

# 2022 Annual Report

## Bilpin Public School



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# Introduction

The Annual Report for 2022 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 Strategic Improvement 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.

## School contact details

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## Message from the principal

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The beginning of 2022 was quite the rollercoaster ride with COVID restrictions still in place, floods impacting our local area and many activities having to be put on hold or rescheduled.

One significant event couldn't be halted by COVID and that was the retirement of the one and only Mr Hynds who loyally and tirelessly served the students and community of Bilpin for the past 37 years. Teaching is a profession that is a calling and is one in which it is vital to have passion and love for the work you do. Mr Hynds had both in abundance and there are many students both young and old in the community who can attest to that. Having taught generations of Bilpinites over the course of his auspicious career, you can only imagine there were so many who wanted to come from near and far to bid him farewell.

Mr Hynds was fond of dressing up, loved a good joke and enjoyed playing sport in the playground with all the students at recess and lunch. Over his 37 years at Bilpin, Mr Hynds was heavily involved in small schools sport. Due to his knowledge and extensive involvement in small schools, he has been the brains trust for many organising schools over a long period of time. Mr Hynds' dedication to small schools and PSSA sport is well known and well respected within and beyond the Hawkesbury.

During his time at Bilpin, Mr Hynds has undertaken the roles of classroom teacher, Assistant Principal, Relieving Principal, Computer Coordinator, Sports Coordinator, Small Schools' Cross Country Convenor, handyman, plumber, electrician, gardener, landscaper, events planner, BBQ master, chicken wrangler and so many other roles in between.

Mr Hynds was truly one of a kind, a teacher who always put students first. He made strong and lasting connections with staff and community, developing and sustaining a high level of trust in all who had the great pleasure to know him.

Mr Hynds will leave a large hole in our hearts but we have so many special memories that we will treasure forever. Thank you Mr Hynds!

Public schools are incredibly special because of the commitment of staff, the parents and broader community to work in partnership to provide unique and special learning opportunities for the students in their schools. Public Education focuses on developing the individual child and empowering students to be successful learners for the present and future.

We are very lucky at Bilpin to have a dedicated staff who are committed to the educational and social emotional needs of all of our students. I would like to acknowledge the hard work of our staff, for the preparation they put into their learning programs and for giving of their time to ensure that extra-curricular activities are able to take place. In larger schools it is much easier to share the work load and delegate the organisation of activities. At Bilpin we are lucky to have an amazing staff who are always willing to do whatever it takes to ensure students receive every opportunity we can provide them. This has never been more evident than in the past 3 years of fires, floods and the pandemic where schools have been asked to flip learning, changes routines, follow new guidelines and mandates and implement new protocols at a moment's notice.

This year Ms When was launched into the world of the new K - 2 syllabus after the school was identified as an Accelerated Adopter school. In Term 2, activities returned to normal and were back in full force. As much as learning from home was challenging, the quietness and learning space created when extra-curricular activities were unable to take place was new. In Term 2, 3 and 4 much time was spent trying to catch up on making up for 'lost time and opportunities'.

For a little school our students have many opportunities to participate in extra-curricular activities. Without the hard work and dedication of our amazing teachers, these opportunities would not be possible.

Some of the main highlights for 2022 were;

- Easter Hat Parade
- Book Fair
- Gang Gang Garden
- The Premier's Reading Challenge
- The Premier's Sporting Challenge
- Hawkesbury Show whole school Excursion
- Athletics Carnival at Kurrajong with KNPS
- 3/4s first camp to YMCA at Yarramundi with KEPS and KNPS
- The 5/6 camp to Pt Wolstoncroft with Kurrajong North
- Stage 1 Futsal Competition
- Responsible Pet Program
- Year 6 Transition and Year 5 Leadership Day
- Year 6 Taster Day at Colo High
- Longneck Lagoon Enrichment Days
- K/1/2 Sydney Zoo Excursion

- Dance Group's performance and the Creative Arts Festival
- Dance2bfit
- CPR
- Carnivals
- Swim School
- Instrumental Music Program
- Ananse African Performance
- Jollybops Science Show
- Year 6 Fun Day at Laser Tag and Rock Climbing
- Forest Ambassadors Art Project with the Big C

This is a small snapshot of some of the programs that we have been undertaking this year. 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. We are lucky to have such an active and committed P & C, and a team of volunteers who work in the canteen, assist at school and sporting events as well as assist with school improvement programs.

