

Bilpin Public School Annual Report



2018



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Introduction

The Annual Report for **2018** 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.

In the second half of the year, the school participated in the External Validation process. The staff reflected on the collective achievements made by the school over the past 4 years and assessed programs, initiatives and teaching practice against the School Excellence Framework. Even though the process took a considerable amount of time, the four evidence sets; Literacy and Numeracy, Wellbeing, Collaboration and Community Engagement, enabled staff to clearly see how much we have accomplished in that time for the students at Bilpin.

This year Mrs Chapman was acknowledged with the Executive Director Excellence in Service Award. Mrs Chapman has dedicated 26 years of service at Bilpin Public School and is an invaluable member of staff and an integral part of the success of our school. With great sadness we farewelled Mrs Vaha and Ms Leer our School Learning Support Officers who have worked with students at Bilpin Public School for the last 17 years and 4 years respectively. Mrs Vaha has not only been a valued staff member but plays a pivotal role as Rural Fire Service Liaison between the school and community. We wish her all the best as she pursues her role in the Special Education Unit at Rouse Hill Public School. Ms Leer completed her final year of teacher training at the end of this year and will be pursuing casual employment in the

local primary schools around the Hawkesbury. We are very lucky that she will continue to be part of our school in a casual teaching capacity. Students and staff alike will miss seeing both ladies on a regular basis and we thank them for all they have done for our students, staff and school over the years.

We were incredibly lucky to have Murat Dizdar, the Deputy Secretary, visit Bilpin to meet with 23 Small Schools Principals from across the Hawkesbury, Windsor and Penrith directorates. We were very encouraged to hear about the Department's work in the space of small schools after this meeting and are truly grateful to Murat Dizdar for taking the time to meet with us and advocate on behalf of our schools and communities.

Some of the highlights for 2018 include;

The Instrumental Music Program continued with 28 students participating in the program receiving guitar, ukulele, flute, drums and keyboard lessons from specialist teachers. Singing lessons were also introduced this year. This program was coordinated by Mrs McCloy and continues to be a great success.

Stage 2 students participated in the Bush Trackers program. Bush Trackers was created by National Parks and Wildlife to encourage children to engage with the environment in and around the Greater Blue Mountains World Heritage area. This program highlights the natural and cultural splendour of the greater Blue Mountains through education initiatives and bushwalks. The students mapped the bush track behind Bilpin Hall. During the walk students explored the value of biodiversity, and learnt how and why we should protect the bush for the future. Throughout the bushwalk the students produced artworks about their experiences. The students' drawings were used to develop a bushwalking map for tourists to explore the area.

Students in Years 3 to 6 once again participated in Week of Tastes activities. Two parents, owners of local businesses and local orchardists joined the students and teachers as part of the Week of Tastes celebrity visits. Mrs Baird led the students through a series of blind taste testing tasks, whilst Mr McLaughlin talked the students through the process of making mulled apple cider. Mr Shields from Shields' Orchard took the students on a tour of his orchards and explained the process of growing different fruits such as apples, pears and a range of berries. Mrs Shields showed the students how to make tasty fruit salad jam. The students experienced a day of sensory explosions!

This year 5/6 attended a two day camp touring Bathurst and Dubbo. Whilst on their trip they visited the Rock and Mineral Museum in Bathurst, had a tour around Mt Panorama, went gold panning and made a fire stoker with the blacksmith at Bathurst Goldfields. The students also visited Dubbo Zoo and had a stop over at the Sheep and Cattle Drome in Bathurst on the way home.

Stage 2 attended their first camp at Yarramundi for two days. The students had a great time experiencing activities such as; rock wall climbing, the giant swing, low ropes, flying fox and cave maze.

This year, Year 6 students participated in a Year 6 Transition program for the feeder primary schools to better prepare students for high school. Students participated in a variety of activities with their peers led by Year 11 students from Colo High.

Year 5 students participated in the Year 5 Leadership Training Day with students from feeder primary schools led by Year 10 students from Colo High School. In preparation for student elections, the Year 5 students participated in activities regarding Public Speaking, Behaving with Integrity and Facing Challenges.

