

# Bilpin Public School 2019 Annual Report



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## Introduction

The Annual Report for 2019 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.

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### Message from the principal

The end to 2019 saw the devastation and destruction of our beautiful community by unprecedented bushfires. The impact of these fires on our families and staff was heartbreaking. What this traumatic event showed us was the unbelievable strength and unity that exists within our community. The courage and bravery of our students, parents, staff and community members was incredible. We will be forever grateful to our local Rural Fire Service brigades and the emergency services who fought so fiercely and tirelessly to protect our school and community.

After Wyaliba and Bobin Public Schools burnt down in November, our own school community raised \$2500 to assist the families in getting back on their feet. No one could foresee that other communities would be doing the same for Bilpin families a month later. The overwhelming generosity and display of support from local school communities, local businesses and community groups, schools and organisations from further afield, was incredibly heart warming.

Whilst the fires prevented our end of year celebrations taking place and will live long in people's memories, clouding the happy memories that are usually made as we conclude the year, we have many positive memories to share and celebrate.

I always say that at Bilpin Public School we 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, even in the face of adversity. 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. This year we also held a BBQ for the Federal Election. 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. This year the school canteen achieved their 'Healthy School Canteen' status. Money raised from the canteen and weekend fundraisers subsidise many of the programs offered to students at our school. This year the P & C set aside funds for the play equipment upgrade, as well as renovations to the school canteen. 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.

Some of the highlights for 2019 include; The Instrumental Music Program continued with guitar, ukulele, flute, drums, keyboard and singing lessons this year. This program was coordinated by Mrs McCloy and continues to be a great

success, I would like to thank her for the amazing job she did with communication and coordination of the program. I would also like to thank the music teachers the amazing work they have done with the students. We are very proud of their achievements!

In 2019 the school received a Sports In Schools Grant to fund an athletics program during Term 2. This program is normally subsidised by the P & C so we were very grateful to receive this grant.

This year, 5/6 attended a two day camp at YMCA Yarramundi where students participated in a variety of team building and initiative activities as well as the giant swing, high ropes, flying fox and cave maze. They had an amazing time and learnt a lot about each other through the many team building activities.

This year, Year 6 students again 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 School. 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 learnt about Public Speaking, Behaving with Integrity and Facing Challenges. Year 12 students from Colo High School and Year 9 students from Penrith Valley High School ran sports skills sessions for Year 5 students, culminating in a Gala Day at Colo High School.

Twenty-eight 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, science, engineering, mathematics, 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 as well as public speaking and debating competitions. 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.

At the end of Term 1, a team of 6 Year 4 students attended a Science Technology Engineering Arts Mathematics (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.

Each year the P & C sponsor an apple tree as part of the Adopt-a-Tree Program at the Fruit Bowl. The Tadrosse family generously allow the Bilpin students to pick from numerous rows of apples. 3/4 are tasked with collecting apples for the whole community which are packed 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.

Each year the school enters artwork at the Hawkesbury Show. This year the school entered the Painted Chicken competition. 5/6 won 1st Place with their Bilpin themed chicken and K/1/2 won second place for their apple inspired creation. We are very proud of their achievements!

Dance2bfit was held in Term 1, with all students participating in a range of contemporary dances with drumming 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, balance beams, parallel bars and spring board.

The Dance group, consisting of 26 girls and boys were selected to perform at the Hawkesbury Dance Festival. The students performed a vibrant circus themed dance to 'Greatest Show' inspired by 'The Greatest Showman' musical.

This year for the first time, students in Years 4 – 6 participated in the Regional Orienteering competition at Fred Caterson Reserve. The 9 and 10 years' girl team won their division. Bilpin won the overall event which was a fabulous achievement for a group of first timers! Three students were invited to compete at the State Orienteering Championships at Bowral which was a great honour for the girls and our school.

Two of our biggest and most anticipated events had to be postponed due to the bushfires, Year 6 Graduation and Presentation Day. It was incredibly crushing to end the year without celebrating student achievements and farewelling Year 6 the Bilpin way. To make up for it in some small way, the teachers took Year 6 out for their Fun Day during the holidays. It may not have been the send off Year 6 anticipated but it will be one they will always remember. I would like to thank the teachers for taking time out of their holidays to ensure the boys and girls didn't miss out on their Fun Day.

Teachers spent Staff Development Days in Term 1, 2 and 3 undertaking Visible Learning – Evidence Into Action training with other Hawkesbury schools. Key focuses for implementation in 2019 were; Learning Intentions and Success Criteria, Learning Dispositions, Feedback and Assessment. Other whole staff professional learning in 2019 included;

Writing – unit and rubric development with Richmond High School, Kurrajong North and Kurrajong East Public Schools.

Science – new syllabus implementation with Colo Learning Community schools.

Technology – Microsoft and Minecraft.

Positive Behaviour for Learning (PBL) training was postponed due to the bushfires.

Mandatory training including; CPR, anaphylaxis, Child Protection and Code of Conduct.

Teachers and administration staff participated in other professional learning linked to their Performance and Development Plans.

2019 has been a year to remember. It has been a year filled with many achievements and celebrations, but also one to reflect on loss and overcoming hardship. It has been a year that emphasises the strength of character of our students, staff and parents and the strong bonds that unite our school and community. We will continue to work in partnership to teach and raise resilient, respectful, tolerant and socially responsible citizens who strive to be the best they can be, now and into the future.

