

Bilpin Public School Annual Report



2017



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Introduction

The Annual Report for 2017 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.

Melanie Mackie

Principal

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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, leading 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. On behalf of all of the staff 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 significant 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.

The beginning of the year saw the final touches being added to the new administration building which has made a massive difference to the school in a variety of ways. 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.

This year was a year of milestones for staff. Mrs Chapman celebrated 25 years of service at Bilpin Public School whilst Ms Wheen celebrated her 20th year at the school. Both staff members are hard working, dedicated pillars of the community who are an integral part of the success of our school.

With great sadness we farewelled Mrs Hulbert our School Administrative Officer who has worked at Bilpin Public School for the last 10 years but with the Department of Education for over 30 years. Not only did Mrs Hulbert do a wonderful job of taking care of the library, she devoted her spare time to working with the children in the gardens, planting new trees, sourcing plants that would survive the Bilpin climate and also educating students about local plants and animals. We would like to thank Mrs Hulbert for the time and commitment she has devoted to our school as well as the care and collegiality she has shown the students and staff at Bilpin. She will be greatly missed and we wish her all the very best for her future endeavours!

Mrs Oram also finished her tenure at Bilpin at the end of the year. After 10 years at the school, she decided to take up a new position at another local primary school. She will always be remembered for her passion for music and choir, leading the choir at school and other local events as well as at the Hawkesbury Music Festival and Pulse. Mrs Oram introduced chickens to the school and after the Henny Penny Hatching Program concluded and was responsible for recruiting a group of parents to build an amazing chicken pen to take care of them. Students take great pleasure in collecting the eggs and taking food scraps to feed them. The vegetable gardens were another initiative that Mrs Oram began in her time at Bilpin and one that is a key feature of the children's garden up near the chicken pen. Mrs Oram has always been an enthusiastic participant in school dress up days, school talent quests, working bees and school fundraiser!. She has been an avid supporter of the P & C in her time at Bilpin. Aside from extra-curricular pursuits, Mrs Oram is a fantastic teacher and is much loved by her students, the teachers and broader community. We thank her for all her contributions to school life over the past 10 years and wish her all the best for her future ventures.

Some of the highlights for 2017 include;

The introduction of the Instrumental Music Program. 28 students participated in the program which saw students receiving guitar, ukulele, flute, trumpet and keyboard lessons from specialist teachers. This program was initiated and coordinated by Mrs Oram and was a great success.

A whole school excursion to Mt Tomah Botanic Gardens to experience the Geography programs developed by the Education Staff at the Gardens. The students had a wonderful time building bower bird nests and exploring environmentally sensitive areas of the gardens.

The choir also had the opportunity to perform at Mt Tomah Botanic Gardens for the 30th Anniversary celebrations accompanied by the students undertaking music tutorials as well as Ms Wheen, Mrs Oram and parents, Mr Broadhead,

Mr Baird and Mr Pattison. A great day was had by all!

This year Bilpin held their first 'First Fleet Challenge' during Open Day. The students celebrated early Australian settlement by participating in a First Fleet boat building and boat race challenge. Student were assisted by their parents and grandparents with some amazing models of the First Fleet built using recycled materials. After students completed their course, each ships' crew built a campsite and then joined in dancing and singing festivities. This was followed by a sausage sizzle that was enjoyed by students, staff and guests.

For the first time, students in Year 2 to 6 participated in Week of Tastes activities. Two parents, owners of local businesses, joined the students and teachers as part of the Week of Tastes celebrity visits. Mrs Baird showed students the process of making sourdough, whilst Mr McLaughlin talked the students through the process of making cloudy apple cider. The students experienced sensory explosions during blindfolded taste tests!

This year 4/5/6 attended a three day camp In Sydney. On Day 1 the students visited the Power House Museum, Sydney Tower and the Maritime Museum. On Day 2 the students completed the Sydney Harbour Bridge walk, visited the Rocks and completed the Ngara Sydney Learning Adventures Program. The group then travelled to Manly on the ferry and went to Long Reef Beach exploring the rock pools and undertaking a marine study. On Day 3 the students visited the Australian Museum and the Police and Justice Museum then travelled back home.

Dance2bfit was held in Term 4, will all students participating in a range of contemporary dances with drumming added in for the senior students. Students participated enthusiastically and benefitted from the energetic routines.

