School context statement

Bidwill Public School is located in Bidwill, within the Mount Druitt Area, a western suburb of Sydney. The school shares the grounds with Chifley College Bidwill Campus. In addition to Kindergarten to Year 6 educational programs, the school also provides a preschool program and it has a support unit that students with special needs can access from the region. The student population reflects the cultural diversity of the community, with significant enrolments from Aboriginal (21%) and Pacific Islander (47%) backgrounds.

Principal’s Message

The Annual School Report is a summary of the school’s achievements in 2014 and provides information regarding our priorities for 2015. At Bidwill Public School we have a shared vision to improving the well-being and educational outcomes for all students. Students, staff and community members work enthusiastically together striving to achieve this.

Our curriculum promotes equity and excellence to ensure all students are successful learners, confident and creative individuals and active, informed citizens.

The school took great steps forward in 2014 academically, socially, culturally and professionally. I am very proud of the achievements everyone has made.

Our academic programs provide excellence in education for our students. There has again been a strong focus on all key learning areas, particularly Literacy and Numeracy through the Early Action for Success initiative in the K-2 years the Focus on Reading program in years 3-6.

Cultural diversity is recognised and celebrated by the school through NAIDOC events, multicultural events, classroom activities and school leadership programs. Beyond our core programs our extra curricula activities were outstanding, offering students a variety of groups/activities to be part of. Our drummers and dance group were invited to perform at a corporate event during August, 2014. The Pacific Islander dance groups represented our school at the annual Polynesian day held at Tregear Public School. Our participation in the Deadly Arts program saw our students working with several other schools in the Mount Druitt area culminating in a formal performance. This served to bring our Indigenous culture to life through dance and song as well as uniting our school with the broader community.

I am looking forward to working with our students, staff and parents and community in order to ensure growth and learning for all in 2015.

I certify that the 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.

Toni Thomas

P&C Message

The P&C has been actively supporting the school by running mufti days, cake stalls, Father’s and Mother’s Day stalls, Dixie cup stall, as well as Easter raffle. The P&C also helped at sporting events held throughout the year and co-ordinated a fund raiser family photo day. Our students sporting achievements were recognised by the P&C with team jackets being purchased and medals and jackets being presented to athletes.
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

<table>
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<th>Gender</th>
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K-6M     K-6        7        7
Possums  P          20       20
Kookaburra P         20      20
Goannas   P          20      20

Student attendance profile

Throughout 2014, attendance continued to be an important focus for our school. The Attendance Coordinator spent 3 hours a week monitoring whole school attendance, managing the attendance of non-attenders, liaised with the Home School Liaison officer and met regularly with parents to discuss their child’s attendance. During 2014, 25 students were referred through to the home school liaison officer and engaged the family in an attendance improvement plan. Of this 25, approximately half of those students attendance improved. The remaining students and their families continued to receive additional support to ensure they were attending school. At the end of 2013, whole school attendance data was 87.2%. By the end of 2014, whole school attendance data increased 0.8% to 88%. The highest it has been in over 4 years.

Aboriginal student attendance is also closely monitored by the school and supported by the Aboriginal Education Officer and the Aboriginal Home School Liaison Officer. At the end of 2013, Aboriginal attendance data was 83.8%. By the end of 2014, Aboriginal attendance data increased 1.2% to 85%. The highest it has been in over 4 years.
Student Representative Council
The Student Representative Council (SRC) is comprised of a class-elected representative from every class from Years 2 to Year 5 and the support unit classes, as well as the Year 6 leadership team. The leaders of the SRC were the school captains Andy Yassine and Aaliyah Filipe.

The School Leadership team attended the Young Leaders Day where they had the privilege to listen to many speakers who shared their own leadership story with a view to inspire others.

A number of SRC team members completed interviews with various staff members and wrote staff profiles along with the covering and reporting of many events that were held throughout the year these were published in the fortnightly school newsletter.