Mrs Melanie Mackie

Principal

### Message from the school community

This year we have had a stable membership for P & C. The P & C led by our executive Angie Pirie (President), Michelle Leer (Vice President), Cheryl Baird (Canteen Treasurer and P & C Treasurer), Nikki Wheen (Secretary), Rebecca Tadrosse (Canteen Coordinator), Tessa McLaughlin (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 \$5000 from three barbeques, a slight increase in uniform costs and also a successful year in the canteen. The Bilpin Bush Run, the Small Schools Cross Country Carnival, the Federal Election BBQ and the canteen have enabled – CARES Bike Safety, CPR, the Athletics and Reading Eggs Subscription and the Life Education Program to be completely funded. The P & C also purchased school sunglasses for Kindergarten 2020 as a gift for starting school. A make-over of the canteen was started in Term 4 but was not completed due to the fires. As part of the renovations, the canteen purchased new benchtops and lino to ensure all surfaces meet guidelines. After expenses, the combined funds for the canteen and P & C was approximately \$19 000.

After much work revising and adapting the menu to meet the 'Healthy School Canteen' strategy guidelines, the canteen achieved accreditation. Many thanks to Rebecca Tadrosse for the time and effort she spent on this! We would like to thank all of the parents who volunteered their time to work in the canteen to prepare food and serve students.

We would 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 BBQ, the Bilpin Bush Run and the Federal Election BBQ. 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. We would also like to especially thank and recognise the staff for their care, support and efforts during the summer bushfires. We truly appreciate everything they did to help families during this incredibly challenging time.

The P & C Committee 2019

### Message from the students

What an amazing year this has been! Year 6 have done a lot this year, transition and orientation days, Interrelate, the fire safety day, we went to the Year 5 leadership day to help out, YMCA camp and so much more. But I couldn't possibly list all the things we've done because that would take forever, and the Year 6s would be in Year 7 by the time I'm done!

There are 12 students in our grade, 6 girls and 6 boys. We are all good friends and get along well. We are the oldest students in the school and a lot of the younger kids look up to us, so it's important that we are all good role models.

My experience at Bilpin Public School as the school captain was probably one of the best times of my life. I have learnt so many life skills from being school captain that I have taken with me to high school. I was inspired by the Halogen

Youth Leadership day to organise a fire safety day for all the kids at school. It was to teach them about how to stay safe and to make sure all Bilpin school families had 'Fire Safety Plans'. We also played some fun educational games. Some of the Year 6 girls baked little treats and we raised money for our local RFS. Another great thing at Bilpin is the chance to be a buddy for the new Kindy kids. It's hard for them to adjust to not being with mum or dad all day, but once they get used to it and warm up to you, they are so much fun to play with, my buddy Alby was.

Being at Bilpin Public School has helped me become who I am today. I was encouraged from Year 3 to start public speaking and did so every year until Year 6. In 2019 I won the Small Schools Public Speaking Stage 3 with a speech called 'The unexpected journey'. The story of a pencil's first day of school who gets thrown out of the window and has to overcome obstacles to make his way back to the boy who brought him. I also had the honour of delivering the 'Prayer for the Nation' in the early hours of the ANZAC Dawn Service in Kurradjong.

All our wonderful teachers and amazing staff have worked together to make sure that every student gets a great education. Every teacher has had an influence on who we are today. They've helped us become more confident, smarter, kind, helpful and so much more. Even though we are a small school, we are big on opportunities.

The end of the year was not what we expected due to the bushfires. The activities like Presentation Day and Year 6 Farewell that we had been looking forward to had to be postponed. I would like to thank Mr Hynds and Ms Wheen for taking us out during the January holidays for our Fun Day. It really meant a lot. We also got to graduate Year 6 on our second day of Year 7. Not many students can say they had to wait until Year 7 to finish primary school!

I spent my entire primary education at Bilpin Public School, a caring place with only about 60 kids, but it will always be in my heart. On behalf of Year 6, I would just like to say a massive thank you to all the teachers, staff and parents who have volunteered and to all the students who make Bilpin Public school such a wonderful place to be. We will miss you all!

By Ariam



## 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

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

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

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

In the domain of Learning, Bilpin Public School recognises the strong connection between learning and engagement and strives for success and a positive learning culture. The school has a shared language of education through implementing researched based programs, developing collaborative behavioural expectations and student responsibility throughout all school settings. The school has begun implementing evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and learning outcomes. The identification of student needs has been supported through the rigorous Learning Support process that ensures equitable academic opportunities. Universal, targeted and intensive learning support interventions have been carefully monitored throughout 2019 to ensure students are making progress toward personalised Literacy and Numeracy learning outcomes. Teachers differentiate curriculum delivery to meet the needs of students, including adjustments to support learning or increase challenge. The schools' overall evaluation for the domain of Learning was Sustaining and Growing.

