolerant and socially responsible citizens that are creative and critical thinkers who have the capacity to work collaboratively to be their best, now and into the future.

Mrs Melanie Mackie

Principal

Message from the school community

The Bilpin Parents and Citizen Association aims to support the school and students in a variety of ways. We organise and participate in school and community fundraising events and run the school canteen and uniform shop.

Our fundraising events in 2016 were: the canteen for the Small Schools Cross Country, a barbeque and cake stall at the Bilpin Bush Run and Tea Towel Fundraiser.

As a result \$3456.35 was raised for the school. In addition to this, the hard work of the canteen committee and the parent volunteers enabled the canteen to raise a further \$2970.23 .

The P & C also subsidised the following programs for students; CPR training, athletics coaching, Life Education, Dance2bFit and gymnastics. The P & C also purchased the following subscriptions for staff and students; Mathletics and Reading Eggs. In total the P & C spent \$4390.20 to provide these programs for the students.

The P & C also put funds towards the 'Adopt-A-Tree' apple trees at a local orchard. Each year, Year 3 students attend Bilpin Fruit Bowl to pick apples. The apples are then distributed to all school families. Year 3 look forward to this special excursion each year!

We are proud to have an active P & C that work extremely hard to support the students and teachers at our school and foster strong community spirit.

Vice President

Angela Pirie

School background

School vision statement

Bilpin Public School is a caring environment which engages students, parents and the community in a shared learning journey based on mutual respect. Our exceptional school offers a warm and friendly learning environment which prides itself on the social, emotional, physical and intellectual wellbeing of every child.

Bilpin Public School is an inclusive school that endeavours to engage all students in meaningful and relevant learning experiences.

Our staff have high expectations and aim to provide quality teaching and best practice in the classroom. We believe that by providing a well-balanced, quality education, focused on enquiry based learning we encourage all students to become self-motivated learners who display empathy, resilience and a desire to achieve their best.

The values we instil in our students are to be **Respectful, Responsible, Honest and Safe learners**, who strive for life-long learning and personal excellence.

We endeavour to engage students, parents and the community in shared learning experiences, working in partnership to support students in becoming successful, confident, creative, informed and engaged learners with a respect for themselves and others.

School context

Bilpin Public School is a small school located in a semi-rural area on the fringe of the Hawkesbury District nestled amongst orchards. 63 students attend our school. In addition, three percent of our students identify as being Aboriginal and seven percent of our students from LBOTE.

At Bilpin Public School, an experienced and dedicated team of qualified staff is committed to improving educational outcomes for all of its students. Bilpin Public School is a proud member of the Colo Learning Community of partner schools. In addition, we are an active member of the Hawkesbury Small Schools Network.

The school continues to focus on the quality of student outcomes in literacy, numeracy, technology and engagement and caters for a broad range of activities from performing arts, leadership, sporting, environmental, academic and cultural pursuits.

At Bilpin Public School our mission is "Learn to Live". All staff members strive to provide students with the skills, knowledge and values necessary for success in education and in life. The school works closely with all families to nurture and develop the potential of every child.

Bilpin Public School is a participant in the 'Click, Connect, Collaborate' project – enabling the global classroom. We have engaged in a 3 year partnership with our 3 local Environmental Education Centres to seek support in the implementation of the new Science syllabus with a focus on project based learning and sustainability. This support will continue for implementation of the History syllabus, incorporating Aboriginal histories and cross curriculum priority areas.

At Bilpin we value strong partnerships between our school, our parents and our community. The enduring partnership between our school and the wider community works collaboratively to deliver outstanding educational opportunities for all students.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

Within the domain of **Learning**, we believe Bilpin is Sustaining and Growing. Through the delivery of Positive Behaviour for Learning (PBL), expectations of behaviour are explicitly taught to students to relate to the variety of school settings such as the classroom, playground, canteen and during assemblies. At Bilpin positive, respectful relationships are evident within the local and broader school community. We have a very high level of student, staff and community engagement with a collective responsibility for student achievement, both academic, social, emotional and physical. Quality teaching and professional practice are evident in all learning environments, providing students with opportunities to connect, succeed and thrive. Bilpin has developed strong learning alliances with Small Schools in the Hawkesbury and with the Colo Learning Community of Schools. Successful student leadership, creative arts and transition programs are provided for students to network with other students within these schools. Explicit processes exist within the school to collect analyse and report on student performance data. Detailed information on student performance is provided to parents on a regular basis through formal and informal discussions as well as through student reports.

