Introduction
The Annual Report for 2015 is provided to the community of Bilpin Public School as an account of the school’s operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Mrs Melanie Mackie
Principal

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Message from the Principal
At Bilpin Public School we are lucky to have an extremely dedicated, hardworking staff, who are committed to providing quality, engaging, learning experiences for our students. Staff devote time to organising extra-curricular events such as excursions and camps, taking choir and dance groups and seeking out every opportunity for our students to get a rounded education.

I would like to recognise and congratulate Mr Allan Hynds who this year achieved 30 years’ service for the Department of Education. This benchmark also coincided with the celebration of his 30 year anniversary at Bilpin Public School as a beloved teacher, mentor, sporting guru, technology expert, handy man and national treasure. A special anniversary afternoon tea was held where past and present students, parents and community members came to celebrate and acknowledge Mr Hynds’ dedication and commitment to Bilpin Public School and the broader community. Thank you Mr Hynds!

I would like to congratulate all of our students for their individual efforts and achievements throughout the year. Our students are enthusiastic and motivated learners who are committed to achieving their best. Many students have represented the school in sport, the arts, leadership and academic pursuits.

A large part of the success of a small school is community involvement and support. We have been greatly encouraged by and thankful for, the support that has been provided by our parents and the broader Bilpin community. I would like to thank all of the parents who have worked in classrooms and assisted with extra curricula activities.

Our incredibly hard working P & C devote massive amounts of time to fundraise for our school. We are grateful for the P & C’s continued commitment to running the Small Schools Cross Country Kiosk & BBQ, the TomahRoma Food Festival & Back to Back Wool Challenge homemade soup & cake stall, as well as the BBQ at the Bilpin Bush Run.

This year has seen an immense year of departmental reforms in our schools, including the mandatory teaching of two new syllabuses, Maths and Science and Technology. There has been significant change in the way schools plan for the future with our first year of a 3 year cycle for the school’s strategic plan with our specific directions being:
the development of ‘resilient, engaged, self-directed learners’, ‘teachers and leaders of quality learning’ and a ‘collaborative, connected community’.

Some of the highlights specific to these directions for the year are as follows;

- This year saw the beginning of our environmental program ‘Click, Connect, Collaborate’, with students conducting surveys to identify the understory, bird, mammal and marsupial species in our school grounds.
- In Term 3 our vegetable gardens were replanted and scarecrows were created by the students and added for character. In addition an apple trellis was donated and constructed by community members. Seven varieties of apple trees were planted by the students.
- For the first time our two student leaders attended Year 6 Leadership camp which was a very valuable opportunity for them to learn about leadership and meet new friends. Our Year 5 students attended the Year 5 Leadership Training Day in preparation for their journey next year.
- During the year, two of our classrooms were upgraded to allow for more flexible learning spaces with computer benches installed.

Bilpin Public School is a small school that epitomises the benefits of learning in a safe, friendly, nurturing, community minded environment. 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.

Melanie Mackie
Principal

P & C message

The Bilpin Parents and Citizen Association aims to support the school and students in a variety of ways. We organise and participate in fundraising events and run the school canteen and uniform shop. Our fundraising events in 2015 were: a cake and soup stall at the TomahRoma Autumn Festival and the Back to Back Wool Challenge, the canteen for the Small Schools Cross Country, a barbeque and cake stall at the Bilpin Bush Run. The P & C also hosted a luncheon for the National Trust. As a result $4,876 was raised for the school. In addition to this, the hard work of the canteen committee and the parent volunteers enabled the canteen to raise a further $11066.94.
This money enabled the school to pay for the following programs for students; CPR training, athletics coaching, Year 6 Transition programs and Life Education. P & C also purchased the following subscriptions for staff and students; Mathletics, Reading Eggs and Skwirk.
The P & C also put funds towards the ‘Adopt-A-Tree’ apple trees at a local orchard. The apples picked by Year 2/3 were sent home to families.

