Bidwill Public School
Annual School Report
Our school at a glance

Students
Bidwill Public School is located in Bidwill, within the Mt 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 a has a support unit that students with special needs can access from across the region. The student population reflects the cultural diversity of the community, with significant enrolments from Aboriginal (20%) and Pacific Island (40%) backgrounds.

Staff
Bidwill Public School has a committed team of teachers and support staff who have this year developed a new school vision. We work together to achieve a quality learning environment where staff, students and the community:
- respect one another and our school,
- share roles and responsibilities,
- engage in lifelong learning,
- challenge all individuals to think deeply, do their best and improve and
- enjoy learning.

Our teachers have a range of experience and expertise and are highly trained and supported. There are a large number of teachers in the early stages of their career and the school has developed an environment where experienced staff share ideas and model best practice.

Significant programs and initiatives
The school’s mission is the provision of quality education to bridge the gap of socio-economic disadvantage. We work towards building a school culture that recognises and celebrates student, staff and community achievement and effort.

The school attracts funding from Low SES School Communities National Partnership, Priority Schools Funding Program and Priority Action Schools Funding. Song Room, the Smith Family, the local church and the Hub work with the school to provide students and families with outstanding programs and initiatives that help make the school a dynamic and innovative place of learning.

Student achievement in 2011
The school has provided a comprehensive program for students throughout 2011. Students achieved results that show growth in main areas such as Literacy and Numeracy.

Students from Year 3:
- Performed better in writing than in other aspects of literacy.
- In spelling, 12% more students reached band 3 or higher than in the previous year with 13.9% more students in Band 5 than in the previous year.

Students from Year 5:
- Were better represented in the higher bands for grammar and punctuation with an increase of 8.6%.
- Numeracy also produced a pleasing result with a 10.4% increase of students in the higher bands.

Messages
Principal’s message
2011 proved to be a very dynamic year for our school. We embarked on our first of four years as a National Partnerships Low Socio-Economic school. Funding from this strategy has enabled us to provide quality professional learning for all teachers in literacy and develop a corporate K-6 program that is systematic, sequential and one which will easily align with the new National Curriculum due to be implemented in 2014.

The extensive refurbishment of our classrooms and construction of the COLA was completed and we were thrilled to have Interactive White Boards installed in all of our classrooms. Our relentless focus on improving our students learning outcomes was reflected in our growth data as measured by NAPLAN. In addition our school based reading data revealed a 38% increase in the number of students working within their grade expectations from Kindergarten to Year 6.
The Annual Report provides you with detailed information related to our 2011 achievements and the progress we have made towards achieving our targets for 2011.

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 message
The P&C has worked tirelessly this year to support the school by running cake stalls and sausage sizzles, Mother’s and Father’s Day stalls, as well as Easter and Christmas raffles. Funds raised during 2011 were used to erect a much needed bus shelter for students who catch public transport in the afternoons. The team also cleaned and organised the music storeroom and helped co-ordinate school photo day. They supported parent training, run at the school by TAFE and Mission Australia. 4 representatives attended the P&C Annual Conference which led to an increase in knowledge of the role of the P&C within the school. The P&C would like to thank each and every family for the great support they have given to the P&C activities this year.

Donna Sirmais on behalf of P&C

Student representative’s message
Bidwill Public School’s student representative council (SRC) had a very busy and exciting year. The elected members of the SRC started the year with a series of lessons on leadership and learnt about characteristics of good leaders. They then embarked upon a series of fundraising activities that were important and relevant to the school community.

In Term 4 the SRC was involved in planning, organising and running a talent contest called Bidwill’s Got Talent which showcased the exceptional talent present in our school. The SRC in 2011 endeavored to promote student voice across the school in a meaningful way.

In a fitting end to the year, the SRC helped to run the Bunya Award Disco that was held as a celebration for our well behaved students.

Kerri Putahi and Andy Yassine (SRC 2011)

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>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>256</td>
<td>234</td>
<td>235</td>
<td>233</td>
<td>220</td>
</tr>
<tr>
<td>Female</td>
<td>233</td>
<td>218</td>
<td>208</td>
<td>197</td>
<td>192</td>
</tr>
</tbody>
</table>

Since 2006 there has been a steady decrease in student enrolments. An exit survey was introduced and showed the majority of families (70%) left the school because they moved out of the area.
The development and implementation of the School Attendance Plan has seen attendance rates slightly increase from 88% in 2010 to 88.7% in 2011.