Within the domain of **Teaching**, we believe we are Sustaining and Growing. Teachers use informal and formalised student assessment data to monitor student learning progress and identify gaps for improvement. Teachers also use student performance data to evaluate and review their teaching practices and learning programs. Professional learning sessions are conducted to achieve school targets, with a focus this year on project based learning, Positive Behaviour for Learning (PBL), curriculum development and Creative and Critical Thinking skills. Teachers are provided opportunities to work collaboratively with staff at a school and learning community level to promote collegial discussion around effective classroom practice and pedagogy. The staff at Bilpin Public School have a broad range of expertise that is used to contribute to broader school, interschool and district programs.

Bilpin is Sustaining and Growing within the domain of **Leading**. Strategic financial management is used to maximise resources to implement the school plan. This includes workforce planning to ensure high quality teachers and quality professional learning for all staff. Physical resources are purchased to support the delivery of school projects and enhance quality learning environments. Our school prides itself on the strong partnerships we have developed with schools within our learning community, community organisations within our local community, including local businesses. Bilpin families are committed to the schools' strategic directions, priorities and expectations. Parents have a high level of engagement in school programs, offering their own expertise to assist the school in achieving positive outcomes for our students. Bilpin has a very hard working and supportive P & C who work collaboratively with the school to raise funds to support school initiatives and subsidise extra–curricular activities for students. Parents are invited to contribute to school planning and evaluate school practices and procedures through P & C meetings, surveys, parent teacher information sessions and community information sessions.

Our self–assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about–the–department/our–reforms/school–excellence–framework>

Strategic Direction 1

Resilient Engaged Self-directed Learners

Purpose

To actively engage all students in meaningful and challenging learning experiences through personalised and differentiated learning opportunities; which develops them as both learners and leaders; which instils the values of respectful and responsible citizenship; and promotes their intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing.

Overall summary of progress

This year one staff member was trained in PBL and the implementation of PBL was begun in Term 1. During the year the matrix of expectations and lessons were developed. The school's reward system was modified to incorporate the expectations 'Safe, Respectful, Learner' through the use of reward tokens.

L3 was implemented in K/1 this year with excellent outcomes achieved by students. A marked increase was evident in reading fluency, comprehension and in writing.

Learning and support team processes have continued to be reviewed and enhanced to monitor and plan student progress in literacy and numeracy. This has increased early identification and intervention, allowing for effective adjustments to be made for individual students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
1. Increase students' ability to achieve stage based outcomes in Literacy and Numeracy. This will be measured against NAPLAN results and school based assessment results of SENA 1 and SENA 2. Improvement will be evident in PLAN data.	<p>80% of students in Year 3 achieved in the top 3 bands in Reading.</p> <p>70% of students in Year 3 achieved in the top 3 bands in Numeracy.</p> <p>90% of students in Year 5 achieved in the top 3 bands in Reading.</p> <p>80% of Year 5 students achieved in the top 3 bands in Numeracy.</p>	<p>Two SLSOs were employed to work with targeted students in the school with SLSO time programmed for each class. The breakdown of expenditure to employ these two staff members is as follows;</p> <p>SLSO: \$3549 (Socio-economic background) SLSO: \$2865 (Low level adjustment for disability) SLSO: \$2905</p>
2. Students in K – 2 achieving at or above expected benchmarks in literacy and numeracy by the end of each academic year.	<p>100% of Kindergarten students achieved above National Benchmarks at the conclusion of 2016.</p> <p>81% of Year 1 students achieved at or above National Benchmarks at the conclusion of 2016.</p> <p>68% of Year 2 students achieved at or above National Benchmarks at the conclusion of 2016.</p>	<p>Kindergarten and Year 1 students were instructed in the L3 in 2016. The cost of the training for the program was \$3500 which was funded through tied Literacy and Numeracy funds. \$1000 was spent on texts.</p> <p>Three students in Year 1 received Reading Recovery support.</p> <p>Two SLSOs were funded through the following RAM areas; Socio-economic background, Low level adjustment for disability and Location with a total cost of \$9 319.00.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
3. Increased engagement of students as evidenced by data collected from observations conducted by staff.	The language of PBL is evident in the school. Staff and students develop a clear understanding of school expectations around student behaviour. Consistent monitoring of positive and negative behaviours across the school occurring in all settings.	PBL Training – \$220 Professional Learning Funds.