Student Leader Message

My name is Jack and I am the 2015 school captain of Bilpin Public School. I have had many amazing experiences throughout my years at Bilpin PS.
I have been fortunate to go to leadership camp where I learnt about what it takes to be a great leader and I have done my best to use these skills in my role.
On March 22nd, I also had the chance to go to Young Leaders Day at ICC Entertainment (along with 6000 others) to hear inspirational speakers such as The Paper Plane Pilots - James Benjamin and Dylan Parker, NSW Premier - Mike Baird and Wildlife Warrior - Bindi Irwin. My Dad and I will remember that day for years to come.
As School Captain I have performed many different roles, such as running assemblies, representing our school at various sporting events, laying flowers at the ANZAC Day dawn service in Kurrajong and thanking visitors and dignitaries who came to our school. I also spoke to Year 5 students at the Year 5 Leadership Training Day for students in the Colo Learning Community about what it means to be a leader.
I am proud to have been School Captain of Bilpin Public School.

Jack Ingersole
School Captain 2015
**School background**

**School vision statement**

Bilpin Public School is a caring environment which engages students, parents and the community in a shared learning journey based on mutual respect. Our exceptional school offers a warm and friendly learning environment which prides itself on the social, emotional, physical and intellectual wellbeing of every child. Bilpin Public School is an inclusive school that endeavours to engage all students in meaningful and relevant learning experiences.

The staff have high expectations and aim to provide quality teaching and best practice in the classroom. We believe that by providing a well-balanced, quality education, focused on enquiry based learning we encourage all students to become self-motivated learners who display empathy, resilience and a desire to achieve their best.

The values we instil in our students are to be **Respectful, Responsible, Honest and Safe learners**, who strive for life-long learning and personal excellence.

We endeavour to engage students, parents and the community in shared learning experiences, working in partnership to support students in becoming successful, confident, creative, informed and engaged learners with a respect for themselves and others.

**School context**

Bilpin Public School is a small school located in a semi-rural area on the fringe of the Hawkesbury District nestled amongst orchards. 67 students attend our school. In addition, three percent of our students identify as being Aboriginal and seven percent of our students from a Language Background Other Than English.

At Bilpin Public School, an experienced and dedicated team of qualified staff is committed to improving educational outcomes for all of its students. Bilpin Public School is a proud member of the Colo Learning Community of partner schools. In addition, we are an active member of the Hawkesbury Small Schools Network.

The school continues to focus on the quality of student outcomes in literacy, numeracy, technology and engagement and caters for a broad range of activities from performing arts, leadership, sport, environmental, academic and cultural pursuits.

At Bilpin Public School our mission is “Learn to Live”. All staff members strive to provide students with the skills, knowledge and values necessary for success in education and in life. The school works closely with all families to nurture and develop the potential of every child.

Bilpin Public School is a participant in the ‘Click, Connect, Collaborate’ project – enabling the global classroom. We have engaged in a 3 year partnership with our three local Environmental Education Centres to seek support with the implementation of the new Science syllabus with a focus on project based learning and sustainability. This support will continue for implementation of the History syllabus, incorporating Aboriginal histories and cross curriculum priority areas.

**At Bilpin we value strong partnerships between our school, our parents and our community. The enduring partnership between our school and the wider community works collaboratively to deliver outstanding educational opportunities for all students.**
Self-assessment and School Achievements

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the elements of the School Excellence Framework. Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

The results of this process indicated that:

Learning Elements

In the element of learning, Bilpin Public School is sustaining and growing.

Learning Culture:

- All teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both.
- There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities.
- Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning.

Wellbeing:

- Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.
- Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development.
- Individual learning is supported by the effective use of school, system and community expertise and resources through contextual decision-making and planning.

Curriculum and Learning:

- Curriculum provision meets community needs and expectations and provides equitable academic opportunities. The school provides a range of extra-curricular offerings for student development.
- Teachers differentiate curriculum delivery to meet the needs of individual students.
- The school actively collects and uses information to support students’ successful transitions.

Assessment and Reporting:

- Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents.
- The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels.

Student Performance Measures:

- More than 20 per cent of students achieve at high levels of performance on external performance measures.
- Performance for equity groups within our school is comparable to the performance of all students in the school.
**Teaching Elements**

In the element of teaching, Bilpin Public School is sustaining and growing.

**Effective Classroom Practice:**

- All classrooms are well managed, with well-planned teaching taking place, so that students can engage in learning productively, with minimal disruption.
- Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices.
- Teachers provide explicit, specific and timely formative feedback to students on how to improve.

**Data Skills and Use:**

- The school’s professional learning builds teacher skills in the analysis, interpretation and use of student performance data.
- Teachers incorporate data analysis in their planning for learning.
- Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement.

**Collaborative Practice:**

- Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice.
- The school identifies expertise within its staff and draws on this to further develop its professional community.
- School-wide and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development of all staff.

**Learning and Development:**

- Teachers participate in professional learning targeted to school priorities and their professional needs. Teachers actively share this learning from targeted professional development with others.
- Teachers are actively engaged in planning their own professional development to improve their performance.
- There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers’ understandings of effective teaching strategies in these areas.

**Professional Standards:**

- Staff attainment of professional learning goals and teaching requirements are part of the school’s performance and development processes.
- Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school’s goals.
- Teachers work beyond their classrooms to contribute to broader school, learning community and district programs and initiatives.

**Leading Elements**

In the element of learning, Bilpin Public School is sustaining and growing.

**Leadership:**

- The school is committed to the development of leadership skills in staff and students.
- Links exist with communities of schools, other educational providers and other organisations to support the school’s programs.
- Staff have purposeful leadership roles based on professional expertise.
• The school community is committed to the school’s strategic directions and practices to achieve educational priorities.

School Planning, Implementation and Reporting:
• The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs.
• The school plan aligns to local and system priorities and ensures responsiveness to emerging needs.
• There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community.

School Resources:
• Workforce planning supports curriculum provision and the recruitment of high quality staff.
• Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.
• Physical learning spaces are used flexibly, and technology is accessible to staff and students.

Management Practices and Processes:
• The school leadership team communicates clearly about school priorities and practices.
• There are opportunities for students and the community to provide constructive feedback on school practices and procedures.
• Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement.

Our school’s achievements and progress, as well as our future directions are outlined further in this report. Rigorous self-assessment processes have resulted in refinement of our priorities within our three year Strategic Plan, allowing for further improvements in quality teaching practice and educational outcomes for students.
Strategic Direction 1

Resilient, engaged, self-directed learners

Purpose

To actively engage all students in meaningful and challenging learning experiences through personalised and differentiated learning opportunities; which develops them as both learners and leaders; which instils the values of respectful and responsible citizenship; and promotes their intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing.

Overall summary of progress

Regular monitoring of external data and internal school based assessment data has occurred in order to analyse student achievement in literacy and numeracy.

Learning and support team processes have been enhanced to monitor and plan student progress in literacy and numeracy. This enabled the improvement of early identification and intervention to occur, providing stronger, more focused support to individual students.

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
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<tbody>
<tr>
<td>Increase students’ ability to achieve stage based outcomes in Literacy and Numeracy. This will be measured against NAPLAN results and school based assessment results of SENA 1 and SENA 2. Improvement will be evident in PLAN data.</td>
<td>100% of students in Year 3 and 5 achieving above national minimum standards in literacy and numeracy in NAPLAN. Three Year 1 students successfully tested off the Reading Recovery program. Students plotted on PLAN to monitor student progress and plan for differentiated learning. Individualised programs and adjustments for identified students.</td>
<td>Funds Expended in 2015</td>
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<td>Students in K – 2 achieving at or above expected benchmarks by the end of each academic year.</td>
<td>Percentage of students who achieved Department of Education benchmarks in K – 2 by the end of 2015: Kindergarten: 42% of students achieved Level 8 or higher Year 1: 50% of students achieved Level 18 or higher Year 2: 60% of students achieved Level 24 or higher</td>
<td>$1090 Aboriginal background funding $2976 Socio-economic background funding $2500 Low-level adjustment for disability funding</td>
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Next steps

- All staff continue to monitor student progress through analysing NAPLAN, PLAN and Reading Recovery data.
- L3 Early Stage 1 training and implementation to begin for Kindergarten teacher.
- Positive Behaviour for Learning (PBL) training and implementation to begin. All staff form part of the PBL team.
Strategic Direction 2

Teachers as leaders of quality learning

Purpose
Through quality teaching practices, develop the knowledge, understanding and skills of all students resulting in confident, creative, active and informed citizens. Create connected, collaborative learning beyond the immediate walls of the school ensuring students acquire the knowledge and skills to participate effectively in a global society and pave the way for their future success.

Develop a culture of high expectations and community engagement, resulting in a sustained whole school leadership strategy that promotes succession planning, distributive leadership and organisational best practice.

Overall summary of progress
During 2015, all staff participated in significant professional learning targeting the changes in curriculum and current reforms. Teachers engaged in planning and development days with other small schools to allow for collaboration, professional dialogue and consistency of teacher judgement. Teachers engaged in individualised professional learning, formal and informal peer observations and mentoring to work towards achieving their Performance and Development Plan (PDPs) goals.

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<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
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<tbody>
<tr>
<td>Performance and Development Plans matched to the Australian Professional Standards for Teachers.</td>
<td>All staff provided evidence to support their PDPs to demonstrate progress of their professional learning goals in line with the Performance and Development Framework. Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive.</td>
<td>TPL funds $5892.00</td>
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<tr>
<td>Evidence of differentiation in teachers’ programs around NCCD, ESES, GTIL.</td>
<td>Effective pedagogical practices were demonstrated through innovative educational programs, appropriate resourcing and the maintenance of strong school and community partnerships. Programs are differentiated to cater for individual stages of learning development. The school began implementing processes to enable all staff to engage in team teaching and collegial observations for all staff to reflect on best practice and ensure consistency of curriculum delivery.</td>
<td>NCCD $1061.00 (Data collection and entry) Literacy/Numeracy funds: $1500.</td>
</tr>
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</table>

Next steps
- Continue to provide staff with opportunities to meet individual Performance and Development Plan goals through relevant professional learning opportunities.
- Provide further opportunities for staff to work with peer mentors at other local schools.
- Continue to engage whole staff in data collection and tracking systems to enhance our focus on differentiation and student engagement.
- Provide all staff with purposeful leadership roles based on their expertise, with opportunities to further develop other areas of interest.
Strategic Direction 3

Collaborative, Connected Community

Purpose

To build inclusive collaborative teams and school networks, through quality community partnerships with parents, the Colo Learning Community and broader school community. We will also endeavour to develop positive relationships with stakeholders in the local area, strengthen connections with organisations and institutions that will enhance the opportunities of learners to aspire to achieve their personal best with confidence and a sense of pride.

Overall summary of progress

In 2015, parents were surveyed about their potential interest and involvement in school projects. Throughout the year many parents were involved in tree planting projects, garden management, animal surveys and whole school family events which promoted community spirit.

The Sentral Management system was purchased to improve record keeping, assessment and reporting and communication to parents resulting in more efficient administrative practices for staff.

Relationships with local school, environmental centres and local businesses were further established to support staff in the development of curriculum and to create educational opportunities for students.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased parent and community participation in school based events and projects ['Click, Connect, Collaborate' (CCC)] to support engagement in student learning and wellbeing.</td>
<td>Parent community surveyed to identify areas of expertise and level of possible commitment to school projects resulting in a working bee, parent expert consultation in environmental project plan and a chicken enclosure. Through the implementation of the Sentral modules for attendance and reporting, the school has embedded explicit systems to effectively and positively communicate with our school community.</td>
<td>$500.00 Science - Global $1000 – fundraising $1764.00 – Sentral Technology Funding (Tied)</td>
</tr>
<tr>
<td>Increased frequency of joint professional learning events for students, staff and parents across the Colo Learning Community and Small Schools Network.</td>
<td>The school continued to develop productive relationships with other school communities (the Small Schools Network and Colo Learning Community) and external agencies for the purpose of professional learning and student engagement. Longneck Lagoon workshops were held for staff on the History and Science and Technology curriculums and project based learning, to effectively begin the implementation of the ‘Click, Connect, Collaborate’ (CCC) project. Combined professional learning meetings with Comleroy Road Public School to develop positive collegial relationships and opportunities for joint planning, programming and resource sharing.</td>
<td>Nil expense due to operating out of school hours</td>
</tr>
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</table>

Next steps

- Host parent/community forums to communicate school initiatives and directions.
- Continue to develop and maintain professional learning and student engagement opportunities with our local cluster of schools and Small Schools Network.
- Continue to engage with our local Environmental Education Centres and other local agencies to provide quality learning opportunities for students and professional learning for staff.
## Key initiatives and other school focus areas

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<tr>
<th>Key initiatives (annual)</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
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<tbody>
<tr>
<td>Aboriginal background funding</td>
<td>Personalised learning plans have been collaboratively developed and regularly monitored to ensure the achievement of Aboriginal students. Students received daily support with School Learning Support Officers (SLSOs) in areas of identified need. Student attendance monitored.</td>
<td>$1090 Strategic Direction 1 SLSOs</td>
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<tr>
<td>English language proficiency funding</td>
<td>N/A</td>
<td>Nil</td>
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<tr>
<td>Targeted students support for refugees and new arrivals</td>
<td>N/A</td>
<td>Nil</td>
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<td>Socio-economic funding</td>
<td>All students requiring adjustments and learning support are catered for within class programs and with the support of School Learning Support Officers (SLSOs), to achieve goals in individual learning plans (ILPs). Low achieving students in Years 3 to 6 were instructed in Multilit to improve reading skills. 5 students were engaged in the program.</td>
<td>$2976 Strategic Direction 1 SLSOs</td>
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<tr>
<td>Low level adjustment for disability funding</td>
<td>All students requiring adjustments and learning support are catered for within class programs and with the support of School Learning Support Officers (SLSOs), to achieve goals in individual learning plans (ILPs). Students grouped according to need and timetabled to work with School Learning Support Officers (SLSOs) and Learning and Support Teacher (LaST). Resources to support students with disabilities purchased for all classrooms.</td>
<td>$2500 Strategic Direction 1 SLSOs</td>
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<tr>
<td>Support for beginning teachers</td>
<td>Bilpin Public School does not have any teaching staff classified as beginning teachers.</td>
<td>Nil</td>
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<tr>
<td>Other school focus areas</td>
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<tr>
<td>Sentral Implementation: Improvement of communication, assessment and reporting through Sentral.</td>
<td>Sentral communication tool established to communicate with parents during emergencies. Improved assessment and reporting methods evident through the use of Sentral Academic Reports and Continuums. Sentral attendance module being consistently and effectively used by all staff to monitor attendance.</td>
<td>$1764 Strategic Direction 2</td>
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Student information
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

Student Enrolment

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Student attendance profile

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Class sizes and Structure of Classes

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total in class</th>
<th>Total per year</th>
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</thead>
<tbody>
<tr>
<td>K/1</td>
<td>K</td>
<td>17</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>2/3</td>
<td>2</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>7</td>
<td>18</td>
</tr>
<tr>
<td>4/5/6</td>
<td>4</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td></td>
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<tr>
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<td>6</td>
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<td>26</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>26</td>
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</tr>
</tbody>
</table>

Workforce information
Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.21</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.168</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2</td>
</tr>
<tr>
<td>Other positions</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>7.478</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. There are no staff members of Aboriginal or Torres Strait Island background.

Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate degree</td>
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</tbody>
</table>

Professional learning and teacher accreditation
In 2015, teacher professional learning was closely aligned to our 3 year plan. Professional learning occurs regularly each term at a local level. Bilpin also attended combined Professional Learning sessions with our Small Schools Network and schools in our Colo Learning Community.

Whole school professional learning included; new curriculum (Science and History), departmental reforms, the School Excellence Framework, Performance and Development Framework, Australian Professional Standards for Teachers, Disability Standards and Nationally Consistent Collection of Data (NCCD), Sentral software (attendance, reporting and student wellbeing modules) and project based learning. Mandatory training included CPR, First Aid, Child Protection, Work Health and Safety and the Code of Conduct.

Staff members attended individual professional learning to meet goals in their Performance and Development Plans (PDPs).

Our Learning and Support Teacher continued training in the Reading Recovery program. Our Teacher Librarian commenced training in Oliver (Library system). Our teacher responsible for student wellbeing programs participated in White Ribbon training.
Financial information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school’s 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2015</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
<td>31313.85</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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</tr>
<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>161055.92</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 7162.02    |
| Excursions                 | 7226.64    |
| Extracurricular dissections| 8205.22    |
| Library                    | 3358.07    |
| Training & development     | 662.73     |
| Tied funds                 | 31465.59   |
| Casual relief teachers     | 4160.62    |
| Administration & office    | 35130.66   |
| School-operated canteen    | 0.00       |
| Utilities                  | 11859.32   |
| Maintenance                | 5401.66    |
| Trust accounts             | 5707.86    |
| Capital programs           | 0.00       |
| **Total expenditure**      | 120340.39  |
| **Balance carried forward**| 40715.53   |

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. Click on the link http://www.myschool.edu.au and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2015, the school sought the opinions of parents/caregivers, students and teachers about the school. Their responses are presented below:

Parents/caregivers were asked to identify the qualities that make an effective teacher. The following qualities were rated most important by parent/caregiver respondents;

- Providing a positive classroom environment
- Encouraging students to do their best
- Supportive and approachable
- Patient
- Consistent with discipline
- Meeting the needs of each student
- Good communication

Parents/caregivers were asked to identify the strengths demonstrated at Bilpin Public School. The top five responses are listed below;

- Caring, dedicated teachers
- Beautiful playground/grounds
- Small size of the school
- Multiage connectedness amongst the students
- Personal relationships and community focus

Students were asked to identify what qualities they need to be successful. The following qualities were rated most important by student respondents;

- Listening to instructions
- Being cooperative and using good manners
- Resilient
- Respectful
- Being helpful and caring for others
- Working hard to achieve their best

Students were asked to identify what qualities make a great teacher. The following qualities were rated most important by student respondents;

- Patient
- Helpful
- Nice and kind
• Good listener and approachable
• Good discipline
• Interesting lessons

Students were asked to identify what they liked best about school. Students responded as follows;
• Nice teachers
• Playing with friends
• Learning
• Technology
• Outdoor activities
• Beautiful school grounds

Teachers were asked to identify what they thought were our strengths at Bilpin;
• A caring, nurturing environment for students
• Quality learning experiences for students
• Accessible to parents
• Respectful relationships with students
• Positive relationships with parents/caregivers
• A strong, collaborative staff
• Lifelong learners

Policy requirements

Aboriginal education

Bilpin Public School is committed to the embedding the principles of Aboriginal Education in teaching and learning programs for all students.

Aboriginal perspectives are embedded in lesson content across all Key Learning Areas, educating students about the history, culture and aspirations of Aboriginal Australia.

Students of Aboriginals or Torres Strait Islander heritage are provided with support through targeted funding. Student progress and personal goals, both academic and social, are monitored by class teachers and the Learning Support Team through Personalised Learning Plans (PLPs).

Aboriginal culture was celebrated through the school’s participation in NAIDOC activities.

Multicultural Education and Anti-racism

Bilpin Public School is committed to promoting the Multicultural Education Policy and embedding practices in learning and teaching programs.

Further to this our programs foster students’ understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society.

Classes participate in Harmony Day focused lessons based on inclusiveness, empathy, understanding and tolerance to promote the message Everyone Belongs.

Student Wellbeing

Day for Daniel

On Friday 30th October students participated in a ‘Day for Daniel’ to raise awareness of child safety, protection and harm prevention. It is about educating children through child safety and protection initiatives and helping empower our children to ‘Recognise, React and Report’ if they feel something is not right.

On the day students wore RED clothing as part of the ‘Wear Red and Educate’ theme to remember Daniel as part of our school focus to take action and conduct child safety activities to help in “Keeping Kids Safe”.

White Ribbon

In Term 4, the focus of our ‘Breaking the Silence in Schools Program’ was to raise the awareness of domestic violence and bystander behaviours with our 4/5/6 students and to explain the significance of the white ribbon symbol and the motto ‘Not Violent. Not Silent.’ to them.