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 the Home School Liaison Officer (HSLO), monitor the school attendance data base and communicate with families. Special prizes for regular attendance e.g. bike draw each term, Bunyas and 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 program works with families and helps to restore regular school attendance. 11 students received the Department of Education and Communities (DEC) Outstanding Attendance Award for 2011, 6 more students than the previous year.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.
**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.

In 2011 all classes were straight years except for one class which was developed for a specific purpose. This class had a small number of students who displayed specific needs around their learning. The school employed a specialist teacher and funded additional support for the group to allow individual programs to be in place within the class. A number of students within the class were supported by the learning support team and achieved pleasing results.

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**

The school was allocated staff from the DEC from Preschool to Year 6. In addition to this 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, Priority Schools Program and Low SES School Communities National Partnership contribute to a complex and innovative staffing formula at the school. Additionally funded positions include two Deputy Principals, two Assistant Principals, a number of temporary and casual teachers supporting innovative strategies to increase attendance, student engagement, quality teaching and learning. A large number of support staff is also employed to support individual students and their learning.

The school also has a preschool with 3 classes and a support unit. Each of these classes is supported by full time school learning support officers. The school is well supported by an experienced and highly effective team of school administrative and support staff.

To support the needs of Aboriginal students the school employs an Aboriginal education officer, an Aboriginal education resource teacher and a part time school learning support officer who focuses specifically in the learning and engagement needs of Aboriginal students. In 2011 10% of permanent staff members identify as being from an Aboriginal or Torres Strait Islander background.

In addition to the DEC employees, is the Smith Family education consultant, who is based at the school.

**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>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>6</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>17.6</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Early School Support</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of Moderate Intellectual</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.71</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>2.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>.6</td>
</tr>
<tr>
<td>School Administrative &amp; Support</td>
<td>5.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>42</td>
</tr>
</tbody>
</table>

**Staff retention**

The turnover of permanent staff 2010-2011 was not as high as in some previous years. 5 teachers have taken maternity leave, 2 teachers have transferred to other schools, 2 teachers have taken leave with out pay and 1 position was relinquished. A number of temporary staff have been engaged for the year, or a portion of the year, to cover absences. At present the temporary staff have worked consistently at the school for some time which helps minimise the impact of staff changes on classrooms.
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>Degree or Diploma</td>
<td>65%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>35%</td>
</tr>
</tbody>
</table>

This year 16 teachers have been supported with the accreditation and maintenance process through the Institute of Teachers with 6 in their probationary year.

Financial summary

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

- Date of financial summary: 30/11/2011
- Income:
  - Balance brought forward: 325723.82
  - Global funds: 329503.35
  - Tied funds: 564900.80
  - School & community sources: 89888.65
  - Interest: 23454.33
  - Trust receipts: 47542.27
  - Canteen: 0.00
  - Total income: 1381013.22

- Expenditure:
  - Teaching & learning:
    - Key learning areas: 49754.63
    - Excursions: 22681.34
    - Extracurricular dissections: 34809.02
  - Library: 8203.64
  - Training & development: 1766.37
  - Tied funds: 572087.55
  - Casual relief teachers: 138929.54
  - Administration & office: 80554.35
  - School-operated canteen: 0.00
  - Utilities: 62367.99
  - Maintenance: 29931.68
  - Trust accounts: 58614.22
  - Capital programs: 9009.51
  - Total expenditure: 1068709.84
- Balance carried forward: 312303.38

Funds raised from the canteen are included in ‘School & community sources’.

A full copy of the school’s 2011 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 2011

Achievements

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)
- Yr 5: from Band 3 (lowest) to Band 8 (highest)
- Yr 7: from Band 4 (lowest) to Band 9 (highest)
- Yr 9: from Band 5 (lowest) to Band 10 (highest)

Literacy – NAPLAN Year 3

The literacy component of NAPLAN, incorporating reading, writing, spelling, grammar and punctuation was completed by 52 Year 3 students.

![ Percentage in bands: Year 3 Reading ]

78.2% of Year 3 students achieved at or above the minimum standard in reading. There was a 2.6% increase of students in Band 4 from 2010.
80.4% of Year 3 students achieved at or above the minimum standard in writing. Year 3 performed better in writing than in other aspects of literacy.