In the domain of Teaching, Bilpin Public School maintains a focus on quality curriculum delivery and engages in ongoing professional learning, particularly in the area of Visible Learning, reading, spelling, writing and numeracy. Reforms to the assessment process, including a review of assessment schedules has enabled teachers to target specific areas and develop learning based on students' needs. Staff demonstrate collective teacher efficacy and are committed to working together to continuously improve teacher practice and enhance their impact on student learning outcomes. In 2019, the school focused on building a culture of professional collaboration with other small schools through the systematic implementation of Visible Learning. Staff have attended professional development in evidence-based practice in order to become more aware of the impact of teaching on student learning. All teachers use professional standards and Performance Development Plans (PDPs) to identify and monitor specific areas for development which target priorities aligned to the schools' strategic directions and meet their specific professional learning goals. The school utilises expertise within the staff, the learning community and Departmental staff, to deliver professional learning and develop quality learning programs. An upgrade of ICT school resources has enhanced student learning and facilitated equitable access to technology. The schools' overall evaluation for the domain of Teaching was Sustaining and Growing.

In the domain of Leading, Bilpin Public School recognises the importance of leadership in building capacity. At Bilpin, leadership is instructional and distributive. Teachers have the opportunity to undertake roles within the school that enable them to lead projects and professional learning in their areas of expertise. 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 regularly reviews and reflects on school systems and practices 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. The schools' overall evaluation for the domain of Leading was Sustaining and Growing.

## 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.

### Improvement Measures

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.

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.

Student learning is student-directed and they can identify where they are learning and what their next learning steps will be.

### Overall summary of progress

At Bilpin Public School we recognise the strong connection between learning and engagement. With our ongoing commitment to Visible Learning, we began the process of embedding specific feedback and a shared language approach to learning. Learning Dispositions were developed and taught explicitly with Positive Behaviour for Learning (PBL) expectations to promote a growth mindset and support student wellbeing. Teachers have continued to undertake quality professional learning in evidence-based programs in literacy and numeracy to improve students outcomes. Students are provided with opportunities to attend internal and external activities at school and with students from schools in the learning community in the following areas; Science Technology Engineering Arts and Mathematics (STEAM), student leadership, transition, writing, public speaking and debating. This has also resulted in opportunities for teachers to extend professional learning networks with other schools and organisations. Students have demonstrated an increased engagement in learning and are able to articulate their goals more succinctly.

### Progress towards achieving improvement measures

**Process 1:** Engage students in explicit Visible Learning experiences to equip them with the necessary skills to develop further independence in learning.

Evaluation	Funds Expended (Resources)
Observations and discussions were undertaken with students during scheduled and inpromptu walkthroughs to determine their understanding of learning dispositions and learning intentions and success criteria (LISC). Observations and discussions were also undertaken to determine how teacher and peer feedback impacts on student engagement and learning outcomes. K/1/2 had a clear understanding of learning intentions and success criteria (LISC) and were very receptive to feedback. Teachers in Years 3 – 6 focussed on Writing and Numeracy to begin using Learning Intentions and Success Criteria (LISC). Students in Years 3 to 6 were receptive to teacher feedback are comfortable seeking the feedback of their peers. More explicit teaching of how to provide constructive peer feedback will be a focus in 2020.	<p>* Visible Learning – Evidence into Action Professional Learning – 3 x sessions for all staff.</p> <p>* The Quality Teaching, Successful Students (QTSS) staffing allocation of 0.098 was utilised for the purpose of Visible Learning (VL) implementation and to support the Performance and Development (PDP) process.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$12500.00)</li><li>• Professional Learning (\$3000.00)</li></ul>

**Process 2:** Equip students to see the value in adopting a growth mindset to ensure they understand the value in perservering to set and achieve personal goals.

Evaluation	Funds Expended (Resources)



## Progress towards achieving improvement measures

Captain Disposition learning dispositions were adopted to assist students in learning and understanding the characteristics of a good learner. The Learning and Support Teacher (LaST) who is also the schools' Positive Behaviour for Learning Champion, developed lessons to explicitly teach the 7 learning dispositions.

Nil Cost.

**Process 3:** Continue to implement and sustain a whole school integrated approach to student wellbeing through a strong and focussed PBL program in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
<p>Teachers refined the school action plan for the implementation of Positive Behaviour for Learning (PBL) in consultation with the Regional Positive Behaviour for Learning Team. Positive Behaviour for Learning (PBL) expectations were linked to learning dispositions and explicitly taught by all teachers. Students demonstrate a clear understanding of the expectations in all settings.</p> <p>Student wellbeing is monitored and tracked using Sentral. The inclusion of the learning dispositions in our wellbeing framework and the ongoing implementation of Positive Behaviour for Learning has resulted in the continued decline of negative events in the classroom and playground and increased engagement in learning and school activities.</p>	<p>* Student awards to support the ongoing implementation of Positive Behaviour for Learning and learning dispositions.</p> <p>* Positive Behaviour for Learning Classroom training for teachers was postponed to 2020 due to bushfires.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Operational Funds (\$2023.00)</li> </ul>

**Process 4:** Staff will implement high quality, evidence-based programs in literacy and numeracy to drive student improvement through individualised instruction – including L3, Multi-Lit, 7 Steps for Writing Success, Words Their Way, Mathematical Building Blocks for Numeracy and TEN.