Thirty one students were selected to participate in the Hawkesbury Enrichment Program in Term 2. Students were able to experience enrichment days in visual arts, drama, music, sport, technology, STEM, environmental education, writing, Japanese, cooking, green-screen/film making, mathematics, metal work, agriculture and photography.

Students in Years 3 to 6 participated in a variety of Gala Days including Futsal and Basketball.

Each year the P & C pays for students in Kindergarten to Year 6 to undertake the CPR Help program to provide students with the skills to call 000, assist someone in need and perform CPR.

During Term 3, students in 3/4 and 5/6 participated in the inaugural Shelter Buddies Program developed by the Community Outreach Services. Students over a four week period travelled to Windsor Animal Shelter to read with the animals who were waiting to find loving homes. Through this experiences, students were able to further develop their reading skills and assist the shelter animals to feel comfortable around visitors enabling them to more easily find a new family.

At the end of Term 1, a team of 6 Year 4 students attended a STEAM challenge at Colo High School called Think Blast. The day consisted of general knowledge, mathematical, scientific, environmental and creative challenges, requiring students to use their creative and critical thinking skills and work as a team to complete each challenge. This day launched the ongoing team project that continued throughout the year. Each school selected an issue of concern and developed their technological, scientific and ethical thinking skills to present to the Colo Learning Community of schools.

Each year the P & C sponsor an apple tree as part of the Adopt-a-Tree Program at the Fruit Bowl. The Tadrosse family are very generous allowing the Bilpin students to pick from numerous rows of apples. 3/4 are tasked with collecting apples for the whole community which are collected on the back of a tractor and taken up to school. The students greatly enjoy picking apples as well as eating one or two whilst working.

Brewongle Environmental Education Centre visited the school to conduct a koala incursion. The program was developed to raise awareness of koalas in our local area and how to monitor numbers and protect their habitat. Students in 3/4/5 completed a number of activities including; Scats & Tracks – students analysed the scats and tracks of native and feral animals and conducted a habitat assessment of shelter trees. Koala Food – students used iBooks to identify local eucalypt species (food trees and habitat trees) and surveyed the school site for koala food trees. Students evaluated their findings to determine whether or not our school site was a potential habitat for koalas. Students discovered a few scratchings on the gums at the front of the school. Students also attended the Koala Festival in Kurrajong.

Each year the school enters artwork at the Hawkesbury Show. This year the school entered the Painted Sheep competition. 3/4 won 1st Place with their Bilpin inspired theme.

This year Mrs McCloy started STEM Club for interested students from Kindergarten to Year 6. Activities were run before school once a week with students working in mixed age groups to construct and test different structures such as bridges and catapults. Students were given various projects with problems to solve. Students then had to design and make a solution to the problem using inquiry based learning.

Dance2bfit was held in Term 1, with 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. Be Skilled Be Fit conducted a gymnastics program for all students in Term 4. Students were able to progressively build their core strength and improve skills on the mini tramp, beams, parallel bars and spring board.

The school choir, consisting of students, performed at Richmond Marketplace during Education Week, and Presentation Day. The choir also performed as part of the combined choir at the Music Festival.

Bilpin had the opportunity to be one of the first schools to take advantage of the STEM Share Kits, a Department initiative to support and further develop the teaching of STEM based activities in our schools. Bilpin received the Robotics Kit which contained iPads, Blue Bots, Dot and Dash, Spheros and Lego kits. Students were able to develop their coding skills under the tuition of Ms Wheen and explored many new software tools to improve their creative and critical thinking skills. We were extremely appreciative to have the opportunity to access this kind of technology.

This year Camelot Amusements and RAPS provided activities 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

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 learners as individuals, 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 who respect 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. 61 students attend our school. In addition, three percent of our students identify as being Aboriginal and seven percent of our students from a language background 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 member of the Colo Learning Community of 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 has undertaken self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of Learning: The school identified that in the area of Feedback, we still have work to do. Through the work the school has done with PBL over the past 3 years, the school rated itself in the theme of Classroom Management as **excelling**. In all other areas the school has assessed itself as **sustaining and growing**.

The results of this process indicate that in the domain of learning, the school is **sustaining and growing**.

