

2023 Annual Report

Bilpin Public School



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Introduction

The Annual Report for 2023 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.

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Message from the principal

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 our students and that being a school of our size we get to make strong and personal connections with our families. At Bilpin we pride ourselves on doing our jobs with moral purpose, integrity and heart. The children in our school are our babies and whilst our job first and foremost is to teach them, we will always protect them fiercely. The staff at Bilpin are amazing, and yes some days they fake it till they make it, because each and every one of them is human and they go home each day to not only prepare for the next day but to try to balance the many challenges that face them in the juggling act that is life. I truly admire them, they inspire me and I am grateful to have a team who not only support me but who will go to the ends of the earth for our students.

This year 3 of our staff have achieved significant milestones. Mrs Carroll and Mrs Gaffey have both been acknowledged with their 20 year teaching certificate, even though based on calendar years it has been significantly more time. Mrs Carroll has been at Bilpin for over 26 years as a temporary and casual teacher, teaching across K-6, teacher librarian, RFF teacher and most recently on 2/3 and is a valued member of staff. Mrs Gaffey has been at Bilpin for the past 5 years as Learning and Support Teacher, Teacher Librarian and RFF teacher and the queen of Book Parade routines! Prior to working at Bilpin, Mrs Gaffey has had a lengthy career at numerous Hawkesbury schools in a permanent, temporary and casual capacity but decided she wanted to have a change and work with the A team! Both Mrs Carroll and Mrs Gaffey, along with Mrs McCloy and Mrs Bates were eligible for the department's temporary to permanent conversion as part of their solution to the teacher shortage which provides job security for them and is great news for our school.

Ms Wheen has achieved the incredible milestone of 30 years of teaching. She has worked for 26 of those years at Bilpin. During this time, she has taught all grades, been the Reading Recovery teacher at both Bilpin and Kurrajong North Public School, trained in L3, been pivotal in implementing the new curriculum as a nominated Accelerated Adopter last year as a pilot school, taught RFF, choir, debating, music and provided us with many laughs including her alter ego the handbag toting crazy granny Myrtle with the outlandish dance moves. She is also pretty outstanding on the guitar and behind a mic if you have been lucky enough to hear her! I had promised not to highlight these milestones, as our staff are very humble, but it is important to acknowledge their accomplishments.

For a little school the 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 2023 were;

- Year 6 Leadership Camp at Brewongle
- Halogen Young Leaders Day

- Easter Hat Parade with Bilpin pre-school
- Multicultural Food Day
- Welcome BBQ
- Cricket Gala Day
- Book Fair
- The Premier's Reading Challenge
- The Premier's Sporting Challenge - Basketball with Maurice, AFL with Tamara, Tennis with Gavin
- Hawkesbury Show whole school Excursion
- Athletics Carnival at Kurrajong with KNPS
- The 4/5/6 camp to Canberra with Kurrajong North
- Responsible Pet Program
- Year 6 Transition and Year 5 Leadership Day with the Colo Learning Community
- Year 6 Taster Day at Colo High
- Longneck Lagoon Enrichment Days
- The Dance Group's performance and the Creative Arts Festival
- CARES Bike Safety
- Colour Run
- Carnivals
- Swim School
- Instrumental Music Program
- Year 6 Fun Day Holey Moley

This is a small snapshot of some of the programs that we have undertaken 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 Rebecca Giles (Treasurer), Ms Wheen (Secretary), Shaynee MacRae and Edie Bullock (Canteen Coordinators), Tessa McLaughlin (Uniform Coordinator) and Lauren Murphy. We have also been very grateful to have Daniel Powell, Greg Giles and Trent Murphy, helping out at fundraising events, with working bees and the election BBQ.

The P & C have worked relentlessly to raise funds for the new playground equipment for the school which was installed in November. A \$16 000 Federal Grant was secured in the middle of the year which resulted in the P & C getting over the finish line this year. Susan Templeman the Federal Member of Parliament for Macquarie, enjoyed spending time with the students to officially opening the playground speak with students and P & C members about the significance of having new equipment in the school.

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 parents 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, an extraordinary effort.