Evaluation	Funds Expended (Resources)
<p>The school improvement measure for all students to achieve at or above or expected growth for their learning capacity in Literacy and Numeracy was delivered through engagement in the explicit programs implemented at school.</p> <p>The impact of the Language, Learning and Literacy (L3) program and Words Their way resulted in;</p> <p>* 100% of students in Year 1 achieving above expected reading benchmarks by the end of the year.</p> <p>* 100% of students in Year 2 achieving at or above expected benchmarks by the end of the year.</p> <p>* 83% of students in Year 3 achieving in the top 3 bands for NAPLAN Reading and 76% of students in Year 5 achieving in the top 3 bands.</p> <p>* 100% of students in Year 3 achieved results in the top 2 bands for NAPLAN Spelling and 100% of Year 5 students achieving results in the top 3 bands.</p> <p>* The Year 3 cohort performed significantly above the State and SSSG (statistically similar school groups) average in NAPLAN Reading and Spelling.</p> <p>The Year 5 cohort performed above the State and SSSG (statistically similar school groups) average in NAPLAN Reading and Spelling.</p> <p>The introduction of the Origo Maths program and the continued implementation of the Targeting Early Numeracy (TEN) program across the school has resulted in positive results and growth as follows;</p> <p>Year 3 and Year 5 students achieved significantly above the State and SSSG</p>	<p>The school invested in the following Professional Learning and programs to support the implementation of quality Literacy and Numeracy Programs across the school;</p> <p>Language, Learning and Literacy (L3), Words Their Way, Making Up Lost Time In Literacy (MultiLit), Toe By Toe, Seven Steps to Writing Success, Origo Maths and Targeting Early Numeracy (TEN).</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Literacy Numeracy Funds (\$1021.00)</li> <li>Low level adjustment for disability (\$3701.00)</li> <li>Socio-economic background (\$7327.00)</li> <li>Professional Learning (\$479.00)</li> <li>Operational Funds (\$20763.00)</li> <li>Integration Funding (\$21230.00)</li> </ul>

## Progress towards achieving improvement measures

(statistically similar school groups) average in NAPLAN Numeracy with 100% of students performing in the tops 3 bands.

100% of Year 5 students achieve at or expected growth in NAPLAN Spelling and Grammar and Punctuation compared to State and SSSG (statistically similar school groups).

## Next Steps

- \* The school's learning dispositions will continue to be embedded into lesson planning to ensure a culture of high expectations and educational aspirations where students approach all learning with a positive growth mindset.
- \* Students will continue to develop and track their learning goals through continuous explicit peer and teacher feedback.
- \* Individual students will continue to be targeted for intervention in evidence-based literacy and numeracy programs.
- \* The learning progress of all students will continue to be tracked through a formalised whole school approach to assessment and reporting.
- \* Teachers will continue to align and refine their teaching practice to improve student outcomes through the implementation of the following programs; Language, Learning and Literacy (L3) (K/1/2), Super 6 Reading Strategies, Origo Maths and Targeting Early Numeracy (TEN).
- \* Next year we will begin the whole school implementation of Soundwaves Spelling. Whilst Words Their Way has had significant impact on student spelling results, Soundwaves is an evidence-based whole school approach that should be easier to implement with composite and cross stage classes.
- \* Along with the next stage of implementation for Positive Behaviour for Learning (PBL), the wellbeing program Smiling Minds and the Peer Support program will be implemented to support students through the Bushfire recovery process.



## 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.

### Improvement Measures

Evidence-based change to whole school practices, results in measurable improvements in wellbeing and engagement to support learning.

School self-evaluation will accurately reflect findings of external validation.

Evidence based programs in literacy and numeracy indicate impact through increased percentage of students achieving at expected growth and above expected growth.

### Overall summary of progress

Bilpin Public School has focused on quality curriculum delivery and engaged in ongoing professional learning, particularly in the areas of literacy, numeracy, technology and Visible Learning. Staff have collegially developed and updated scope and sequence documents. In 2019, ongoing assessment analysis and tracking using Progressive Achievement Tests (PAT) for Reading and Maths to monitor student growth, has been implemented. Staff have refined data collection processes to analyse and report specific data on a regular basis. Teachers set clear criteria for student assessment and track student progress. Teachers routinely use evidence of learning, including a range of assessments, to inform their teaching and adapt their practice to meet the learning needs of students. Staff collaborate and promote consistent and comparable judgement of student learning, monitor student progress and identify skill gaps for improvement and areas for extension. The Targeted Early Numeracy (TEN) program has continued to be implemented across all grades, to improve student outcomes in Numeracy, specifically focusing on mental computation strategies. The Origo Maths platform was purchased to have a consistent whole school Maths program aligned to the school's scope and sequence. This program increased the capacity for teachers to provide effective differentiation for students in their composite classes, catering for the varied abilities of their students. Teachers conducted peer lesson observations which enabled teachers to reflect on best practice. One Stage 1 teacher concluded her training in Language, Learning and Literacy (L3) Stage 1. The continuity of implementation of L3 from Early Stage 1 through to Stage 1 has resulted in outstanding student performance in reading and writing. Teachers at Bilpin Public School understand and implement the Australian Professional Standards for Teachers, which is reflected in their Performance and Development Plan goals. Training was undertaken in OneNote to utilise for programming, Learning and Support documentation and assessment.

### Progress towards achieving improvement measures

**Process 1:** Implement the Visible Learning Plus Program to provide a long term, sustainable solution to improve student learning and increase school wide achievement.