This year the school began whole school implementation of TEN and have completed two professional learning sessions this year. The implementation of TEN strategies is enabling staff to use SENA data to easily group students to provide individual differentiation for numeracy. Teachers recognise that the responsibility to support learning is a collective effort and use a range of assessment procedures and observations to identify individual need of each student in their class. Students are benchmarked and SENA tested at the beginning of each year for an initial identification for student support and reassessed each term. Based on identified need, students are supported through withdrawal or in class support in programs such as Multi-Lit. The Learning and Support Teacher works with class teachers, parents and students to develop Personalised Learning Plans (PLPs). These plans, along with differentiated class groupings based on PLAN data and other internal assessments, are used to group students and reviewed regularly to ensure effectiveness. School Learning and Support Officers are employed using equity funds to support integration students and those targeted for intervention.

The school began their Visible Learning journey this year, however, Foundation Day training was delayed until Term 3. Staff are beginning to look at incorporating success criteria into literacy and numeracy activities. The impact of this program will begin to show results in 2019 and beyond.

Wellbeing is an area which the staff at Bilpin believes we do extremely well. Due to the size of our school and the supportive nature of our community, we are able to develop strong relationships where students and parents alike are comfortable speaking with any staff member at any time. Over the past four years, numerous reviews of the Student Welfare and Discipline Policy have occurred to accommodate PBL and to ensure consistency of practice with student welfare.

To support the continuity of learning, Bilpin provides a safe and engaging process for students moving into the next phase of their education including Kindergarten and Year 6 transition programs as well as student leadership programs. The strong partnerships and information sharing between families, the school and our community of schools, provides a positive start for each student when starting primary or secondary school.

The school also provides opportunities to increase parent and community and involvement in student learning across all key learning areas. Parents and community members are encouraged to share their expertise with staff and students. The school has undertaken a variety of projects over the past four years resulting in high levels of student and community engagement and collaboration. The school also ensure that its students have a well-rounded respect for Australia's multicultural society and the heritage of our indigenous people. The school holds special activities for Harmony Day, Say No to Bullying Day, NAIDOC Week and White Ribbon.

The school identified that in the themes of Feedback, Data Use in Planning, Improvement of Practice we still have work to do. Through the work the school has done with PBL over the past 3 years, the school rated itself in the theme of Classroom Management as **excelling** as well as in Literacy and Numeracy Focus due to the significant emphasis and priority we placed into implementing evidenced based practices. In all other areas the school has assessed itself as **sustaining and growing**.

The results of this process indicate that in the domain of teaching, the school is **sustaining and growing**.

In the domain of Teaching, the school has undertaken a rigorous curriculum review process. Staff have analysed student data, undertaken new curriculum development, as well as professional learning around evidence-based programs to improve teaching practice and student learning outcomes. Through this analysis the following programs have been implemented; L3 ES1 and Stage 1, TEN, 7 Steps to Writing Success, Words Their Way and Visible Learning. The implementation of these effective teaching practices has resulted in a whole school approach to teaching and learning which optimises student progress and achievement. Teachers use a range of explicit teaching techniques to model effective strategies and guide students to consolidate the knowledge and skills required to be independent learners.

Whole school assessment in literacy and numeracy allows for comparison across years enabling gaps and patterns to be identified and targeted. Teachers use anecdotal and quantitative assessment data to structure quality differentiated lessons for all students in their class. This data is used to group students across literacy and numeracy and inform decisions about targeted intervention and learning support. Clear and accurate analysis of student progress and achievement data is used to inform planning and is shared with the school community at P & C Meetings, via the school newsletter and the Annual Report.

There are clear processes in the school to meet requirements of the Performance and Development Framework. Staff goals are linked to the schools' strategic directions and the *Australian Professional Standards for Teachers*. Budgeting for professional learning is also directly linked to key initiatives outlined in the School Plan. Teachers have the opportunity to identify personal goals and attend professional learning that helps them to improve their practice in these areas. Due to budget constraints, we have been very fortunate to be supported and assisted by our Director, Educational Leadership to invest in Visible Learning and Change Leadership this year. The school has very strong relationships with the Small Schools Network, the Colo Learning Community and Hawkesbury Network of schools to engage in joint professional learning opportunities where staff expertise is utilised to share best practice.

Staff at Bilpin, have developed a culture of high expectations for academic success. Positive behaviour is reinforced through our PBL framework. Students are recognised regularly for achievements in all aspects of their learning.