With our younger K-3 students, our focus was to explore gender stereotypes for girls and to encourage them to be strong and true to themselves.

Bilpin PS is now officially a ‘White Ribbon School’.

Other school programs

Student Leadership

Our Year 6 student leaders were provided with a number of opportunities to meet with other leaders throughout our local area and beyond.

Our leaders attended the two day Hawkesbury Leadership Camp at Lutanda Yarramundi to
undertake activities to build skills in leadership, team building, public speaking and risk taking.

They also attended National Young Leaders Day at Sydney Olympic Park. Students listened to keynote speakers who shared inspirational memoirs of their own leadership journeys.

All Year 5 students attended the Colo Learning Community Leadership Training Day to learn the skills and qualities required to be an effective leader in the lead up to student elections. Year 10 students from Colo High were trained by Mrs Mackie to lead the Year 5 students through the program.

Environmental education and sustainability

2015 saw the development of the school’s Click, Connect, Collaborate (CCC) project. The project aims to protect our unique local flora and fauna species whilst providing students with inquiry based learning opportunities. Students participated in K – 3 participated in the (School of Ants) ‘Ants Alive’ program including video conferencing with students from other schools to discuss the results of their investigations.

Kindergarten to Year 6 students participated in a “Travel Bugs” incursion about insects. Students then conducted their own investigations around the school to identify our understory mini-beasts.

Students in Year 2 and 3 participated in the backyard bird count, identifying 26 species of birds in our local environment.

Years 4, 5 and 6 attended the Youth Eco Summit at Sydney Olympic Park in Term 4 learning about sustainable gardening, hydroponic gardening and caring for chickens. Students also attended the Taronga Zoo workshop, learning about native mammals, reptiles and amphibians.

In Term 4, Kindergarten and Year 1 participated in the Henny Penny Hatching Program learning about the life cycle of chickens. The hatchlings are now members of our school community comfortably housed in their chook pen purchased through a generous donation from the Bilpin Garden Club.

Achievements in the Arts

Visual Arts

Students submitted artworks in the Hawkesbury Show depicting the themes ‘Lend a Hand - Who Helps Us’, ‘Mateship/Friendship’ and ‘Symbols and Colours of Anzac’. These themes focused on the 100th Anniversary of the landing of Gallipoli. Students reflected on the people who fought in the war, those in the armed services and those who provided help to those injured on the battlefields. The students also reflected on the spirit of the Anzacs and how that mateship has formed part of Australia’s cultural heritage.

Three students received commendations for their tremendous efforts.

All students in Kindergarten to Year 6 participated in tree wrapping, coordinated by Ms Wheen. This activity was part of the Rainbow Warp project at Penrith Regional Gallery. French knitting was wrapped around the gallery garden’s centerpiece (a large magnolia tree) by students in the local community to symbolize the importance of protecting the tree and the local environment. Dawn Dunlop assisted students in learning how to French knit and kindly provided our students with looms and wool.

All students created entries for the Bilpin Flower Show creating ‘imaginary creature habitats’. We thank Bilpin Garden Club for their generous prizes awarded to our students.

Dance Group

Bilpin’s dance group consisted of 16 boys and girls in Years 3 to 6. The dance to ‘Outside’ by Ellie Goulding was choreographed by Miss Carroll and Mrs Mackie.

The dance group was selected to perform at the Hawkesbury Dance Festival at Windsor Function Centre. Students also performed at the school’s Open Day and special end of year presentation.

Pulse and Choir

On the 13th of August, 8 students from Years 4, 5 & 6 sang in the massed choir at the Sydney Opera House Concert Hall as part of the Pulse Performing Arts Showcase of Excellence. As well as this, 1
student from Year 2 was chosen to sing on the main stage as part of a combined Years 2/3 choir item.

The students worked hard and rehearsed the eight complex songs for many months in preparation for the concert. They travelled to two combined rehearsals, as well as a third rehearsal on the day of the concert.

There was a wide range of individual items as part of the concert, which showcased the talents of many students in the region. We are so proud of the students for all of the hard work and commitment they showed in the lead up to the performance, and are sure it was a life changing experience and a day they will never forget for the students their families.

The school choir comprising of twenty four students in Kindergarten to Year 6 performed at Richmond Marketplace as part of the Hawkesbury Schools Education Week Celebrations under the expert guidance of Mrs Oram. The choir also performed at the following school events; Open Day, Grandparents Day and Presentation Night.

Music

For the second consecutive year students have had been able to access the ‘Music Bus’. This is a mobile music bus that visits the school every Tuesday, offering lessons in guitar, drums and keyboard to interested students. It proved to be a very successful program for students.

Public Speaking

During Term 2, four students participated in the Premier’s Multicultural Perspectives Public Speaking Challenge. Students were expertly guided through the competition by Ms Wheen.

Mali Graham participated in the Rotary Public Speaking Competition competing against local public and Catholic schools. Mali presented her speech at the final held at Richmond Golf Club. Her speech about ‘how words can hurt, but also heal’ was delivered with great confidence and conviction resulting in her receiving runner up in the competition!

Achievements in Sport

The students of Bilpin Public School are encouraged to participate in a wide range of sporting activities. The emphasis is on skill development, sportsmanship and participation.

Students with particular sporting talent are supported and encouraged in their endeavours. The students have the opportunity to compete in school, small schools, district, regional and state carnivals for swimming, cross country and athletics. They also participated in specialised lessons for athletics and dance skills.

Highlights Include:

- Thirteen students were selected to compete at the Small Schools’ Swimming Carnival. Laura Wagner placed 1st in five events and 2nd in one event and was named 11 Year’s Girl’s Champion; two students were placed 2nd and a relay team was placed 1st;
- Two students were selected to compete at the District Swimming Carnival. One student achieved four 1st places and one 2nd place;
- Laura Wagner competed at the Regional Swimming Carnival.
- Twenty six students were selected to compete at the Small Schools’ Cross Country Carnival with two students achieving 1st place and 2 students achieving 3rd place.
- Six students progressed to District.
- Jack Ingersole progressed to the Sydney West Regional Carnival.
- Twenty students were selected to compete at the Small Schools Athletics Carnival. They achieved one 1st place and one 3rd place;
- Two students were selected to compete at the District Athletics Carnival. One student was placed 1st.
- Jack Ingersole was selected to compete at the Regional Athletics Carnival.
- Two of our students represented the school at Equestrian events throughout the year and performed extremely well.
- Our 4/5/6 students participated in the Small Schools Basketball Gala Day at Hawkesbury Indoor Centre and played admirably.
Transition Programs

Kindergarten

The Kindergarten Transition Program was conducted over three one and a half hour sessions. Pre-Kinder students participated in activities to familiarise themselves with school routines and programs.

Year 5 students buddied with the pre-kinder students to participate in a variety of activities incorporating both social and academic perspectives.

The Kindergarten Orientation included an information session for parents conducted by the principal.

These sessions were highly valued by parents both current and new. All pre-kinder students enjoyed themselves immensely.

Year 6

Year 6 participated in two transition days at Colo High School where students were able to experience ten different subjects across the two days.

Ambassador visits were again provided by Colo High School students to provide an insight into high school life.

The High School Orientation Day at Colo High School was attended by all Year 6 Bilpin students.

Enrichment Programs

Seventeen students from Year 1 to Year 6 attended a variety of courses in Term 2 as part of the Hawkesbury Creative Arts Enrichment Program.

They attended courses at many different schools throughout the Hawkesbury in different subject areas such as; technology, public speaking, drama, languages, dance, science, sport, environmental studies and visual art. These courses offer fabulous opportunities for our students to experience unique and engaging learning opportunities enabling them to explore their talents and interests.

As part of this enrichment program Mrs Oram (Japanese), Mrs McCloy (Claymation) and Mrs Mackie (Drama) ran courses for students in Kindergarten to Year 4 across the Hawkesbury.

Four Stage 2 students attended Enrichment Programs at Longneck Lagoon to enhance their problem solving skills.

We are very proud of the school spirit and enthusiasm our students demonstrate when undertaking extra curricula activities and representing our school.