Next Steps

In 2017 the L3 program will continue to be taught in K/1. Reading Recovery will also continue for students identified as being at risk in Year 1. The Multilit program will support identified students and be delivered by SLSOs. SLSOs will continue to work in classrooms to support the classroom teacher and students requiring adjustments. Rip It Up Reading and the Seven Steps to Writing success will be investigated in 2017 to increase student outcomes in Reading and Writing. A whole school Spelling program will be investigated to improve NAPLAN results in spelling.

The school's Positive Behaviour for Learning (PBL) launch will take place. Information sessions will also be conducted in the lead up to the launch to inform parents of the purpose and importance of the program and community involvement in its success.



Strategic Direction 2

Teachers as leaders of quality learning

Purpose

Through quality teaching practices, develop the knowledge, understanding and skills of all students resulting in confident, creative, active and informed citizens. Create connected, collaborative learning beyond the immediate walls of the school ensuring students acquire the knowledge and skills to participate effectively in a global society and pave the way for their future success.

Develop a culture of high expectations and community engagement, resulting in a sustained whole school leadership strategy that promotes succession planning, distributive leadership and organisational best practice.

Overall summary of progress

During 2016, all staff participated in professional learning to support the implementation of the school's environmental project. This involved training in Project Based Learning (PBL) and undertaking fieldwork studies with Brewongle EEC, Longneck Lagoon EEC and Penrith Lakes EEC.

Teachers engaged in planning and development days with other small schools to allow for collaboration, professional dialogue and consistency of teacher judgement. The focus in 2016 was Creative and Critical Thinking and syllabus implementation. Teachers also engaged in individualised professional learning, formal and informal peer observations and mentoring to work towards achieving their Performance and Development Plan (PDPs) goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
1. Performance and Development Plans matched to the Australian Professional Standards for Teachers.	Staff understanding of Australian Professional Standards and the Performance and Development Framework is evident. Staff achieved personal goals through their Performance and Development Plans (PDPs) with the support of all colleagues and individualised professional learning opportunities.	QTSS: The 0.02 allocation was used to provide support to staff to implement individual PDPs. This also included collegial observations and discussions. Professional Learning Funds: \$4000
2. Evidence of differentiation in teachers' programs around NCCD, ESES, GTIL.	Staff were provided with opportunities to develop sustainable collegial relationships with staff members in other small schools and participate in effective Professional Learning to enhance understanding of student needs and provide suitable adjustments for individuals. Effective pedagogical practices were demonstrated through innovative educational programs and appropriate resourcing.	\$339.60 Professional Learning – Combined Staff Development Day

Next Steps

In 2017, we will continue to provide staff with opportunities to meet individual Performance and Development Plan goals through relevant professional learning opportunities. Further opportunities for staff to work with peer mentors at other local schools will be provided. Staff will be provided with purposeful leadership roles based on their expertise, with opportunities to further develop other areas of interest.

We will continue to engage whole staff in data collection and tracking systems to enhance our focus on differentiation and student engagement.

Strategic Direction 3

Collaborative, Connected Community

Purpose

To build inclusive collaborative teams and school networks, through quality community partnerships with parents, the Colo Learning Community and broader school community. We will also endeavour to develop positive relationships with stakeholders in the local area, strengthen connections with organisations and institutions that will enhance the opportunities of learners to aspire to achieve their personal best with confidence and a sense of pride.

Overall summary of progress

Early in 2016, the students participated in Taronga Zoo's Centenary celebrations by building 30 Regent Honeyeater lanterns (a local endangered species). The lanterns were hung in the zoo for the Sydney Vivid Festival and students had the honour of attending to see their work in all its glory.

