2010 Annual School Report
Bidwill Public School

NSW Public Schools – Leading the way
Messages

Principal’s message

Bidwill Public School aims to encourage students to accept challenges, value achievements and work together for a better future. Our parents and community work in close partnership with the school to resource and maintain a positive learning environment for all students.

2010 marked the beginning of a new era in the history of the school with a change in leadership, staff composition and extensive refurbishment of classrooms and construction of a new covered outdoor learning area (COLA) through the federal governments Building the Education Revolution Strategy (BER). However, the core purpose and communal commitment to ensuring each student achieves the skills and attitudes that will empower them as lifelong learners has remained a constant.

The school self-evaluation process focuses on school improvement and is ongoing. Staff, students and parents contribute to the process formally and informally. Every opportunity is taken to improve, develop and extend school curriculum, management and administration to ensure the achievement of positive student outcomes.

I certify that information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Hilda Mavromati

P & C and/or School Council message

The P&C has worked tirelessly this year to support the school by running hot dog days, sausage sizzles, Mothers’ and Fathers’ Day stalls, Easter and Christmas raffles. Recently they have also taken on the task of running the school’s uniform shop. Each year the P&C donate all funds raised from these activities to the purchase of items for the school. Money raised in 2010 has been set aside to financially support programs that the school plans to establish in 2011. The P&C would like to thank each and every family for the great support they have given to P&C activities this year.

Donna Sirmais on behalf of P&C

Student representative’s message

This year the Student Representative Council included one representative from each class in Years 3 to 6. It also included the school’s student leaders. The council members met together to decide on matters of importance throughout the year. The Student Representative Council was involved in raising money for the 40 Hour Famine and also helped choose the School Pledge to be introduced in 2011.

Bradley Amituana

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>261</td>
<td>256</td>
<td>234</td>
<td>235</td>
<td>233</td>
</tr>
<tr>
<td>Female</td>
<td>231</td>
<td>233</td>
<td>218</td>
<td>208</td>
<td>197</td>
</tr>
</tbody>
</table>

Since 2006 there has been a steady decrease in student enrolments. It is anticipated that possibly enrolments will increase again as a new town house development in the school’s area is completed.

Student attendance profile

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>85.6</td>
<td>86.9</td>
<td>85.3</td>
<td>88.0</td>
</tr>
<tr>
<td>Region</td>
<td>93.9</td>
<td>94.1</td>
<td>92.1</td>
<td>94.3</td>
</tr>
<tr>
<td>State</td>
<td>94.0</td>
<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
</tr>
</tbody>
</table>
The development and implementation of a School Attendance Plan has seen attendance rates increase from 85.3% in 2009 to 88.0% in 2010.

Management of non-attendance

To facilitate improved attendance the school has maintained the role of a School Attendance Coordinator to monitor student attendance, liaise with HSLO, monitor the school attendance database and communicate with families. Special prizes for regular attendance eg bike draw each term, sticker charts in classrooms, individual certificates and trophies are presented to students for regular attendance. This year the school has developed a partnership with a community program called “Leap into Learning”. This group provides a tutor to work with students and families to support regular attendance.

Five students received the Department of Education and Training (DET) Outstanding Attendance Award for 2010.

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

Class sizes

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 SERPENTS</td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>1 PANDAS</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1/2 JAGUARS</td>
<td>1</td>
<td>14</td>
<td>24</td>
</tr>
<tr>
<td>1/2 JAGUARS</td>
<td>2</td>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td>2 GORILLAS</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>2 SPIDER</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MONKEYS</td>
<td>2</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>3 ELECTRIC EELS</td>
<td>3</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>3/4 PLANKTON</td>
<td>3</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>3/4 PLANKTON</td>
<td>4</td>
<td>14</td>
<td>26</td>
</tr>
<tr>
<td>4 REEF SHARKS</td>
<td>4</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>3 WHALES</td>
<td>3</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>4 STINGRAYS</td>
<td>4</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>5 HONEY EATERS</td>
<td>5</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>5 ROBINS</td>
<td>5</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>6 KINGFISHERS</td>
<td>6</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>6 BLACK</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COCKATOOS</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>3-6 RAINFOREST</td>
<td>3</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>3-6 RAINFOREST</td>
<td>4</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>3-6 RAINFOREST</td>
<td>5</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>3-6 RAINFOREST</td>
<td>6</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>K MANGROVES</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>K LAGOONS</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>K RIVERS</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

The school also used its staffing allocation to provide a class in 2010 for students needing intensive intervention. The numbers in this class were kept to 18 students and the program offered a focus on Literacy and Numeracy.