The school's 3 – 6 dance group, consisting of 15 students, were selected to perform at the Hawkesbury Dance Festival. The boys and girls performed to 'Faith' an upbeat song from the children's movie 'Sing'.

Presentation Day celebrations were much anticipated and did not disappoint! This year Obstacool, an inflatable obstacle course, was an added activity to our festival celebrations to conclude the year and reward and acknowledge student effort and achievement. Again the day was a great community turn out with many parents volunteering their time to assist with activities and the barbeque.

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

This year we have had a large membership for P & C. The P & C led by our executive Angie Pirie (President), Michelle Coe (Vice President) April Vigurs (Treasurer Term 1 and 2) and Cheryl Baird (Canteen Treasurer and Treasurer Term 3 and 4), Ms Wheen (Secretary), Rebecca Tadrosse (Canteen Coordinator), Kelly Haines (Uniform Coordinator) as well as general members consisting of parents and teachers, work tirelessly to raise funds to support our students through fundraising events and the canteen which enables programs to be subsidised and items to be purchased to support school programs and initiatives.

Combining all the fundraising the P&C organises within a calendar year, the P & C this year raised a little over \$4,000 from two barbeques and had a successful year in the canteen. The Bilpin Bush Run, the Small Schools Cross Country Carnival and the canteen have enabled – CARES Bike Safety, CPR, the Athletics and Reading Eggs Subscription, Life Education and the Athletics Program to be completely funded. At the end of this year the P & C have kindly purchased new school sunglasses for Kindergarten 2018 as a gift for starting school. The Canteen made a much needed investment in a new fridge and pie oven. After expenses the combined funds for the canteen and P & C was approximately \$11 000.

April Vigurs, the P and C Treasurer from 2016 until Term 2 2017, did a fantastic job of managing the P and C funds and coordinating fundraising efforts during this period of time. We kindly thank her for volunteering her time and energy to supporting the school and the P and C for 18 months as well as her contributions as a general member of the P and C in 2015 .

This year Liz Peters spent the first part of the year as our canteen coordinator, beginning her role when the Premier launched the new canteen strategy which aims at reducing childhood obesity. In Term 2, Rebecca Tadrosse took over the role. Rebecca experimented with new healthy canteen items that appeal to students' tastes buds. Both ladies did a fabulous job and we greatly appreciate the time the ladies invested in ordering food, juggling rosters and training parent helpers.

We would also like to thank all of the parents who volunteered their time to work in the canteen to prepare food and serve students.

At the conclusion of the year we said goodbye to our long term School Uniform Coordinator, Kelly Haines who has been associated with Bilpin Public School since 2003 and served as P& C president in 2003 and as Uniform Coordinator from 2011 – 2017. The role of Uniform Coordinator is not easy and requires communicating with various companies to source stock as well as collecting orders and distributing them to families. Over the past 2 years Kelly has investigated new uniform items which entailed a lot of consultation, colour matching and of course a lot of patience! Not only has Kelly been a wonderful uniform coordinator but a massive advocate for our school and a great supporter of the staff. We would like to thank her for the many years she committed to supporting the school not only as a parent but as a tireless volunteer who served in many capacities at the school.

We would also like to acknowledge and thank all of the parents who gave donations towards fundraising ventures including; Mother's Day Stall, Small Schools' Cross Country canteen and barbeque and the Bilpin Bush Run. We would also like to thank all families who helped at fundraisers throughout the year and in the canteen as well as those who made tasty treats to sell at these events and for other good causes supported by the school.

Lastly, on behalf of the parents and students, we would like to thank all of the staff at Bilpin Public School for the time and effort they dedicate to providing engaging learning experiences and extra-curricular opportunities for our children.

Angela Pirie

P & C President, 2017

Message from the students

During the year our school has been involved in many camps, incursions and excursions. At the beginning of the year the 2017 school leaders set off to Lutanda for Leadership Camp, where we participated in high ropes, rock climbing, public speaking, team initiatives and many other activities. We also made many new friends. We were also lucky enough to attend Halogen Leader's Day at Olympic Park where we were able to hear many inspirational leaders and meet other Year 6 leaders from around the state.

This year the Stage 3 students stayed at Elanora Heights for the three day Sydney Camp. We would like to thank Mr Hynds and Ms Wheen for looking after us.