Parents and community members joined in various school events and projects such as; working bees, habitat box and island construction, native plantings, vegetable patch and apple trellis maintenance. These events had high parent attendance with extremely positive feedback.

The school held its first ever Presentation Day which was a huge success. The local rural fire brigade and parents assisted with the running of activities and a fantastic time was had by all.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
1. Increased parent and community participation in school based events and projects ['Click, Connect, Collaborate' (CCC)] to support engagement in student learning and wellbeing.	In 2016, Open Day had an environmental theme. Parents and community members were invited to join the students in building habitat nesting boxes, planting habitat islands and decorating pot plants and potting natives. The nesting boxes and habitat islands were constructed to attract fauna to the school to monitor breeding and protect our local species.	\$630 was expended to purchase materials for these projects from global funds.
2. Increased frequency of joint professional learning events for students, staff and parents across the Colo Learning Community and Small Schools Network.	Engaging learning and transition opportunities were provided for students within the local cluster of schools. These activities strengthen learning community relationships, particularly for students. Professional learning opportunities were further developed with local Environmental Education Centres to assist with the implementation of our environmental project. Students and parents had the opportunity to attend Cyber-safety talks and White Ribbon activities conducted by the local Police Youth Liaison Officer.	
3. Sustained enrolment through the implementation of effective transition programs (Pre-school – Kindergarten and Year 6 – high school).	Sustained enrolment has been maintained through the implementation of effective transition programs. The pre-school Kindergarten transition program is in its third year and has increased student readiness for school. Year 5 participated in the Year 5 Leadership Training Day and were provided with opportunities to develop leadership skills and create peer relationships.	

Next Steps

In 2017, parent/community forums to communicate school initiatives and directions will be held. These will include PBL, cyber–safety and White Ribbon.

We will continue to develop and maintain professional learning and student engagement opportunities with our local cluster of schools and Small Schools Network.

Staff will continue to engage with our local Environmental Education Centres and other local agencies to provide quality learning opportunities for students and professional learning for staff.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Personalised learning plans are monitored every 5 weeks to ensure the achievement of Aboriginal students. Students received daily support with School Learning and Support Officers (SLSOs) in areas of identified need.</p> <p>Both students made significant gains in literacy, with our Year 3 student achieving Band 5 in Reading.</p>	<p>\$995 was expended on salaries for SLSOs to support students in specific areas of need.</p>
Low level adjustment for disability	<p>All students requiring adjustments and learning support are catered for within class programs and with the support of School Learning Support Officers (SLSOs), to achieve goals in individual learning plans (ILPs).</p> <p>Low achieving students in Years 3 to 6 were instructed in Multilit to improve reading skills.</p> <p>3 students participated in the Reading Recovery Program.</p>	<p>\$2865 was expended on salaries for SLSOs to support identified students.</p>
Quality Teaching, Successful Students (QTSS)	<p>The school received QTSS time equating to 3 days in the year which were utilised to hold collegial meetings to discuss PDP goals and undertake class observations.</p>	<p>Bilpin was allocated a staffing resources of 0.02 FTE. This was used by the teaching principal to conduct PDP meetings with staff and undertake class observations.</p>
Socio-economic background	<p>All students requiring adjustments and learning support are catered for within class programs and with the support of School Learning and Support Officers (SLSOs), to achieve goals in Individual Learning Plans (ILPs). Students with identified literacy needs were tutored in the Multilit program to improve reading outcomes.</p> <p>Students participating in the Multilit program made significant progress with their reading fluency and comprehension.</p>	<p>\$3549 was expended to employ SLSOs to support students with learning needs.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	42	35	38	35
Girls	34	23	29	32

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96	96.2	95.5	93.7
1	94.1	92.7	93.6	91.7
2	96	93.5	94.2	93.2
3	95.9	93.4	90.9	94.4
4	97.1	94.4	94.8	92.4
5	95.3	96.2	95.3	93.7
6	95.3	95.3	93.9	92
All Years	95.6	94.2	94.4	92.9
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Student attendance at Bilpin Public School is usually between 93% and 95%.

Class sizes

Class	Total
CLASS K/1	25
CLASS 2/3	16
CLASS 4/5/6	26

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	2.29
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.17
School Administration & Support Staff	1.41
Other Positions	0.02

*Full Time Equivalent

The Australian Education Regulation, 2014, requires schools to report on the composition of their workforce.