In spelling, 75% of Year 3 students performed at or above minimum standards. This is an increase of 12% on the 2010 results with 13.9% more students in Band 5 than in the previous year.

In grammar and punctuation 73.2% of Year 3 students performed at the minimum or above standard. There was a 13.1% increase of students performing in Band 3 than in 2010.

In reading 56.9% of students performed in Band 5 or higher for reading an increase of 12.3% on the average from 2008-2011 of 44.6%.
In writing 30% of students reached band 5 or above with more students reaching Band 7 than in other schools that are statistically similar to Bidwill Public School.

In spelling for 2011 there was a significant increase in students reaching higher bands for spelling than in previous years. 5.7% of students reached Band 8 which was an increase of 3.9%.

There was a higher representation of students in the higher bands for grammar and punctuation than in previous years. The highest growth was from students moving from Band 6 to Bands 7 and 8. There were 26.5% of students in Bands 6-8 in 2011 compared to 17.9% on average from 2008-2011, an increase of 8.6%.

Progress in literacy

<table>
<thead>
<tr>
<th>Average progress in Reading between Year 3 and 5*</th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>97.5</td>
<td>84.3</td>
</tr>
<tr>
<td>SSG</td>
<td>81.8</td>
<td>77.2</td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
<td>74.0</td>
</tr>
</tbody>
</table>
Average progress in Spelling between Year 3 and 5*

<table>
<thead>
<tr>
<th></th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>127.1</td>
<td>95.9</td>
</tr>
<tr>
<td>SSG</td>
<td>83.0</td>
<td>77.8</td>
</tr>
<tr>
<td>State DEC</td>
<td>84.5</td>
<td>75.4</td>
</tr>
</tbody>
</table>

Average progress in Grammar & Punctuation between Year 3 and 5*

<table>
<thead>
<tr>
<th></th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>106.5</td>
<td>109.5</td>
</tr>
<tr>
<td>SSG</td>
<td>91.9</td>
<td>84.6</td>
</tr>
<tr>
<td>State DEC</td>
<td>96.6</td>
<td>82.7</td>
</tr>
</tbody>
</table>

Numeracy – NAPLAN Year 3

In numeracy 77.4% of Year 3 students performed at or above the minimum standards in Numeracy.

Numeracy – NAPLAN Year 5

The numeracy component of NAPLAN for 2011 was completed by 49 Year 5 students.

Numeracy for Year 5 showed greater representation in the higher bands than in previous years. 12% of students from 2008-2011 achieved Band 6-8 and this year 22.4% achieved these higher bands which is an increase of 10.4%.

Progress in numeracy

<table>
<thead>
<tr>
<th></th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>79.1</td>
<td>95.6</td>
</tr>
<tr>
<td>SSG</td>
<td>85.2</td>
<td>97.4</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
</tr>
</tbody>
</table>

The school performs below state and statistically similar grouped schools in both Literacy and Numeracy however shows outstanding growth between Year 3 and Year 5. This has been a common pattern within the school for a number of years.
Arts

During 2011 students have been given a variety of opportunities to participate in performing arts activities offered by the school. There was a drumming group formed who practiced, learnt routines and performed on special occasions within and outside the school. The group combined with the choir and dance troupes for performances. The performances included NAIDOC, presentation assembly and for our families from the Pacific Islands. The group also represented the school at the Australian Council of State School Organisations Annual Conference ACSSO.

As a result of commitment to practice and talent shown during performance opportunities 4 students were successful in attaining scholarships through Song Room. The students each received a guitar and vocal and guitar tuition with specialist teachers.

Teaching artists from Song Room worked across all classes K-6 providing expertise in the Creative and Practical Arts curriculum area.

A keyboard and a small of drums were donated by Song Room to the school.

Sport

Swimming Carnival

The swimming carnival this year was a competitor’s only carnival held early in term 1. Approximately 16 students attended the carnival and of those 8 students qualified for the district swimming carnival and 1 student progressed to the regional competition.

Cross Country Carnival

The cross country carnival was held at the school in second term. Students from Years 3-6 were given the opportunity to compete. A group of 40 students then progressed and participated in the district cross country carnival. Of the 40 students who represented the school, 2 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. A number of students were then successful in progressing on to the regional carnival. This year one student qualified for the state carnival in the 100 metre sprint.

The school Rugby League team participated in the Greg Alexander Shield, Panther Trophy and the NSW All Schools Rugby League Carnival. The team displayed excellent dedication and sportsmanship throughout the year. From these events one student was selected for the Sydney West Rugby League Team and then went on to play for the NSW State Team.

PSSA

Bidwill had a successful year in the Primary School Sport Association (PSSA) competition in both summer and winter sports. The senior Rugby League team won their grand final. The boys’ softball team were undefeated in the competition and won their grand final.

Curriculum

Premier’s Spelling Bee Challenge

Bidwill entered this competition for the second 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. Of the 44 entrants, in the junior and senior sections, our school was successful in gaining top 20 placings.

Other

NRMA Techno Challenge

In 2011, 5H were involved the NRMA Techno Pushcart Challenge. This challenge incorporated all key learning areas. The unit involved the students designing, testing, planning and then building a pushcart that was then raced at Eastern Creek Raceway. All students were involved in the challenge either being part of the racing/driving team, mechanical team, presentation team or the identity team.
Student Leadership

Pacific Islander Leadership Program.

The school received a grant to run a program to promote quality leadership among Pacific Island students. The program employed a key Pacific Island leader from the Bidwill community who was trained as a facilitator and led workshops for students.

Students were involved in culturally significant education, while understanding the roles of a leader in our Bidwill community. The students and their families came together to celebrate the students completion and accomplishments.

Young Leaders Day

8 students attended Young Leaders Day in Term 1 where traits of leadership were shared through stories from outstanding Australians. They told of their path and about the choices they made and skills they needed to achieve their goals.

Community activities

External agencies worked with the school to help support and engage families. Organisations include Smith Family, the Hub (Mission Australia), Angli care and TAFE. The school hosted a number of courses such as computers, Aged Care Certificate 3, cooking, Zumba and Pearls of the Pacific. These courses and activities provided learning opportunities for parents and helped build positive relationships between the school and the community. As a result a number of parents now volunteer at the school with some using their new skills and qualifications to gain employment.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

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 (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Students from Bidwill performed better than the previous year in attaining the minimum standards of achievement in all areas, except writing, in both Years 3 and 5.

Significant programs and initiatives

Breakfast Club

Bidwill breakfast club has now been operating for 10 years, and during this time we have provided a nutritious breakfast to thousands of students. Breakfast club is open from 8.30am to 8.50am each day and serves over 60 students each day. During NAPLAN testing we offer an additional breakfast consisting of toast and Milo to Years 3 and 5 students. Breakfast club could not operate without the invaluable support of our sponsors Bakers Delight Plumpton, St Marys Leagues Club and Blacktown Workers Club and our wonderful volunteers.
Playgroup

The playgroup in 2011 was an extremely busy place with pasting and painting craft activities, with toddlers enjoying movement and action songs, listening to stories and sitting together to eat a morning tea of sandwiches, cheese, biscuits and fresh fruit.

For parts of the year the playgroup combined with child minding for the parents participating in the various activities organised within the school such as the cooking group.

Preschool Report

This year began with a Welcome to Preschool BBQ at which parents had the opportunity to meet staff. In second term the preschool observed Sorry Day with children imprinting their handprints in the Preschool’s ‘Sorry Garden’. On this day the children learnt about the significance of Reconciliation and Sorry Day.

To celebrate Education Week parents and grandparents visited the preschool. They joined in some activities and had morning tea with the students and staff. Other events that the preschool participated in were the Annual Book Week Parade, Harmony Day and NAIDOC Week. During NAIDOC Week each preschool class performed one of Aunty Wendy’s (an honorary Elder) songs and enjoyed another guest speaker’s talk on Aboriginal culture and artifacts.

Sport in Schools

In third term, students had the opportunity to participate in the Sport in Schools program. The program, now in its second year, was run by trained physical education teachers who used specialised equipment to teach the fundamental movement skills from the PDH&PE syllabus to students from Kindergarten to Year 6.

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.

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 enable 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.