An excursion that involved the entire school was our visit to Mt Tomah Botanic Gardens for a Geography excursion. We built bower bird nests, went on an egg hunt and then broke off into smaller groups to investigate patterns in nature and explore the various gardens. Later in the year our choir and Instrumental Music Program students helped the gardens celebrate their 30th Anniversary by performing for guests and visitors.

Years 2 to 6 were involved in the 'Week of Tastes' experience where the students participated in blind taste testing and a variety of other sensory experiences with food. Some of the tastes were interesting! We also had two parents from local businesses teach us how to make bread and cider. It was a lot of fun!

The students had a lot of opportunities to perform for a range of audiences throughout the year. The choir sang at many assemblies, Richmond Marketplace and during Presentation Day. The Dance Group were selected to perform at the Hawkesbury Dance Festival at Windsor Function Centre which was a wonderful experience. The Instrumental Music Program group performed on assemblies, at the gardens and during Presentation Day.

We had many opportunities to represent our school in sport at Small Schools, District, Regional and State Carnivals as well as at the Small Schools Basketball Gala Day.

We sent a team of Debaters and Public Speakers to the Small Schools Public Speaking Competition where our students performed with great enthusiasm and conviction. Alana was a finalist for the Rotary Public Speaking Competition.

We had the opportunity to participate in other programs including Dance2bfit, CPR, Cares Bike Safety, the Garden Competition, the Power of One and many other things.

Open Day and Presentation Day were two of our biggest community events during the year. We had an Early Settlers themed day for Open Day where students and parents built the First Fleet then raced around a course on the oval. We had to stop at the First Fleet stops along the way and complete challenges. When we arrived at Botany Bay we built campfires and set up our tents. It was great fun! Presentation Day was another great day. We had Obstacool, face painting, hairspray, tattoos, nails, lazer tag and water pistols. Santa also visited during the day. Obstacool was our favourite activity!

Bilpin is a great primary school and we will miss all the students and teachers when we leave. We feel very proud to have been the leaders of Bilpin Public School and will remember our experiences for years to come.

2017 School Leaders, Olivia, Breanna and Aisling.

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 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 **Safe, Respectful, 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. 64 students attend our school. In addition, two percent of our students identify as being Aboriginal and seven percent of our students from Language Backgrounds Other Than English.

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.

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. PBL is imbedded in the school's reward system. 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 and performing 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 evidence–based Literacy Programs – L3 Early Stage 1 and Seven Steps of Writing Success, Positive Behaviour for Learning (PBL) and curriculum development. Professional Learning is tailored to support the implementation of the school's strategic directions and the individual learning goals of teachers in line with the Performance and Development Plan framework and the Australian Professional Standards for Teachers. Teachers are provided with 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, including flexible learning spaces and technology. Staff have purposeful leadership roles based on their professional expertise and specific skill sets. Our school prides itself on the strong partnerships we have developed with schools within our learning community and 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 our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/sef–evidence–guide>

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 completed their second year of training in L3 Early Stage 1. This program was implemented in the K/1 class so that Year 1 would also benefit from the program. Students have continued to make excellent gains in literacy, particularly in reading fluency, comprehension and in writing.

This year was the second year of implementation of Positive Behaviour for Learning (PBL). During the year the School's Student Welfare and Discipline Policy including the whole school rewards system, was modified to ensure that PBL philosophies were embedded in the school's wellbeing practices.

The 'Seven Steps of Writing Success' strategies have been incorporated into teaching practice, resulting in improved student outcomes in writing.