Bilpin is a very small school and therefore the staff work very closely to ensure the wellbeing of not only our students is supported, but also the wellbeing of all staff members. The Bilpin team is supportive, caring, flexible, dynamic and collaborative and understand the importance of sharing the load. The achievements of staff are also acknowledged and recognised regularly to show appreciation for the excellent work they do provide for our students.

The results of this process indicated that in the School Excellence Framework domain of Leading the school assesses itself as follows;

The school identifies community engagement and community satisfaction as two of its biggest strengths which also helps promote a high expectations culture. The school always strives for continuous improvement and reviews and reflects on school systems and practices regularly to ensure we are achieving a high standard of delivery of quality education.

Service delivery is an area the school prides itself on. All staff are approachable, accessible and known to all members of the community. The school is always looking to improve the experiences of our students and parents.

The budget of a small school needs to be managed very carefully and staff deployment is critical. The school makes creative use of facilities to ensure optimal use. Buildings and external areas within the school are used flexibly each day to work within the confines of the spaces we have.

Recent upgrades in technology and utilising staff expertise has resulted in more innovative teaching practice and engaging opportunities for students.

For the themes identified above, the school assesses itself as **excelling**. In all other Leadership themes, the school assesses itself as **sustaining and growing**.

At Bilpin we pride ourselves on our ability to involve the community in our school, engage with students, parents, the broader community and learning alliances. This engagement occurs across all key learning areas. Open Days, Grandparent Days and Presentation Days are our biggest whole community events. For the past four years Open Days have had a theme which links to curriculum focuses but have involved the whole community participating in the activities rather than just focussing on an assembly and performances.

Since 2016, end of year presentations have taken place during the day. To warrant parents taking time off work for these events, the school endeavours to make these events engaging and hands-on, with numerous parents volunteering their time to run activities. These days are heavily attended by parents and the broader community and feature most frequently in surveys when asked what school initiatives and programs are most valued by parents. The school P & C are very supportive of school initiatives and are actively involved in fundraising whether it be helping families in need or annual whole school fundraising events.

At Bilpin, the grounds are vast and beautiful, however the buildings are limited in number and therefore many spaces are multi-purpose. The school does not have a hall or COLA, therefore when planning whole school events and running extra-curricular activities, many scenarios have to be developed in the event of poor weather. The Library is used for assemblies, dance, STEM and music lessons where the furniture is rearranged regularly so that this space can be used flexibly. A number of our learning spaces are small and have been modified over the past 3 years to create more flexible learning spaces.

As stated in Teaching, the school has very strong relationships with the Small Schools Network, the Colo Learning Community and Hawkesbury Network of schools and our local Environmental Education Centres, to engage in joint professional learning opportunities. The school also has strong relationships with community groups such as the Bilpin Bush Fire Brigade who participates in joint fundraising projects with the school, the Bilpin Flower Club, local nurseries, Hawkesbury Council, Hawkesbury Landcare, Hawkesbury Outreach and Rotary to name a few. Relationships with these community groups have resulted in numerous joint projects. These community groups are happy to collaborate with our school and support school initiatives through the provision of time and donations of goods and money.

Annual surveys of students and parents that are conducted as part of the School Reporting process are usually extremely positive, demonstrating their satisfaction in our service delivery but also demonstrating their trust in us to provide a nurturing environment where the individual needs of each child in our school is our core business.

Our self-assessment and the external validation process assisted the school in refining our school plan, leading to further improvements in the delivery of education to our students.

Strategic Direction 1

Resilient, Engaged, Self-directed Learners

Purpose

To provide evidence based learning experiences catering for a diverse range of learners inspiring students to be responsible, engaged, self-directed, global citizens.

Overall summary of progress

This year one staff member completed their first year of training in L3 Stage 1. This program was implemented in the K/1/2 class with Kindergarten also benefitting from the program. Students have continued to make excellent gains in literacy, particularly in reading fluency, comprehension and in writing.

This year was the third year of implementation of Positive Behaviour for Learning (PBL). The school developed a matrix for internal settings, explicitly teaching the expectations during PDH lessons. The Assistant Principal PBL conducted a SET based on the schools School's Student Welfare and Discipline Policy, internal and external matrixes, student and staff surveys and other PBL practices scoring 92%. The profile of PBL has been raised in the school through fortnightly communications in the newsletter regarding the PBL lesson focus.

This year, 3 students received reading intervention and 6 students successfully completed the Multi-Lit Program which was implemented by a Learning Support Officer trained in Multi-Lit. The practices implemented have ensured early identification and intervention for students requiring adjustments to their learning programs.

All staff were trained in Targeted Early Numeracy (TEN) and participated in 20 hours of Professional Learning as well as class observations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school demonstrates an increased proportion of all students, including students of Aboriginal and Torres Strait Islander background, performing in the top two NAPLAN bands for Reading, Writing and Numeracy in Year 3 and Year 5.	Words Their Way Program purchased to improve Spelling K – 4. \$400 Literacy and Numeracy Funds. Multi-Lit Program Purchased and one Learning and Support Officer trained \$400. \$1200 was spent on Maths resources to support the TEN program. All staff trained in TEN. SLSO: Low level adjustment for disability budget \$3701.00. SLSO: Socio-economic background budget \$6351.00.	Year 3 NAPLAN – the school performed above National Average in all areas except spelling. Year 5 performed above National Average in Grammar and Punctuation and Numeracy. 67% of students in Year 5 achieved at or above expected growth in writing, reading, 89% of students in Year 5 achieved at or above expected growth in spelling. 78% of students in Year 5 achieved at or above expected growth in grammar and punctuation and numeracy.
School data shows that student progress is greater than students at statistically similar schools on external measures and is consistent with progress and achievement on internal measures.	1 teacher trained in L3 Stage 1. \$3500 Literacy and Numeracy Funds.	L3 results outstanding. K/1/2 benchmarks – 40% of the year 1 cohort are working well above the grade expectation, and so are 75% of year 2 students. All students in year 1 and 2 at or above end of year benchmarks.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student learning is student-directed and they can identify where they are learning and what their next learning steps will be.	Professional Learning – Foundation Day, Evidence into Action Day 1 and 2. Professional Learning funds \$1494.00.	Learning Intentions and Success criteria have begun to be used with students to determine individual goals. Staff are working to provide effective feedback to support students in achieving their goals.

Next Steps

In 2019, one staff member will be trained in L3 Stage 1 (OPL) to continue the positive impact on literacy learning that L3 Early Stage 1 and the first year of L3 Stage 1 has had.

The Literacy and Numeracy staffing allocation will be used to support the K/1/2 class in 2019. This will involve team teaching on the class in morning sessions twice per week.

Students will continue to be identified for the Multi-Lit Intervention in 2019, implemented by a Learning and Support Officer.

Due to the success of the Spelling Program 'Words Their Way' it will continue to be implemented in 2019 to improve student outcomes in Spelling. This continues to be an area for improvement identified in NAPLAN data.

All staff were trained in Targeted Early Numeracy (TEN) and will continue to embed these explicit numeracy strategies in everyday practice to improve student learning outcomes in Numeracy in 2019.

In 2019, staff will work with the Assistant Principal PBL to undertake 10 hours of Professional Learning in Classroom Practices.



Strategic Direction 2

Collaborative, Innovative Teaching

Purpose

To create a stimulating and engaging learning environment underpinned by high expectations and teaching practices to accelerate learning with a differentiated curriculum that is flexible, reflective, relevant and dynamic to meet the diverse needs of our students, staff and community.

Overall summary of progress

During 2018, all staff participated in professional learning to support the implementation of the school's strategic directions. Professional Learning included; L3, TEN, Visible Learning, External Validation, SAP HR as well as 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
Evidence-based change to whole school practices, results in measurable improvements in wellbeing and engagement to support learning.	Professional Learning: Visible Learning course costs \$1390.95.	Staff began explicitly teaching Learning Intentions and Success criteria. Staff and student surveys conducted to develop plan for 2019 implementation with target area of writing identified.
School self-evaluation will accurately reflect findings of external validation.	Relief funds for Teaching Principal to undertake training and develop the report. Professional Learning casual relief \$1000. School Funds for casual relief \$2500.	The school successfully achieved External Validation at the levels self-assessed in the School Excellence Framework version 2.
Evidence based programs in literacy and numeracy indicate impact through increased percentage of students achieving at expected growth and above expected growth.	1 teacher trained in L3. Literacy/Numeracy and Professional Learning funds \$3350.00. All staff trained in TEN. Reading Intervention 0.21 staffing entitlement equating to \$21000.00. SLSO: Low level adjustment for disability funds \$3701.00. SLSO: Socio-economic background funds	Results in literacy and numeracy, particularly reading and EAS strategies significantly improved. Students who received support through Multi-Lit improved by 12 – 24 months in standardised assessment in reading and spelling. Reading results in K/1/2 after the implementation of L3 are as follows; All of the year 1 and year 2 students made the end of year benchmark. 40% of the year 1 cohort are working well above the grade expectation, and so are 75% of year 2 students. 6 students completed Multi-Lit successfully.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Evidence based programs in literacy and numeracy indicate impact through increased percentage of students achieving at expected growth and above expected growth.	\$6351.00. SLSO 6.15hrs per week to implement Multi-Lit Program.	3 students received Reading Intervention.

Next Steps

In 2019, 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. With increased Teaching Principal Release and QTSS funds the Teaching Principal will conduct regular class walkthroughs and work in classrooms with staff and students to assist teachers in achieving their goals and to work with students on their individual learning goals.

In 2019, staff will continue to undertake the 3 year Visible Learning Plus project which has been embedded in the 2019 – 2021 school plan to effect change in teaching practice and student learning.

After undertaking TEN training in 2018, staff will continue to embed practices in their teaching and learning programs.

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 Partnerships

Purpose

To build inclusive collaborative teams and school networks, through quality community partnerships with parents, learning community partnerships and the broader school community which has student engagement, learning and wellbeing as its central focus.

Overall summary of progress

Class Dojo continued to be 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 2018, 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.

Staff participated in joint Staff Development Days for Visible Learning.

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 2019.

All Year 6 students attended the Year 6 Transition Day for all Year 6 students in the learning community, developed by the principal at Bilpin and implemented by Year 11 students from Colo High School. All Year 6 students attended the Year 7 Transition Day and information evenings.

Year 4 students attended the inaugural Think Blast STEAM day, a joint venture between the primary schools and Colo High School targeting Stage 2 students in the Learning Community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Effective professional partnerships are evident through scheduled professional learning, joint projects and initiatives.	This Professional Learning was conducted outside school hours at no cost.	Professional learning opportunities 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. Combined Small Schools and Hawkesbury Schools events in the arts, sport and enrichment provided opportunities for students to further develop skills and friendships.
Sustained enrolments through the implementation of effective transition programs (Pre-school to Kindergarten and Stage 3 – high school) and other extra-curricular opportunities.	\$500 Operational Funds.	Three Transition sessions were conducted for Kindergarten 2019, with all students who attended enrolling for the following year. A new Orientation format was developed with an information session about L3 and TEN and the provision of a resource pack for parents which was well received. A new transition program for Year 6 was developed by the principal for all students in Year 6 from the Colo feeder primary schools. The day was a resounding success. The Year 5 Leadership Training Day continued with the intent for the student leaders involved in the

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Sustained enrolments through the implementation of effective transition programs (Pre-school to Kindergarten and Stage 3 – high school) and other extra-curricular opportunities.		Year 5 program to continue in 2019 as leaders in the Year 6 Transition Program to develop sustained relationships between the students and high school.
Increased parent and community engagement in school projects, forums and key initiatives that directly support the schools' strategic directions.	\$300 Operational Funds.	Parents continued to support the school through fundraising, P & C attendance, whole school events, the canteen and as classroom helpers. One community member enabled the canteen to remain open through her significant volunteering efforts.

Next Steps

In 2019, 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. The new transition program for Year 6 will be continue to be implemented to assist student in the transition to high school for students attending Colo High School.