Evaluation	Funds Expended (Resources)
The use of Learning Intentions and Success Criteria (LISC) is evident in teacher programs and lesson planning. The language of Visible Learning is modelled in classrooms through the explicit teaching of Learning Intentions and Success Criteria (LISC).	All staff attended Visible Learning – Evidence into Action training sessions through Corwin.  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional Learning Funds (\$3000.00)</li></ul>

**Process 2:** Implement high quality, evidence based programs in literacy and numeracy to drive student improvement through individualised instruction including; L3, Multi-Lit, 7 Steps for Writing Success, Mathematical Building Blocks for Numeracy and TEN.

Evaluation	Funds Expended (Resources)

## Progress towards achieving improvement measures

Students will achieve at or above expected growth in Literacy and Numeracy through the explicit teaching of quality, evidence-based Literacy and Numeracy Programs.

The impact of the Language, Learning and Literacy (L3) program and Words Their way resulted in;

\* 100% of students in Year 1 achieving above expected reading benchmarks by the end of the year.

\* 100% of students in Year 2 achieving at or above expected benchmarks by the end of the year.

\* 83% of students in Year 3 achieving in the top 3 bands for NAPLAN Reading and 76% of students in Year 5 achieving in the top 3 bands.

\* 100% of students in Year 3 achieved results in the top 2 bands for NAPLAN Spelling and 100% of Year 5 students achieving results in the top 3 bands.

\* The Year 3 cohort performed significantly above the State and SSSG (statistically similar school groups) average in NAPLAN Reading and Spelling.

The Year 5 cohort performed above the State and SSSG (statistically similar school groups) average in NAPLAN Reading and Spelling.

The introduction of the Origo Maths program and the continued implementation of the Targeting Early Numeracy (TEN) program across the school has resulted in positive results and growth as follows;

Year 3 and Year 5 students achieved significantly above the State and SSSG (statistically similar school groups) average in NAPLAN Numeracy with 100% of students performing in the top 3 bands.

100% of Year 5 students achieve at or expected growth in NAPLAN Spelling and Grammar and Punctuation compared to State and SSSG (statistically similar school groups).

\* L3 Ongoing Professional Learning (second year) for one Stage 1 teacher. Cost of program funded by Literacy/Numeracy and Professional Learning.

\* Reading resources to support Language, Learning and Literacy (L3) implementation.

\* Teacher resources to support student learning, including subscriptions.

### Funding Sources:

- Literacy Numeracy Funds (\$1021.00)
- Professional Learning Funds (\$479.00)
- Operational Funding (\$25340.00)

**Process 3:** Resourcing is directed towards supporting the implementation of key programs and initiatives to build capacity of staff and meet identified improvement goals for student learning.

### Evaluation

Targeted resourcing for teacher planning, programming, assessment and reporting, as well as physical resourcing, has resulted in the upskilling of teachers to integrate technology into their daily practice.

The school purchased 20 iPads and received an extra 16 laptops through the Technology for Learning (T4L) program to increase student access to devices.

A number of Minecraft and coding workshops were conducted by the STEM T4L Leader and a Minecraft Champion from a neighbouring school, to take full advantage of the Department's Science Technology Engineering and Mathematics (STEM) kits and provide rich learning experiences for students. They worked with class teachers in their classrooms to provide hands-on learning experiences for students and professional learning for teachers. Both students and teachers, found these workshops incredibly engaging and valuable.

This resulted in increased engagement with students using technology based learning. All students have access to reliable technology in classrooms with each class having access to a pod of iPads or laptops. Teachers began utilising Google Classrooms more frequently as a tool for delivering lessons

### Funds Expended (Resources)

\* Professional Learning expenditure includes Visible Learning – Evidence into Action, Literacy and Numeracy courses, planning, programming, reporting and assessment and technology.

Technology:

\* The purchase of 20 iPads and 16 laptops (through the Technology for Learning (T4L) rollout) to update fleet for student and teacher use.

\* The purchase of docking stations for the new devices.

### Funding Sources:

- Operational Funds (\$25340.00)
- Literacy Numeracy Funds (\$1021.00)

## Progress towards achieving improvement measures

to students and Microsoft OneNote for programming. Teachers have integrated technology lessons across the curriculum and will continue to develop students' information technology skills as well as their own in 2020.

- Professional Learning Funds (\$6456.00)
- Operational Funds (\$6541.00)

## Next Steps

- \* The implementation of a whole school approach to teaching Science Technology Engineering Arts and Mathematics (STEAM/STEM) activities and the development of a Technology Scope and Sequence.
- \* Staff will collaborate with two other local small schools to continue creating student and teacher writing rubrics to assess understanding of learning and provide students with explicit exemplars for all three writing areas. The schools will also work to refine an assessment schedule that incorporates feedback and formative strategies.
- \* Staff will continue their Visible Learning training and will undertake the following professional learning; the literacy and numeracy progressions, comprehension strategies, Origo Maths and the Soundwaves Spelling program.
- \* Staff will undertake professional learning for Google Classrooms and Microsoft Teams platforms. K/1/2 teachers will undertake further professional learning for the SeeSaw platform.
- \* Teachers will enhance their technology skills through the Teacher Device Pilot Program, increasing the integration of technology into their daily teaching practice.



### 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.

#### Improvement Measures

Effective professional partnerships are evident through scheduled professional learning, joint projects and initiatives.

Sustained enrolments through the implementation of effective transition programs (Pre-school to Kindergarten and Stage 3 – high school) and other extra-curricular opportunities.

Increased parent and community engagement in school projects, forums and key initiatives that directly support the schools' strategic directions.

#### Overall summary of progress

Bilpin Public School has always been proud of their relationships with the local school community, local businesses and the various learning communities to which we are aligned. Community engagement and community partnerships are areas we consider a significant strength.

In 2019, transitions programs were refined and improved, providing increased opportunities for Kindergarten and Year 6 students to interact with their peers and teachers. Parents were also provided with more insight into their child's education through the provision of workshops and information sessions in literacy, numeracy, transition and cyber safety.

Students were provided with numerous learning and enrichment opportunities through interschool partnerships and programs.

Our P & C have continued to support the school with fundraising projects and the maintenance of the canteen for two days per week.

The school began a number of community projects with specific parent and community groups including a dry creek bed, an Anzac memorial and Aboriginal art works. These projects were unfortunately interrupted at various stages of development due to the bushfires at the end of the year.

#### Progress towards achieving improvement measures

**Process 1:** Encourage involvement of parents and community members in school projects, parent forums and key events utilising parent expertise and linkages within the community. Effectively use Filmpond movies to engage community in school activities.

Evaluation	Funds Expended (Resources)
<p>Parents engaged with the school through fundraising and P &amp; C Membership, whole school events, working bees and as classroom helpers. We even had two grandparents volunteer to work as helpers with students requiring extra support with reading K – 4.</p> <p>Attendance and engagement by parents at the Kindergarten Orientation and Transition days was very high. This included parent sessions run by teachers for helping at home with reading and numeracy. Modelled lessons of Language, Learning and Literacy (L3) and Targeted Early Numeracy (TEN) activities formed part of the presentation.</p> <p>K/1/2 teachers ran reading workshops throughout the year which were well attended.</p>	<p>Kindergarten Orientation</p> <p>Promotional Materials</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>Operational Funds (\$2500.00)</li></ul>

## Progress towards achieving improvement measures

A parent cyber safety session with the Hawkesbury Police Youth Liaison Officer with 12 families attending.

**Process 2:** Promote and sustain partnerships with the Colo Learning Community, Small Schools Network and broader Hawkesbury Network of schools through improved communication mediums, regular planning meetings and the provision of quality professional learning.

Evaluation	Funds Expended (Resources)
<p>Learning community partnerships were strengthened through scheduled professional learning, joint projects and initiatives. Professional learning opportunities were provided for staff with schools in the Colo Learning Community.</p> <p>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>	<p>Nil cost</p>

**Process 3:** Engage in rigorous programs to support the implementation of effective curricular and extra-curricular activities such as; indigenous education, student leadership, student transition, student wellbeing, enrichment days, creative arts projects, environmental programs, STEAM projects and sporting activities.

Evaluation	Funds Expended (Resources)
<p>The principal provided leadership opportunities for Year 10 and 11 students from Colo High School by training them for The Year 5 Leadership Training Day and the Year 6 Transition Day. The programs have been developed by the principal and supported by all schools in the Colo Learning Community to provide Stage 3 students across the learning community, with leadership and transition opportunities. These programs have enabled students to develop relationships with their future Year 7 cohort as well as high school leaders and staff over a two year period. This year the high school selected their year advisors for 2020 prior to the commencement of these programs so that students could have a point of contact before beginning Year 7.</p> <p>The principal and a team of teachers from Colo Learning Community schools developed and ran Think Blast, a Science Technology Engineering Arts and Mathematics (STEAM) enrichment day at Colo High School for Stage 2 students. Students work collaboratively in small teams to compete against feeder primary schools in a variety of STEAM challenges. These students are targeted to work on various STEAM projects determined by schools for the duration of the year. This program is highly anticipated by students and greatly valued by teachers and parents.</p> <p>Bilpin Public School is part of the Hawkesbury Small Schools Network. Students have numerous opportunities to link with students from other small schools by participating in sporting carnivals, gala days, public speaking and debating activities. All students, teachers and parents value these opportunities.</p> <p>Each year approximately 30 students across K – 6 get selected for enrichment days as part of the Hawkesbury Enrichment Program. Stage 2 and 3 students also have opportunities to work on scientific investigations at Longneck Environmental Education Centre.</p> <p>Indigenous students in Stage 3, as well as parents, attended Allowah Day at Yellowmunde Reserve learning about indigenous culture and connectedness with other indigenous students from local primary and high schools.</p>	<p>Staffing expenses</p> <p>Program implementation expenses</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Operational Funds (\$1500.00)</li> </ul>

## Next Steps

In 2020, Bilpin Public School will continue to work with learning communities to provide leadership, transition and enrichment opportunities for students.

The Kindergarten transition program will be expanded to more face-to-face days at school for the students, as well as more opportunities for parents to participate in literacy and numeracy workshops.

Projects begun in 2019 that were interrupted due to bushfires will be finalised. These include an ANZAC memorial at the school, the dry creek bed and meeting area near the administration building, Aboriginal murals designed by community members and students and redevelopment of the Indigenous Garden. All of these projects will be undertaken with parents and community members.