This year we have had a large membership for P & C. The P & C led by our executive Ann Powell (President), Hayley Broadhead (Vice President) and Bec Giles (Treasurer and Canteen), Nikki Wheen (Secretary), Shaynee MacRae and Edie Bullock (Canteen Coordinators) and Tessa McLaughlin (Uniform Coordinator). We have also been very grateful to have Daniel Powell, Greg Giles and a soon to be Bilpin family, Lauren and Trent Murphy, helping out at fundraising events and with working bees, including BBQs and sandpit building.

The P & C are currently actively fundraising to purchase new playground equipment for the school. Unfortunately, only new schools are provided with playground equipment and old equipment is not replaced so there is a big challenge ahead!

The Federal Election BBQ, raffles at Mr Hynds Farewell and Santa Photos are the main fundraising events that took place in 2022. The canteen and uniforms are the P & C's other major fundraising sources. In total, the P & C, with your contributions have raised over \$15 000.

Congratulations and thank you to the P & C and all who have contributed to our fundraising efforts in support of our school.

We would like to thank all of our canteen mums and dads who have given of their time to work in the canteen to prepare food and serve students, keeping the canteen open two days per week most weeks with is an extraordinary effort.

I would like to acknowledge the fabulous staff for the wonderful work they do each and every day. I have never worked with a more committed group of people. The time they spend preparing interesting lessons for the students, organising extra-curricular events such as excursions and camps, taking groups and seeking out every opportunity for our students to get a rounded education, is incredible. In one single day at school they undertake the role of a teacher, a nurse, a counsellor, a coach, an IT technician, a problem solver, a parent figure and a magician. We are incredibly lucky to have such talented and devoted staff who always have the best interests of our students at heart.

They say it takes a community to raise a child and it is our joint role as the staff, parents and broader community of Bilpin to ensure that we teach and raise resilient, respectful, tolerant and socially responsible citizens that are creative and critical thinkers who have the capacity to work collaboratively to be their best, now and into the future.

Next year is a year of new beginnings. We look to working with Judy Miller and Sophie Faunt on indigenous programs for our students. Judy has designed an amazing Year 6 t-shirt that tells the story of Bilpin area and surrounds in beautiful Aboriginal designs and symbols. This design will also be used for a new staff t-shirt. Judy will share her story with the community at a special ceremony with local elders at school next year. We are really excited about these upcoming projects and the opportunities for our students to gain a deeper understanding and appreciation for the Darug people and all traditional owners of this great land.

We congratulate all of our students for their individual efforts and achievements in 2022. Each and every one of our students is unique and special to us. We have high expectations for all students and know they are capable of great things. Keep making us proud Bilpinites!

To new beginnings in 2023.

Warmest regards,

Melanie Mackie

Principal



We said farewell to Mr Hynds after 37 years.

## School vision

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.

Bilpin Public School is a unique and inclusive school, engaging all students in meaningful and relevant learning experiences, where every student and every teacher, has the opportunity to continually improve and maximise their potential.

## School context

Bilpin Public School is a small school located in a semi-rural area on the border of the Hawkesbury and Blue Mountains regions, nestled amongst orchards. The school prides itself on its culture of connectedness, inclusion and belonging, playing a pivotal role as a hub for the local community. Presently the school has an enrolment of 49 students. In addition, six percent of our students identify as being Aboriginal and four percent of our students from a language background other than English.

