

2020 Annual Report

Bilpin Public School



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Introduction

The Annual Report for 2020 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

We began 2020 facing the prospect of significant recovery after the bushfires. Not just the physical surrounds, but the emotional tolls that go hand in hand with traumatic events. We were unable to celebrate student learning at the end of 2019 in the usual Bilpin way so had hoped to do so in 2020. Year 6 were taken out for their year 6 Fun Day during the January holidays once Bilpin was accessible again and a special graduation ceremony was arranged for their second day of Year 7. We had intended to hold Presentation Day at the end of Term 1 2020, however it was not to be as the COVID-19 pandemic had other plans.

Remote learning was suddenly thrust upon us and a new world of digital learning began. For this to follow on so closely to the trauma of bushfires, was challenging for the whole community. Parents turned themselves inside out to assist their children with learning, navigating a completely unfamiliar world all whilst having uncertainty about employment. They were incredibly understanding and overwhelmingly considerate of the challenges we faced in flipping learning on its head. Parents were grateful for the many phone calls during the day and night, messages, technical support, over the phone counselling and the efforts teachers went to, to ensure learning was accessible and catered for individual family situations. This saw the invention of the 'Boomerang Box' and 'Click and Collect'. Family tubs were packed with hard copy work, stationery and goodies to see the students through to the end of Term 1. Parents arrived at staggered times to 'Click and Collect' their tubs whilst social distancing. At the end of the term the Easter bunny delivered a giant basket of eggs to school and the teachers did a road trip to deliver Easter eggs, judge Easter hats, give out prizes and collect 'Boomerang Boxes'. Boxes were repacked in the holidays and home delivered in readiness for Term 2. During this time teachers worked frantically to undertake as much on demand learning as they could access and modified their programs to deliver digital planners on Google Classroom and Microsoft Teams. Our K/1/2 teachers became YouTube champions and filmed lessons for students and parents. See Saw became everyone's best friend and parents got creative and shared extra lessons and activities that they were doing with their children. 3 - 6 teachers became Google Classroom and Teams experts. Zoom became a catch phrase and both students and teachers waited in anticipation for scheduled meetings to see each other on screen to regain some of the connectedness we all craved.

When students returned to face-to-face learning in a staggered capacity we had high hopes of returning to normal routines. However, the benchmarks changed again we had to once again ask parents to go above and beyond by asking them to stay outside school gates, take their children for a COVID test, spend more time away from school and refrain from socialising with other adults. We went from 'Boomerang Boxes' and 'Click and Collect', to home deliveries, closely followed by drive through pick up.

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. In 2020, more was asked of teachers and administration staff than ever before. Never once did they waver from their commitment to their students and the community, even when exhaustion tried to win. I am so incredibly proud of each and everyone of my staff. I nominated the teachers for the Regional North Excellence in Teaching Award for their efforts during the fires and COVID. I couldn't think of a more deserving group to be acknowledged for their incredible efforts. The Award was presented at a special virtual ceremony in front of their peers. The staff at Bilpin are very humble, but were very touched by this special recognition and acknowledgement.

This year we welcomed Mrs Gaffey and Ms Leer to our teaching team. Both ladies have brought great passion and energy to their respective roles at the school. Mrs Gaffey with Learning Support, Library and RFF and Ms Leer on 3/4. Whilst we welcomed two new staff, we said goodbye to two of our administration staff, Mrs Chapman and Mrs Cruickshank. Our beloved Mrs Chapman decided to take extended leave to see if she would enjoy living life at a slower pace before entering retirement. Just in case she decided to leave quietly, we organised a surprise 'Long Service Leave' party. Due to COVID, we weren't able to acknowledge Mrs Chapman in the way she deserved. We hope that if she decides to officially retire that we can celebrate her extraordinary commitment and service to the school in style. Mrs Cruickshank was with us for 3 years, but achieved so much in that time. She decided to move with her family to experience the country life. We will miss both ladies dearly!