Learning and support team processes have continued to be reviewed and enhanced to monitor and plan student progress in literacy and numeracy. The practices implemented have ensured early identification and intervention for students requiring adjustments to their learning programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	<ul style="list-style-type: none"> Two SLSOs were employed to work with targeted students in the school with support time allocated to each class. This involved implementing evidence-based intervention programs and providing in class support. The funding breakdown to provide this support comes from the following funding areas; <ul style="list-style-type: none"> Socio-economic background (\$7011.00) Low level adjustment for disability (\$3706.00) Location (\$3018.00) 	<p>84% of students in Year 3 achieved in the top three bands for Reading, Writing and Grammar and Punctuation.</p> <p>100% of Year 3 students achieved in the top three bands in Numeracy.</p> <p>100% of Year 5 students achieved in the top three bands in Reading and Grammar and Punctuation.</p> <p>80% of Year 5 students achieved in the top three bands in Spelling, Number and Patterns and Algebra.</p> <p>100% of Year 5 students achieved in the top three bands in Data, measurement, Space and Geometry.</p>
2. Students in K – 2 achieving at or above expected benchmarks in literacy and numeracy by the end of each academic year.	<p>One staff member was trained in their second year of the L3 Early Stage 1 Program.</p> <p>\$1500 expended on the training using Literacy and Numeracy funds.</p>	<p>100% of Kindergarten students achieved above National Benchmarks at the conclusion of 2017.</p> <p>90% of Year 1 students achieved at or above National Benchmarks at the conclusion of 2017.</p> <p>75% of Year 2 students achieved at or above National Benchmarks at the end of 2017.</p>
3. Increased engagement of students as evidenced by data collected from observations	\$400 nesting cameras (donation from Garden Club).	Language of PBL is evident in the school and community. Staff and students develop a clear understanding of school expectations around

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
conducted by staff.	\$200 vegetable garden maintenance (school funds).	student behaviour. Consistent monitoring of positive and negative behaviours across the school occurring in all settings. Students are engaged in environmental projects throughout the school and are actively involved in data collection to better understand how plants and animals interact in their local environment. Students have ownership of the projects occurring in the school and take pride in ensuring these projects are successful.

Next Steps

In 2018, one staff member will be trained in L3 Stage 1 to continue the positive impact on literacy learning that L3 Early Stage 1 has had.

Due to the conclusion of the Reading Recovery Program at the end of 2017, our trained Reading Recovery Teacher will implement a Reading Intervention Program to target students at risk of falling below National Benchmarks in Reading. A member of staff who trained in the full Multilit Intervention Program in 2017, will train SLSOs to implement the program to four targeted students in 2018. The Spelling Program 'Words Their Way' will be implemented in 2018 to improve student outcomes in Spelling which have been an area for improvement identified in NAPLAN data.

One staff member was trained in Targeted Early Numeracy (TEN) and will train all staff in the use of these explicit numeracy strategies to improve student learning outcomes in Numeracy in 2018.

In 2018, the school will develop their matrix for internal areas and specifically target these expectations in PBL lessons. These weekly focuses will be awarded on assembly to students exemplifying these positive behaviours and reported on in the school newsletter to support the whole school and community approach to PBL.



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 2017, all staff participated in professional learning to support the implementation of the school's strategic directions. Professional Learning included; L3, Seven Steps to Writing Success, TEN, NAPLAN Online, Filmpond Training and online and face-to-face mandatory courses.

Teaching staff engaged in joint professional learning with other Hawkesbury schools to allow for collaboration, professional dialogue and consistency of teacher judgement. Internal professional learning sessions focussed on syllabus implementation and ensuring compliancy with Scope and Sequences, programming, assessment and reporting as well as school policy and processes.

Teachers engaged in formal and informal peer observations, peer teaching and mentoring as part of the Performance and Development Framework process.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. Performance and Development Plans matched to the Australian Professional Standards for Teachers.	<p>Professional Learning funds were used to support teachers in achieving their shared and individual learning goals as part of the Performance and Development Plan process. Training included; 'The Seven Steps to Writing Success', curriculum development, mandatory training, literacy programs, PDHPE and technology.</p> <p>In total, \$5909.00 was expended to provide professional learning of staff.</p> <p>QTSS: The 0.05 staffing allocation equates to \$5079.</p>	<p>Staff understanding of Australian Professional Standards and the Performance and Development Framework is evident.</p> <p>Staff achieved personal goals through their Performance and Development Plans (PDPs) with the support of all colleagues.</p> <p>QTSS: The 0.05 allocation was used to provide release for the teaching principal to support staff in the implementation of the their PDPs by enabling classroom observations and collegial conversations to assist staff in achieving their goals.</p>
2. Evidence of differentiation in teachers' programs around NCCD, ESES, GTIL.	<p>Combined professional learning for Seven Steps to Writing Success \$1050.</p>	<p>Staff were provided with opportunities to develop sustainable collegial relationships with staff in other small schools and participate in effective professional learning to enhance understanding of student needs and provide relevant differentiation.</p> <p>Alignment of units of work to Scope and Sequences has been achieved. Engaging, hands-on learning</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
2. Evidence of differentiation in teachers' programs around NCCD, ESES, GTIL.		experiences have been developed with specific adjustments for students evident. Staff training in OneNote was undertaken to improve and simplify programming and ensure compliancy.

Next Steps

In 2018, staff will continue to be provided with opportunities to meet individual Performance and Development Plan goals through tailored professional learning. Opportunities for staff to work with peer mentors and collegial teams at other local schools and within learning networks, will be provided. Staff will be encouraged to undertake leadership roles within the school based on areas of expertise and skill sets, particularly in literacy, numeracy and technology.

In 2018, Bilpin staff will undertake the 3 year Visible Learning Plus project which will be imbedded in the next school plan to effect change in teaching practice and student learning.

Whole school data collection and tracking processes and procedures will be fine tuned to ensure consistency of practice across the school with information used to drive student achievement and 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

In 2017, Class Dojo was utilised as a whole school communication tool with over 90% of the parent community engaging with the application to get up to date information about school events and class programs.

The P & C had a very high attendance rate in 2017, with approximately 30% of school families represented on the committee. The canteen was fully operational, two days a week for approximately 90% of the school year. All whole school community events – Open Day, Presentation Day and carnivals, were heavily attended, supported, enjoyed and highly regarded.

Joint professional learning sessions were attended by staff during Staff Development Days.

Transition programs were well received with all students from the local pre-school attending transition and orientation, resulting in all students enrolling for Kindergarten in 2018. All Year 6 students attended the Year 7 Transition Day and information evenings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. Increased parent and community participation in school based events and projects ['Click, Connect, Collaborate' (CCC)] to support engagement in student learning and wellbeing.	Sentral annual licence \$1200 (school funds).	<p>Effective and consistent communication mediums (Class Dojo, Sentral and school mobile) employed to improve the ease and speed of communication to parents.</p> <p>The school canteen was open 2 days per week for 90% of the school year due to high levels of voluntary participation . 30% of families are represented on the P & C. There were high levels of parental/community participation and support at fundraising events and whole school events.</p> <p>Parent, community and other stakeholders engaged in school projects and initiatives.</p>
2. Increased frequency of joint professional learning events for students, staff and parents across the Colo Learning Community and Small Schools Network.		<p>Professional learning opportunities of staff were provided for staff with schools in the Colo Learning Community. Hawkesbury Small Schools Principals participated in regular network meetings focussing on curriculum and Departmental reforms.</p> <p>Combined Small Schools and Hawkesbury Schools events in the arts, sport and enrichment provided opportunities for students to further develop skills and friendships.</p>
3. Sustained enrolment through the implementation of effective transition programs (Pre-school – Kindergarten and Year 6 – high school).		<p>Engaging learning and transition opportunities were provided for students within the local cluster of schools. These activities strengthen learning community relationships, particularly for students.</p> <p>100% of students who engaged in the pre-school</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
3. Sustained enrolment through the implementation of effective transition programs (Pre-school – Kindergarten and Year 6 – high school).		to Kindy transition program enrolled in Kindergarten for 2018.

Next Steps

In 2018, parent and carer forums will be conducted to assist parents in supporting their children at home in literacy and numeracy. Other forums to communicate school initiatives such as; Moving Into the Teen Years, PBL, cyber-safety and White Ribbon will be scheduled.

Professional learning and student engagement opportunities will continue to occur through strengthened learning alliances with schools in the Colo Learning Community and the Small Schools Network.

A new transition program for Year 6 will be developed and implemented for students attending Colo High School.

Think Blast, a STEAM focussed challenge for Stage 2 students will be developed and implemented with the Colo Learning Community of schools.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1434 was expended on School Learning and Support Officer (SLSO) salaries to support PLP goals.	Personal Learning Plans are developed at the beginning of the year and monitored every 5 weeks to determine progress. Student achieved above National Benchmarks in literacy.
Low level adjustment for disability	\$3706 was expended on SLSO salaries to support identified students.	All students requiring adjustments and learning support are catered through differentiated programs in class and with assistance from SLSOs to achieve goals in Individual Learning Plans (ILPs). Targeted students in Year 3 – 6 were instructed in Multilit to assist student reading strategies. One student participated in the Reading Recovery Program.
Quality Teaching, Successful Students (QTSS)	QTSS time in 2017 equated to \$5079.	The school received QTSS time equating to half a day per week from July. This time was utilised by the teaching principal to conduct collegial observations and meetings to discuss teacher Performance and Development Plan (PDP) goals.
Socio-economic background	\$7011 was expended on SLSO salaries to support identified students.	All students requiring adjustments and learning support are catered through differentiated programs in class and with assistance from SLSOs to achieve goals in Individual Learning Plans (ILPs). Students with identified literacy needs were tutored in Multilit to improve reading strategies. Students participating in this program made significant progress with reading fluency and comprehension.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	35	38	35	31
Girls	23	29	32	33

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.2	95.5	93.7	94.2
1	92.7	93.6	91.7	93.4
2	93.5	94.2	93.2	93.7
3	93.4	90.9	94.4	93
4	94.4	94.8	92.4	94.7
5	96.2	95.3	93.7	93.5
6	95.3	93.9	92	93.3
All Years	94.2	94.4	92.9	93.7
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Student attendance has remained steady at 93%.

At the beginning of each term Departmental information for parents regarding student attendance is published in the newsletter. Student attendance is monitored on Sentral. Absentee reminder letters are issued weekly. Parents/carers are contacted by the school if there have been three consecutive days of absence with no notification to the school.

The principal contacts parents if there is an initial attendance concern. The school works closely with the Home School Liaison Officer as required, if attendance concerns are not resolved through school procedures.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	2.34
Teacher of Reading Recovery	0.21
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.17
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.41
Other Positions	0

*Full Time Equivalent

There are no staff members who identify as being of Aboriginal or Torres Strait Island heritage 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 2017, teacher professional learning was closely aligned to the school's strategic plan. Professional learning occurs regularly each term at a local level. Bilpin Public School Staff attended professional learning sessions with schools in the Colo Learning Community and Small Schools Network.

Whole school professional learning included; new curriculum (Science, History and Geography), systems compliancy – scope and sequences, unit of work development and programming. Teachers attended training in 'Seven Steps to Writing Success'. Mandatory training included CPR, First Aid, Child Protection, Code of Conduct and Health and Safety Modules.

The principal and School Administration Manager (SAM) attended training in finance and budgeting as well as the new Performance and Development Framework for SASS staff. The principal and another member of staff participated in Visible Learning Foundation Day training. The principal also attended training in SCOUT, School Planning for School Leadership as well as regular principal network meetings and conferences related to leadership and Departmental reforms.

Individual staff training was undertaken to meet personal goals in the following areas; SLSO conference (SLSOs), L3 Early Stage 1, Reading Recovery, Fundamental Movement Skills, TEN, Oliver, SAP finance, Learning and Support and technology.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	39,124
Revenue	686,054
Appropriation	649,466
Sale of Goods and Services	3,688
Grants and Contributions	32,270
Gain and Loss	0
Other Revenue	0
Investment Income	631
Expenses	-692,248
Recurrent Expenses	-692,248
Employee Related	-600,141
Operating Expenses	-92,107
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-6,194
Balance Carried Forward	32,930

2017 was the first year that salaries were maintained by schools.

Over \$20 000 was expended to fund major tree works in the school. Tree maintenance is now a school responsibility and this will be a high ongoing cost for the future due to the significant number of trees located on school grounds in areas near buildings, pathways and student play areas. This cost was significantly higher than the operating budget for maintenance, provided by the Department.

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.

In NAPLAN assessments in 2017, Year 3 students achieved the following results;

84% of students achieved in the top three bands for Reading, Writing and Grammar and Punctuation.

In NAPLAN assessments in 2017, Year 5 students achieved the following results;

100% of students achieved in the top three bands in Reading, with 80% of students achieving greater than or equal to expected growth.

80% of students achieved in the top three bands in Spelling, with 100% of students achieving greater than or equal to expected growth.

100% of students achieved in the top two bands in Grammar and Punctuation, with 100% of students achieving greater than or equal to expected growth.

In NAPLAN assessments in 2017, Year 3 students achieved the following results;

100% of students achieved in the top three bands in all aspects of Numeracy.

In NAPLAN assessments in 2017, Year 5 students achieved the following results;

100% of students achieved in the top three bands in Data, Measurement, Space and Geometry.

80% of students achieved in the top three bands in Number and Patterns and Algebra.

80% of students achieved greater than or equal to expected growth in Numeracy.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	582,348
Base Per Capita	10,239
Base Location	3,018
Other Base	569,090
Equity Total	22,307
Equity Aboriginal	1,434
Equity Socio economic	7,011
Equity Language	0
Equity Disability	13,863
Targeted Total	14,112
Other Total	26,430
Grand Total	645,197

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.

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> 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. Bilpin Public School was identified as a Value-Add school for student improvement based on excellent growth achieved by Year 5 students in Reading, Spelling and Grammar and Punctuation.

34% of Year 3 students achieved in the top two NAPLAN bands for Reading and 68% achieved in the top two bands for Numeracy.

In Year 5, 60% of students achieved in the top two NAPLAN bands for Reading and 20% of students achieved in the top two bands for Numeracy.

In accordance with the *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands. No students of Aboriginal heritage sat NAPLAN in 2017.



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, dedicated, flexible, 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. They believe Bilpin has 'the best mix of everything!'

Parents were asked to reflect on school initiatives, programs and events that took place in 2017. Presentation Day and Open Day were two of the key community events that were highly regarded by parents and caregivers as being inclusive, engaging and a showcase of the uniqueness of our school. Other key events and programs that enhanced the learning experiences of students and enhanced community spirit include the following;

Dance2bfit, STEM Club, Dance Group, Choir, Public Speaking competitions, the excursion to Mt Tomah Botanic Gardens, carnivals, sporting events, the Hawkesbury Dance Festival, involvement in the Hawkesbury Enrichment Program, concerts, White Ribbon and apple picking. Parents also stated they value our efforts in environmental education including, our chickens, the vegetable gardens and the Hawkesbury Council Garden Competition. 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.

This year was the inception of the Instrumental Music Program. This program provides opportunities for students to be taught by specialist music teachers at school, during school hours and after school. This program was strongly received with just under 50% of students participating in the program. Parents also appreciated the opportunities the students were given to perform at assemblies, Presentation Day and at the Botanic Gardens 30th Anniversary celebrations, showcasing their talent.

Parents were asked to state what they believed their roles in their child's schooling should entail; parents believe that it is their responsibility to support the school through encouraging homework practice, reinforcing school values at home, being involved in voluntary positions at the school including; canteen, reading groups, fundraising and P & C. They acknowledge the importance of strong home/school relationships.

When asked how they would like P & C funds

expended, the majority of parents responded that they value the current subsidising of programs, excursions and subscriptions and are happy for this to continue to support the schools' families.

Teachers believe that Bilpin is a special place to work. They feel respected and supported in their roles at school by students, staff, parents and the broader community. Teachers value the opportunity to have collegial discussions and visit the classrooms of others to observe teaching practice and apply new learning. 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, with student wellbeing and the 'individual' child at the centre of what we do. The teachers 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 and value working in a 'small school' environment.

Students were asked to provide feedback about how they learn best at school and 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. As learners, the majority of students who responded to the survey, indicated the following ways as being the most popular in assisting them to learn; being able to work in groups, choosing who they work with, have as much time as needed to complete their work, choose where and how they work as well as learning through games and teacher help. Students also identified the following strategies that help them become better learners; teachers, group work, listening and paying attention, playing games, working hard, working with others being able to talk about their work and asking questions. Ninety-eight percent of students said getting feedback from teachers about their learning was extremely important in helping them learn more and improve their work.

When asked what they liked best about 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 have greatly enjoyed music tutorials that occur during class and after school time as part of the new Instrumental Music Program organised by Mrs Oram this year.

Students were asked to identify what they like to do at school during play time. Students identified that they like playing with their friends, enjoy playing a variety of sports; cricket, soccer, basketball and handball. Students also indicated they enjoy playing on the equipment and playing with school equipment such as hoops, skipping ropes, lego and building blocks. When asked to identify what other equipment or opportunities could be provided to give more choice during playtime,

students mentioned playing tennis, building ant farms, swings, tyres to play on, a giant chess set, soccer goals and a sandpit. In 2018, the school will work with the P & C to investigate new play spaces and equipment to further engage students in creative and physical play.



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.



Multicultural and anti-racism education

Bilpin Public School is committed to promoting the Multicultural Education Policy and embedding practices in learning and teaching programs. The school has a trained Anti-racism Officer.

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' and 'everyone belongs'.