Structure of classes

In addition to the classes shown above there are two support classes for students with special learning needs. These classes are made up of one IO class of nine students and one ED/BD class of seven students.

As in previous years mainstream classes were established to have an even mix of boys and girls and student abilities. Social groupings were also a consideration.

Staff information

Bidwill Public School is supported by a number of programs not necessarily available to other schools. With these programs comes the opportunity to employ additional staff to support student learning.

Priority Action Schools funding has enabled the school to create an additional full-time Deputy Principal position that focuses on curriculum planning, delivery and assessment K-6, Community Liaison Officer and a Pacific Islander Community Liaison Officer (PICLO). The school also employs an Aboriginal Education Officer.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>6</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>18.60</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>1</td>
</tr>
</tbody>
</table>
The school was allocated staff from the DET from Preschool to Year 6. This included a number of support staff and specialist teachers who supported students with special learning needs.

The school supplemented DET staffing with funds from additional programs run within the school. These programs were Priority Action Schools program, Priority Schools Funding Program and integration funds. In addition to this were the Smith Family Education Consultant and our Community Hub worker. Teaching staff was strongly supported by our School Administrative Staff. 17% of staff identified as being from an indigenous background.

Staff retention

The turnover of permanent staff 2009-2010 was not as high as in some previous years. Currently a number of staff is on leave and temporary staff has been engaged for the year or a portion of the year to cover absences. At present the school employs a number of temporary staff members that have worked consistently at the school for some time which helps minimise the impact of staff changes on classrooms.

Teacher qualifications

All teaching staff meets the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>14%</td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of Financial Summary</th>
<th>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$1,336,483.51</td>
</tr>
<tr>
<td>Balance Brought forward</td>
<td>$330,315.76</td>
</tr>
<tr>
<td>Global funds</td>
<td>$303,791.75</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$471,128.84</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$70,177.01</td>
</tr>
<tr>
<td>Interest</td>
<td>$23,333.44</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$137,736.71</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>$1,006,167.75</td>
</tr>
</tbody>
</table>

Expenditure

| Teaching & learning       | $43,835.06 |
| Key learning areas        |            |
| Excursions                | $27,345.49 |
| Extracurricular dissections| $31,926.37 |
| Library                   | $9,876.08  |
| Training & development    | $1,941.82  |
| Tied funds                | $441,206.67|
| Casual relief funds       | $137,874.53|
| Administration & office   | $61,064.30 |
| School-operated canteen   | $0.00      |
| Utilities                 | $58,796.08 |
| Maintenance               | $17,675.74 |
| Trust accounts            | $130,196.66|
| Capital programs          | $49,021.89 |
| Total expenditure         | $1,010,759.69|
| Balance carried forward   | $325,723.82|

A full copy of the school's 2010 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Achievements

Arts

Dance Group/Choir

During 2010 students have been given a variety of opportunities to participate in the performing arts activities offered by the school.

The junior and senior dance groups together with the combined choir represented Bidwill Public School at Westfield Mt Druitt for education week and also at the Mt Druitt music festival. These
groups also performed at various school assemblies such as the preschool graduation ceremony.

Sport

Swimming Carnival
The swimming carnival this year was a competitor’s only carnival held early in term 1. Approximately 25 students attended the carnival and of those 8 students qualified for the district swimming carnival.

Cross Country Carnival
The cross country carnival was held in second term. Students from Years 3-6 were given the opportunity to compete. A group of 30 students participated in the district cross country carnival. Of 30 students, 3 were placed in the top 8 for their age group and progressed to the regional carnival.

Athletics Carnival
The athletics carnival was held third term. Many students were successful in qualifying for the two day District Carnival. Eight Bidwill School students were successful in making it through to the Regional Carnival. This year one student qualified for the state carnival in shot put and also made the state team for Sydney West rugby league.

PSSA
Bidwill had a successful year in the Primary School Sport Association (PSSA) competition in both summer and winter sports. The senior netball team was runner up in the grand final and the senior rugby league team won their grand final. The volleyball team and the boys’ softball team were both undefeated in their competitions. They won their grand finals.

