School context statement

Budgewoi Public school is on the northern end of the Central Coast of NSW and offers opportunities for every student to achieve. Students enjoy unique experiences that challenge and extend their learning across an extensive curriculum. Creative and performing arts programs feature a number of dance, guitar, juggling, unicycle, singing and drama groups.

Each classroom has an interactive whiteboard allowing students to connect the classroom to the world through the internet. An injection of 64 ipads, for use across the whole school, has complimented our school wireless laptop program, well equipped computer laboratory and an extensive network of classroom computers which enable our students to be at the forefront of modern technology.

The school has a dedicated staff and an excellent reputation for its’ outstanding positive supportive programs for students. As a Positive Behaviour for Learning school (PBL) students aim to "Be the Best We Can Be". At Budgewoi Public school students are Safe, Respectful Learners. The school also has 4 regional Special Education classes and offers flexible programs tailored to the individual student to provide learning and life skills.

Principal message

2014 has been a fantastic year at Budgewoi Public School. High quality professional learning continued in Focus on Reading, Language Learning and Literacy (L3), Quicksmart, Multilit and Best Start continuum plotting which has significantly increased both student engagement and achievement of outcomes. Enrichment groups across all stages catered for those students who enjoyed challenging their thinking to improve their learning. The school continues to provide a vast array of extracurricular activities in a wide variety of sports, dance, guitar, drama as well as environmental activities. Budgewoi Public School encourages students to “be the best you can be”.

Kerry Moore

P&C

A series of successful fundraising events were held throughout the year including an Easter Raffle, Mother’s Day stall and Father’s Day stall.

Funds were also generated through the operation of the P&C run canteen. We were very fortunate to have the expertise of our Treasurer who was able to successfully be the administrator of the National School Student Welfare Program. Monies raised were used to fund $500 towards the Year 6 farewell as well.

P&C celebrated the retirement of the Canteen supervisor after 25 years of service and a new supervisor was appointed for the start of the 2015 school year.

The success of our P&C can only be attributed to the support we receive from our families, community, school staff and the help of our wonderful volunteers.

Madeline Clenton  P &C President

Student Representative Council

The Student Representative Council (SRC) consists of students democratically elected by their peers and staff of the school. The SRC works together to address relevant issues as well as the needs of the school community. The SRC actively involves students in their own education and welfare, develops leadership skills and empowers students to make a positive contribution to the school community.

At Budgewoi Public School the elected SRC members of 2014 worked hard to help raise over $300 selling handballs for Stewart House. The SRC members also organised the Give Me Five For Kids Money Snake fundraiser where the school raised over $500. This fundraiser was for Gosford and Wyong Children’s Hospitals.

SRC distributed suggestion boxes in every classroom. Suggestions were bought to meetings and the SRC discussed each suggestion and how we could use them within the school.

We all did our best around the school and helped out wherever we could.

Lachlan and Paige
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>
<thead>
<tr>
<th>Gender</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>314</td>
<td>315</td>
<td>299</td>
<td>306</td>
<td>294</td>
</tr>
<tr>
<td>Female</td>
<td>263</td>
<td>257</td>
<td>248</td>
<td>251</td>
<td>264</td>
</tr>
</tbody>
</table>

Management of non-attendance

Student attendance is closely monitored using recommended DEC procedures. Strategies include regular rolls checks, regular contact with parents for students with an absence of 2 days or more, provision of absence proforms for completion and attendance awards. The class with the best attendance is recognised each week in the school newsletter. Students whose attendance is causing concern are referred to the School Learning Support Team and referrals made to the Home School Liaison Officer (HSLO). Individual attendance improvement plans are negotiated with the Principal, parent and HSLO and review meetings held. The importance of regular attendance at school is regularly communicated to the school community.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>5</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>16</td>
</tr>
<tr>
<td>Part-Time Teacher</td>
<td>0.9</td>
</tr>
<tr>
<td>RFF Teacher</td>
<td>0.84</td>
</tr>
<tr>
<td>PSP</td>
<td>0.9</td>
</tr>
<tr>
<td>Teacher Mild Intellectual Disability</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Moderate Intellectual Disability</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Multi-categorical</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.735</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.9</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Student Support RFF</td>
<td>0.336</td>
</tr>
<tr>
<td>Student Support executive Release</td>
<td>0.042</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>8.062</td>
</tr>
<tr>
<td>Total</td>
<td>40.715</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. The staff of Budgewoi Public School includes one Aboriginal School Administrative Officer as well as one Aboriginal teacher.

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>78</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>22</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>19</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

All staff undertook professional learning in either Language Literacy and Learning (L3) or Focus on Reading. The total amount of expenditure for professional learning was $37202.27 which is an average of $1094 per staff member. The majority of funds for professional learning were spent on Focus on Reading and Language, Learning and Literacy (L3) training. Professional learning.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.
activities included new Curriculum, PLAN software, Anaphylaxis, Asthma training, Australian Curriculum Program Builder, Maintenance of accreditation for New Scheme teachers, modules from Syllabus Plus K-6 Maths, Composing rubrics for A-E reporting for the new Mathematics Syllabus, Live Life well at School, Reading Recovery training and Road Safety training. One new scheme teacher achieved accreditation and one maintained ‘Proficiency’ level Institute of Teacher accreditation.

Beginning Teachers

Budgewoi Public School did not have any beginning teachers in 2014.

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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>1076870.93</td>
</tr>
<tr>
<td>Global funds</td>
<td>308185.35</td>
</tr>
<tr>
<td>Tied funds</td>
<td>446528.73</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>70793.79</td>
</tr>
<tr>
<td>Interest</td>
<td>32114.64</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>16753.13</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1951246.57</td>
</tr>
</tbody>
</table>

**Expenditure**

- Teaching & learning
  - Key learning areas: 28910.75
  - Excursions: 19289.44
  - Extracurricular dissections: 26463.44
- Library: 3500.30
- Training & development: 240.00
- Tied funds
- Casual relief teachers: 99608.73
- Administration & office: 71512.73
- School-operated canteen: 0.00
- Utilities: 47842.57
- Maintenance: 8735.67
- Trust accounts: 10317.83
- Capital programs: 0.00
- Total expenditure: 593502.82

**Balance carried forward**

- 1357743.75

The balance carried forward will be considerably less than indicated as bills for casual teacher relief and School Learning Support Officers for Term 4, utilities and teaching and learning programs are still to be deducted. The school holds funding for the Wallarah Learning Community comprising Northlakes and Gorokan primary and high schools and Budgewoi, Blue Haven and Toukley Public Schools for special education and behaviour support and transition programs. The school also held funds for HCC region which will be returned in Term 1 2015. The school has received funding from the Australian government Next Steps program which will be carried over until the end of Term 1 2015.

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/ Sporting

In 2014 Budgewoi Public School participated in a variety of PSSA knockouts including Cricket, Soccer and Rugby League for boys and Soccer, Netball and Basketball for girls. The girls’ soccer team and boys’ rugby league team both made it to the final round of their Central Coast section. In Rugby League the Year 5-6 and Year 3-4 teams also participated in the Central Coast Gala Day.

Weekly sporting sessions for K-6 were organised and run within stage teams this year. The sessions offered students the opportunity to practise and develop their fundamental movement skills, gross motor skills, participate in and learn to play whole team games for a variety of sports. Some sessions were used for students to practise their field events for the athletics carnival and running for the cross country event.

The Annual Swimming, Cross Country and Athletics Carnivals were once again closely contested events. In Term 1, the Swimming Carnival was held at Swansea Pool and was won by the Doyle House. In Term 2, the Cross Country was held at Koala Park and was also won by the Doyle House. The Athletics Carnival was held in Term 3 at Mingara Athletics Centre and was won by the Hargraves House. It was Hargraves first carnival win for approximately 25 years. Hargraves also won the supporters shield by having the most students participate in all 3 major carnivals. This year Budgewoi Public School came second at all three Wallarah Zone Major Carnivals in Athletics, Cross Country and Swimming.
Students represented the Wallarah Zone at Sydney North Area carnivals in Swimming, Athletics, Cross Country, Touch Football and Rugby League. Students trialled for zone Representative teams in Cricket, Rugby League, Touch Football, Basketball and Soccer. Two students went on to represent the Sydney North Area at State Carnivals one in Touch Football and one in Rugby League. One student represented the State in Rugby League at the National carnival.

Six students represented our school at the Wallarah Zone Athletics Carnival in the Athletes with Disability (AWD) section. One of these students was then chosen to represent the Wallarah Zone at the Sydney North Area Carnival and he went on to represent Sydney North Area at the State Carnival.

The ‘Active After School Program’ was held one afternoon for seven weeks of each term. This year the program offered students the opportunity to participate in gymnastics, athletics, bike riding and tennis. This was the last year of the Active After Schools program. Budgewoi has been involved in the program for the past eight years.

Visiting Coaches ran coaching clinics as well as Anti-Bullying sessions for K-6 in Rugby League combined with a visit from the 2013 NRL premiers the ‘Sydney Roosters’. A two week School Swimming Scheme was offered for students in Years 2-6, focusing on learning to swim efficiently as well as improving stroke technique for the more advanced swimmers.

All classes took part in the Premier’s Sporting Challenge this year. This challenge is about getting ‘more students, more active, more often’. The primary classes received diamond level certificates (highest level) and the infants classes received gold level certificates (their highest level). The challenge also provides funding to the school to purchase sporting equipment.

Once again this year ten students from Stage 3 participated in the Premier’s Sporting Challenge Sports Leadership program.

**NAPLAN**

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](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select GO to access the school data.

**Other achievements**

**Significant programs and initiatives – Policy and equity funding**

**Aboriginal education**

In 2014 the funding continued for the Focus School Next Steps initiative. The program provides extra support focusing on attendance, engagement and educational achievement of Aboriginal and Torres Strait Islander students. Programs have shown to improve student outcomes significantly. Next Steps has allowed the school to purchase quality, meaningful literary texts such as *Yarning Strong*. These authentic text sets provide our Aboriginal and non Aboriginal students with modern day insights into 21st Century Aboriginal Culture. Stage 2 and 3 use these texts as part of their Literature Circles program.

The key focus for Budgewoi Public School has been the ongoing training and development of staff to ensure to the effective and successful implementation of a variety of quality programs. These include Language, Learning and Literacy (L3), Focus On Reading (FoR), MultiLit and Quicksmart.

Our Quick Smart results indicate a strong gain for this group of students. This improvement was in excess of the expected yearly growth of students’ scores. The Indigenous students had a slightly higher average gain than the overall QuickSmart group.

Differentiated student learning was a focus with teaching and learning programs and activities designed to develop each student’s arithmetical strategies from their point of need. Staff also embedded the 8 Aboriginal Ways of learning allowing for deeper understanding and significance in core curriculum content.

Parents of students beginning Kindergarten participated in the Young Black and Ready Program specifically focusing on readiness for school and sponsored by Banardos. The Aboriginal Early Years’ Service employed an Aboriginal Early Years Worker to engage with the
community and provided support for parenting and access to services and support groups.

NORTA NORTA funding was received in 2014. As a result, student engagement, reading levels, class participation and attendance has increased. Aboriginal student attendance rates are exceeding that of the broader population of the school.

Multicultural education and anti-racism

A focus on multicultural education exists within the units of work with an added emphasis on our place in Asia from Kindergarten to Year 6 to develop in students the knowledge, skills and attitudes required for a culturally diverse community. Harmony Day is celebrated at our school to recognise Australia’s cultural diversity and give students the opportunity to celebrate what makes each Australian unique and share what we have in common. Our school Anti-Racism Contact Officer responds in a proactive manner to ensure an inclusive learning environment free from racism. A Respect Day was held with activities for Kindergarten to Year 6. Visual displays were created for exhibition around our school.

Aboriginal background

Acknowledgement of Country is read by Aboriginal students at all assemblies and meetings to show our respect for our Aboriginal elders past, present and future

Personalised Learning Plans (PLP) for all Aboriginal students from Kindergarten to Year 6 are implemented to help strengthen the relationship between teachers and families. PLPs are a mandatory working document which helps to identify aspects for differential learning. Parents/Carers are invited to attend a meeting to set goals in Academic, Social and Cultural areas. Attendance rates, assessment results in literacy and numeracy and student surveys of Aboriginal Students show a 100% increase in student engagement for 2014.

NAIDOC day was celebrated with Aboriginal dance, Dreamtime stories, art and craft activities and Indigenous games. Activities on the day were run by teachers, community, parents and students. Aboriginal and non-Aboriginal staff and students participated together in cultural activities and the day was enjoyed by all involved.

All aboriginal students from 3-6 including 7 other schools within the AECG participated in the annual Bilby Bash. 260 students celebrated the day by completing six rotational activities including Aboriginal dance, aboriginal cooking, traditional games and aboriginal arts and crafts. The day concluded with performances from all schools including didge, dance and drama performances.

Aboriginal students had the opportunity to participate in aboriginal didge and dance sessions as well as Koori choir for aboriginal students in K-2.

Aboriginal students in Year 6 completed transition days to Northlakes High School. These days were an invaluable experience for all students and allowed them to become familiar and comfortable with the staff, other students and processes of the high school.

Towards the end of Term 4, all aboriginal students participated in a recognition ceremony. Students were presented with awards based on their PLP goals and were involved in didge, aboriginal dance and choir performances. Parents and carers were invited to the ceremony allowing them to celebrate and acknowledge their children and continue to play an important role in each child’s schooling and cultural experience.

Socio-economic background

Our school recognises the need to support early speech development. Funding was utilized to conduct speech articulation programs in Kindergarten, Year 1 and Year 2 students.

We have extended our home reading program by purchasing more resources including high interest readers for less able readers. We also extended our class sets of readers matching them to the new Australian curriculum.

The school model for Learning and Support sees these teachers engaging proactively in the classes of students with the greatest need. Sensory profiling ascertains needs and resources are then matched to support students with identified learning styles. There is a strong use of visuals in our school and a dynamic proforma for staff to use when writing Individual Learning Plans.

Our LAST teachers conduct functional behaviour assessments when required and mentor teachers in best practice differentiation models to support all learners in their classes.
An innovative model to enhance literacy and numeracy learning for talented students was pioneered throughout the year. Small group instruction and a major cine-literacy project were features of the initiative. Thirteen students in Stage 1 were extended in numeracy and 14 students received extension in English. For stage 2, 12 students in numeracy and 11 in English attended the program. A total of 36 students in Stage 3 participated in the program with 12 specifically targeted for Year 5 mathematics concepts.

All students at the school benefitted from the purchase of enrichment boxes which were utilized in all classes across the school.

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:

- Individual parent meetings
- Meetings for parents of Aboriginal students
- Sample surveys

School planning 2012-2014:

School priority 1

Literacy

Outcomes from 2012–2014

To improve student results in literacy particularly in the areas of comprehension and early literacy development.

Evidence of achievement of outcomes in 2014:

- The L3 program was implemented in Year 2 and 87% of students attained the benchmark of level 26
- L3 was implemented across K-2. 83% of Year 1 students achieved Level 18 or beyond and in Year 2, 77% of students achieved Level 26 or beyond.
- The reading recovery program continued with 93% of students exiting at Level 16
- 87% of Year 2 students were equal or above Cluster 8 for Reading, 82% were equal to or beyond Cluster 8 in Comprehension and in Writing 70% of the cohort were at or above cluster 8.

Strategies to achieve these outcomes in 2014:

- Focus on Reading training has been completed for 29 staff. Six staff completed their training in Phase 1 and five new staff commenced training in Phase 1
- Professional learning in L3 was undertaken by nine staff. Three staff were newly trained and six staff maintained on going learning

School priority 2

Numeracy

Outcomes from 2012–2014

To improve student results in numeracy by providing class programs to cater for the full range of student abilities.

Evidence of achievement of outcomes in 2014:

- Quicksmart results indicated strong overall growth in excess of expected yearly growth of students’ scores
- Quicksmart students increased their average scores for division by 17.6%
- Scope and sequence refined, new pro formas designed, student tracking using rubrics
- National curriculum training for staff
- PLAN data for Year 2 cohort reveals 95% of students reached Cluster 8 or beyond in Early Arithmetic Strategies (EAS)

Strategies to achieve these outcomes in 2014:

- LST and NAPLAN analysis to identify students for Quicksmart

School priority 3

Student Engagement

Outcomes from 2012–2014

To improve student engagement and attendance rates for all students
Evidence of achievement of outcomes in 2014:

- 90% pre K attendance to transition
- 100% attendance at Yr 6 to 7 transition sessions
- Ongoing school wide and classroom PBL target areas addressed in lessons, rewards process refined, high achievers recognised more often and more strongly

Strategies to achieve these outcomes in 2014:

- Respect day held K-6. Students participated in engaging sessions to identify how to be respectful and what respect looks like in a variety of settings
- Targetted buzz days specifically addressing attendance and in class participation- results consistently above 80% across the year
- Student welfare worker program
- Laptops and ipads purchased

Parent/caregiver, student, and teacher satisfaction

In 2014 the school sought the opinions of parents via an interview survey process on the directions for learning in a variety of areas. Staff evaluated current programs and practices and work shopped strengths and opportunities for continued school improvement. A student survey was also conducted for all students in Years 3 to 6. From this information three strategic directions were formulated. (See Future Directions 2015-2017 school Plan)

Future Directions
2015-2017 School Plan

Strategic Direction 1 Innovative and Dynamic teaching Practice
To develop and implement high quality programs and practices that improve student achievement.

Strategic Direction 2 Raising student expectations and enhancing student learning
To improve student learning and outcomes through the development and delivery of consistent high quality teaching practice that supports the learning needs of all students.

Strategic Direction 3 Quality systems and practices
To ensure all teachers have the capacity to implement a curriculum that is sufficiently rigorous, flexible and engaging to meet the diverse needs of our students.

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.

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.

Kerry Moore, Principal
Vicki Keats, Deputy Principal
Tracey Ellen, Assistant Principal
Dale Edwards, Assistant Principal
Leigh Rich Assistant Principal
Shauna Crook, Assistant Principal
Madeline Clenton, P & C President

School contact information
Budgewoi Public School
Lukela Ave, Budgewoi
Ph: 43909166
Fax: 43991958
Email: Budgewoi-p.school@det.nsw.edu.au
Web: www.budgewoi-p.school.nsw.edu.au
School Code: 4183

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: http://www.schools.nsw.edu.au/learning/ems/ad/asr/index.php