At the end of this year we have a few P & C members stepping down from their executive roles and we would like to acknowledge their exceptional support of our school. Voluntary roles require commitment and dedication and can be difficult to fit in when juggling work. Any time that is given in support of our school and students we are truly grateful for. We would like to thank Tessa McLaughlin who after 7 years as Uniform Coordinator is ready to pass the baton. Shaynee MacRae has been our valuable Canteen Coordinator for the past two years but is stepping down due to other commitments. Ann Powell (President) and Rebecca Giles (Treasurer) who have held their respective positions for the past two years and have undertaken significant fundraising and sponsorship seeking in that time as well as organised events, the sandpit and wet kitchen are also unable to continue in their executive positions in 2024. We would like to thank these 4 ladies for their amazing contributions to our school. Their efforts and support has been invaluable.

To all of the boys and girls, you continue to make us all very proud of your efforts and achievements. Each gain that you make is an exciting moment in our eyes. You are our extended family and once a student at Bilpin you are in our hearts forever.

This year, we say goodbye to 5 Year 6 students who are soon to begin a new adventure. We are proud of our students and each little milestone they make. Congratulations to all of you for your individual efforts and achievements. Each and every one of you is unique and special to us. We hold you to high expectations because we know that you are capable of great things. Good luck next year and for the future.

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.

Four out of five of our Year 6 families have their last child at Bilpin and will be leaving us at the end of the year! The Keziks and Teuma/Miller families have been with us since 2013 and the Halewoods since 2015. We have been through many significant events together in that time. Nate's family joined us in 2021. However, it feels like he has been with us for much longer. We thank you all for supporting our school over so many years, for helping out at fundraisers and for working in partnership for the education of your children.

In 2024, the school will enter a new school planning phase where we will maintain our relentless focus on literacy and numeracy through high quality explicit instruction in, continuing our work with the Hawkesbury Science of Learning and Reading collective of schools. The school will begin it's two year partnership with the Resilience Project as a key wellbeing focus. As always, we will work with our community to instil high expectations in our students to be their best and and achieve their best each and every day.

Warmest regards,

Mrs Melanie Mackie Principal



Visiting the goats at the Hawkesbury Show

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.



P & C Election Cake Stall

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

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

Integration funding support
Low level adjustment for disability
Socio-economic background
Aboriginal background
Per capita
Location
English language proficiency
Professional learning
AP Curriculum & Instruction
QTSS release

Summary of progress

In 2023, the school prioritised three areas of focus; upskill staff in the effective use of assessment and data in planning and teaching, whole school professional learning into the science of reading with a focus on explicit teaching in writing. The school engaged with the Collaborative Support Unique Setting team to build the collective capability of staff to deepen their understanding of, and implement, an evidence-based, systematic approach to numeracy instruction, with a focus on Number and Place Value. This work aligned with network training with Catherine Attard to focus on quality, explicit Mathematics instruction with a specific focus on Number and Place Value which was identified as an area requiring further uplift after conducting a DIG analysis. 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 instruction 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. Following on from the school's implementation of the new curriculum implementation as an Accelerated Adopter school, the decision was made to proceed with implementation of the 3 - 6 curriculum for English and Mathematics. The leadership team contributed to the Small and Unique Schools Settings suite with the reform team and high performance to develop a model of support for small schools for curriculum implementation. Focusing on High Impact Professional Learning with the Hawkesbury Science of Learning and Reading collective, teachers were guided through the process of developing consistent evidence-informed practices across the school and used short formative assessments to identify the point of need with student learning. Professional dialogue on comprehension teaching strategies drawn from the evidence-base was a focus in whole staff Consistent Teacher Judgement Meetings ensuring student learning was at the forefront of all practices and that these practices were targeted at student need. Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. All teachers worked with the Assistant Principal Curriculum and Instruction in a coaching and mentoring, has been provided for staff at their point of need. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement across the board. This has been shared with all stakeholders.

In 2024, the principal and Assistant Principal Curriculum and Instruction will evaluate and refine the school's Performance and Development Plan to ensure staff are provided with the appropriate support, success criteria and feedback on the implementation of their teaching and learning programs to address any gaps in evidence of implementation. This still support further improvement in teaching practice across the school. The school will prioritise the focus on reading fluency and comprehension with the Hawkesbury Science of Learning and Reading Collective of schools. The Assistant Principal Curriculum and Instruction will work with the Science of Learning and Reading writing committee to develop rigorous English units of work to support teachers in the collective. 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
<ul style="list-style-type: none">• An increase in Check-in Assessment mean scaled score for numeracy in Year 3 to 6 for 2023 compared with Year 3 to 6 in 2022.	The Check-in Assessment mean scale score indicates the percentage of students in Years 3, 4, and 6 achieving growth reading increased by 4.2%
<ul style="list-style-type: none">• An increase in Check-in Assessment mean scaled score for reading in Year 3 to 6 for 2023 compared with Year 3 to 6 in 2022.	The Check-in Assessment mean scale score indicates the percentage of students in Years 3, 4, and 6 achieving growth reading increased by 4.9%.



Catherine Attard Mathematics Professional Learning

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 2023, the school focused on attendance processes and procedures and a series of wellbeing initiatives to support students. This included a refinement to the communication policy with parents to ensure the school administration team contacted parents on a daily basis. Teacher follow-up on absences after 3 consecutive days to monitor student wellbeing and maintain strong connections between school and home to easily identify any emerging issues has had positive impact. 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 Directorate and the Learning and Support Team there is now a deeper understanding of best practice in attendance strategies. This has been a highly valuable process which will continue to be an area for a targeted approach in 2024. 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. The school is also intuitive and responsive to emerging social issues. The school has seen improvement in students' sense of belonging, expectations for success and advocacy. Consistency in ensuring the school completes both surveys is crucial to ensure valid data from 2024 onwards. Increased parent involvement in school activities, including the Resilience Project, will ensure there is an embedded school-wide and data informed approach to support student and staff wellbeing. Behaviour support practices and processes will be refined to ensure they are responsive and proactive in meeting emerging needs in line with policy. Ensuring this process is inclusive and visible to the community through workshops, the newsletter, social media and parent resources will help foster community engagement and participation for the benefit of students, staff and parents.

In 2024, 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. Wellbeing groups will be established and assigned to specific teachers to ensure that all students feel empowered and can access staff members for guidance, support and assistance. The school will begin its first year of the Resilience Project engaging closely with parents to ensure they work closely with their children and the school for maximum impact. 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">• Increased proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School from 2022 data	<p>In 2023, the following data was captured:</p> <ul style="list-style-type: none">• 88% of students feel a positive sense of belonging.• 100% of students reported positive Expectations for Success.• 100% of students feel strongly about Advocacy in the School.• 96.08% of students reported a positive sense of wellbeing compared to the Network average of 82.92%. This is an increase from 81.16% in 2021.
<ul style="list-style-type: none">• Increase the percentage of students attending > 90% of the time from 2022 data.	<ul style="list-style-type: none">• The school's attendance rate for 2023 was 90.73%.• All students from an Aboriginal background have an attendance rate above 90% with an average of 96.6%.

• Increase the percentage of students attending > 90% of the time from 2022 data.

• The percentage of students attending more than 90% increased by 7% from 42% to 49%. This may have been much higher had it not been for certain events beyond the school's control.

Funding sources	Impact achieved this year
<p>Integration funding support</p>	<p>Integration funding support (IFS) allocations support eligible students at Bilpin Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • learning and wellbeing needs of student were monitored on a cyclical basis. Five weekly goal setting meetings to reflect upon and reset goals to maximise use of funding allocation to ensure child's individualised needs are met were scheduled with Learning and Support Team. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • ensure strong transition to high school plans are in place for integration students to enable appropriate supports in readiness for the beginning of Year 7.
<p>Socio-economic background</p> <p>\$8,758.41</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support the implementation of MultiLit and Toe by Toe reading intervention programs. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • targeted support for students with additional and complex learning needs through the implementation of MultiLit and in-class support, resulting in the reduction of learning gaps in literacy and numeracy. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • continued tailored support to meet the additional and complex learning needs of identified students.
<p>Aboriginal background</p> <p>\$2,931.67</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Aboriginal background</p> <p>\$2,931.67</p>	<ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • 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. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • 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, including a mural that depicts the songlines of the local area, as well as 'Sister Speak' and 'Bro Speak' programs.
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bilpin Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing intensive support for students identified in beginning and emerging phases <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • increased confidence and capacity to communicate with others and access stage outcomes in English in written and oral form. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • continue to provide needs-based support for identified students through the provision of in class support with a School Learning and Support Officer and/or Learning and Support Teacher in areas of need.
<p>Low level adjustment for disability</p> <p>\$32,815.14</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • increased capacity of staff to engage in evidence-based high impact professional learning, data analysis and evaluation of teaching and learning programs to support student learning and improve student outcomes. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • 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.

<p>Location</p> <p>\$3,043.39</p>	<p>The location funding allocation is provided to Bilpin Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • employment of additional staffing to implement literacy and numeracy support for small groups of students with additional needs. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • targeted support for students with additional and complex learning needs through the implementation of MultiLit, MiniLit and in-class support, resulting in the reduction of learning gaps in literacy and numeracy. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • continued tailored support to meet the additional and complex learning needs of identified students.
<p>Professional learning</p> <p>\$7,445.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed Practices • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • course costs for staff undertaking recognised courses <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • 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. • 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. • 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. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • teachers will continue to refine their practices and build their professional knowledge in modelled, guided and independent writing in line with the new curriculum. Teachers will undertake High Impact Professional Learning in explicit reading instruction to improve student reading fluency and comprehension.
<p>QTSS release</p> <p>\$9,587.81</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bilpin Public School.</p>

<p>QTSS release</p> <p>\$9,587.81</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed Practices • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of instructional rounds to strengthen quality teaching practices • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • shared and consistent understanding of expectations as they relate to the implementation of strategic initiatives. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • 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 reading, writing, aligning scope and sequences, network data collection and consistent teacher judgement. • to release teaching staff to engage and collaborate with teachers and undertake observations of best practice in the teaching of Mathematics with a collective of small schools. • dedicated time for the teaching principal to undertake an instructional leadership role in classrooms with a focus on literacy and numeracy.
<p>COVID ILSP</p> <p>\$14,291.78</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy and numeracy • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • differentiated support for students with additional and complex learning needs in spelling, reading and numeracy. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • continued differentiated support to meet the additional and complex learning needs of identified students, particularly in spelling, reading and numeracy.



Small Schools' Swimming Carnival 2023

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	28	24	26	23
Girls	30	28	25	25

Student attendance profile

School				
Year	2020	2021	2022	2023
K	95.9	96.3	89.6	95.4
1	94.2	93.0	83.7	89.2
2	94.7	87.0	89.3	86.8
3	93.7	89.6	87.1	92.0
4	93.5	89.3	86.3	92.1
5	91.9	94.1	85.5	90.7
6	93.1	90.3	81.0	86.4
All Years	93.6	91.3	86.4	90.7
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

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

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



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.2
Classroom Teacher(s)	2.38
Learning and Support Teacher(s)	0.2
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 2023, 2.5% 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 ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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

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.



Celebrating Ms When's 30 Years of Teaching

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	95,314.07
Revenue	1,019,422.51
Appropriation	962,491.05
Sale of Goods and Services	2,245.95
Grants and contributions	51,805.05
Investment income	2,880.46
Expenses	-1,011,603.35
Employee related	-838,018.58
Operating expenses	-173,584.77
Surplus / deficit for the year	7,819.16
Closing Balance	103,133.23

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.



Reading in the library

Financial summary - Equity loadings

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

	2023 SBAR Adjustments (\$)
Targeted Total	20,123
Equity Total	46,905
Equity - Aboriginal	2,932
Equity - Socio-economic	8,758
Equity - Language	2,400
Equity - Disability	32,815
Base Total	706,078
Base - Per Capita	13,273
Base - Location	3,043
Base - Other	689,761
Other Total	60,871
Grand Total	833,977

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.



Morning Routine with Kindy and their Year 6 buddies

School performance - NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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.



First Day of Kindy!

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Bilpin Public School ensured regular parent forums and P&C Meetings were held to inform our community of upcoming events and to get feedback on where families would like to see improvement.

Gaining feedback both formally and informally was followed up with surveys, telephone calls and face to face meetings.

Parents are always greeted with happy faces and welcoming rooms, encouraging communication and openness across the entire staff and community.

An area of focus for 2023 includes using the Tell Them From Me surveys to provide another layer of feedback from parents, students and teachers.



Friends small school style

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 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

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.



The Easter bunny comes to Bilpin