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tr>
<td>Deputy Principal(s)</td>
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<td>Assistant Principal(s)</td>
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<tr>
<td>Instructional Leader</td>
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<td>Classroom Teacher(s)</td>
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<tr>
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<tr>
<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher Librarian</td>
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The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Grace Barton AEO
Melissa Macdonald SLSO, preschool
Tracy Collins SLSO
Di Ellison SLSO
Mandy Borwell SLSO

In keeping with our policy of inclusiveness our Aboriginal staff has fulfilled a range of duties and responsibilities in 2014 ranging from:
- Supporting students in the classroom
- Facilitating the implementation of QuickSmart
- Playing an active role in the transition of Preschool students into kindergarten
- Purchasing a range of Aboriginal resources to be used across the school.
- Working closely with Aboriginal families to ensure the best educational outcomes for our Aboriginal students
- Enhancing cultural awareness across the school through meetings with teachers, planning and promoting NAIDOC week activities.

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>
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<tbody>
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<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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<td>NSW Institute of teachers Accreditation</td>
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Professional learning and teacher accreditation
Focus on Reading
In Term 3, 2014, Stage 2 and 3 teachers commenced professional learning on Focus on Reading.
Focus on Reading 3-6 is an intensive professional learning program for teachers to support the explicit teaching of the key aspects of reading in the middle and upper primary years, namely comprehension, vocabulary and reading text fluency.
The school initiated the professional learning program to increase the deep knowledge and understanding our students have of the books they read. Two teachers were trained as in-school course facilitators. They led stage teams in the Focus on Reading professional learning program and provided follow-up in-class coaching support.

Improving their knowledge and understanding of current research on how students learn and applying this to their teaching and learning programs has increased the capacity of our teachers to provide more targeted learning programs for students.

Beginning Teachers
In 2014, funding under the Great Teaching, Inspired Learning reform was used to support one permanent beginning teacher at Bidwill Public School. This funding was for participation in significant professional learning programs, to assist their development of quality teaching pedagogy and classroom management. This consisted of both registered and unregistered professional learning. Our beginning teacher undertook Reading Recovery training, providing explicit and systematic systems for professional development which incorporated mentoring, observations of own teaching and others teaching and self-reflection.

Through the funding provided by the NSW Government, beginning teachers at Bidwill Public School received a high quality program to support and strengthen their entry into the teaching profession.

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

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<table>
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A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

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

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
NAPLAN Year 3 - Numeracy

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
Other achievements

Sport

Students in K-6 participated in weekly sport sessions and regular fitness activities in their class groups.

Bidwill PS teams participated in the Primary Schools Sports Association (PSSA) Mt Druitt zone summer and winter competitions.

The summer competition included Girls’ Softball, Boys’ Softball, Newcombe Ball, Volley Ball, Girls Tee-Ball and Boys Tee-Ball. Both softball teams and the Boys Tee-ball team made it to the grand final with the Girls Softball and Boys Tee-ball winning the competition.

The winter competition included Junior Soccer (2 teams), Senior Soccer (1 team), Junior Netball, Senior Netball, Girl’s Touch Football and Boys Touch Football, Junior Rugby League and Senior Rugby League.

We had teams participate in many Rugby League events throughout the year including Royce Simmons Shield, Panther Trophy, Greg Alexander Shield and Legends Shield, with all students enjoying these opportunities. The U9’s rugby League team was also successful in making it to the All Schools State Carnival.
Cross Country
Our Cross Country carnival was held in Term 2 at school for students from Years 2-6. A group of 30 students participated in the district Cross Country with 6 students progressing to the regional Cross Country carnival.

Athletics Carnival
The Athletics Carnival was held at Popondetta Park in Term 3 with many students qualifying for the district Athletics Carnival. 8 Bidwill students were successful in progressing from the Zone Athletics Carnival to the Regional Athletics Carnival. We also had 1 student who made it to State for 2 events.

Swim School
This year 50 students from Years 2-4 participated in the School Swimming Scheme. Students enjoyed participating in the program and all students showed improvement in their swimming ability.

World Cup Qualify
20 students and their families were given the opportunity to attend the Socceroos World Cup qualifying match at Olympic Park and to participate in a March Pass. It was an amazing atmosphere and the experience thoroughly enjoyed by all.