There are no staff members of Aboriginal or Torres Strait Island background at Bilpin Public School.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

In 2016, teacher professional learning was closely aligned to our 3 year plan. Professional learning occurs regularly each term at a local level. Bilpin attended combined professional learning sessions with our Small Schools Network and Colo Learning Community.

Whole school professional learning included; new curriculum (Science, History and Geography) and Project Based Learning, fieldwork and Creative and Critical Thinking (Minds Wide Open). Mandatory training included CPR, First Aid, Child Protection, Work Health and Safety and the Code of Conduct.

Staff members attended individual professional learning to meet goals in their Performance and Development Plans (PDPs) and school strategic directions. This training included; L3 Early Stage 1, Positive Behaviour for Learning (PBL), LMBR, Reading Recovery, Oliver and White Ribbon.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	40 715.53
Global funds	73 310.40
Tied funds	34 021.45
School & community sources	18 541.89
Interest	0.00
Trust receipts	2 235.50
Canteen	0.00
Total income	168 824.77
Expenditure	
Teaching & learning	
Key learning areas	8 670.04
Excursions	6 037.96
Extracurricular dissections	9 161.30
Library	2 109.78
Training & development	315.00
Tied funds	24 340.97
Short term relief	8 285.46
Administration & office	30 764.02
School-operated canteen	0.00
Utilities	8 518.37
Maintenance	3 331.55
Trust accounts	2 153.73
Capital programs	0.00
Total expenditure	103 688.18
Balance carried forward	65 136.59

The information in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	76 498.89
(2a) Appropriation	68 521.75
(2b) Sale of Goods and Services	913.62
(2c) Grants and Contributions	6 897.00
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	166.52
Expenses	-37 374.84
Recurrent Expenses	-37 374.84
(3a) Employee Related	-23 526.99
(3b) Operating Expenses	-13 847.85
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	39 124.05
Balance Carried Forward	39 124.05

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Towards the end of Term 3 2016, the school moved from OASIS finance to LMBR (SAP finance). Mrs Chapman our highly valued and experienced School Administration Manager, ensured the transition between systems was fluid and efficient.

Expenditure was lower during 2016 due to the transition to LMBR. Most excursions were held in the first part of the year for this reason and therefore, from the end of Term 2 until early Term 4, expenditure was reduced. Literacy and Numeracy Funds were utilised to fund the L3 program in 2016.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	570 997.55
Base Per Capita	3 656.91
Base Location	2 905.23
Other Base	564 435.42
Equity Total	17 611.63
Equity Aboriginal	995.47
Equity Socio economic	3 549.07
Equity Language	0.00
Equity Disability	13 067.09
Targeted Total	10 720.01
Other Total	23 484.80
Grand Total	622 813.99

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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 percentage of Year 3 students in the top 3 bands for Reading is 80%. 100% of Year 3 students achieved in the top 3 bands for Writing.

The percentage of Year 5 students in the top 3 bands for Reading is 90%. The average growth of students in Reading was 89.3 points, 9.2 points above state growth (80.1). 77.8% of students achieved greater than or equal to expected growth. 90% of students in Year 5 achieved in the top 3 bands for Grammar and Punctuation with the average growth of students 82.1 points, 5.8 points above state growth (76.3).

Spelling is an area requiring improvement in both grades.

The percentage of Year 3 students in the top 3 bands for Numeracy is 70%.

The percentage of Year 5 students in the top 3 bands for Numeracy is 80%. The average growth of students in Numeracy was 80.0 points. 100% of Year 5 students achieved in the top 3 bands for Data, Measurement, Space & Geometry.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

In accordance with the *Premier's priorities: Improving education results*, schools are required to report on student performance for the top two NAPLAN bands in reading and numeracy. In Reading, 60% of Year 3 students achieved in the top 2 bands. In Numeracy, 30% of Year 3 students achieved in the top 2 bands. In Reading, 30% of Year 5 students achieved in the top 2 bands. In Numeracy, 10% of Year 5 students achieved in the top 2 bands.



Parent/caregiver, student, teacher satisfaction

At Bilpin Public School, parents believe that our school is inclusive, friendly, a safe place for their children to learn with a high level of community involvement and engagement. Parents appreciate the small size of our school and our beautiful grounds which they believe is a strong selling point for the school. Parents believe that our teachers are kind, caring, nurturing, engaged, hard working and go above and beyond to provide learning opportunities for their children. Communication and the strong partnerships between parents and teachers are another strength that they believe our school is known throughout the community for.

Parents were asked to reflect on school initiatives, programs and events that took place in 2016. For the first time, the end of year presentation for students was held during the day with parents and community members invited to participate in fair themed activities after the conclusion of the formal proceedings. Parents and grandparents were involved in running stalls for the students including face painting, knock'em downs, photo booth and a range of other activities. This event out of all of the events that took place last year, was the most highly praised and talked about. Other key events and programs that were recounted in surveys include the following;

Kindy Orientation, the Taronga Zoo Centenary lanterns for Sydney Vivid Festival, White Ribbon and Daniel Morcombe days, carnivals, sporting events, the Hawkesbury Music and PULSE Festivals, dance, public speaking competitions, involvement in the Hawkesbury Enrichment Program and our student leadership process. Parents also stated they value our efforts in environmental education including, our chickens, the vegetable gardens and our habitat nests. Last year our school held numerous fundraisers for past and present families in need, and participated in community events including the Bilpin Bush Run and the Flower Show. This involvement is valued by parents as it demonstrates the schools' involvement with, and care for, the broader community.

Teachers believe that they are respected and supported in their roles at school by students, staff, parents and the broader community. Teachers have valued opportunities to work with teachers from other small schools to share programming, and assessment and reporting ideas. The opportunity to have collegial discussions and visit the classrooms of others to receive and provide constructive feedback has allowed staff to reflect on their teaching practice in a positive way. Teachers have also appreciated the opportunity to be able to participate in professional learning to help them achieve personal goals for their Performance and Development Plan. Staff were asked to reflect on what they thought our strengths were at Bilpin. They believe we offer a caring and nurturing environment for students and work hard to provide quality learning opportunities for students in core curriculum as well as extra-curricular activities. Staff also reported that they believe we work as a collaborative team with a shared vision for the school.

Students were asked to provide feedback about the things they like best at our school. Responses from students indicated that they have a lot of friends, are accepted for their differences and feel safe and happy at school. Students stated that they have plenty of space to play, beautiful school grounds and different activities to be involved in and resources to use. They also stated that the teachers are kind, helpful and encourage them to learn. The chickens and vegetable gardens were also key features of student surveys.

Students were also asked to answer questions about their understanding of Positive Behaviour for Learning (PBL) which was implemented during 2016. Student responses indicated that the majority of students have a clear understanding of the school's expectations and behaviour systems, particularly students in Year 2 and above. The majority of students indicated that they try hard to follow the school rules to help them be better students, to please their teachers and parents and to make others proud of what they do. Students were also asked to identify our awards and state how they can be earned. All students were able to identify the various levels in our classroom and whole school awards system and explain how they can earn these awards. The majority of students believe they work hard to achieve these awards and place high value on achieving them.



Policy requirements

Aboriginal education

Bilpin Public School is committed to embedding the principles of Aboriginal Education in teaching and learning programs for all students.

Aboriginal perspectives are embedded in lesson content across all Key Learning Areas, educating students about the history, culture and aspirations of Aboriginal Australia.

Aboriginal culture was celebrated through the school's participation in NAIDOC activities.

Students of Aboriginals or Torres Strait Islander heritage are provided with support through targeted funding. Student progress and personal goals, both academic and social, are monitored by class teachers and the Learning Support Team through Personalised Learning Plans (PLPs). An SLSO is employed using these funds to ensure these students can achieve their goals. Our Year 3 student achieved excellent results in NAPLAN literacy and has made significant progress in the past 12 months.

Multicultural and anti-racism education

Bilpin Public School is committed to promoting the Multicultural Education Policy and embedding practices in learning and teaching programs.

Further to this our programs foster students' understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society.

Classes participate in Harmony Day focused lessons based on inclusiveness, empathy, understanding and tolerance to promote the message 'diversity is our strength'.