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

Bilpin will work collaboratively with Kurrajong North and Kurrajong East Public Schools to collaboratively plan and program in stage teams, beginning with a focus on writing.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1075 was expended on School Learning and Support Officer (SLSO) salaries to support PLP goals.	<p>Personal Learning Plans are developed at the beginning of the year in consultation with students, parents/caregivers, class teachers and the Learning and Support Team.</p> <p>Plans are monitored every 5 weeks to determine progress. Student achieved above National Benchmarks in literacy.</p>
Low level adjustment for disability	\$3701 was expended on SLSO salaries to support identified students.	<p>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).</p> <p>Six students across Years 3 – 6 successfully completed the Multi-Lit Program.</p> <p>Two students participated in the Reading Intervention Program.</p>
Quality Teaching, Successful Students (QTSS)	The schools' staffing allocation for 2018 was 0.1 which equates to \$10 724.	The school received QTSS time equating to half a day per week. 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	\$6351 was expended on SLSO salaries to support identified students.	<p>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).</p> <p>Students with identified literacy needs were tutored in Multi-Lit to improve reading strategies. Students participating in this program made significant progress with reading fluency and comprehension.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	38	35	31	27
Girls	29	32	33	31

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.5	93.7	94.2	93.3
1	93.6	91.7	93.4	94
2	94.2	93.2	93.7	92.5
3	90.9	94.4	93	93.9
4	94.8	92.4	94.7	90.4
5	95.3	93.7	93.5	91
6	93.9	92	93.3	92.3
All Years	94.4	92.9	93.7	92.5
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Student attendance has remained steady at close to 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 and School Counsellor as required, if attendance concerns are not resolved through school procedures.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.4
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*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

All staff were deemed Proficient at the beginning of 2018 based on NESAs requirements.

In 2018, 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 and Technology), systems compliance – scope and sequences, unit of work development and programming. Teachers attended training in 'Visible Learning' and 'TEN'. 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 SAP HR and budgeting as well as continued online training in finance systems. The principal and another member of staff participated in External Validation training. The principal also attended training in SCOUT, the Education Change Makers leadership course 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 Stage 1, Reading Recovery, SAP finance, Learning and Support and technology.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	32,930
Revenue	729,392
Appropriation	696,758
Sale of Goods and Services	4,701
Grants and Contributions	27,095
Gain and Loss	0
Other Revenue	0
Investment Income	838
Expenses	-707,388
Recurrent Expenses	-707,388
Employee Related	-615,043
Operating Expenses	-92,346
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	22,004
Balance Carried Forward	54,933

The principal and School Administration Manager meet regularly to budget and monitor school expenditure.

This year \$13 000 was spent on the purchase of new iPads and Zulu Desk Manager. Two literacy programs and new Mathematics equipment was purchased to support the implementation of L3, Words Their Way and TEN at a cost of \$4000.

Significant funds continued to be expended on major tree works, a new arborist report and other grounds maintenance in the school. Maintenance continues to be significantly higher than the operating budget for allocation, provided by the Department.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	613,979
Base Per Capita	12,376
Base Location	3,026
Other Base	598,578
Equity Total	21,539
Equity Aboriginal	1,075
Equity Socio economic	6,351
Equity Language	0
Equity Disability	14,113
Targeted Total	14,355
Other Total	32,607
Grand Total	682,481

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.

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In NAPLAN assessments in 2018, Year 3 students achieved the following results;

78.6% of students achieved in the top three Grammar and Punctuation, 85.7% of students achieved in the top three bands for Reading, 51.7% of students achieved in the top two bands in Spelling and 100% of students achieved in the top three bands in Writing.

In NAPLAN assessments in 2018, Year 5 students achieved the following results;

80% of students achieved in the top three bands in Reading, with 80% of students achieving greater than or equal to expected growth. 70% of students achieved in the top three bands in Spelling, with 100% of students achieving greater than or equal to expected growth. 70% of students achieved in the top two bands in Grammar and Punctuation, with 100% of students achieving greater than or equal to expected growth.

30% of students achieved in the top three bands in Writing.

Percentage in Bands:

Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	0.0	7.1	14.3	21.4	28.6	28.6
School avg 2016-2018	0	3.3	26.7	10	36.7	23.3

Percentage in Bands:

Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	0.0	7.1	7.1	14.3	57.1	14.3
School avg 2016-2018	0	6.7	10	23.3	40	20

Percentage in Bands:

Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	7.1	7.1	28.6	14.3	35.7	7.1
School avg 2016-2018	3.3	3.3	43.3	23.3	23.3	3.3

Percentage in Bands:

Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	35.7	42.9	21.4
School avg 2016-2018	0	0	3.3	53.3	33.3	10

In NAPLAN assessments in 2018, Year 3 students achieved the following results;

92.8% of students achieved in the top three bands in Numeracy.

In NAPLAN assessments in 2018, Year 5 students achieved the following results;

70% of students achieved in the top three bands in Numeracy.

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

Percentage in Bands:

Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	7.1	28.6	57.1	7.1
School avg 2016-2018	0	3.3	10	33.3	43.3	10

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.

71.4% of Year 3 students achieved in the top two NAPLAN bands for Reading and 64.2% achieved in the top two bands for Numeracy.

In Year 5, 20% 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. One student of Aboriginal heritage sat NAPLAN in 2018.



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. Parents were asked to reflect on school initiatives, programs and events that took place in 2018. Presentation Day was again one of the key community events that were highly regarded by parents and caregivers as being inclusive, engaging and an event that showcases 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, Gymnastics, Choir, Public Speaking competitions, Stage 2 and Stage 3 Camp, carnivals, sporting events, the Hawkesbury Music 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 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 second year of the Instrumental Music Program which provides opportunities for students to be taught by specialist music teachers at school, during school hours and after school. Students have the opportunity to learn guitar, ukulele, keyboard, drums and singing. 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 Richmond Market Place 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.

Earlier in the year parents were asked to provide feedback on the newsletter and the ways in which the

school communicates with the community. Parents who responded indicated that they value the printed newsletter and would like to continue to receive it in paper form. Parents who responded also indicated that they value the reminders, notifications and information about their child's learning through Class Dojo posts. Parents especially like the new portfolio feature which allows them to see their child's work and the teacher feedback provided. They also expressed great pleasure in also giving their children feedback and seeing photographs of the activities their children undertake during a school day.

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 definitions of what it means to be a good learner;

Students think that being positive about their work helps them to learn better. Respondents also said that they need to practice skills to improve their understanding. Students stated they need to learn to become independent workers and show mutual respect for the learning of others. The students said that the following people help them achieve their goals at school; teachers, parents and peers. Students like to get feedback from teachers that helps them set goals and helps them know their 'where to next' and was extremely important in helping them learn more. Students also stated they like to have instructions repeated to help them better understand their work. They don't like to be given the answer but encouragement and the strategies to work out the problem.

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.

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.

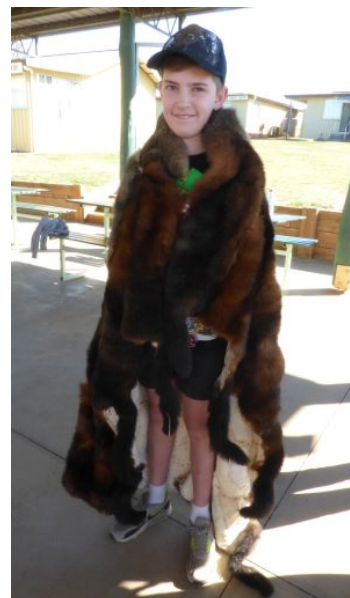
Aboriginal culture was celebrated through the school's participation in NAIDOC activities. Students of Aboriginal or Torres Strait Islander heritage are provided with support through targeted funding.

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.

This year Stage 2 had the opportunity to participate in the Bush Trackers Program with members from National Parks and Wildlife as well as Hawkesbury City Council Landcare representatives. The students were given a cultural talk about local Aboriginal relationships with the land in Bilpin. Mel the Ranger shared stories along the walk, such as; how Aboriginal people communication whale migration, how soap was made from wattle trees as well as medicinal plants located in native bushland. Students were also shown how to make ochre. The Bush Trackers experience was invaluable and provided students with an opportunity to gain a better understanding first hand about how the Darug people were one with the land.

Stage 3 students attended an excursion at the Sheep and Cattle Drome in Bathurst. Aunty Jill spoke to the students about Aboriginal perspectives. She spoke to the students about how possum skins were used to make blankets and for cloaks for elders. The school leaders were given the opportunity to wear the possum skin cloaks. All students were shown how to make and throw boomerangs.

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 Instrumental Music Program organised by Mrs McCloy. 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 2019, the school will work with the P & C to investigate new play spaces and equipment to further engage students in creative and physical play. The school with assistance from parents and community will also develop a friendship meeting space for students to have a quiet and reflective space to sit during play time.



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' .