Transition to School
During 2014 we introduced our new Transition to School Project. Considering the needs of our community, our school’s unique position of having a three-class preschool on-site, and drawing on our previous experience in the Transition to School Project in 2006-2008, we developed a dual path system of preparing young children for school, and preparing our school for our new children.

Our children enrolled in Preschool participated in embedded transition opportunities throughout their enrolment. Preschool classes engaged in the school community, visiting the library, participating in the Athletics Carnival and community events such as the Easter Parade. In the latter half of the year, each Preschool class formed a buddy Kindergarten class, and took weekly classroom visits at various times, participating in Literacy, Numeracy and Sports sessions, and routine activities such as Crunch and Sip, lunchtime and outdoor play. These visits opened up the opportunity for professional dialogue between the teachers, and provided content for discussion and dramatic play in the Preschool.

The task of identifying other students starting Kindergarten began early in the year with a school-wide survey. Once future students were identified, the focus on building relationships between the family, child and school began. We ran a weekly, informal playgroup session for children and their families. These soft-entry sessions were centred on the childrens’ interests, such as baking, and using these as a platform for conversation with families, e.g. making healthy lunchbox treats.

We entered a more formalised Kindergarten Orientation phase in the fourth term, opening with a popular Showcase Afternoon which highlighted positive programs within the school along with essential enrolment information. In the weeks following, children attended a Kindergarten classroom and families attending information sessions about Road Safety, Literacy and Numeracy programs at Bidwill Public School, and child health and Healthy Lunch boxes. Enrolment support and uniform shop was also available at this time. With the support of
Connect Child and Families Services’ Transition to School Project (Western Sydney), children received goody bags with weekly additions of learning equipment.

Mindful transition practices continued at the beginning of the 2015 year, with class formation and Best Start assessment pushed back to allow teachers to build relationships with their new students. Overall, students involved in our transition to school strategy are reported to have started their schooling in a confident, capable manner.

Year 6 to 7 Transition

Early in 2014, with consideration of our school’s unique position of sharing a site with Chifley College Bidwill Campus, meetings were held with the high school to commence conversations about the Year 6 to 7 transition program. Throughout the year, the following occurred to ensure our Year 6 students were best prepared for high school transition and the Year 7 teachers knew the students they were going to teach:

- Meetings were held between supervising staff from the Primary and Secondary school.

- Information and data were shared on each student; their strengths and weaknesses and their current PLAN data.

- Transition lessons were organised for students to participate in a range of lessons within the high school setting. These lessons included Math, Science, Agriculture, Woodwork and Cooking.

- The Stage 3 teachers ran a transition day weekly throughout Term 4 where students moved from class to class throughout the day. They had a timetable to follow and were with a different teacher for each lesson.

- Throughout this transition day, the high school teachers arranged visits to each room so they could observe how primary teachers interact with students and how they deliver their programs.

- Each students PLAN data, with samples of work was passed onto the high school at the end of the year so teaching could take place at the precise point of knowledge.

- High school personnel attended Stage 3 meetings to gain an understanding of where students were at and what they had been learning about.

- Specific students were targeted for additional transition lessons where they met key teachers and began to build relationships with them.

Students were sent to the high school with a sense of familiarity and teachers had a better understanding of where students were at and how they could best teach them.

Stage 3 Camp

In Term 3, 60 Stage 3 students travelled to Canberra and the Snowy Mountains by bus with 5 staff members. Students were able to learn about Civics and Citizenship by visiting the War Memorial, Parliament House and the Royal Australian Mint. They learnt about science at Questacon – the National Science and Technology Centre and about our famous athletes at the Australian Institute of Sport. Students also visited the snow at Perisher, a first time visit for many of our students. They enjoyed making snowmen, throwing snowballs and rolling around on the cold ground. It was an enjoyable and educational 3 days for all staff and students involved.

Senior Dance Group

In 2014 the Senior Dance Group consisted of 25 students selected from Years 3 to 6. They were a talented group of performers. The dance group was chosen by Song Room to be part of a concert in the city where they performed in front of an
Bidwill Public School - Annual School Report 2014

audience consisting of representatives from many of the organisations who Sponsor the Song Room Initiative. During Education week the dancers performed at Westfield Mount Druitt alongside other Western Sydney schools promoting and highlighting the diverse range of talented students in public education. Our talented Song Room teacher Mr Hernan Yoia, an experienced dance teacher with many years’ experience, choreographed our dance routines working with music from different cultures from all over the world. We are very proud of the dedication the dancers showed learning their routines and the way in which they represented Bidwill Public School.

Bidwill Beats Drummers

Bidwill Beats drumming group is made up of Years 3-6 students who have a passion for rhythmic music. They attend regular lunch time classes with Mrs. Lewis to learn and rehearse a variety of beats and rhythms. With the school’s purchase of 20 new djembes (African Drums) late last year, the drumming group had the opportunity to grow to 19 students and use these new drums for learning and performances. Our first performance for the year was at Westfields Mt Druitt for education week on Monday 28th July. The students also performed at our P-12 NAIDOC week assembly in July. Bidwill Beats were given a special invitation along with the Senior Dance Group to perform at the Australian Charities Fund function on behalf of The Song Room, held at Darling Park in Sydney in August. This was a fantastic opportunity for our students to travel into the city after school to show case their talent and hard work. Many senior executives from companies and partners of the Song Room attended and enjoyed the performances.

Bidwill Beats went on to perform at our Education week concert and our end of year presentation assemblies in front of parents, students and staff. The students have done a fantastic job this year learning a variety of polyrhythms and are to be congratulated on their efforts and achievements this year.

Bidwill's Got Talent

Bidwill’s Got Talent competition was held in the hall and highlighted the many talents of our students from K-6 in music and dance. Parents and community members were invited to attend and were amazed by the amazing talent on display.

Pacific Islands Dance Group

Under the instruction of Vave Vaoga, our Pacific Islands Dance Group was formed this year. Students learnt and performed a range of Samoan and Cook Islands Dances. Vave was supported by teachers, parents and some students from Chifley College Bidwill Campus to teach and rehearse the dances both during school and after school hours. The Pacific Islands Dance Group were invited to perform at Tregear Public School’s Polynesian
Day in November – a large event where many schools with Pacific Islander students get to perform for the school community and showcase their culture. Our students were told that they ‘stole the show’ with their wonderful dancing. After this event, our Pacific Islands Dance Group had the opportunity to perform for Education Week and for our end of year School Presentation Assemblies.

Premier’s Spelling Bee Challenge
Primary children from Years 3 – 6 were invited to participate in The Premier’s Spelling Bee Challenge. 6 students from each year competed in the School Spelling Bee Finals. From this a winner from each year represented our school at the regional finals. Our students performed admirably making it to the 2nd and 3rd rounds.

Premier’s Sporting Challenge
The Premier’s Primary School Sporting Challenge aims to engage young people in sport and physical activity and encourages them to lead healthy active lifestyles. The Challenge involved classes participating in a 10 week sport and physical activity challenge. Classes received a Bronze, Silver, Gold or Diamond Award, depending on how much time they accumulated in a broad range of sports and recreational pursuits during lunchtime, school sport programs, class time, after school or in weekend physical activity.

Books in Homes
Bidwill Public School has been very fortunate to participate in the Books in Homes Program. Bidwill was one of 18 schools throughout New South Wales to be chosen to participate in the program. The program allows each student to receive three new books of their choice for three terms. This is the third year of participation in a three year program.

An incentive through the program is the Caught Being Good Books and Certificates. It is a reward program where students have the opportunity to earn extra books. This year, 180 Caught Being Good Awards and books have been awarded at assemblies.

Each Term there is a competition, with great prizes, in which students are encouraged to enter. Everyone who enters receives a Books in Homes Achievement Certificate.

We have also had Books in Homes role models visit our Book Giving Assemblies, including Books in Home coordinator Alisha Bourke, comic writer Julie Ditrich and motion picture designer and illustrator Paul Caggegi.

Breakfast Club
Bidwill Public Breakfast Club Program has now been running for over 13 years and has always been one of the school’s most successful programs. The operation of this relies upon the generosity of Clubs NSW, whom, through their local clubs support various community programs. Every year we lodge a submission and in 2014 Rooty Hill RSL has been very generous in ensuring that the Breakfast Club was able to continue.