Sport in Schools
In third term, students had the opportunity to participate in the Sport in Schools program. The program, run by trained physical education teachers, used specialised, latest equipment to teach the fundamental movement skills from the curriculum to K-6 students. Students’ choosing not to participate in this program participated in the same activities at a school level.

Swim School
This year 50 students from Years 2-5 participated in the school swimming scheme. Students enjoyed participating in the program and all students showed improvement in their swimming ability.

Other

Preschool Report
This year began with the first Welcome to Preschool BBQ at which parents had the opportunity to meet staff and also make connections with local community organisations. The preschool also held its first Sorry Day event in second term, at which students learnt about the significance of Reconciliation and Sorry Day. A permanent garden was established for future years to enjoy.

To celebrate education week many parents and grandparents, together with the students, participated in planting bird attracting trees and shrubs. The plants will be maintained using water from a water tank. The theme for education week this year was “Learning for Sustainability”.

During book week, preschool held its first “Paint the Town READ” event. Families that attended joined in a reading picnic. They shared the enjoyment of reading, by reading with their children in the grounds of the preschool. This was followed by a morning tea. Rooby the red kangaroo was also at the event and each child received a book. In addition to this, during book week, Sarah Davies, an author, conducted story telling sessions with preschool to promote the importance of reading and writing.

Bidwill preschool also took part in the Western Sydney Networking Project whereby teachers from other preschools visited to enhance their knowledge of our successful preschool curriculum.

Playgroup
The playgroup in 2010 was an extremely busy place with pasting and painting craft activities, enjoying movement and action songs, listening to stories and sitting together to eat a morning tea of sandwiches, cheese, biscuits and fresh fruit.

For the second half of the year the playgroup also arranged child minding for the preschoolers of the parents participating in the various activities organised within the school such as the cooking club.

Premier’s Spelling Bee Challenge
Bidwill entered this competition for the first time this year. A school spelling bee was held to select our junior and senior entrants. The students that represented Bidwill performed admirably at the regional finals. Out of the 40 students in the finals we placed tenth, thirteenth and twenty-third in the junior and senior sections respectively.
Community Activities

Mural
Members of the community, from all cultural backgrounds, came together in a community based project to paint a mural on a wall within the school grounds. The purpose of the project was for the parents to show students that artwork is a form of expression and communication to be enjoyed by all.

Cooking Group
Ten dedicated mothers attended weekly cooking classes. They learnt about a variety of foods and enhanced their cooking skills. Each contributed great suggestions to the class and exchanged recipes. Due to its significant success it is anticipated that the program will continue in 2011.

Homework Centre
At the beginning of 2010 a homework centre was established. It ran every Wednesday afternoon for one hour. During this time teachers were available to assist students with their homework.

Transition to High School
As in previous years at Bidwill Public School, the current Year 6 students were given the opportunity to familiarise themselves with Chifley College Bidwill Campus, in preparation for High School. Year 6 students had regular visits from their Year 7 High School teachers. These visits were designed to familiarise the students with the high school and enabled the High School teachers to get to know the students. Year 6 students also visited the High School each week to participate in a variety of lessons across a range of key learning areas. These lessons gave students an opportunity to work with their new teachers and engage in quality learning activities in a new environment.

Families also attended an orientation day to familiarise both students and parents with the demands and expectations of High School.

Breakfast Club
After nine years the breakfast club still operates daily. Students who attend the breakfast club have the choice of a nutritious breakfast that consists of cereal, toast, oranges and on occasion milo. The breakfast club relies on the generous donations of our local businesses and clubs to operate.

Academic

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

The literacy component of NAPLAN, incorporating reading, writing, spelling, grammar and punctuation was completed by 58 year 3 students.

78% of Year 3 students achieved at or above the minimum standard in Reading. There was a 4% increase of students in Band 4 from 2009.
Year 3 students performed better in writing than in other aspects of literacy. 83% of Year 3 students met the minimum or above standard. This was also an 8% increase on the 2009 results.

In Spelling 63% of Year 3 students performed at or above minimum standards. In 2010 there was a 10% increase of students in Band 3.

In Grammar and Punctuation 63% of year 3 students performed in the minimum or above standard.

Numeracy – NAPLAN Year 3

In numeracy 77% of Year 3 students performed at or above the minimum standards.
Literacy – NAPLAN Year 5

In Reading 67% of Year 5 students performed at or above the minimum standards. The average growth for these students was 14% above the state average.

In spelling 83% of students performed in or above the minimum standards. This was 39% above the average growth for the state.

83% of year 5 students were in or above the minimum bands for writing. The progress achieved by these students was 38% above the state average.

81% of Year 5 students performed at or above the minimum standards for Punctuation and
Grammar. The growth in student performance was 17% above the state average. Aboriginal students made significant improvement in this area.

**Numeracy – NAPLAN Year 5**

In 2010 68% of students performed at or above the minimum standards for Numeracy.

**Minimum standards**

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Aboriginal education**

**Photography Group**

The photography group was established for indigenous students within the school to promote leadership and responsibility. The students were taught the fundamentals of basic photography and how to compose, edit and publish photos. The group used the skills they learnt to be school photographers for special occasions such as assemblies, award presentations and visiting performers. The group has also entered a number of photography competitions and visited places such as Taronga Park Zoo, Featherdale Wildlife Park and The Sydney Aquarium to practise their photography skills.

**Multicultural education**

In 2010 the school employed a Pacific Island Community Liaison Officer (PICLO) one day per week. The PICLO worked successfully with class teachers and the Pacific Islander community to support students across a range of identified needs.

To improve the attendance of our Pacific Islander students in particular, a Pacific Islander Group was established to discuss concerns and allow community projects such as the HUB, Anglicare and the district PICLO to support families.

**Respect and responsibility**

The school positive behaviour for learning team (PBL) continued its focus on promoting the values of Respect, Fair Go and Have a Go. The implementation of the PBL program has played a significant role in reinforcing, explicitly teaching and modeling, positive behaviours and actions that reflect respectful and responsible attitudes and actions from all members of the school community.

A competition was held to name the characters displayed on the Respect, Fair Go, Have a Go posters. The PBL team also promoted the Sun Safe “no hat, play under the COLA” policy. This has been very success in encouraging students to
bring a hat to school and understand the importance of sun safety.

**Connected learning**

This year Bidwill Public School had two interactive whiteboards installed. This development sets in motion the important process of updating the use of technology in the school to enhance teaching and learning. With plans underway to install more Bidwill students and teachers will have access to the latest in teaching and learning technologies.

**Other programs**

**Priority Schools Program – Priority Schools Funding Program and Priority Action Schools’ Program**

Priority School Program funds were used to support the improvement of student performance in literacy and numeracy.

Funds were used to employ:

- A second deputy principal whose key role was to oversee curriculum development, implementation and assessment in literacy and numeracy.
- An Accelerated Literacy coordinator to facilitate the training of new staff in Accelerated Literacy and to work collaboratively with all staff to implement quality Accelerated Literacy lessons.
- A Pacific Islander Community Liaison Officer, Community Liaison Officer, Behaviour Consultant and a School Learning Support Coordinator to support student engagement in learning.

**Progress on 2010 targets**

**Target 1**

*To improve student growth in literacy*

Strategies to achieve this target include:

- Training and development for teachers in syllabus implementation
- Regular evaluation of programming of quality learning activities and class organisation, especially in the area of guided reading, to address students' learning needs in literacy
- Regular collection and analysis of school-based and external data to determine the effectiveness of learning programs

Our achievements included:

- 82% of Year 3 students scored in band 2 or higher in reading

**Target 2**

*To improve student growth in numeracy*

Strategies to achieve this target include:

- Provide professional learning for the staff in the use of SMART package to inform teaching and learning
- Teachers using NAPLAN data to inform their numeracy programs
- Provide professional learning for staff on embedding the working mathematically process into the numeracy session

Our achievements included:

- 79% of Year 3 students scored in band 2 or higher in numeracy
- 68% of Year 5 students scored in band 4 or higher in numeracy

**Target 3**

*To improve attendance*

Strategies to achieve this target include:

- Collection and analysis of attendance data in order to design and evaluate appropriate support systems.
- Promotion of the partnerships between home, school and the wider community.
- Rewards and reinforcers to encourage effort.
- Support for teachers in implementing the Attendance Action Plan

Our achievements included:

- 2.7% improvement on 2009 attendance from 85.3% to 88.0% in 2010.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of...
Educational and management practice

Attendance

Background
Student attendance at Bidwill Public School has improved since 2009 however has remained below that of the state’s and the region’s average. This is despite the development of a school based attendance data monitoring system, phone intervention program (PIP), community meetings, rewards for regular attendance and late arrivals program.

Findings and conclusions
2010 attendance has improved from 2009.
Term 1 - 87.5%
Term 2 - 86.5% - 4.5% improvement on 2009
Term 3 - 86.2% - 1.2% improvement on 2009
Term 4 - 88% - 2.7% improvement on 2009
Even though our average attendance rate fell below our target of 89%, it is encouraging to see an improvement of 2.7% on the 2009 target.

Future directions
- Refine existing attendance procedures.
- Provide ongoing professional development for staff using school systems.
- Monitor school systems each term, with a yearly review.
- Review rewards system for good attendance

Curriculum

Student Engagement

Background
A review of our Student Welfare data indicated a significant level of student disengagement. There was a whole school perception that this impacts on student learning.

Findings and conclusions
Through surveying staff and students is was found that:
- On average 15 students per day required executive support to re-engage.
- Significant loss of learning time due to suspensions.
- Students were missing foundation skills due to poor attendance
- Up to 30 students in mainstream classes presented with high support behaviour needs.

Future directions
- Develop a more consistent approach to Positive Behaviour for Learning (PBL) interventions with a greater focus on positive behaviour.
- Ongoing professional learning that focuses on the Quality Teaching Framework.
- Promote the integration of Interactive Computer Technology (ICT) into teaching and learning programs.
- Raise the profile of attendance as a school priority within the community.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.
- 93.5% of students believe that they do their best and take pride in their learning of literacy while 90.3% of students believe that they do their best and take pride in their learning of numeracy.
- 80.7% of students believe their teachers expect that they will do well in English while 90.3% of students believe their teachers expect that they will do well in numeracy.
- 74.2% of students believe their teacher tells them how to improve their results in English. Whilst 91.7% of teachers believe that they give explicit feedback to their students on what they are doing well and what they need to improve their literacy skills
- 90.3% of students believe their teacher tells them how to improve their results in Mathematics. Whilst 93.8% of teachers believe that they give explicit feedback to their students on what they are doing well and what they need to do to improve their numeracy skills
- Parents/carers have expected more opportunities to work with the school and be better informed and involved in the school’s decision making processes that determine the school’s future directions.

Future directions
- Implement the Team Leadership in School Improvement program.
- Ongoing professional learning that focuses on the Quality Teaching Framework.
Professional learning

Teacher Professional Learning (TPL) is a priority in the school and is linked to school management plan, Regional, Office of Schools and State priority areas. In addition, staff access TPL linked to their personal professional development plans. School based TPL is planned on a term by term basis and is delivered at weekly staff meetings, stage meetings and on school development days.

This year professional learning has focused on:

- Teachers collaboratively planning teaching and learning programs during stage planning days held at the end of each term.
- Planning numeracy sessions based on assessment data.
- Planning teaching learning sequences for literacy and numeracy in response to NAPLAN results.

School development 2010

Targets for 2011

Target 1

To improve students growth in literacy

Strategies to achieve this target include:

- Use whole school planning processes to evaluate the quality of literacy teaching
- Analysis of individual students’ needs and provision of appropriate support from STLA, Reading Recovery and ESL programs

Our success will be measured by:

- An increase in the percentage of students who score in Band 2 or higher from 82% to 88% in Year 3 NAPLAN Reading results
- An increase in the percentage of students who score in Band 4 or higher from 67% to 72% in Year 5 NAPLAN Reading results

Target 2

To improve students growth in numeracy

Strategies to achieve this target include:

- Use whole school planning processes to evaluate the quality of numeracy teaching.
- Teachers participate in professional learning programs that will increase their capacity to identify and address students’ numeracy learning needs.

Our success will be measured by:

- An increase in the percentage of students who score in Band 2 or higher from 79% to 90% in Year 3 NAPLAN numeracy results
- An increase in the percentage of students who score in Band 4 or higher from 68% to 74% in Year 5 NAPLAN numeracy results

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Hilda Mavromati Principal
Heather King Deputy Principal
Kerrie Bennett Deputy Principal
Denise Rowan Assistant principal
Janet Gregory Teacher Mentor
Merilyn Mule Class Teacher
Hayley Carstens Class Teacher
Robyn Hardie Class Teacher
Susan Treloar Parent
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: