

Budgewoi Public School Annual Report



2017



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Introduction

The Annual Report for **2017** is provided to the community of **Budgewoi Public School** as an account of the school's operations and achievements throughout the year.

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

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School background

School vision statement

Budgewoi Public School aims to provide quality learning where students experience success and are able to become independent, critical and reflective learners who reach their full potential.

School context

Budgewoi Public School is located on the northern end of the Central Coast of NSW. The school has 560 students in 26 classes including 4 Special Education classes for students with mild and moderate learning disabilities. The school receives funding for equity programs. The school has a dedicated staff and an excellent reputation for its' outstanding positive supportive programs for all students. During 2012–2014 the school conducted major initiatives to improve student outcomes including Language, Literacy and Learning (L3), Focus on Reading (FOR), speech programs and Targeting Early Numeracy (TEN). Students are offered a large variety of extra curricular programs in sport and performing arts. In 2017 the school became a Phase 2 Early Action for Success school and selected two Instructional Leaders to support students in Kindergarten to Year 3 to achieve expected outcomes.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. Staff members at Budgewoi Public School have discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence.

In the domain of Learning, our efforts have primarily focused on wellbeing, curriculum and learning. Becoming a Phase 2 Early Action for Success school and the appointment of 2 Instructional leaders has provided high quality professional learning to build teacher capacity and support student learning with a regular program of feedback to improve teaching and learning. Students with high learning needs are being identified early and interventions are being planned and implemented through an intensive evidenced based program. The strong performance of the school in creating a positive and productive learning culture amongst staff and students has been a feature of our progress. Consistent practices across the school have been demonstrated in our WOW (We're Outstanding writers) program, NINJA Maths for Years 3 to 6, L3 and Focus on Reading programs. The fundamental importance of wellbeing is based on our embedded Positive Behaviour for Learning processes which focus on a culture of safe, respectful learners. The results have been evident in the way that students are relating to each other and, importantly, in the increased engagement of students in learning. Attention to individual learning needs has been another component of our progress throughout the year. We have also successfully provided for the strong participation and contribution of our Aboriginal community in learning at the school.

Our major focus in the domain of Teaching has been on collaborative practice for staff members and working with the Instructional Leaders. An important opportunity has been provided to staff members in relation to planning, teaching and consistent teacher judgement as a team in each of our stages. A focus on staff achieving their PDP goals, five weekly data collection and analysis, classroom observations, feedback and syllabus knowledge, has resulted in increased levels of student learning and engagement. Staff members are developing evidence based practice through their reflections and evaluations of collective work.

In the domain of Leading, our priorities have been to progress leadership and management practices and processes. The consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity building across the school. This approach recognises that leadership development is central to the achievement of school excellence. Several members of the leadership team have been involved in Peer Coaching and Aspiring Leaders training and this has resulted in them successfully leading the initiatives from the school plan and building the capabilities of staff to create a dynamic school learning culture

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students. For more information about the School Excellence Framework:
<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Innovative and dynamic teaching practice

Purpose

To develop and implement high quality programs and practices that improve student achievement.

Overall summary of progress

Early Action for Success has targeted students at risk at point of need in reading and writing and interventions and Instructional Leaders have worked with Interventionists to move students up the continuum.

AVID strategies have been implemented in Stage 3 classes to enhance learning in reading and comprehension.

L3 training was undertaken by new staff who required it.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 85% of students in Kindergarten will achieve Level 9 in reading.• 85% of students will achieve level 18 instructional by the end of Year 1.• 85% of students will achieve Level 22 instructional by the end of Year 2.• 85% of Stage 2 students will achieve Level 26 by the end of Year 4• 85%of Stage 3 students will achieve level 30 by the end of Year 6• AVID program implemented in all Stage 3 classrooms and staff embed strategies into teaching practice.• All English Language Proficiency students develop language skills to enable them to function independently in their learning.•	Socio–Economic Funding \$259396	<p>88%of Kindergarten students, 95% of Year 1 students, 86% of Year 2 students and 95%of Year 3 students have reached the reading benchmarks of Level 9, 18 and 22. which exceeded our goal. 68% of students in Stage 2 achieved Level 26 so this will be an area for improvement in 2019. 90% of Stage 3 students achieved Level 30 or above.</p> <p>Avid strategies were embedded into all Stage 3 classrooms and staff utilised them in their teaching practice.</p>

Next Steps

An Instructional Leader for Years 4 to 6 will be recruited to build the capacity of staff to cater for the individual needs of students especially Bump it Up students.

Students collaboratively set clear learning goals and are equipped with skills to provide teachers with ongoing feedback on their progress.

A new Spelling plan will be developed to ensure a consistent, systematic approach across the school.

Learning progressions are utilised to plot students on PLAN 2 in the 5 identified areas.

Strategic Direction 2

Raising expectations and enhancing student learning

Purpose

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.

Overall summary of progress

Early Action for Success targeted students at risk and interventionists work with students to move them up the continuum.

NINJA groups have assisted with ensuring students are working at appropriate levels and learning is differentiated. Growth in Mathematics in Year 5 NAPLAN has improved significantly.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of Kindergarten achieve Perceptual Counting	Socio-Economic funding \$67500	100% of students in Kindergarten reached benchmark in Early Arithmetic strategies.
70% of Stage 1 achieve Counting On and Back and Place Value 1 by the end of Year 2		85% of Year 1 students can use strategies to count on and back to solve number problems. 75% of Year 2 students achieved place value by the end of the year.
70% of Stage 2 students achieve Facile and place value 2 by the end of Stage 2	Aboriginal funding \$50000	79% of Year 3 students achieved Facile and 85% of Year 4 students achieved Place Value by the end of the Year.
Personal Learning Plans developed, implemented and reviewed for 100% of ATSI of students who wish to be involved		100% of ATSI students had a Personal Learning Plan and the progress of achievement was communicated to parents by an Achievement award in Term 4.
ILPs implemented for all identified students		Staff presented Personalised Learning and Support Plans to the learning and Support Team and these were monitored and reviewed as required.
Identified students improve at least 12 levels in Quicksmart and move closer to expected benchmarks	Aboriginal funding \$50000	Students involved in the Quicksmart demonstrated substantial improvement in all strands greatly exceeding the target of 12 levels.

Next Steps

Instructional leader recruited for Years 4 to 6 and supports teachers to improve student outcomes especially for Bump it Up students.

Staff plot students on PLAN 2 using learning progressions for the 5 identified areas.

Support is provided for identified students requiring additional interventions to improve numeracy achievement.

Strategic Direction 3

Quality systems and practices

Purpose

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.

Overall summary of progress

Geography units were developed and implemented and then reviewed. A scope and sequence was developed for the teaching of units. The new syllabus has been embedded into teaching programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Geography syllabus is implemented by all staff in 2017	Socio Economic \$10000	All staff are utilising the Geography units written by the Geography team and resources have been purchased to support the units. Units were valued and a scope and sequence developed.
PBL 85% of students achieve buzz rewards for meeting identified school wide PBL targets, 95% of students stay on the green on the school behaviour management program, Less than 5% of students require Tier 3 interventions	Socio economic \$15000	88% of students achieved buzz rewards for meeting school wide PBL targets

Next Steps

The computer room will be turned into a STEM room for the teaching of Science Technology Engineering and Mathematics utilising flexible learning spaces and providing opportunities for creative problem solving and future focussed teaching and learning.

A scope and sequence of units and lessons will be developed by the STEM team and resources purchased.

Personal learning goals for students include ad identified staff member who can provide support, advice and assistance.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Ram Aboriginal \$10000 Sponsorship \$4000	Aboriginal didge and dance groups and the Koori choir cultural programs provided Aboriginal students with important cultural opportunities as well as allowed students to show case their unique skills. Our Aboriginal Garden has been completed and opened and provides a cultural learning space for a variety of activities. Over 270 students from 9 schools within the Muru Bulbi AECG celebrated their culture at the annual Bilby Bash by completing seven rotational activities including Aboriginal dance, traditional games, NRL ball skills, singing as well as aboriginal arts and crafts. Community members participated in the day and the students were thoroughly engaged by the aboriginal activities. The day concluded with performances from the schools involved including didge, dance, rap and choir performances. The Aboriginal Recognition ceremony was attended by the largest number of parents ever and all students received an award. A PLP achievement award was introduced to inform parents on progress made towards each student's goal.
English language proficiency	RAM \$4397	A specialist English teacher was employed for 2 hours each week. EALD students were able to use specific vocabulary correctly in discussions. They were able to utilise this vocabulary in their writing to make it interesting and more factually and creatively informative. When responding to texts students showed an increasing willingness to communicate their ideas and became confident identifying newly acquired words and substituting other words with similar meaning.
Low level adjustment for disability	RAM \$187,489	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 new proforma for staff to use when writing Personalised learning and Support Plans. Funding was also used to purchase additional time for Learning and Support Teachers. Our LAST teachers conduct functional behaviour assessments when required and mentor teachers in best practice differentiation models to support all learners in their classes. School Learning Support Officers support students in each Kindergarten class to ensure early intervention in literacy.
Quality Teaching, Successful Students (QTSS)	Quality Teaching Successful Students staffing allocation 0.441	QTSS is used for Assistant Principals to mentor team members in literacy and numeracy. Specifically focus areas have been Focus on Reading, AVID and Bump it UP
Socio-economic background	Socio Economic Loading \$487,398	Additional classroom teachers were employed to make class sizes smaller and allow for more individual support for students.

<p>Socio-economic background</p>	<p>Socio Economic Loading \$487,398</p>	<p>Release was provided for staff with identified expertise to mentor staff and build capacity in Mathematics, Focus on Reading, technology and writing. Funding was utilised to conduct speech articulation programs in Kindergarten, Year 1 and Year 2 students to support early speech development. The home reading program was extended by purchasing more resources including high interest readers for less able readers. Additional laptops, labcabbies and Ipads were purchased for each grade to be used in classrooms. Funding was also provided for food and uniform items for students requiring them.</p>
<p>Support for beginning teachers</p>	<p>\$4063</p>	<p>Support was provided for a beginning teacher in assessment and reporting and ongoing mentoring. Professional Learning included Austswim, CPR, Focus on Reading, L3 Language learning and Literacy, Anti-racism training and Maths. All professional learning ensured the development of knowledge and skills in classroom management and school programs and that the teachers felt confident in the teaching and learning cycle.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	294	276	291	301
Girls	264	264	271	264

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.1	94.7	94	94.1
1	95.4	92.9	93.6	92.7
2	92.7	92.6	92.8	93.1
3	92.9	92.3	94.3	92
4	93.2	93.5	93.1	93
5	93.3	90.5	93	91.5
6	93.6	90.1	90.5	90.2
All Years	93.8	92.4	93.1	92.4
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Student attendance remains slightly below the state average. 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 proformas for completion and attendance awards. 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 information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	23.5
Teacher of Reading Recovery	0.92
Learning & Support Teacher(s)	1.2
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	8.06
Other Positions	0

*Full Time Equivalent

Additional staff were employed for Learning and Support, classroom teachers, Bump it Up, Early Action for Success, Reading Recovery and a speech program. The staff of Budgewoi Public School includes one Aboriginal School Administrative Officer as well as two Aboriginal teachers.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	89
Postgraduate degree	11

Professional learning and teacher accreditation

New staff undertook professional learning in either Language Literacy and Learning (L3) or Focus on Reading. The total amount of expenditure for professional learning was \$36,480 which is an average of \$912 per staff member. The Wallarah Area Community also has linkages programs for professional learning in mathematics and technology. The new staff were trained in Focus on Reading, TEN (Targeting Early Numeracy) and L3 (Language, Literacy and Learning). Other professional learning activities for staff

included Early Action for Success, spelling, Effectively using Ipads the classroom, CPR, Anaphylaxis., Learning Progressions, Trauma Brain Development and Learning in Schools, Robotics. One teacher achieved Proficiency and one maintenance and 6 are working towards Proficiency in 2018.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	1,370,988
Revenue	5,838,134
Appropriation	5,666,462
Sale of Goods and Services	1,565
Grants and Contributions	151,475
Gain and Loss	0
Other Revenue	0
Investment Income	18,631
Expenses	-5,544,095
Recurrent Expenses	-5,544,095
Employee Related	-5,161,697
Operating Expenses	-382,397
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	294,039
Balance Carried Forward	1,665,027

Funds held for Capital expenses for a Canteen upgrade have been carried over and this work will be undertaken in 2018.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	3,561,484
Base Per Capita	91,014
Base Location	0
Other Base	3,470,470
Equity Total	795,426
Equity Aboriginal	116,141
Equity Socio economic	487,398
Equity Language	4,397
Equity Disability	187,489
Targeted Total	774,177
Other Total	393,606
Grand Total	5,524,693

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Budgewoi Public School was selected to be part of the Bump it Up program which identified schools to increase the proportion of students in the top two NAPLAN bands by 5% from 24% to 29% by 2019. A Bump it Up plan was written and strategies implemented including the identification of students to receive explicit teaching that meets the learning needs of every student, parent information sessions and workshops, professional learning of staff so they can progress the learning of students through the continuum to proficient level and providing feedback to students on what they need to improve to achieve

specific goals. The percentage of Year 3 students in the top two bands of reading was 37% and numeracy was 21%. The percentage of Year 5 students in the top two bands is 21% for reading which is an increase of 13% from 2016 and 13% for numeracy, which is an increase of 4% from 2016.

Another reporting requirement from the State priorities: Better services – Improving Aboriginal education outcomes is for schools with significant numbers of Aboriginal students to report the percentage of Aboriginal students in the top two NAPLAN bands. 13.4% of Year 3 Aboriginal students were in the top two bands for reading and numeracy. The percentage of Year 5 Aboriginal students at Budgewoi Public School in the top two NAPLAN bands was 16.6% for reading which is an increase of 8% and 16.7% for numeracy which is a

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2017 the school utilised the 'Tell Them From Me' parent survey tool as well as parent interviews to gauge opinion. An overview of the responses is presented below.

- There was great support for the extra curricular activities provided by the school.
- There was some parental interest in attending workshops.
- The implementation of short term goals for students in a book sent home for parents to see was widely supported.
- Responses to preferences for digital communication or hard copies was mixed with 60% preferring digital and 40% written communication.
- Parents expressed interest in attending grade expos throughout the year with 68% preferring afternoons and 32% preferring evenings.

Policy requirements

Aboriginal education

Personalised Learning Plans (PLP's) for all Aboriginal students from Kindergarten to Year 6 are implemented to help strengthen the relationship between teachers and families. PLP's 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. NAIDOC day was celebrated with Aboriginal dance, Dreamtime stories, and various art and craft activities as well as traditional Indigenous games. Activities on the days were run by teachers, parents and students. The day successfully invited Aboriginal and non-Aboriginal staff and students to participate together in cultural activities. Aboriginal students in Year 6 completed a series of 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 that high school entails. 2017 saw the opening of our Aboriginal Garden. A yarning circle was created with native plants, a water feature and artworks and provides a space for learning and cultural activities. All Aboriginal and Torres Strait Islander students participated in a recognition ceremony. Students were presented with awards based on their PLP goals and were involved in didge, Aboriginal dance and Koori choir performances. Parents and carers were invited to the ceremony and attended in large numbers allowing them to celebrate and acknowledge their children and continue to play an important role in each child's schooling and cultural experience.

Multicultural and anti-racism education

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. Two new staff were trained as Anti Racism Contact Officers to respond in a proactive manner to ensure an inclusive learning environment free from racism.