Our other invaluable sponsor is Bakers Delight Plumpton, who has been donating their leftover bread and rolls on a Monday night to Breakfast Club – this enables us to provide toast each morning as well as making student lunches. This year we have also had some very generous weekly donations of fruit and vegetables from Oz Harvest, milk from Christ Mission Possible, at Kingswood, and grocery items from Mt Druitt Community Health. A huge thank you to everyone for their help and support.

Multicultural/Polynesian Day
In 2014 the Polynesian Dance group was invited to attend the Annual Polynesian Day at Tregear Public School. The Dancers did an amazing job showing off their talents and represented Bidwill Public School with pride. They look forward to attending again next year.
Significant programs and initiatives - policy

The school’s mission is the provision of high quality education to bridge the gap of socio-economic disadvantages. The school works towards building a school culture that recognizes and celebrates student, staff and community achievement and effort.

Aboriginal education

Bidwill Public School remains committed to implementing programs to enhance both the academic achievement of Aboriginal students and educating our wider school community about Aboriginal Australia.

The school received funding for Preschool and Year 2 targeting literacy and numeracy. With this funding the school employed additional Aboriginal SLSO’s who worked across both the preschool and 2 classrooms. The main role they undertook was as in-class tutors who worked with targeted Aboriginal students working on pre-Literacy skills in preschool and literacy acquisition skills in Year 2 with an emphasis on talking and listening. In preschool concepts of print, picture talks, retelling and recalling events from read texts as well as writing their name were among some of the focus areas covered. In Year 2 Aboriginal students were supported through the SLSO’s listening to them during familiar reading, providing a response to text task activity (usually a writing response) to their guided readers. The SLSO was able to guide and support the students during this task. The class teachers found there was a significant improvement in each student’s reading skills. This program provided another opportunity for these students to read to an adult. Class teachers found that the Indigenous students’ ability to compose an idea and respond to text improved as they were able to utilise the SLSO as a sounding board for their ideas receive directed guidance in their writing.

Playgroup

The Hub facilitated the implementation of playgroup in 2014. It was offered to parents in the community and operated in the Bunya room. It was a busy place every Thursday morning from 9.30-11.00 with toddlers enjoying craft activities and socializing with other children. It was also a chance for parents to sit and have a chat and meet new people.

NAIDOC Day

In 2014 Bidwill Public School continued the tradition of celebrating this occasion with a combined assembly with the High School, Chifley College, Bidwill Campus. The focus included all students in a unique celebration that showed respect for our traditional landowners – the Dhurag people. It ended with a sausage sizzle for all students, staff and community members.

Aboriginal Recognition Assembly

In following previous year’s traditions, an end of year Recognition Assembly was held to celebrate all of the outstanding achievements made by the school’s talented Aboriginal students.

Multicultural education and anti-racism

Harmony Day

To recognize and celebrate the cultural diversity within the school community all students made kites to represent working harmoniously during the school’s Harmony Day celebration.

Indigenous and Pacific Islander Welcome Garden

In 2014 the school built, with the consultation of Aboriginal and Pacific Islander staff and community members, a welcome garden. The purpose of this was to create a harmonious welcome place and meeting point for all new and current school students and community members.

The layout and plant choices; Australian natives and frangipanis reflect both Aboriginal and Pacific
Islander cultures. The garden layout has been modelled off the traditional Aboriginal fire pit.

**Pacific Islander Community Liaison Officer**

In 2014 the Pacific Islander Community Liaison Officer (PICLO) was responsible for:

- Keeping track of student attendance and making contact with parents regarding the importance of children being at school every day;
- Assisting with the facilitation of educational courses for parents during the year, some of these included Woman Out of Work – facilitated with CV writing and a *Cooking on a Budget* course;
- Supporting students in classrooms on a daily basis in classrooms by ensuring they were engaged with lessons;
- Implementing the Playground Quiet Games initiative, which aimed to support students struggling to engage with others during play times; and
- Supporting parents in return to school meetings to better reengage students in the learning environment in a positive way and also to assist parents to better support their students in the home by providing possible strategies they could implement.

**Significant programs and initiatives -equity funding**

**Aboriginal background**

The school received funding through Norta Norta program to provide in–class tutors to support the learning of Aboriginal students in year 4 and 6 who didn’t meet the National standards in Literacy and/or Numeracy in NAPLAN.

**Aboriginal Education Officer**

In 2014 the Aboriginal Officer (AEO) was responsible for:

- Supporting students in classrooms on a daily basis in classrooms by ensuring they were engaged with lessons;
- Implementing the Playground Quiet Games initiative, which aimed to support students struggling to engage with others during play times
- Engaging in conversations with students to build a safe and open relationship for students who are experiencing difficulties in the playground or classroom settings.
- Keeping track of student attendance and making contact with parents regarding the importance of children being at school every day.
- Assisting with the facilitation of educational courses for parents during the year, some of these included Woman Out of Work – facilitated with CV writing and a *Cooking on a Budget* course.
- Supporting parents in return to school meetings to better reengage students in the learning environment in a positive way and also to assist parents to better support their students in the home by providing possible strategies they could implement.

**Socio-economic background**

Funding allowed the employment of 2 extra Assistant Principals to allow for smaller class sizes across K-6 and provided a greater infrastructure to support the school to provide innovative curriculum practices. A third additional Assistant Principal was employed to manage and facilitate the running of the preschool along with engaging the wider community. In 2014, 2 additional SLSO’s were employed to support the innovative and collaborative work across the school and community to occur.

Throughout 2014 an identified group of students from years 4 and 6, based on NAPLAN results, had targeted support in numeracy using the Quick Smart program.

**English language proficiency**

At Bidwill Public School in 2014 there were 115 students recognized as having English as a Second language/Dialect across K-6. Of these students 30 were identified as phase 1, the greatest need being across K-2.

The school was appointed an English as a Second Language/Dialect teacher whose role was to organise and coordinate support staff and individual support programs for identified students. Support for these students was
implemented using an in class model where the ESL teacher worked with small groups of students to develop their skills in targeted areas of learning. There was one student in Year 4 who was an identified new arrival, to best support this student an individual program was developed and implemented successfully throughout the year.

**Learning and Support**

In 2014 the Learning and Support Teacher (LAiT) positions were increased by a further 2 staff members as well as the Reading Recovery position being increased by 0.3 positions. Additional SLSO to provide in class support for identified tier 2 students were also employed. In 2014 the school had an effective Learning Support Team, which was led by the principal and supported by executives, school counselor, teachers and support staff from across the school.

The Learning support team met weekly to identify, plan and monitor the academic and behavioural needs of individual students referred to the team. Regular liaison with parents and any related interagency groups occurred where applicable.

**Other significant programs and initiatives**

**Early Action for Success**

Bidwill PS is part of the Early Action for Success (EAFs) initiative, and a member of the EAFs Shalvey Hub with four other local schools. This initiative aims to improve students’ performance in literacy and numeracy by building teacher capacity using a targeted professional learning approach coupled with in class ‘shoulder to shoulder’ mentoring support.

An Instructional Leader and extra resources, including funding for training and an additional teacher allocation of 1.5 to deliver interventions in literacy and numeracy, were provided under this initiative to maximise the learning outcomes for all students in Kindergarten to Year 2. The Instructional Leader coordinated the identification and analysis of the literacy and numeracy achievements of all K-2 students, strategically planned the tiered interventions, worked with the school executive team and lead professional learning for teachers in effective teaching practices.

Kindergarten teachers from Bidwill PS participated in Language Learning and Literacy (L3) professional learning enabling teachers to provide personalised learning opportunities specifically designed to meet individual student’s needs. There has been substantial improvement in literacy achievement levels as a result of L3 implementation with 66% of Kindergarten students meeting or exceeding the minimum benchmark in reading at the end of the year compared with 14% in 2013.

In 2015 new teachers in Kindergarten and Stage 1 teachers will undertake professional learning in L3, trained teachers will receive ongoing professional leaning.

Teachers have continued to develop and refine their understandings of the literacy and numeracy continuums and English syllabus and have engaged in professional learning for effectively implementing the new Mathematics syllabus.

K-2 teachers participated in the Targeted Early Numeracy (TEN) program and professional learning to provide differentiated instruction in numeracy. 70% of Kindergarten students, 76% of Year One students and 64% of Year 2 students achieved at or above minimum EAFs numeracy targets across the areas of early arithmetical strategies, oral counting, place value and numeral identification for their grade.

In 2014, the Bidwill PS executive had the opportunity to work together with executive from other Shalvey Hub schools and Dr Lyn Sharratt from Ontario, using her book “Putting Faces on the Data” as a springboard for analysis and discussion. As a result of this professional learning, data walls have been created and
displayed to track the progress of every student in K-2, a case management approach implemented and opportunities for instructional walks and talks in classrooms created. Working with Dr Sharratt has supported our commitment to ensuring teaching, learning and positive outcomes for all students are at the heart everything we do at Bidwill Public School. The executive will continue to work with Dr Sharratt in 2015.

In Semester Two, 2 teachers and 2 SLVO’s from the preschool participated in the Early Action For Success Preschool Initiative.

Using the “Literacy Connections: Linking Families and the Community – Early Childhood Environment Language, Literacy and Numeracy Scale” teachers focused on reading to students with an emphasis on critical literacy and challenging the “norm”. This involved reading original versions of well-known fairy tales such as “The Three Little Pigs” and “Goldilocks” along with other versions of these stories with a modern twist.

Using open-ended questions, teachers led children in meaningful sustained shared conversations discussions about the setting of each story, the characters and their feelings.

At the beginning of the children were retelling parts of a story during these discussions. Towards the end of the year these discussions became more complex and children were also able to innovate on familiar stories using different characters, settings and endings challenging the “norm” and making traditionally ‘bad’ characters more positive e.g. “the evil wolf” was replaced with “a friendly dinosaur”. Children were encouraged to draw pictures to go with the story to represent their understanding. This also carried over in other areas of play such as in our writing centre and in our block area where children were drawing pictures and making models of “nice girl monsters” instead of the monster being evil and scary.

School planning and evaluation
2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Analysis of Best Start and NAPLAN Data
- Plotting on PLAN
- Parent and Staff meetings and surveys
- Collation of staff and community reflective works

School planning 2012-2014:

School priority 1

To improve student growth in Literacy

Outcomes from 2012-2014

Improve Literacy outcomes for students through a focus on explicit teaching within a balanced literacy session including modelled, guided and independent activities. Teachers have a clear understanding of what needs to be taught and use assessment as their basis for programming. Teachers use the NSW Quality Teaching Framework to improve student learning outcomes. All teachers use system data and curriculum based assessment data to plan for the needs of students in all aspects of Literacy. School based reading data indicates an increase in percentage of students achieving school targets that are in line with regional targets. Achievement levels for Aboriginal students match those of non-Aboriginal students.

Evidence of achievement of outcomes in 2014:

- 14% of Year 1 students entered Year 1 at or above the expected exit Early Stage 1 level for reading. 49% of this cohort exited Year 1 at or above Year 1 target level for reading, demonstrating a closing of the achievement gap.
- 42% of Year 2 students entered Year 2 at or above the expected exit Year 1 level for reading. 62% of this cohort exited Year 1 at or above Year 2 target level for reading, demonstrating a further closing of the achievement gap.
- In Year 6 over 70% of the students were reading at or above grade expectations.
- All Kindergarten teachers implemented L3 pedagogy in the class literacy program.
- Most preschool staff attended professional learning enabling them to implement
pedagogy within the Early Year Learning Framework that also draws upon L3 pedagogy.

**Strategies to achieve these outcomes in 2014:**

- Use whole school planning processes to evaluate the quality of literacy teaching.
- Provide explicit professional learning in Literacy through fortnightly professional learning in Kindergarten L3.
- Kindergarten and Stage One analyse Best Start Literacy reports; embed the organisation units for student groups into their teaching and learning program and show evidence of this in their classroom practice.
- Use of 1.0 FTE position to support the implementation of Kindergarten L3, reducing the Kindergarten class sizes and increasing the teachers’ confidence implementing L3.
- Implement the Early Year Learning Framework whilst also drawing on L3 pedagogy through preschool staff professional learning.

**School priority 2**

**To improve students growth in Numeracy**

**Outcomes from 2012-2014**

Improve Literacy outcomes for students through a focus on explicit teaching within a balanced literacy session including modelled, guided and independent activities. Teachers have a clear understanding of what needs to be taught and use assessment as their basis for programming. Teachers use the NSW Quality Teaching Framework and Mathematics K-6 syllabus effectively to improve student learning outcomes. All teachers use system data and curriculum based assessment data to plan for the needs of students in all aspects of Numeracy.

**Evidence of achievement of outcomes in 2014:**

- Successful implementation of targeted numeracy intervention (TEN) and a differentiated Mathematics block within all K-2 classrooms.
- Staff engaged in a variety of professional development sessions during the year including Adobe Connect workshops in preparation for the introduction of the new Mathematics Syllabus in 2015.

**Strategies to achieve these outcomes in 2014:**

- Kindergarten and Stage One analyse Best Start reports; embed the organisation units for student groups into their teaching and learning program and show evidence of this in their classroom practice and communicate information with parents or carers.
- Implemented a targeted numeracy intervention plan K-2 supporting student growth in Numeracy and teacher understanding of explicit and systematic support in numeracy.

**School priority 3**

To improve Aboriginal student growth in Literacy and Numeracy

**Outcomes from 2012-2014**

The Aboriginal community is engaged in discussions related to school strategies to improve Literacy and Numeracy skills of Aboriginal students. Student Personalised Learning Plans are reviewed and amended to improve student learning and development twice a year. Provide students with opportunities to participate in and celebrate aboriginal cultures. Building increased knowledge and understanding of Aboriginal Australia for all staff and students. Develop and maintain an inclusive Aboriginal school environment.

**Evidence of achievement of outcomes in 2014:**

- Talking, reading and comprehension skills of Aboriginal students in Preschool and Year 2, has improved.
- Teachers are aware of protocols when planning units of work about Aboriginal Australia.
- Attendance of our Aboriginal students increased, significantly reducing the gap between the non-indigenous and indigenous students.
- A significant number of students have been awarded Gillies scholarships and teachers worked with students and parents to plan appropriate ways of expending the scholarship moneys.
Strategies to achieve these outcomes in 2014:

- Targeted support for individual learning needs of students determined by analysis of NAPLAN Literacy and Numeracy data.
- Tracking student attendance using whole school attendance plan. Liaising with Aboriginal School Liaison Officer.
- Employment of SLLO to support Literacy and Numeracy acquisition in class setting
- The Norta Norta program is used to provide learning assistance to Aboriginal students in Years 4 and 6.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parent’s responses regarding the school have requested a number of changes:

- More communication, keeping parents up to date with both positive and negative aspects of their child’s learning.
- More opportunities to be given to engage students more productively on the playground.
- Consistency of implementation of school rules and consequences.
- Parents have acknowledged that the school is making significant progress with regard to overall student behavior resulting in more engagement in all aspects of school.

Future Directions
2015-2017 School Plans

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

Following a thorough process of consultation with all stakeholders of the school community, a new school plan was devised in line with the School Excellence Framework. The plan is organised under three broad headings with strategies to promote excellence in learning, excellence in teaching and excellence in leading.

A revised school vision has been established based on a shared community understanding of our core values and purpose as a school. The school vision for 2015-2017 is:

Bidwill Public School provides an environment where learners strive to become creative and critical thinkers, building the capacity of all to be lifelong learners, capable of functioning in our changing society.

Three clear strategic directions have been devised to enhance our reputation as a centre of excellence. The strategic directions for 2015-2017 are as follows:

**Strategic Direction 1:** Building teaching capacity to implement high quality, innovative teaching practices.

**Strategic Direction 2:** Consistent high standard educational outcomes across our school.

**Strategic Direction 3:** Celebrating and acknowledging the diversity of our community, building stronger educational partnerships.

The new school plan also contains information on the purpose of each strategic direction, the people and processes involved, the products and practices we are setting out to achieve and the improvement measures that will be used to gauge our level of success.

For further information and to see the 2015-2017 School Plans in its entirety, please see the published version on our school’s website.

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.

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:  