Stage 2 and 3 students will also work in partnership with the Hawkesbury Centre for Excellence on the No Bees No Future Project.





Key Initiatives	Resources (annual)	Impact achieved this year
<p><b>Aboriginal background loading</b></p>	<p>* The employment of two SLSOs (equating to 3 days per week) to provide Literacy and Numeracy support for Aboriginal students (combined funds from Aboriginal background, socio-economic background and Low level adjustment for disability) based on identified need and students' personal goals.</p> <p>* Jollybops whole school performance.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$660.00)</li> <li>• Low level adjustment for disability (\$3.00)</li> <li>• Socio-economic background (\$7 327.00)</li> <li>• Aboriginal background loading (\$52.00)</li> </ul>	<p>Students have Personalised Learning Support Pathways (PLSP) that are developed in consultation with the Learning and Support Team, Principal, classroom teacher, parents and the student to set learning goals based on specific learning needs and the students' personal goal setting. Progress is measured against syllabus outcomes, Literacy Numeracy Progressions, internal assessments and NAPLAN.</p> <p>All students are achieving at or above benchmarks in literacy and numeracy based on formative and summative assessments, L3 and NAPLAN data.</p> <p>Jollybops delivered a whole school performance titled "Flight, Fire and Sound – Science with an Aboriginal Perspective" to build cultural knowledge of Aboriginal people and their relationship to the land. The performance, which was also attended by parents and community members, explained the scientific principles behind some of the great inventions and environmental understandings of Aboriginal and Torres Strait Islander Peoples. Students learnt about the science behind the returning Boomerang and the Didgeridoo (Yidaki). They also learnt about the science of Fire and how Indigenous communities manage and use fire with their 'Caring for Country' Fire management practices throughout Australia.</p> <p>Two Year 6 students attended Allowah Day (from the Darug language meaning "sit down here with me") with parents at Yellowmunde Regional park, where indigenous students from local primary and high schools gather for an important day of cultural celebration and connection with country.</p> <p>The day begins with a welcome to country and a smoking ceremony – a traditional cleansing activity. Groups of students rotate through workshops including bush care, Aboriginal dance, sport, culture and art, including drumming.</p> <p>Two projects, an Aboriginal art work for the administration building and a dry creek bed with meeting area, were planned to support and include Aboriginal students and community members were postponed to 2020 due to the bushfires. They will be completed by the end of 2020.</p>
<p><b>Low level adjustment for disability</b></p>	<p>Due to the limited funds in individual equity loadings, all our equity loadings and support positions are combined and expended as follows;</p> <p>* The Learning and Support</p>	<p>Students with disabilities and students with learning difficulties received support in classrooms and small groups to assist with the implementation of Making Up Lost Time In Literacy (MultiLit) and support the adjustments in students' Individual Learning Plans (ILPs).</p>

<p><b>Low level adjustment for disability</b></p>	<p>Teacher (LaST) allocation, the Literacy and Numeracy Intervention Teacher as well as the socio economic background funding, low-level adjustment for disability and integration funding components were used to fund one teacher for 0.2 (two half days per week) and two Student Learning and Support Officers (SLSOs).</p> <p>* Students receiving Integration Funding support received in class support with a Learning and Support Officers (SLSOs) catering for their specific needs three days per week.</p> <p>* Toe by Toe program purchased to support student with dyslexia and students requiring target reading support.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$14 373.00)</li> <li>• Socio-economic background (\$7 327.00)</li> <li>• Integration Funds (\$21 230.00)</li> <li>• Operational Funds (\$560.00)</li> <li>• Learning and Support Teacher (\$10 672.00)</li> <li>• Literacy and Numeracy Intervention Teacher (\$10 672.00)</li> </ul>	<p>The Learning and Support (LaST) and Literacy and Numeracy Intervention teacher worked in a team teaching capacity in the K/1/2 classroom to assist with the implementation of literacy and numeracy programs with targeted students.</p> <p>Two Student Learning and Support Officers (SLSOs) worked with two students who receive integration funding, as well as students identified as needing in class support as identified by the Learning and Support Teacher and classroom teachers.</p> <p>One Learning and Support Officer (SLSOs) implemented the (Making Up Lost Time In Literacy) MultiLit and Toe by Toe programs with targeted students.</p>
<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>The schools' staffing allocation for 2019 was 0.098 which equates to \$10 458.</p>	<p>The Quality Teaching for Successful Students (QTSS) allocation equated to less than half a day per week. This time was utilised by the teaching principal and teachers to conduct collegial observations and meetings to discuss teacher Performance and Development Plan (PDP) goals and best practice. This time was also utilised to monitor the impact of Visible Learning – Learning Intentions and Success Criteria and how this common language was used by teachers and students in every day learning.</p>
<p><b>Socio-economic background</b></p>	<p>Due to the limited funds in individual equity loadings, all our equity loadings and support positions are combined and expended as follows;</p> <p>* The Learning and Support Teacher (LaST) allocation, the Literacy and Numeracy Intervention Teacher as well as the socio economic</p>	<p>Students with disabilities and students with learning difficulties received support in classrooms and small groups to assist with the implementation of Making Up Lost Time In Literacy (MultiLit) and support the adjustments in students' Individual Learning Plans (ILPs).</p> <p>The Learning and Support (LaST) and Literacy and Numeracy Intervention teacher worked in a team teaching capacity in the K/1/2 classroom to assist with the</p>

**Socio-economic background**

background funding, low-level adjustment for disability and integration funding components were used to fund one teacher for 0.2 (two half days per week) and two Student Learning and Support Officers (SLSOs).

\* Toe by Toe program purchased to support student with dyslexia and students requiring target reading support.

**Funding Sources:**

- Socio-economic background (\$7 327.00)
- Low level adjustment for disability (\$3 701.00)
- Learning and Support Teacher (\$10 672.00)
- Literacy and Numeracy Intervention Teacher (\$10 672.00)

implementation of literacy and numeracy programs with targeted students.

Two Student Learning and Support Officers (SLSOs) worked with students receiving integration funding, as well as students identified as needing in class support as identified by the Learning and Support Teacher and classroom teachers.

One Learning and Support Officer (SLSOs) implemented the Making Up Lost Time In Literacy (MultiLit) and Toe by Toe programs with targeted students.



## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	35	31	27	30
Girls	32	33	31	31

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.7	94.2	93.3	94.1
1	91.7	93.4	94	89.7
2	93.2	93.7	92.5	95.7
3	94.4	93	93.9	93.7
4	92.4	94.7	90.4	92.5
5	93.7	93.5	91	92.1
6	92	93.3	92.3	87.6
All Years	92.9	93.7	92.5	91.7
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.39
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

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	54,933
<b>Revenue</b>	757,845
Appropriation	725,110
Sale of Goods and Services	4,193
Grants and contributions	27,903
Investment income	639
<b>Expenses</b>	-703,805
Employee related	-622,609
Operating expenses	-81,196
<b>Surplus / deficit for the year</b>	54,039

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.



## Financial summary - Equity loadings

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

	2019 Approved SBA (\$)
<b>Targeted Total</b>	14,717
<b>Equity Total</b>	24,236
Equity - Aboriginal	712
Equity - Socio-economic	7,327
Equity - Language	0
Equity - Disability	16,197
<b>Base Total</b>	641,952
Base - Per Capita	13,609
Base - Location	2,846
Base - Other	625,497
<b>Other Total</b>	48,680
<b>Grand Total</b>	729,585

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.



## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.





## Parent/caregiver, student, teacher satisfaction

At Bilpin Public School, staff work extremely hard to develop positive relationships with parents and caregivers. Open lines of communication are encouraged to ensure that a child's learning journey is a positive and shared experience.

Parents are invited to provide feedback on various topics throughout the year. The following data has been collected in various forms over the past 12 months.

Parents believe that our school is an inclusive, friendly, 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 believe that the school provides a wide variety of learning opportunities for students with extra curricular opportunities such as; Dance2bfit, Gymnastics, Choir, Public Speaking competitions, camp, carnivals, sporting events, the Hawkesbury Dance Festival, the Hawkesbury Enrichment Program, transition programs, leadership programs, Think Blast and the Instrumental Music Program being highly valued.

Parents value the schools' involvement in fundraisers and community events including the Bilpin Bush Run and the Flower Show. They believe this involvement demonstrates the schools' interconnectedness with the broader community and is a contributing factor to the schools' positive reputation within the Bilpin community and its surrounds.

During the bushfires towards the end of the year, parents were extremely grateful and thankful for the consistent and regular communication from the school regarding school operations and procedures. Parents also expressed their gratitude for the schools' wellbeing support and assistance during and after the bushfires.

A key focus for the school in 2019 was Visible Learning. Students were asked to share their understanding of what it means to be a successful learner at Bilpin Public School. Their responses are outlined below.

88% of students have a strong understanding of what a good learner looks like in our school.

85% of students believe it is ok to make mistakes at school.

98% of students believe that teachers help them understand what they are learning and teach them strategies to help them learn.

93% of students state that they receive regular feedback about their learning. Students provided examples of feedback ranging from positive praise about their performance to constructive feedback on what they have done well and what they need to work on to improve.

68% of students believe their peers help them with their learning.

54% of students state they receive feedback from their peers.

90% of students know where they are going with their learning and have learning goals to help them be successful.

95% of students know what to do when they stuck or challenged with a task and use a variety of strategies to ask for help including; asking the teacher or a peer for help, reflecting on prior learning and using problem solving skills.

Students were asked to identify how they learn best. From a list of options, the top 5 responses were;

Working with the teacher, trying to work out a task themselves, learning through practice, watching videos and taking notes.

85% of students feel confident asking questions in class.

95% of students know when they have been successful in their learning. When asked to explain how they know this, responses included; being rewarded (ticks, stamps, stickers and Class Dojo points, principal's awards), teacher feedback (verbal and written), their work being used as an exemplar for the class.

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 find opportunities to observe the teaching practice of colleagues and peers extremely valuable. Teachers place great value in opportunities to share best practice and enjoy

mentoring and assisting colleagues in their areas of expertise.

Teachers find professional learning that develops their understanding of current pedagogy and supports them in achieving personal goals for their Performance and Development Plan, are most beneficial. Teachers have found that networking with colleagues from other small schools and in larger groups at combined Staff Development Days and professional learning sessions has, enabled them to experiment with different teaching strategies.

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.



# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