Aboriginal education

During the year the school has focused on implementing the Aboriginal Education and Training Policy and the Aboriginal Education and Training Strategy 2009-2012. The school provided a quality Aboriginal Education program for students where rich experiences were provided such as:

- Employing an accredited Aboriginal educator to talk to students about Aboriginal history, culture and language.
- Celebrating NAIDOC day with Chifley College, Bidwill Campus. The focus was including all students in a unique celebration that showed respect for our traditional land owners – The Dhurag people. Preschool students created a giant rainbow serpent. The rainbow serpent snaked its way through the whole proceedings to the delight of the audience.
- Teachers read Aboriginal books to students and used newly purchased resources that highlight traditional and contemporary Aboriginal society.
Preschool students were given a copy of the Aboriginal book ‘When the Snake Bites’ as a graduation gift.

Staff reviewed the format for Personalised Learning Plans (PLPs) within the school. The Aboriginal community and the school focus group assisted in this process. Teachers consulted with families and students to complete the PLPs.

The schools Aboriginal Education Officer (AEO) worked with the community and offered the following classes; cooking class, craft class, playgroup, and the Children Championship program. The community worked together to create an Aboriginal mural for our school.

Aboriginal students who did not meet minimum benchmarks in NAPLAN 2010 were supported by the Norta Norta program to improve their outcomes in Literacy and Numeracy.

The school ran the QuickSmart program with a focus on Aboriginal students from stage 2. The program increased fluency and accuracy in number operations and attained pleasing results.

Key staff members joined the local AECG, to discuss relevant school welfare issues, such as attendance. This led to the start of the Early Intervention Aboriginal Attendance Program for preschool students.

**Multicultural education**

The school continued to employ a Community Liaison Officer (CLO) to support the Pacific Islander community and increased the days from one per week to four per week based on the success of the role. The CLO worked successfully with class teachers and the Pacific Island community to support students across a range of identified areas.

The Pacific Island parent group continued to grow throughout 2011. The focus of the group originally was to improve the attendance of Pacific Island students. The group has now taken on many other roles within the school including joining the P&C, sharing their culture and working with teachers to improve learning outcomes for students.

Our English as a Second Language program has run effectively this year with a qualified English as a Second Language (ESL) teacher supporting small groups in classrooms and intensive one on one support in the afternoons.

**National partnership programs**

Bidwill is part of the Low SES School Communities National Partnership. This funding allowed a number of innovative strategies to be implemented from the six reform areas that are designed to improve the school’s practices and procedures and increase student learning outcomes.

Part of being a Low SES School Communities National Partnership involves thoroughly evaluating each strategy that has been put in place and the school’s current situation. This year’s evaluation showed an improvement in student engagement which was reflected in reduced suspensions, increased attendance and stronger growth in reading writing and spelling particularly in Year 5.

**Other programs**

**Priority 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 curriculum planning, delivery and assessment K-6.
- Additional staff members allowing innovative strategies to be introduced to improve numeracy results, attendance rates and to support Best Start learning plans.

**Priority Action Schools**

The school attracts funding from the Priority Schools Program which provides additional teachers and support staff that allow the
innovative and collaborative work across the school and community to occur.

Progress on 2011 targets

Target 1

To improve student 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 achievements include:
- An increase in the percentage of students who scored in Band 2 or higher from 82% to 84% in Year 3 NAPLAN reading results.
- An increase in the percentage of students who scored in Band 4 or higher from 67% to 80% 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 achievements include:
- An increase in the percentage of students who scored in Band 2 or higher from 79% to 83.6% in Year 3 NAPLAN numeracy results.
- An increase in the percentage of students who score in Band 4 or higher from 68% to 78% in Year 5 NAPLAN numeracy results.

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 2011 our school carried out evaluations of Teaching and Technology.

Educational and management practice

Teaching

Background

The school employs teachers who are at different stages of their career. It is evident, based on current research that improving teacher quality has a direct impact on student outcomes.

Findings and conclusions

77% of teachers have developed individual Professional Learning Plans outlining goals linked to school targets and individual aspirations.

100% of new staff members attended induction training with the Teacher Mentor and have a good working knowledge of school procedures and policies.

After attending Team Leadership for School Improvement K-6 and training on NAPLAN SMART 100% of teachers could show evidence of using data to inform teaching and learning programs.

Team teaching has occurred in all K-2 classrooms with an expert teacher focusing on providing feedback based on the Quality Teaching Framework.

Future directions

- Professional Learning Plans to be reviewed and updated each term with supervisors.
- Team teaching and feedback opportunities to continue and be provided for teachers K-6.