Extra-curricular opportunities in Sport, STEAM, Creating and Performing Arts, Enrichment and Student Leadership, enable our students to excel through a range of different experiences. Our school has dynamic partnerships with the Hawkesbury Small Schools Network, The Colo Learning Community, broader Hawkesbury/Windsor Schools Network and the Centre of Excellence in Agricultural Education - Richmond Agricultural College. These partnerships provide rich and diverse learning opportunities for our students.

The school has completed a situational analysis that has identified two areas of focus for this Strategic Improvement Plan. This builds upon the work undertaken in the previous school planning cycle around deep teacher engagement with the syllabus and the quality implementation of explicit teaching using assessment data to differentiate the curriculum. The school has undertaken rigorous community consultation, with positive feedback supporting the school's articulated strategic directions and planning for the next 4 years.

Through our situational analysis, we have identified areas that require further uplift through explicit quality teaching utilising evidence-based practice in literacy and numeracy to ensure students achieve expected growth and attainment in their learning. Work will take place on developing quality summative and formative assessment tasks and data collection practices, developing greater consistency of judgement within and across schools. We will focus on refining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom.

In our previous two plans, the school implemented, revised and embedded whole school positive wellbeing programs and practices to enhance student wellbeing. The school has identified that we need to place a stronger focus on explicitly engaging the parent community to build knowledge and understanding of school practices and strategies to support students holistically. The school will foster stronger partnerships with our Aboriginal families and community members, as well as the AECG, to support teachers in delivering culturally relevant curriculum that reflects Aboriginal students' heritage, cultures and languages and support our Aboriginal students in being able to express confidently their knowledge of their culture and educational achievement.

Another key component of engaging students in their learning and promoting positive growth mindsets, will be to further streamline and refine attendance monitoring procedures. Highlighting the impact of high attendance on student outcomes and ensuring there is whole of community engagement to create an aspirational learning culture, is also crucial.



## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2022 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	Excelling
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	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling



## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Informed Practices
- Personalised Learning

### Resources allocated to this strategic direction

**Professional learning:** \$7,129.00

: \$20,000.00

**Literacy and numeracy intervention:** \$5,000.00

### Summary of progress

In 2022, the school prioritised three areas of focus; whole review of assessment practices, whole school professional learning into the science of reading and participation in the department's Accelerated Adopter program to support the implementation of the K - 2 syllabus. The school conducted a rigorous analysis of the validity, suitability and quality of current assessments and identified areas for department of department approved assessments including the Alan suite, check-ins etc. This resulted in a streamlined suite of assessments strategies that are responsive to student and teacher needs and well as inline with department initiatives and strategic directions. The science of reading professional learning was undertaken in partnership with 15 other local schools and Training 24/7. Participants engaged in a series of whole school, stage and classroom level workshops focusing on explicit teaching and the science of reading and learning pedagogy, embedding learning into classroom practice. Staff have been highly engaged and responsive to the professional learning, reflecting on their teaching practice, adopting theories learnt during professional learning sessions and workshops and applying this to lesson planning, programming, differentiation and assessment. On the back of the schools' high performance in NAPLAN, the school was selected to trial units of work and resources developed by the Curriculum Reform team. The staff and leadership team contributed to evaluation and feedback sessions with the reform team, high performance and CESE to ensure the resources were fit for purpose for small school contexts.

In 2023, the school will prioritise the focus on spelling assessment, the adoption of the Spelling Mastery synthetic phonics program to target the teaching of spelling at point of need. The science of reading collective will focus on the explicit teaching of writing in 2023, including the development of a scope and sequence aligned to the new syllabus. The school will also engage with the Collaborative Support Unique Setting team to further build the capacity of staff to assess and track students against the learning progressions in numeracy and use of PLAN2 version 3. This work will align with network training with Catherine Attard to focus on quality, explicit Mathematics instruction.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
A minimum of 55.5% of Year 3 and 5 students achieve in the top two bands in NAPLAN numeracy. (Upper bound system-negotiated target)	• A decreased percentage of students achieved in the top two skill bands for <b>numeracy (from 2021 data 100% of students achieving)</b> indicating the school did not meet the system negotiated target, however focus on this target has resulted in all students achieving at or above national minimum standards. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
• Exceed 58.8% of Year 3 and 5 students achieving in the top two bands in NAPLAN reading. (Upper bound	• A decreased percentage of students achieved in the top two skill bands for <b>reading (from 2021 data 100% of students achieving)</b> indicating the school did not meet the system negotiated target, however focus on this

system-negotiated target).	target has resulted in all students achieving at or above national minimum standards. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
<ul style="list-style-type: none"> <li>• A minimum of 68% of students achieving expected growth in NAPLAN numeracy</li> </ul>	<ul style="list-style-type: none"> <li>• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.</li> </ul>
<ul style="list-style-type: none"> <li>• A minimum of 68% of students achieving expected growth in NAPLAN reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.</li> </ul>
<ul style="list-style-type: none"> <li>• At least 78% of students completing Kindergarten will have achieved within Level 4 of the Understanding Texts elements of the Literacy Progressions.</li> <li>• At least 81% of students completing Year 3 will have achieved within Level 8 of the 'Understanding Texts' sub-element of the Literacy Progressions.</li> <li>• All students achieve at or above expected growth in determined literacy school-determined targets (goals) using PLAN2 data.</li> <li>• Value-added data in K - 3 and 3 - 5 increase from 'Sustaining and Growing' to 'Excelling'. Value-added data in 5 - 7 increases from 'Delivering' to 'Sustaining and Growing'.</li> </ul>	<ul style="list-style-type: none"> <li>• 90% of students completing Kindergarten achieved within Level 5 of the Phonological Awareness element of the Literacy Progressions (revised due to change in focus).</li> <li>• At least 81% of students completing Year 3 will have achieved within Level 8 of the 'Understanding Texts' sub-element of the Literacy Progressions.</li> <li>• Value-added data in K - 3 and 3 - 5 increased from to 'Excelling'. Value-added data in 5 - 7 could not be measured.</li> </ul>



Easter Hat Parade

## Strategic Direction 2: Student Engagement

### Purpose

To ensure that all students are able to connect, thrive and succeed, we will revise and refine whole school wellbeing processes that support high levels of wellbeing and engagement.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing and Engagement
- Attendance

### Resources allocated to this strategic direction

### Summary of progress

In 2022, the school prioritised a focus on attendance processes and procedures and a series of wellbeing initiatives to support students. These include a refinement to the communication policy with parents to ensure the school administration team contact parents on a daily basis. When at risk students are absent, the classroom teacher contacts the parents to monitor the child's wellbeing. This has resulted in a greater level of teacher engagement and responsibility for the management of student absences, as well as increasing level of contact with parents of at risk students. Through close collaboration with the Learning and Wellbeing team, the Learning and Support team there is now a deeper understanding of best practice in attendance strategies. Although this has been a highly valuable process, due to COVID restrictions and school based-policies there has been a reduction in attendance levels. The school implemented a number of wellbeing initiatives including; combined small schools activities, Art Therapy, Smiling Minds and transition and leadership programs. The school uses internal data to identify students at risk and work in partnership with parents is also intuitive and responsive to emerging social issues. The school has seen improvement in students' sense of belonging, resilience and capacity to manage difficult social emotional challenges.

In 2023, the school will continue to embed attendance strategies with a particular focus on students attending less than 90% and increasing a level of engagement with parents. Another key focus for sense of belonging, wellbeing and inclusion is engaging Aboriginal families and key stakeholders to deepen authentic cultural ties between the school and community.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"><li>* Tell Them From Me Wellbeing data (advocacy, belonging, expectations) increases to be at or above the lower bound system-negotiated target.</li><li>* Decrease negative recorded behaviours and suspensions by an additional 7% from 2021 baseline.</li></ul>	<ul style="list-style-type: none"><li>* <b>Tell Them From Me Wellbeing data (advocacy, belonging, expectations) increases to be at or above the lower bound system-negotiated target.</b></li><li>* Negative recorded behaviours and suspensions have decreased with no recorded suspensions.</li></ul>
<ul style="list-style-type: none"><li>• Increase the percentage of students attending &gt; 90% of the time to be at or above 82%</li><li>• Increase the school's attendance rate to 92%.</li></ul>	<ul style="list-style-type: none"><li>• The number of students attending greater than 90% of the time or more has decreased due to strict COVID restrictions and unforeseen environmental factors.</li></ul>



Let's Go Retro!

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$7,518.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bilpin Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staffing to implement literacy and numeracy support for small groups of students with additional needs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• tailored support for students with additional and complex learning needs.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>• continued tailored support to meet the additional and complex learning needs of identified students.</li> </ul>
<p>Aboriginal background</p> <p>\$3,909.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bilpin Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• facilitated improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• tailored and personalised support for Aboriginal students. Facilitated improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process. Engagement with key stakeholders on a range of cultural programs including language and arts,.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>• to further embed existing academic and cultural programs, with an increased focus on engagement with local AECG to enhance reciprocal partnerships to improve outcomes for Aboriginal students. Further engage parent community and local indigenous community members in art programs as well as 'Sister Speak' and 'Bro Speak' programs.</li> </ul>
<p>Low level adjustment for disability</p> <p>\$16,894.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Bilpin Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul>

<p>Low level adjustment for disability</p> <p>\$16,894.00</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>targeted students are provided with an evidence-based intervention programs in literacy ( Mini-Lit and Multi-Lit) to increase learning outcomes</li> <li>employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>increased capacity of staff to engage in evidence-based professional learning, data analysis and evaluation of teaching and learning programs to support student learning and improve student outcomes.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>increased focus on improved collaborative practices within and beyond the school to enhance consistent teacher judgement and precision in data analysis, development of programs in literacy and numeracy that are differentiated to cater to meet the needs of all learners.</li> </ul>
<p>Location</p> <p>\$2,888.00</p>	<p>The location funding allocation is provided to Bilpin Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>employment of additional staffing to implement literacy and numeracy support for small groups of students with additional needs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>tailored support for students with additional and complex learning needs.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>continued tailored support to meet the additional and complex learning needs of identified students.</li> </ul>
<p>Professional learning</p> <p>\$7,129.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Bilpin Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>professional Learning funds were used to engage in the Hawkesbury Science of Learning and Reading Collective, providing teachers with access to expert facilitators of evidence-based pedagogy in cognitive load theory and the Science of Reading.</li> <li>teachers attended professional learning sessions on staff development days with the Hawkesbury Collective of schools as well as full days of professional learning to develop units of work, scope and sequence and observe modelled lessons to observe best practice.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>teachers have applied their understanding of explicit teaching practices through independent online professional learning through the professional learning platform Training 24/7, as well as face-to-face sessions undertaken during school development days and collective professional learning sessions.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>teachers will continue to refine their practices and build their professional knowledge in modelled, guided and independent writing in line with the new</li> </ul>

Professional learning \$7,129.00	curriculum and evidence-based pedagogy to continue improve outcomes for all students.
Literacy and numeracy \$1,332.00	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bilpin Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• supplemented additional Learning and Support intervention for Learning and Support teacher to provide small group instruction.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• targeted students are provided with an evidence-based intervention programs in literacy ( Mini-Lit and Multi-Lit) to increase learning outcomes.</li> <li>• supplemented additional employment of LaST and interventionist teacher.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>• continued tailored support to meet the additional and complex learning needs of identified students.</li> </ul>
QTSS release \$9,309.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bilpin Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to align professional learning to the strategic Improvement Plan and develop the capacity of staff.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• shared and consistent understanding of expectations as they relate to the implementation of strategic initiatives.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>• to release teaching staff to engage and collaborate with teachers within the Science of Learning and Reading collective of schools to implement the new K-6 English curriculum, with specific focus on writing, aligning scope and sequences, network data collection and consistent teacher judgement.</li> <li>• dedicated time for the teaching principal to undertake an instructional leadership role in classrooms with a focus on literacy, numeracy and digital technology aligned to the Rural Access Gap (RAG) program.</li> </ul>
Literacy and numeracy intervention \$24,066.00	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Bilpin Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Informed Practices</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> </ul>

<p>Literacy and numeracy intervention</p> <p>\$24,066.00</p>	<ul style="list-style-type: none"> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• tailored support for students with additional and complex learning needs.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>• continued tailored support to meet the additional and complex learning needs of identified students, particularly in spelling, reading and numeracy.</li> </ul>
<p>COVID ILSP</p> <p>\$23,533.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• providing targeted, explicit instruction for student groups in spelling, reading and numeracy</li> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• tailored support for students with additional and complex learning needs</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>• continued tailored support to meet the additional and complex learning needs of identified students, particularly in spelling, reading and numeracy</li> </ul>



Morning Routine in 2/3



# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	30	28	24	26
Girls	31	30	28	25

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.1	95.9	96.3	89.6
1	89.7	94.2	93.0	83.7
2	95.7	94.7	87.0	89.3
3	93.7	93.7	89.6	87.1
4	92.5	93.5	89.3	86.3
5	92.1	91.9	94.1	85.5
6	87.6	93.1	90.3	81.0
All Years	91.7	93.6	91.3	86.4
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

## Attendance

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 2020. 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.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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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)	2.38
Literacy and Numeracy Intervent	0.21
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.17
School Administration and Support Staff	1.41

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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

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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

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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.



Goodbye Mr Hynds!

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
<b>Opening Balance</b>	84,388
<b>Revenue</b>	1,009,249
Appropriation	810,306
Sale of Goods and Services	1,692
Grants and contributions	21,479
Investment income	896
Other revenue	174,875
<b>Expenses</b>	-912,693
Employee related	-785,894
Operating expenses	-126,799
<b>Surplus / deficit for the year</b>	96,556
<b>Closing Balance</b>	180,944

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.



Gang gang garden project

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	28,423
Equity - Aboriginal	3,909
Equity - Socio-economic	7,518
Equity - Language	0
Equity - Disability	16,996
<b>Base Total</b>	687,824
Base - Per Capita	13,139
Base - Location	2,888
Base - Other	671,796
<b>Other Total</b>	56,989
<b>Grand Total</b>	773,235

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.



Mr Hynds' last day - sharing his favourite finger buns!

## 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](https://myschool.edu.au) to access the school data.



Hawkesbury Show reptile adventure

## Parent/caregiver, student, teacher satisfaction

Students in Years 4 - 6 completed the Tell Them Form Me shortened survey once during 2022. 80% of girls in 4/5/6 indicate they have a positive sense of belonging. This was significantly lower in boys and will be an area for exploration and improvement in 2023. Most students were not concerned by bullying behaviours. 82% of students surveyed report they have someone at school who consistently provides encouragement and can be turned to for advice. 92% of students believe school staff emphasize academic skills and hold high expectations for all students to succeed.

Students were also asked to provide feedback on the benefits of the many opportunities they had during 2022 to undertake inter-school activities in extracurricular subjects. 16 students completed the open-ended responses with 100% of respondents stating they found the experiences enjoyable and valuable.

This year you have had the opportunity to participate in a range of inter-school events such as school camps, dance, school sports' carnival, small schools' carnivals, enrichment days, transition and leadership days and sport gala days. Do you enjoy having these opportunities to do activities with other schools and if so what other activities/opportunities would you like to have/do together? Some examples are as follows;

*"Yes, I think they are very important for socializing with other schools the experiences and trying new things. It's also very important for developing skills like being able to make friends that you meet. instead of just hanging out with your friends from schools. These activities are so fun and I think they are vital for development." "Yes, I like doing things with other schools because you make more friends and it gets you feeling good about yourself."*

*"Yes I enjoy having these opportunities. I think we should be able to bring bikes and skateboards and other activities into school."*

*"I do like having the opportunities because we can socialise more and make new friends and do things we don't get to do often."*

Students were also asked to provide feedback on the following question; Name one learning area you think you have improved in and describe what has helped you to achieve it. 16 respondents answered the question. 6 respondents gave reading, writing or spelling as a response. 6 students provided a Maths related answer. 2 students provided sports related answers. And 2 students have unrelated answers. 10 out of the 16 respondents attributed the teacher as the main driver that helped them make improvement. Some examples are as follows; *"Maths because she explains it in detail and helps a lot when I'm in need of help."*

*"I have improved in Maths because my teacher has helped me."*

*"Fractions because I don't understand them but my teacher helps me understand them better."*

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 reported that the school leadership team created a safe and orderly environment in which they felt supported. Teachers feel that school leaders help create learning opportunities for students and provide guidance for monitoring student progress. Teachers reported that they frequently use formative student assessments to provide feedback to students, modify learning tasks, inform planning and provide students with feedback on how to improve their performance. Teachers provide feedback to students to assist them in achieving their learning goals. Students are provided with frequent opportunities to use technology and engage with interactive technology for learning. In 2022, teachers were able to develop new skills and further develop their knowledge and expertise in the integration of technology into lesson planning, programming and lesson delivery as part of the Rural Access Gap program. Teachers state they frequently differentiate learning to cater for the various needs of students in their classes. Teachers state they have moderate to very high levels of confidence integrating technology into classroom practice. All staff specifically plan for the use of ICT in the classroom on a daily basis. Teachers have stated that the main barriers to using technology are time and access. In 2023, coaching and Bite Sized professional learning focusing on areas identified by individual staff members.

Parents were asked to provide feedback about how the school communicates with them. 100% of respondents who replied to the survey feel welcome when visiting the school. 100% of respondents feel they can easily speak with their child's class teacher and are well informed about school activities. 100% of respondents feel they can easily speak to the principal and that teachers listen to any concerns they may have. 100% of respondents also stated that the school administration staff are always friendly and helpful and that written information from the school is always clear.

When asked about being informed about student progress, 100% of respondents indicated academic reports are written in terms they understand. 86% of respondents indicated they feel informed about their child's behaviour progress, any concerns with learning progress and any issues that may arise.

When asked to provide feedback on supporting learning at home, 100% of respondents encourage their child to do their



best at school, praise their child for doing well, talk with their child about friendships and peer relationships and take an interest in their homework and assignments. 86% of respondents discuss how well their child is performing at school, how important school work is and talk about any challenges they may have at school. 86% of respondents stated they think their child receives the right amount of homework for their age.

When asked to provide feedback about how the school supports learning, 100% of respondents stated that teachers take account of their child's needs, abilities and interests and expect homework to be completed. 86% of respondents believed teachers had high expectations for their child to succeed, encouraged their child to achieve their best and expected their child to work hard.

When asked to provide feedback about the school supporting positive behaviour, 100% of respondents indicated their child is clear about the rules for school behaviour and the school provides students with a lot of opportunities to engage with extra-curricular opportunities. 86% of respondents believed teachers expect their child to pay attention in class and encourage positive behaviour in the classroom. 100% of respondents indicated their child feels safe travelling to and from school as well as at school. 100% of parents who completed the survey stated that teachers help students who need extra support. 86% of respondents stated they believe school takes an active role in making sure all students are included in all school activities.

Parents were asked to provide feedback about the current forms of communication used by the school. The most popular communication method was Class Dojo, followed by the school newsletter. Phone, email and the Sentral Parent app were next three most popular methods of communication. When asked to provide feedback about the most useful method of communication for receiving information about student learning, half-yearly parent teacher interviews and informal meetings ranked as most valued, followed by academic reports, emails and phone calls/check-ins.



Family Open Day in Education Week 2022

# Policy requirements

## Aboriginal Education Policy

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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

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.



Goodbye Mr Hynds. We will miss you!