Each year our students are provided with many unique and varying learning experiences as well as extra curricular offerings and opportunities to engage with students from across the Hawkesbury. Unfortunately due to COVID many of these activities were postponed or cancelled. Towards the end of 2020, as restrictions were gradually eased, we were able to have Kindergarten Orientation and Transition and hold our School Cross Country and Athletics Carnivals. We had Dance2bFit, followed by a disco and crazy hair day as well as Be Skilled Be Fit Gymnastics, with both groups providing a range of physical activity lessons on YouTube for schools to use during Learning from Home. 3/4 and 5/6 attended day camp at Yarramundi with Kurrajong East and Kurrajong North students. Everyone had a great deal of fun dressing up as magical creatures for a belated Book Week. All activities for 2020 were funded by the school and donations from generous individuals and organisations throughout the year.

Kurrajong Baptist and Kurrajong Heights Rotary Club organised a wonderful surprise for the students, Christmas in July. As many students were separated from their families during the fires and had no real Christmas, they wanted to 'give Christmas back'. We would like to extend a very big thank you to Steve Kearns, the Minister at Kurrajong Baptist Church who supported the school and broader community for every step of the recovery process throughout the year.

On the last day of the year we had our Presentation Day. To make up for missing out on 2019, we organised a carnival style fun day which was greatly enjoyed by students and teachers alike. The Giant Slide and the Storm were a big hit. Staff joined in the fun but weren't as daring as the students. Generous donations from the Norwegian Maritime Union and Kurrajong Baptist Church enabled the school to finish the year with a big bang!

At the end of the day we said farewell to our Year 6 students. With great sadness we said goodbye to many families who had a very long history with the school. We would like to say a fond farewell to the Coe, Dawson, Garnett, Westland, Williams and Pirie families. We would also like to express our sincerest thanks to the Coes, Williams and Pories for the many years of support and assistance with fundraising and P & C. Michelle and Angie both coordinated canteen and Angie held the positions of President and Vice President of the P & C during the last 3 years, organising many fundraising events over the years and working tirelessly to support our little school.

We had great hopes that 2020 would be a year of healing and recovery. Even though it was a year that posed even more challenges and hardship for our students, staff and families, we will remember it for the extraordinary strength, resilience and collective community spirit demonstrated by our Bilpin family. We are incredibly blessed to have the opportunity 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



Book Fair K/1/2

School vision

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. 57 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.



Where's Wally and The Cat in the Hat at the Book Fair

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

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 are explicitly taught alongside 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 in Years 3 and 5 performed above Statistically Similar School Groups (SSSG) and the State in Literacy and Numeracy Check-in assessments.

Students adapted very quickly to Learning from Home. Younger students were well supported by their parents, whilst older students developed autonomy, independently navigating digital platforms to complete set tasks.

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. During Learning from Home, teachers were able to provide explicit feedback to students via digital platforms and via video conference. Students in Years 3 - 6 were able to message teachers via Google Classroom and Microsoft Teams to receive individual feedback and seek clarification to further improve and refine their understanding of their work. As a result of the digital programs that were utilised during this time, students demonstrated increased engagement in their learning and actively sought feedback from teachers and peers.	<p>* Visible Learning - Evidence into Action Professional Learning - 1 x session for all staff. 1 x executive session.</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>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$10720.00)• Professional learning (\$895.00)

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.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>The school continued to explicitly teach learning dispositions as part of regular classroom practice.</p> <p>Two teachers were trained in the Smiling Mind program for schools to assist students with relaxation techniques to minimise anxiety and to build resilience after significant trauma. The program was initially delivered by the Library teacher and supported by classroom teachers. After the bushfires in 2019, ensuring students felt safe and secure in their learning environment to engage with learning, was a priority. Students were explicitly taught strategies to recognise a fixed mindset and adapt their thinking to facilitate positive growth mindset.</p> <p>Students were incredibly receptive to the Smiling Mind program with the majority of students actively engaging in weekly lessons and successfully using the relaxation strategies in other contexts. Due to the positive reception from students, a number families adopted the Smiling Mind app to use at home to decrease anxiety during Learning from Home and other triggering events.</p>	<p>The Smiling Mind training and resources was funded by the Bushfire Strategy.</p> <p>Visible Learning Professional Learning (ongoing)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Professional learning (\$895.00)

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>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. Student wellbeing is monitored and tracked using Sentral. The inclusion of the Learning Dispositions and Smiling Mind in our PDHPE Scope and Sequence 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>Extra counselling and inter-agency consultation was provided by the Bushfire Strategy to support students and their families throughout the recovery process post fires, as well as through Learning from Home.</p>	<p>Student Awards</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Operational Funds (\$1000.00)

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>Sound Waves Diagnostic data indicates that after 6 months of implementation across Years 3 - 6, significant growth is already evident. L3 data indicates that 80% of Year 1 students have achieved above end of year benchmarks and 100% of Year 2 students have a achieved above end of year benchmarks.</p> <p>This year was the first year for targeted intervention in MiniLit. Students in Years 1 who were performing in the middle of their cohort, as well as students in Years 3 and 5 for whom other interventions had not been previously successful, have seen significant growth in letter/sound knowledge and decoding skills for CVC words as well as extended word attack knowledge.</p> <p>This year the school has endeavoured to streamline assessment practices through whole school administration of agreed assessments, revising the whole school assessment schedule. Whilst assessments are evident in</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), Sound Waves, Making up lost time In Literacy (MultiLit), Meeting initial needs in Literacy (MiniLit) Origo Maths, Maths Online, PAT (ACER OARS) for Reading and Maths and Essential Assessment (Maths).</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Literacy and numeracy (\$1332.00)

Progress towards achieving improvement measures

programming, including both summative and formative assessments, staff have indicated a desire for further professional learning in data analysis to best inform their classroom practice and ensure that student differentiation is reviewed regularly to ensure adequate and accurate provisions for all students. The PAT Assessments (ACER OARS) for Reading and Maths and Essential Assessment (Maths) were administered K - 6, enabling teachers to identify and target individual gaps at specific points in time and use the data to inform planning and adjustments.

- Integration funding support (\$12390.00)
- Low level adjustment for disability (\$16568.00)
- Socio-economic background (\$9445.00)
- Operational Funds (\$5000.00)

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 evidence-based literacy and numeracy programs.
- * Next year we will begin the whole school implementation of the synthetic phonics program, Sound Waves.
- * All teachers will undertake professional learning in the Learning Progressions and track student progress in 'Understanding Texts' and Additive Strategies.
- * Teachers of Kindergarten and Stage 1 students will undertake professional learning in the new K -2 English and Maths syllabus. Resources for implementation, including decodable texts, will be purchased.
- * Along with the next stage of implementation for Positive Behaviour for Learning (PBL), the wellbeing program Smiling Mind and the Peer Support program will be continued, to support students through the ongoing bushfire and COVID recovery process.



Buddy Easter Egg Hunt

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 utilised by all teachers and is 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. Less face-to-face observations were conducted due to COVID restrictions. One Stage 1 teacher completed her first year of 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.

With COVID rapidly occurring after the bushfires, teachers had an incredibly challenging year. Whilst supporting students and families through traumatic events, teachers had to drastically adapt to a new way of presenting learning, working incredibly long hours then teaching their own children at home. For their incredible resilience, perseverance and incredible commitment to our students, the teachers were awarded with the Regional North Excellence in Teaching Award to acknowledge their outstanding work.

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)
<p>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).</p> <p>Whilst Learning from Home and restrictions when students returned face-to-face were challenging, teachers were able to refine their practice of</p>	<p>All staff attended Visible Learning - Evidence into Action training sessions through Corwin.</p> <p>1 x Leadership session</p> <p>Funding Sources:</p>

Progress towards achieving improvement measures

articulating LISC and explicit feedback. To assist students in becoming more independent and minimise anxiety during remote learning, establishing clear goals was critical.

• Professional learning (\$1270.00)

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)
<p>One Stage 1 teacher was trained in their first year of L3 training. L3 data indicates that 80% of Year 1 students have achieved above end of year benchmarks and 100% of Year 2 students have a achieved above end of year benchmarks.</p> <p>This year was the first year for targeted intervention in MiniLit. Students in Year 1 who were performing in the middle of their cohort, as well as students in Years 3 and 5 for whom other interventions had not been previously successful, have seen significant growth in letter/sound knowledge and decoding skills for CVC words as well as extended word attack knowledge. MiniLit was implemented by the LaST.</p> <p>In Term 2, the school began implementing the synthetic phonics program Sound Waves. Diagnostic data indicated significant growth was evident after 6 months of implementation across Years 3 - 6.</p> <p>During COVID, schools were provided with free access to a number of literacy and numeracy resources for supporting students on digital platforms. The school trialled English Stars, iMaths, ClickView (to integrate other Key Learning Areas), as well as tools in the Digital Selector and the Learning from Home Hub. The staff evaluated programs to determine impact and will continue using English Stars, ClickView and Department resources in 2021.</p> <p>Staff completed the 'What Works Best 2020 update Professional Learning and after conducting a rigorous Situational Analysis, determined specific focuses for 2021.</p>	<p>* L3 Professional Learning for one Stage 1 teacher. Cost of program funded by Literacy/Numeracy and Professional Learning.</p> <p>* Reading resources to support Language, Learning and Literacy (L3) implementation.</p> <p>* Purchase of MiniLit kit.</p> <p>* Teacher resources to support student learning, including subscriptions.</p> <p>* What Works Best update</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Literacy and numeracy (\$1332.00) • Professional learning (\$3500.00) • Operational Funding (\$2500.00)

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	Funds Expended (Resources)
<p>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 received 6 devices as part of the Teacher Device pilot which were instrumental in supporting the teachers with rapid skill development, enabling teachers to adapt more quickly to the digital revolution that resulted from learning online during COVID.</p> <p>Teachers undertook a significant amount of 'on demand learning' to ensure their knowledge and understanding of curriculum content was transferable to digital platforms. Teachers used Google Classrooms, Microsoft Teams, Class Dojo, See Saw and YouTube to deliver tasks and conduct virtual lessons.</p> <p>The school secured the Department's Science Technology Engineering and Mathematics (STEM) kits and explored film making with Stage 3 providing rich learning experiences for students to integrate literacy, drama and technology. This resulted in increased engagement with students using technology based learning.</p> <p>The school was provided with extra counselling, a COVID teacher and extra learning support funding by the Department to support the staff and students</p>	<p>* Professional Learning expenditure includes Visible Learning - Evidence into Action, Literacy and Numeracy courses, What Works Best 2020 update, planning, programming, reporting and assessment and technology.</p>

Progress towards achieving improvement measures

during first semester 2020. This was invaluable.

Next Steps

- * The school will refine our assessment schedule to ensure there is a balance of summative and formative assessment.
- * Teachers will finalise their Visible Learning training.
- * Teachers will undertake the following professional learning; the Literacy Numeracy Progressions, What Works Best 2020 Update, new curriculum, Origo Maths, Sound Waves, Smiling Mind, the Wellbeing Framework and Connecting to Country.
- * Staff will continue to undertake learning on demand inline with Department and school Strategic Directions and targets.
- * Teachers will track all students using the Learning Progressions, focusing on 'Understanding Texts' and 'Additive Strategies'.



The teachers with their Regional North Excellence in Teaching Award

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 2020, some transitions programs had to be cancelled due to COVID and others were refined to occur via video conference. Year 6 experienced a tour of their local high school, as well as writing and Science lessons, virtually. We were able to hold a modified Kindergarten Transition in Term 4.

Most inter-school activities, including Enrichment programs, sports carnivals, Public Speaking events, leadership experiences and Gala Days had to be cancelled. The school made every effort to provide unique learning experiences for students including a socially distant, inter-school day camp for students in Years 3 - 6, incursions for Aboriginal Education, discos, crazy hair days and Peer Support, to name a few.

The community projects begun in 2019 before the bushfires, were placed on hold again due to COVID restrictions. As we have always been a school that is proud of our community connections, we found the initial disconnect of COVID, challenging. To ensure this connection was maintained and to ensure our families were supported with home learning and post disaster trauma, regular welfare checks were conducted via phone, video conferences and messaging on our platforms. We also did home deliveries of work, school supplies, an Easter bunny gift as well as a survival pack for mums for Mother's Day. These little extras were highly valued and appreciated by the parents.

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)
No fundraising was able to take place during COVID. We were able to hold Kindergarten Orientation, however all other information evenings were held virtually. K/1/2 teachers developed a suite of literacy and numeracy activities to assist parents with supporting their children with reading, phonics and early numeracy strategies.	Nil

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
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Progress towards achieving improvement measures

Evaluation	(Resources)
All meetings and joint professional learning opportunities from mid Term 1 were either cancelled or conducted virtually.	Nil

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)
Most programs for students were abandoned for the year due to restrictions as some were not logistically possible to run virtually. Year 6 Transition was modified and able to run virtually. All other interschool activities such as Leadership, Enrichment, STEAM, Transition and sport were postponed or cancelled.	Nil

Next Steps

Unfortunately the majority of our community and inter-school projects and activities were postponed, cancelled or conducted virtually. Our community projects, specifically the dry creek bed, ANZAC memorial and Aboriginal mural, as well as the additions to our Aboriginal garden will be completed in 2021.

Hopefully all inter-school activities, joint professional learning and learning community collaborations will resume in 2021.

With the roll out of new curriculum, we hope to provide opportunities to engage with parents to run literacy/numeracy workshops, cyber-safety information sessions and resume engagement in school and community projects.

Throughout 2020 we were supported by many community groups and organisations, including the Department's Bushfire Strategy Team, BTS Spark, Senior Psychologists, Networks Specialists, Smiling Mind, Be You, Rotary and Members of Parliament. Generous donations were given to the school for students including the Norwegian Maritime Association, the Musculoskeletal faculty at Sydney University, Big W and Sydney Trains. Kurrajong Baptist Church provided significant financial and emotional support, not only to our students and staff, but for families and local community members significantly impacted by the fires. We were very grateful to all of the people who reached out to establish new connections and know we have developed enduring partnerships for the future.



Santa and his Elf Presentation Day 2020

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>* The employment of one SLSO (equating to 3 days per week in Semester 1 and 5 days per week in Semester 2) to provide Literacy and Numeracy support for Aboriginal students (combined funds from Aboriginal background, socioeconomic background and Low level adjustment for disability) based on identified need and students' personal goals.</p> <p>* Longneck EEC Aboriginal Perspectives Incursion.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$4 735.00) 	<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 students 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 participated in an Aboriginal Perspectives incursion run by Longneck EEC. Students participated in aboriginal games, created sand artworks and listened to Dreamtime stories.</p> <p>Aboriginal cultural projects from 2019 that were delayed due to the bushfires were once again delayed due to COVID restrictions.</p>
<p>Low level adjustment for disability</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 one Student Learning and Support Officer (SLSO). *Students receiving Integration Funding support received in class support with a Learning and Support Officer (SLSO) catering for their specific needs.</p> <p>*MiniLit Program purchased.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$16 568.00) 	<p>The Learning and Support (LaST) and Literacy and Numeracy Intervention teacher provided in class support and implemented MiniLit with targeted students in small groups through withdrawal.</p> <p>Our Student Learning and Support Officer (SLSO) provided in class support for students with learning difficulties and students with disabilities (including integration), as identified by the Learning and Support Teacher, classroom teachers and the principal. The SLSO provided targeted support to assist students in meeting their individual goals as outlined in their learning plans.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>The schools' staffing allocation for 2020 was 0.098 which equates to \$10 720.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$10 720.00) 	<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. Some of this time was also dedicated to the provision of beginning teacher support as the school did not receive specific 'Beginning Teacher' funding.</p> <p>During 'Learning from Home' and on the students' return, this time was utilised by teachers to undertake 'Learning on Demand'</p>

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>The schools' staffing allocation for 2020 was 0.098 which equates to \$10 720.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$10 720.00) 	<p>to improve practice in digital platforms, curriculum integration and for programming. In second Semester, 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>Socio-economic background</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 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 a student Learning and Support Officer (SLSO).</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$9 445.00) 	<p>Our Student Learning and Support Officer (SLSO) provided in class support for students with learning difficulties and students with disabilities (including integration), as identified by the Learning and Support Teacher and classroom teachers. The SLSO provided targeted support to assist students in meeting their individual goals as outlined in their learning plans.</p>



Presentation Day Fun!

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	31	27	30	28
Girls	33	31	31	30

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.2	93.3	94.1	95.9
1	93.4	94	89.7	94.2
2	93.7	92.5	95.7	94.7
3	93	93.9	93.7	93.7
4	94.7	90.4	92.5	93.5
5	93.5	91	92.1	91.9
6	93.3	92.3	87.6	93.1
All Years	93.7	92.5	91.7	93.6
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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.



Christmas in July

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.39
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.



Mrs Chapman's 30th Anniversary and Farewell

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	108,973
Revenue	804,085
Appropriation	784,484
Sale of Goods and Services	4,069
Grants and contributions	15,318
Investment income	214
Expenses	-834,522
Employee related	-716,800
Operating expenses	-117,722
Surplus / deficit for the year	-30,438
Closing Balance	78,535

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.



Home deliveries from the Easter Bunny and a remote Easter Hat Parade!

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	0
Equity Total	30,749
Equity - Aboriginal	4,735
Equity - Socio-economic	9,445
Equity - Language	0
Equity - Disability	16,568
Base Total	667,977
Base - Per Capita	14,671
Base - Location	3,128
Base - Other	650,177
Other Total	50,767
Grand Total	749,492

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.



Juvenile Boys Cross Country winners

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



Crazy Hair Disco

Parent/caregiver, student, teacher satisfaction

During 2020, a number of surveys were undertaken for students, staff and parents including; Tell Them From Me, Learning from Home, school communications and Visible Learning.

Parent/caregiver

The 'Partners in Learning' Parent Survey is used as an annual gauge of parent expectations at home and school. Of parents who completed the survey, the majority of parents believed their children felt safe at school, feel welcome when they visit the school and engage with staff and that our school is inclusive. Parents felt well supported during Learning from Home, and agree that teachers have high expectations for their students and consider students needs, abilities and interests. The school was ranked above the state norm in all measure of the survey. Parents have expressed they would like information sessions about technology and assisting their child with study.

Whilst parents found Learning From Home challenging, particularly those who work, parents felt well supported and expressed their appreciation for the schools' efforts at providing the right balance of work, accessibility to teachers and the personal touch of home delivery.

Students

Students in Years 4 - 6 completed the Tell Them Form Me short survey once during 2020. The majority of students surveyed have a positive sense of belonging. Most students were not concerned by bullying behaviours. 100% of girls and 85% of boys stated they do not get in trouble at school. An anomaly in the data was engagement. One cohort rated their engagement as significantly lower than the other cohorts. This will be an area for development in 2021. Students were asked to identify what help they value at school. The three highest ranked areas were, teacher assistance, working with peers and more time to complete tasks.

Students in 3 - 6 identified that by the end of Learning from Home they were able to confidently use a range of platforms but also like a combination of digital and paper tasks. Students in K/1/2 enjoyed interacting with their teachers on Zoom and liked to share their work to receive feedback, on See Saw.

Teachers

Teachers completed a 'Focus on Learning' survey which is a self evaluation tool based on research paradigms. The survey is based on eight drivers of student learning. Teachers scored above NSW Government norms in all 8 of the drivers. Leadership, Collaboration, Data Informs Practice, Learning Culture and Inclusivity were ranked highest out of the norms. Learning Culture and collaboration all scored highly.



Cross Country

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.