Curriculum

Technology

Background

As all classrooms have been installed with an interactive whiteboard throughout this year it became evident that there was a need for training opportunities for a large number of teachers would need to take place. This would ensure that teachers had the confidence and expertise to use the whiteboards effectively and that the technology would have a positive impact on student learning.

Findings and conclusions

20 teachers attended IWB training either at school or Region.
The technology team successfully ran 3 after school workshops catering for different levels of expertise to support the individual needs of the staff.

Team teaching between 5 expert technology teachers and 7 class teachers occurred focusing on the use of technology and the quality teaching elements.

100% of classrooms have at least one working computer and IWB and the computer lab is fully functioning.

6 computers from the lab are 8 years old and need replacing as are 11 classroom computers.

3 video conferences have occurred in the connected classroom.

**Future directions**

- Budget to be allocated to update computers as identified.
- Raising the awareness of teachers to available experiences for students using the connected classroom. This will ensure broader and more frequent use of the room to benefit students.

**Other evaluations**

The school is continuing to implement the recommendations from the school review carried out at the end of 2010. The school and community has worked together to develop a school vision. A timeline for reviewing policies has been developed and is underway. In particular the Student Welfare and Professional Learning Policy have been revised and shared with stakeholders.

**Parent, student and teacher satisfaction**

In 2011 the school sought the opinions of parents, students and teachers about the school.

The results below are from focus groups involving 25 parents. 12% parents identified as Aboriginal and 60% identified as having a language background other than English. The remaining 28% were from the ‘other’ category. Their responses are presented below.

- 88% agreed or strongly agreed ‘This school is a place where learning activities connect students to family and community. This was an increase of 28.6% from the previous year.'

**Professional learning**

Teacher professional learning (TPL) is a priority in the school and is closely linked to the school management plan, regional, state and Office of Schools 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.

2011 saw teachers involved in TPL mainly focusing on quality teaching in reading and comprehension supporting the school literacy strategy.

5 teachers from stage 2 successfully completed Count Me In Too online training and another 2 teachers attended a 2 day Count Me In Too course which ensures each stage has at least one teacher with current and up to date training on the numeracy continuum.

42% of teachers completed all modules from Team Leadership for School Improvement K-6.

This year teachers had the opportunity to:

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

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

To improve student growth in literacy

2012 Targets to achieve this outcome include:

• An increase in the percentage of students who score in Band 2 or higher from 84% to 88% in Year 3 NAPLAN reading results.
• An increase in the percentage of students who score in Band 4 or higher from 71% to 84% in Year 5 NAPLAN reading results.

Strategies to achieve these targets include:

• Differentiated TPL program focusing on the improvement of classroom literacy practices through a literacy consultant and classroom teacher professional learning opportunities.
• Implement ‘School Literacy Strategy’ initiative and resources K-6.

School priority 2

Outcome for 2012–2014

To improve student growth in numeracy

2012 Targets to achieve this outcome include:

• An increase in the percentage of students who score in Band 2 or higher from 83% to 88% in Year 3 NAPLAN numeracy results.
• An increase in the percentage of students who score in Band 4 or higher from 77% to 82% in Year 5 NAPLAN numeracy results.

Strategies to achieve these targets include:

• Use whole school planning processes to evaluate the quality of numeracy teaching.
• School assessment and SMART data to inform teaching.
• Implement the school’s numeracy policy and action plan.

School priority 3

Outcome for 2012–2014

To improve Aboriginal student growth in literacy and numeracy.

2012 Targets to achieve this outcome include:

• In reading increase the percentage of students in Band 2 or higher from 75% to 77% (Year 3) and Band 4 and higher from 86% to 87% (Year 5).
• In numeracy increase the percentage of students in Band 2 or higher from 25% to 28% (Year 3) and in Band 4 and higher from 78% to 79% (Year 5).

Strategies to achieve these targets include:

• Targeted support for individual learning needs of students determined by analysis of NAPLAN numeracy and school based data.
• Collaborative planning of teaching learning programs.
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
Janet Gregory   Teacher Mentor
Denise Rowan   Assistant Principal
Samantha Pongi   Assistant Principal
Kate Fleming   Assistant Principal
Robyn Rose   Class Teacher
Robyn Hardie   Class Teacher
Jacqui Cox   AERT
Joanne Niaiss   SAM
Barbara Davison   SAO
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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: