Bateau Bay Public School
Annual School Report
2011
Our school at a glance

Students

Our student enrolment in 2011 was 683 students including 350 boys and 333 girls.

Approximately 93.3% of students attended school on average each day.

In 2011, we had 27 classes including one multi-stage (3/4/5). Enrolments for each year are as follows:

- Kindergarten: 100 in 5.1 classes
- Year 1: 94 in 4.1 classes
- Year 2: 105 in 4.2 classes
- Year 3: 88 in 2.9 classes
- Year 4: 97 in 3.2 classes
- Year 5: 90 in 3.0 classes
- Year 6: 109 in 3.6 classes

Staff

We had 36.86 teaching staff. This includes:

- 7 executive staff
- 22 teaching staff
- 6.663 specialist staff

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

We had 4.262 full time administration staff and 4 part-time support staff. This includes:

- 1 administration manager
- 2.262 administration officers
- 1 general assistant
- 4 part-time teachers’ aides

Significant programs and initiatives

The school provided a number of programs to give students extra support throughout 2011. These were:

- Aboriginal Education;
- Language, Learning and Literacy (L3); and
- Debating.

(Student achievement in 2011)

In 2011, NSW students in Years 3, 5, 7 and 9 participated in the National Assessment Program Literacy and Numeracy (NAPLAN). Minimum standards have been established in relation to student performance in Literacy and Numeracy.

Literacy – NAPLAN Year 3 and Year 5

Students in Year 3 and Year 5 at Bateau Bay Public School participated in the national assessment program for Literacy. These tests were made up of four components:

- Reading
- Writing
- Spelling
- Grammar & Punctuation

There were 88 students in Year 3 and 90 students in Year 5 tested in May 2011.

The average Literacy results for Year 3 students were above their State counterparts in Reading, Spelling and Grammar & Punctuation, whereas Year 5 was just below the State averages.

Our Writing results in both Year 3 and Year 5 far exceeded attainment levels of statistically similar schools and their State counterparts. This reflects strong teaching in this area. Success in Writing also draws on student knowledge of Reading, Spelling and Grammar & Punctuation.

Numeracy – NAPLAN Year 3 and Year 5

Students in Year 3 and Year 5 participated in the national assessment program for Numeracy. The tests covered various strands of the Mathematics syllabus.

There were 88 students in Year 3 and 90 students in Year 5 tested in May 2011.

The average mark for students in Year 3 showed a variance of 0.1% from their State counterparts. The Year 5 average score was below that of their state counterparts. Both Year 3 and Year 5 results exceeded the average for statistically similar schools.

Progress is evident in the area of Working Mathematically. We have continued to stream students into ability groups to address performance issues. In 2011, Year 1 students participated in Maths Groups for the first time.

(Details of above on pages 15 and 16)
Messages

Principal’s message

The Annual School Report is an overview of the school’s achievements, programs and activities for 2011. It describes the progress and success of students and the school, brought about by the commitment and dedication of the staff and enhanced by parent support and participation.

Students K-6 certainly should be proud of their achievements in academic, social, aesthetic, sporting, cultural, public speaking, multicultural, citizenship and leadership areas. Throughout 2011, students have continually displayed true commitment to achieving their personal best.

The staff and parents understand the value of building a strong partnership in working together in the best interest of all students. Both hold high expectations of students.

Bateau Bay PS staff provides a wide range of additional support, training and coaching activities to foster and promote the achievement of student potential.

Parent helpers assist teachers with a range of learning and personal development programs. Students, staff and parents are learning together in a safe and caring environment.

Parent and staff representatives have worked closely together to enhance the school’s environment. The parent body has continued its support of the expansion of the school’s Communication and Technology programs.

In 2011, the school committed a significant part of its professional learning funds to the training of the Kindergarten team in Language, Learning and Literacy (L3). The benefits of this program will be seen in the years ahead as early literacy levels are enhanced and improved. Also, four teachers are to be congratulated for their diligent efforts in developing evidence to gain accreditation with the NSW Institute of Teachers.

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

Maureen Gray

P & C President’s message

Congratulations to students, staff and parents at fabulous Bateau Bay PS! We have a brilliant team of hard working, dynamic Parents & Citizens Association (P&C) committee members who have worked tirelessly throughout 2011 to support students via a range of services:

- Before and After School Care, as well as the newly introduced Vacation Care;
- Canteen;
- Uniform Shop; and
- Fundraising.

The effort of these committees has meant over $25,000 of P&C funds has gone back into the school to enhance student learning programs.

The purchase of L3 reading materials, upgrade of the school hall PA system, provision of sports equipment storage, contribution to the establishment of a second computer laboratory and payment of the site license for the use of ‘Mathletics’ for all students K-6 and their families are significant P&C achievements.

This has been a standout year with our new BER classrooms completed, interactive whiteboards installed in every single classroom and many student achievements. The P&C anticipate 2012 will be another ‘Go Forward’ year.

Sue Turl

School captains’ message

We would like to thank all of the teachers and staff for their hard work and dedication. Without them this school wouldn’t be as great as it is as we reach the end of the 2011 school year.

One of the highlights for us was attending the Student Leadership Forum where we met great people such as Dick Smith and Gavin Morris. This helped us to enhance our leadership roles as your school captains in 2011.

It has also been a pleasure to be role models this year. Knowing the younger students look up to us is a good feeling. We would also like to acknowledge our fellow students for making the last seven years absolutely amazing. They have created memories that we will never forget.

Zoe Hallam and Reece Tillett
School Context

Bateau Bay Public School was established in 1981. It is located in a coastal suburb of the Central Coast region of NSW. It is part of the Wyong Shire local government area. Bateau Bay lies in the area known as Darkinjung to Indigenous Australians.

'Bateau' is French for 'boat'. A stylized version of a boat has been incorporated into the school’s logo. Our motto is ‘En Avant’ – ‘Go Forward’.

The school is committed to providing ‘A Quality Learning Experience’ for its students K-6. We maintain a strong focus on learning together in a safe and caring environment. Our school provides quality educational programs that cater for all students’ learning needs.

Emphasis is placed on high academic achievement and the promotion of excellence. The talented and caring staff works closely with supportive parents and community members.

The majority of school enrolments are drawn from the suburb of Bateau Bay. Some students live in surrounding suburbs. The school has a current enrolment of 683 students K-6.

Many families come from middle class socio-economic backgrounds and have an Anglo Saxon heritage. However, there has been a change over the last few years to the structure of families with increasing numbers of single parent and blended families. Approximately 5% of students have non-English speaking backgrounds and 5% are proud to acknowledge their Aboriginal cultural heritage.

Bateau Bay PS has a mix of teaching and administrative staff with permanent, temporary and casual staff employed on a daily basis. Many teachers have had a long association with the school. Teachers are experienced and hold the necessary qualifications to teach successfully within the NSW Department of Education & Communities. Access to professional learning underpins quality teaching and learning.

The School Administrative Support Staff (SASS) offers a wide range of support to students, teaching staff and parents. They play a vital role in the total administration of the school.

A strong home school partnership has been established in the best interest of student learning and welfare. Parents play an active role in school life. Large numbers of parent volunteers can be seen throughout the school.

Staff and parents share and hold high expectations. This is reflected in student achievements, attitudes and behaviour.

The school prides itself on maintaining an excellent reputation within the local and broader community. Students are actively encouraged and supported to participate in a diverse range of learning experiences and opportunities. These include student leadership, choir, dance, band, drama, public speaking, debating, chess, visual arts, environmental initiatives and a wide range of sporting activities.

Student participation is also facilitated in assemblies, concerts, NSWPSSA knockout competitions, local community events, choral and dance festivals.

The school fosters a proud sporting tradition with students gaining representative honours at district, zone, regional, state and national levels. Students strive to achieve excellence on the sporting field and display good sportsmanship in team competitions.

The promotion of student self esteem, confidence and worth is encouraged from school entry to high school transition. Students from a young age are provided with leadership roles within classes and as they advance through their primary schooling take on greater responsibility within the school learning community.

The school is a proud partner of the Tuggerah Lakes Learning Community (TLLC) and actively promotes ‘Creating the future through innovative effective education today’.
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

Student enrolment in 2011 varied between 680 – 685 students K-6. There were 27 classes with similar ratios of boys and girls enrolled.

At the time of the accompanying table and graphical representation of enrolment numbers there were 350 male and 330 female students.

<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>368</td>
<td>363</td>
<td>356</td>
<td>357</td>
<td>350</td>
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<tr>
<td>Female</td>
<td>351</td>
<td>348</td>
<td>359</td>
<td>344</td>
<td>330</td>
</tr>
</tbody>
</table>

Management of non-attendance

Student attendance has been regular and consistent over the last four years as evidenced in the previous graphical representation.

If staff members have any concerns over student attendance initial contact is made with parents in an attempt to address attendance issues. If need be the school will consult the Home School Liaison Officer to provide additional support.

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.

Class Sizes

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KA</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KD</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KH</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KM</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KR</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1L</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1P</td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>1S</td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>1W</td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2B</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>2C</td>
<td>2</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>2M</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>2T</td>
<td>2</td>
<td>27</td>
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</tr>
<tr>
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<tr>
<td>3J</td>
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<td>27</td>
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</tr>
<tr>
<td>3ST</td>
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<tr>
<td>4G</td>
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<td>30</td>
<td>30</td>
</tr>
<tr>
<td>4N</td>
<td>4</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4Y</td>
<td>4</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
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<td>8</td>
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<td>5</td>
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<td>29</td>
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<tr>
<td>5B</td>
<td>5</td>
<td>23</td>
<td>23</td>
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<td>5D</td>
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<td>6M</td>
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<tr>
<td>6MS</td>
<td>6</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>6T</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
</tbody>
</table>

Structure of classes

Class structure is based on parallel organisation. Classes catered for the full range of ability levels. There were 26 classes comprised of students from one year level and one multi-stage class with students from three different year groups (3/4/5). K-2 classes have received betterments with reduced class sizes over the last few years.
Staff information

Bateau Bay PS has a majority of very experienced teaching staff and a small number of staff in the early stages of their careers.

The Executive lead seven grade teams. Members of the teaching staff deliver quality teaching and learning programs for students K-6.

The teaching staff is ably supported by a hard working School Administrative Support Staff (SASS) team. The School Administration Manager (SAM) leads the SASS team comprised of School Administration Officers, General Assistant and School Learning Support Officers.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>22.0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher(s) of Reading Recovery</td>
<td>0.945</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.7</td>
</tr>
<tr>
<td>Part-Time Teacher</td>
<td>1.1</td>
</tr>
<tr>
<td>Releaser Program Teacher</td>
<td>1.28</td>
</tr>
<tr>
<td>Teacher of Early School Support</td>
<td>0.5</td>
</tr>
<tr>
<td>District School Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.262</td>
</tr>
<tr>
<td>Total</td>
<td>39.925</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Two members of staff acknowledge and are intensely proud of their Aboriginal heritage.

Staff retention

Three long serving members of the teaching staff and the School Administration Manager moved to long service leave prior to retirement at various stages in 2012. Their combined service, contribution to BBPS and dedicated service to NSW students has been truly significant.

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>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>105151.20</td>
</tr>
<tr>
<td>Global funds</td>
<td>369591.41</td>
</tr>
<tr>
<td>Tied funds</td>
<td>133221.66</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>229053.54</td>
</tr>
<tr>
<td>Interest</td>
<td>10288.84</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>17368.20</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>759523.65</td>
</tr>
</tbody>
</table>

| **Expenditure**          |            |
| Teaching & learning      |            |
| Key learning areas       | 50025.23   |
| Excursions               | 71126.52   |
| Extracurricular dissections | 81878.61 |
| Library                  | 7254.78    |
| Training & development   | 3106.88    |
| Tied funds               | 110439.69  |
| Casual relief teachers   | 139343.87  |
| Administration & office  | 54953.09   |
| School-operated canteen  | 0.00       |
| Utilities                | 65793.54   |
| Maintenance              | 25756.73   |
| Trust accounts           | 14471.85   |
| Capital programs         | 13119.09   |
| Total expenditure        | 637269.88  |
| Balance carried forward  | 227404.970 |

A full copy of the school’s 2011 financial statement is available at the annual general meeting of the Parents & Citizens Association. Further details concerning the statement can be obtained by contacting the school.

Payments in some areas of Educational and Administrative Programs were significantly down in comparison to 2010 figures. All schools await advice about Supplementation for Short Term Relief for the 2011 school year.
**School performance 2011**

Bateau Bay PS has had a successful school year. Two male Year 6 students accepted placement at Gosford Selective High School and one male student was placed on the Reserve List.

One female student from Year 5 gained a place at Hunter School of Performing Arts and one male Year 6 student gained placement at Hunter Sports High School. As part of the selection process for these schools students had to attend competitive auditions in their area of interest and expertise.

Three Year 4 students (two boys and one girl) were offered and accepted places in the Opportunity Class (OC) at Wyong Public School. This was a wonderful achievement.

In 2011, the school participated in the University of New South Wales' International Competitions and Assessments for schools in six subject areas:

- English
- Spelling
- Writing
- Mathematics
- Science
- Computer Skills

Students from Bateau Bay PS demonstrated high levels of skill when they participated in these assessments.

Overall our students received 5 distinctions (top 10% of the state), 16 credits (top 30% of the state) and 36 participation certificates. The performance of entered students in the Writing and Spelling tests was particularly pleasing.

Year 6 students in the top Maths Group entered the Australasian Problem Solving Mathematical Olympiads which covers schools from all systems in Australia and Asia.

Two students were in the top 25% of all entrants. This was considered a very successful fourth year of involvement in this prestigious competition.

Two Year 6 students (one boy and one girl) were successful in gaining places at the Central Coast Gifted and Talented Students (GATS) Camp and two Year 5 students (one boy and one girl) were selected to attend a GATS Enrichment Day at Gosford Selective High School where they engaged in a series of enrichment activities encompassing Food Technology, Science, Photography and Agriculture.

A number of students also attended after hours GATS interest groups at Tumbi Umbi Campus of Tuggerah Lakes Secondary College (TLSC). This was a Tuggerah Lakes Learning Community (TLLC) initiative.

One of our male Year 6 students also received the prestigious Galuwa Scholarship from Xstrata Coal in support of his learning throughout Years 6-8. This scholarship to the value of $12000 over three years is awarded to twenty Indigenous students in the Hunter Central Coast Region who achieve outstanding NAPLAN results.

Two Year 6 students (one boy and one girl) and one Year 4 student received outstanding achievement awards from our local Kuriwa Aboriginal Education Consultative Group (AECG).

Four Year 5 and four Year 6 students were acknowledged and received awards at the Tuggerah Lakes Learning Community’s Academic Excellence Assembly.

Students from Year 4 excelled in a number of different areas. Two boys represented the school in the Central Coast Innovations Straw Building Competition. They took first and second place in the competition out of 72 entries from public and private schools.

One Year 4 girl reached the Stage 2 State Finals of the Multi-Cultural Public Speaking Competition. One Year 4 boy reached the State Finals of the Premier’s Spelling Bee. Both state finalists won their school and regional finals.

Year 2, Year 4 and Year 6 students combined to make an innovative presentation titled 'Wipe Out Waste' to Wyong Shire Council’s Environmental Awards Committee. Students gained First Prize in the Performance/Oral Presentation section of the awards.
Achievements
Arts

Music, drama, dance, literary and visual arts activities were provided for and enjoyed by all classes K-6. Students who wanted to pursue these activities at a higher level were given the opportunity to participate in the different choirs and dance groups.

Individuals and groups also auditioned to gain performance spots in the school’s ‘Red Cross Red Faces’ concert which showcased many gifted and talented performers, groups and ensembles. Twenty-nine different acts were presented to a very large, enthusiastic and supportive audience in the school hall.

Junior and Senior Choirs joined forces on several occasions to combine talents and enrich the wider community of Bateau Bay. The choirs also enthusiastically sang at special assemblies e.g. ANZAC ceremonies and the ‘Wipe Out Waste’ competition, and Presentation Days celebrating student success.

Members of the Senior Choir once again mastered a large repertoire of 17 songs as part of the Combined Choir at the Central Coast Choral Festival. Choir members attended 5 rehearsals and gave two performances at Mingara Sports & Recreation Auditorium in September. The audience really enjoyed the range of material presented and the theatricality of some sections of the program.

Bateau Bay PS also had ten Aboriginal and non-Aboriginal students who were in the Tuggerah Lakes Learning Community’s (TLLC) Koori Choir.

Our choir members are trained by two BBPS members of staff and conducted by teachers from The Entrance PS and Killarney Vale PS. The students really enjoyed learning songs in different Aboriginal languages and making friends at other primary schools in the area.

The Koori Choir performed the Central Coast Choral Festival and the TLLC ‘Gulangfest’ Cultural Evening K-12.

Bateau Bay PS has continued its long association with Musica Viva in 2011. The Makukuhan Trio, a group of musicians from Indonesia, visited and played traditional Indonesian music for the enjoyment of students and staff.

The School Band with the support of the P&C Association entered its third year of operation. Two outside tutors provide individual and small group tuition to primary aged students in woodwind, percussion and keyboard instruments, as well as acoustic and base guitar.

In June, two Dance Groups (one boys and one girls) were selected to perform in the Central Coast Dance Festival at Laycock Street Theatre. Students gave very enthusiastic performances of the Avatar inspired ‘Hello’ and the hip-hop ‘OMG’. Our dancers’ parents and staff did a fantastic job with their costumes.

Students K-6 participated in a range of stimulating activities in Book Week linked to the theme ‘One World Many Stories’. Students and staff dressed up as their favourite book characters and paraded for everyone’s enjoyment. Students also appreciated listening to the visiting storyteller from ‘Halfway Around the World’ during Book Week.

The Library hosted a Scholastic Book Fair so students could purchase books at a reasonable price. The Book Fair commission was used to purchase lots of new books to rejuvenate our library collection.

During the year the Library also promoted the display: ‘Shiver of Sharks’ (Museum in a Box), hosted the visiting author Lisa Sheehy and her book ‘Angel Archie to the Rescue’ and provided the venue for displaying 3/4/5A’s projects about ‘Space and Beyond’.
Sport

Bateau Bay PS is proud to continue its successful Sport program giving our students opportunities to participate, develop and excel in physical and sporting endeavours.

In 2011, we entered 15 teams in PSSA state-wide knockout competitions giving our students outstanding opportunity to develop skills, interests and talents. Our PSSA program included 7 girls’ teams and 7 boys’ teams; and one mixed tennis team. Altogether these teams played in excess of 80 games through various rounds and levels of state competitions.

We were involved in local zone carnivals in swimming (40), cross country (60), athletics (70) and ball games (80) giving about 200 students a chance to represent our school and strive for higher levels of competition.

We participated in zone and district gala days in such sports as rugby league, touch football, netball, and AFL. These days are often organised by sport development officers as well as teachers who volunteer their time.

Events may incorporate local rounds of the state knockout competitions but are run in a way that gives competitors a series of games instead of immediate relegation.

Our Physical Education program recognises the needs of students as they grow. We have a strong developmental, physical and sporting program beginning in K-2 with gross motor, dance and gymnastics skills.

The Special Swimming Scheme is offered to BBPS students over a two week period. This involves approximately 200 students (mainly Years 2, 3 & 4) in an intensive learn to swim program.

In Stage 2, we build on skills and teach students to use equipment correctly and play to sets of rules. The focus is on fundamental movement skills, then involvement in local, district, regional and state carnivals and competitions.

Students in Years 3 and 4 are involved in a skills based sports program for one hour each week. Some activities are gender based to provide for differences in skill level between boys and girls.

In Terms 1 and 3, Class Groups operate with a focus on developing athletic skills and minor games. In Terms 2 and 4, students are organized into House Groups with a focus on Fundamental Movement skills and House Competitions in cricket, beat-ball, league-tag, netball and soccer to build ‘house spirit’, encourage healthy competition and develop ‘good sportsmanship’ qualities.

As well as these in-school activities some students participated in the following Gala Days:

- Soccer;
- Rugby Union;
- Rugby League; and
- Ball Games.

When major sports are played they are often in a modified form that ensures better skill development, player participation and less emphasis on winning.

At the Rugby Union Regional Walla Day, BBPS entered two teams and won 7 of 8 games and at the Cottees 5 a-side soccer some of our senior students helped train the teams and acted as referees during the event.

In Stage 3, our class PE and weekly sports program continues its focus on using the skills students have acquired and building social and long term physical participation with ten pin bowling, tennis, league-tag, fitness, tae kwon do, etc.

Many of our state sports codes have well structured development programs which they coordinate with schools by providing coaching lessons, games and even large competitions which schools can enter.
We’ve had events such as the ARL “Backyard Blitz” which built on fundamental skills and introduced game specific skills. These occasions are not only useful from a PDHPE aspect; they are also motivational in encouraging young students to try out for our more formal competition teams.

In 2011, BBPS participated in the All Schools Rugby League Carnivals for u9’s, u10’s, u11’s and Opens.

We continue to perform at a high level in a wide range sporting areas; reaching round 6 of the PSSA knockout in boys cricket, round 5 of boys soccer, rugby league, girls AFL, and tennis; and round 4 of girls soccer, girls basketball, and boys AFL.

BBPS won the Central Coast Rugby League “Legends” 7’s competition for the second year in a row and made the semi-finals of the state carnival at Ryde. For the first time, girls were eligible in the 7-a-side Rugby League gala the Jillaroo Cup and our team came second.

The Open Rugby League squad went through to the Regional PSSA knockout game only to miss out on the NSW finals series by a coin toss after finishing nil all to Terrigal. In the All Schools competition the boys won the local gala and went to the State carnival where they finished a creditable 3rd in NSW.

Our girls AFL team won the local leg of the Paul Kelly Cup and travelled to the state finals in Sydney - the best our girls have ever done.

The tennis team achieved their best result yet reaching the 5th round of the state competition.

Our girls and boys football (soccer) teams continue to perform strongly and were highly competitive in the Central Coast level of the PSSA knockouts.

The basketball and netball players performed well after training and coaching and our hockey teams also succeeded in local rounds of the knockouts.

From our 40 swimmers that represented our school at the zone carnival, we had the Junior Boys Zone Champion, the Junior Girls Zone Champion and equal 11yrs Girls Zone Champion.

Ten swimmers went on to Sydney North region, and our senior boys relay team progressed to the State carnival. Many students improved on their times for various swimming strokes and were thrilled to swim a ‘personal best’.

In athletics, we had the Junior Boys Zone Athletics Champion. This student and 7 others went to Sydney North Athletics with one Year 6 boy progressing to State titles where he made the finals of the 100m. This boy also set new school athletics records in the 200m and the senior long jump.

In cross country, BBPS finished 2nd in the Tuggerah Lakes Zone Carnival with several good placings in the Sydney North event at Gosford. One Year 6 boy went on to represent Sydney North at the state championships at Eastern Creek.

We sent a range of senior students to trials for PSSA Sydney North teams. These students have to progress though zone, combined district, Central Coast and finally regional trials to be selected for these elite squads and represent our region in a state carnival.

Successful students included one Year 6 boy for Hockey and Cricket, one Year 6 boy for Rugby League and Rugby Union, one Year 5 boy for 11yrs Rugby League, one Year 6 boy for Hockey and one Year 6 boy for AFL and Hockey.
Bateau Bay PS won the Zone Ball Games Carnival after a series of specialised training sessions.

Just as we expect our students to become lifelong learners from their class studies, our cultural and sporting programs aim to produce lifelong participants in social events and physical activities. Our programs cater for learners as well as gifted and talented students.

Consequently Bateau Bay students are renowned for their involvement, resilience, and their sportsmanship. The extent and range of sporting opportunities at Bateau Bay Public School is remarkable and is a tribute to the commitment of a talented teaching staff who give up a great deal of their time to train students.

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Literacy – NAPLAN Year 3 and Year 5

In 2011, 88 Year 3 students and 90 Year 5 participated in the national assessment testing program for Literacy. Tests were administered for:

- Reading;
- Writing;
- Spelling; and
- Grammar & Punctuation (Language Conventions).

Participation in testing shows:

- 95% of Year 3 students were assessed;
- 97% of Year 5 students were assessed;
- 5% of Year 3 students were absent;
- 3% of Year 5 students were absent;
- 95.7% was the average participation rate for Year 3 students Australia-wide; and
- 96.2% was the average participation rate for Year 5 students in Australia.

Numeracy – NAPLAN Year 3 and Year 5

Year 3 and Year 5 students also participated in the national assessment testing program for Numeracy.

A significant commitment has been made to the delivery of the Mathematics syllabus over the last four years with the implementation of the ‘Go Maths’ program K-6. Streamed Maths groups are now in operation from Year 1 to Year 6.

Participation in testing shows:

- 95% of Year 3 students were assessed;
- 97% of Year 5 students were assessed;
- 5% of Year 3 students were absent;
- 3% of Year 5 students were absent;
- 95.4% was the average participation rate for Year 3 students Australia-wide; and
- 95.4% was the average participation rate for Year 5 students in Australia.

The following graphs show the percentage of Bateau Bay PS students in different skill bands, the school average 2008 – 2011, and the averages for statistically similar schools and the State.
### Literacy – NAPLAN Year 3

#### Year 3 Reading
- 66.7% of Year 3 in top three bands (2011)
- 3.6% of Year 3 students in bottom band

#### Year 3 Writing
- 88.1% of Year 3 in top three bands (2011)
- 0% of Year 3 students in bottom band

#### Year 3 Spelling
- 75.3% of Year 3 in top three bands (2011)
- 1.2% of Year 3 students in bottom band

#### Year 3 Grammar & Punctuation
- 70.6% of Year 3 in top three bands (2011)
- 1.2% of Year 3 students in bottom band
**Numeracy – NAPLAN Year 3**

- 59.5% of Year 3 in top three bands (2011)
- 0% of Year 3 students in bottom band

**Literacy – NAPLAN Year 5**

- 53.5% of Year 5 in top three bands (2011)
- 4.7% of Year 5 students in bottom band

**Numeracy – NAPLAN Year 5**

- 52.4% of Year 5 in top three bands (2011)
- 4.7% of Year 5 students in bottom band

**Literacy – NAPLAN Year 5**

- 64.7% of Year 5 in top three bands (2011)
- 0% of Year 5 students in bottom band
Progress in literacy

- 60.9% of Year 5 in top three bands (2011)
- 2.3% of Year 5 students in bottom band

Definite progress is being made in the teaching of Reading and the average progress has shown improvement from 2009 – 2011.

- 57.4% of Year 5 in top three bands (2011)
- 4.6% of Year 5 students in bottom band

Spelling averages are slightly down in comparison to the previous year range. However, Bateau Bay students have performed better than their statistically similar group and State counterparts.
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>84.2</td>
<td>80.0</td>
</tr>
<tr>
<td>SSG</td>
<td>94.2</td>
<td>77.2</td>
</tr>
<tr>
<td>State DEC</td>
<td>96.6</td>
<td>82.7</td>
</tr>
</tbody>
</table>

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 in the tables below.

Progress in numeracy

Average progress in Numeracy 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>81.4</td>
<td>91.4</td>
</tr>
<tr>
<td>SSG</td>
<td>87.0</td>
<td>93.0</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
</tr>
</tbody>
</table>

Progress is being made in numeracy development at Bateau Bay PS. The deliberate strategies put in place to address Working Mathematically appear to be having an impact.

Language Conventions (Grammar & Punctuation) continues to be an area requiring explicit teaching. The correct usage of Pronouns needs on-going attention.

Minimum Standards data

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>96.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>95.3</td>
</tr>
</tbody>
</table>

Writing results for both Year 3 and Year 5 students are cause for celebration.

It is interesting to note that the majority of areas have seen an increase in percentage from 2010 results.

Percentage increase/decrease from 2010 results for Year 3 and Year 5 students

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>+5.4%</td>
<td>+4.0%</td>
<td>+5.8%</td>
<td>+8.8%</td>
<td>+6.0%</td>
<td>-1.7%</td>
</tr>
</tbody>
</table>
**Significant programs and initiatives**

**Aboriginal education**

Aboriginal and Torres Strait Islander cultures and the recognition of significant contributions of Indigenous Australians were celebrated in NAIDOC Week. Students K - 6 enjoyed activities associated with these cultures and living in harmony. Teachers provided a variety of activities including painting, dancing, building, creative work and much more linked to the theme.

*Galuwa* is a pathway program for Aboriginal Youth in Partnership with Xstrata Coal providing support for Aboriginal and Torres Strait Islander students in the form of scholarships to assist their completion of secondary education and to plan and develop pathways for future career aspirations.

One Year 6 boy was successful in gaining this scholarship in 2011. The focus of the initiative is transition to high school, career pathways and extra curricular activities including tutoring/mentoring and literacy and numeracy support and concentrated learning hubs.

The boy’s parents believe the scholarship has provided the opportunity for their son to socially connect with other Aboriginal students and to develop a greater understanding of his heritage and culture whilst refining his study skills.

The two learning hubs in 2011 were extremely beneficial to the student. Outcomes achieved included:

- Building of self esteem and confidence;
- Making connections with other Aboriginal students with similar academic levels; and
- Developing and strengthening links to the local Aboriginal community.

One of the trainee teachers undertaking her internship at Bateau Bay PS in 2011 had been awarded a grant to enhance Aboriginal partnerships within her base school. She participated in an Indigenous Games training day at Mingaletta.

On her return to school the trainee then taught these games to Aboriginal students and their non-Indigenous friends. A resource manual was developed for use within the school.

Aboriginal families were invited to a BBQ at school to hear about the project and to help celebrate their culture. This was a very successful gathering where children demonstrated some of the games and helped to paint an Aboriginal mural for display in our new quiet area.

Two teachers lead the Koori Choir and supported Aboriginal students and their non-Indigenous friends in the choir at a number of community performances. Both teachers worked tirelessly as committee members on planning for the TLLC Cultural Night K-12 that celebrated Aboriginal culture, art and dance held at The Dolphin Theatre.

**Multicultural education**

The performance group *‘From Halfway Around the World’* demonstrated to Bateau Bay students the vast differences in the day to day life of children around the world. The performers used traditional dress and props to tell stories of modern day experiences paralleled with traditional fairytales.

The Librarian promoted our multicultural society as did Class Teachers through the Book Week theme *‘One World Many Stories’*.

**Language, Learning and Literacy (L3)**

In 2011, the Kindergarten Team of 5 teachers from Bateau Bay PS joined Early Stage 1 Teams from The Entrance PS and Terrigal PS to commence their training in L3 – an intensive Language and Literacy professional learning program for Kindergarten teachers. At the end of two years these teachers will be accredited in L3.

Staff participated in 30 hours of detailed training presented by the L3 Tutor from The Entrance PS. The specific instructional activities are Guided Reading, Reading To and Guided Writing Activities. Teachers implement these instructional activities with small groups of 3 students, a minimum of 3 times a week.

L3 reinforces the reciprocity between reading and writing. Teachers utilise rich literature and critical thinking to immerse students in a ‘language environment’.

Teachers have been encouraged to develop shared responsibility for student literacy learning through the engagement of the whole Kindergarten Team in professional inquiry and learning.
Commitment to continuous improvement of literacy outcomes has been built through the analysis and use of data for all Kindergarten students to inform teaching and learning.

The L3 Tutor has nurtured teacher expertise, knowledge and capacity by investigating evidence, developing essential questions and promoting collaborative problem solving.

Change in current practice has been brought about through:

- Using data to provide systematic observation and inform choices of teaching strategies;
- Monitoring individual student progress;
- Classroom management through flexible grouping for instruction and providing opportunities for independent activity; and
- Supporting families to include literacy opportunities for their children.

Data has been collected in three areas:

- Text Reading;
- Hearing and Recording Sounds in Words; and
- Writing Vocabulary.

Data is collected for Text Reading and Writing Vocabulary every five weeks. Hearing and Recording the Sounds in Words data is collected every ten weeks.

The dedication, commitment and outstanding efforts of the Kindergarten Team in 2011 must be acknowledged. Together, they have supported students to the extent that no Kindergarten child will move to Year 1 on Level 0. At the end of the school year, students have attained higher Reading levels than in previous years. Those students eligible for the Reading Recovery Program in Year 1 have much higher entry levels.

### Debating

In 2011, a team of 6 senior students (Years 5 & 6) participated in the Premier’s Debating Challenge. They represented Bateau Bay PS diligently in a highly competitive zone and came second in the pool. Some Year 4 students formed a ‘team in training’. The profile of debating improved with increased numbers wanting to join the team.

### Progress on 2011 targets

**Target 1**

**To improve literacy outcomes for students**

Our achievements include:

- All K-2 staff trained and implementing Best Start;
- The Kindergarten Team have participated actively in the intensive L3 training program with great success;
- No Kindergarten student has moved to Year 1 on Level 0;
- 20 Year 1 students participated in Reading Recovery (RR) with 80% reaching the RR target benchmark of level 16 or above;
- Entry levels for the Reading Recovery program in 2012 will be higher;
- 17 Year 2 students received Peer Reading intensive support from Year 4 with 8 students achieving Level 26 and the rest being only 1 or 2 levels below;
- 85% of Kindergarten achieved the regional target of Level 6 or higher, this is an improvement of 12% from 2010;
- 83.5% of Year 1 students achieved the regional target of Level 16 or higher;
- 64% of Year 2 students achieved the regional target of Level 26 or higher;
- NAPLAN Writing results for Year 3 and Year 5 students exceeded those for both statistically similar schools and the State with on average 100% of students in both years being at or above the minimum national benchmark; and
- Average progress in Reading between Year 3 and Year 5: 2009 – 2011 showed an increase and improvement by 10 points whereas statistically similar groups and their State counterparts showed a decrease by approximately 10 points.
Target 2

To improve numeracy outcomes for students

Our achievements include:

- Streamed Maths groups operating successfully across Years 1-6;
- Continued implementation of the ‘Go Maths’ Program with sharing of mathematical resources across grade groups;
- Enhanced implementation of ‘Mathletics’ promoting individual ownership of mathematical learning experiences;
- Increased number of ‘Mathletics’ Gold Awards achieved in 2011, equating to 20 weeks of consistent use where at least 1000 points is earned each week;
- Continued use of interactive technology to enhance student engagement and staff professional learning;
- 100% of Year 3 students and 95.3% of Year 5 students achieved at or above the minimum standard in National Assessment of Numeracy; and

Target 3

To improve the quality of teaching and learning

Our achievements include:

- Student progress reporting has continued to be refined by Stage Teams setting a planned range of assessment tasks utilising technology;
- All staff members have embraced the use of interactive whiteboard technology to enhance student engagement;
- Five teachers seeking accreditation with the NSW Institute of Teaching at Professional Competence have been to a number of workshops conducted by the Highly Accomplished Teacher (HAT) from TLSC- Tumbi Umbi Campus; and
- Initial exploration of the draft syllabuses for an Australian Curriculum.

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 Learning and Reading.

Educational and management practice

Learning Background

DEC Best Practice Statements for learning were reviewed to gather student, staff and parent opinions about the delivery of learning at Bateau Bay PS.

Findings and conclusions

Surveys were issued to three focus groups comprised of key stakeholders including the student leadership team, teaching staff K-6 and parent helpers who volunteer in classrooms.

Surveys contained 12 statements for teachers and 11 statements for students and parents. Participants gave their opinions using a four point rating scale ranging from Almost Always to Rarely.

Triangulation of the participants’ survey results highlighted that BBPS provides a stimulating and secure learning environment where students are valued as learners and the range of learning needs are addressed through the provision of a wide range of appropriate resources. All stakeholders held high expectations that students can be successful learners.

Different perceptions were held about how the school communicates student learning progress. Staff rated this highly whereas both students and parents believed there needed to be more communication between home and school apart from parent teacher information evenings, three way interviews and written student progress reports.

Staff indicated they would like students to have greater access to other people to assist with their learning. They also indicated that students needed to reflect more on their learning and engage in self assessment.

Parents were unsure if their children reviewed their samples of work over time with a view to improvement. This needs to be explained and communicated more carefully to parents.
Future directions for Learning

- Student reflection on learning and engagement in self-assessment needs to be taught more systematically;
- The use of technology is to be promoted as an integral component of student learning and as a communication tool about student learning between the home and the school;
- The provision of feedback is to be enhanced so students have greater understanding of their learning progress and what they need to do to improve their outcomes;
- Planned professional training and development activities to improve student learning, teaching practice and leadership needs further support; and
- A wide range of TPL opportunities needs to be provided to assist staff with the introduction of the Australian Curriculum.

The Terms of Reference

To review, report on and make recommendations about:

- The effectiveness of the school’s teaching and learning systems in the delivery of Reading K-6; and
- The range of professional learning activities provided to staff to support continuous improvement in student acquisition of Reading.

Methodology

Information for analysis by the review team was collected through the following processes:

- Analysis of Reading teaching and learning programs with particular emphasis on Term 1, Week 5 and Term 2, Week 5 Weekly Overviews, group formation and specific strategies for teaching comprehension;
- Review of school programming guidelines and meeting minutes;
- Administration of Reading Surveys to:
  1. Years 2 - 4 students
  2. Years 5 - 6 students
  3. Parents;
- Detailed analysis of 2011 NAPLAN results for Reading;
- Interviews with Specialist Staff and Stage Supervisors/Year Co-ordinators; and
- Lesson observations of L3, Reading Recovery, STLA, Peer Reading and Class programs in operation.

Findings and conclusions

Analysis of teaching and learning programs highlighted that teachers had adopted the school policy when programming for Reading and utilised school scope and sequences in English.

Twenty five class teachers showed evidence of established Reading Groups that catered for a wide range of student learning needs e.g. on average Kindergarten classes had between 6 and 7 Reading Groups. Yrs 1 - 2 averaged between four to six Reading Groups and Yrs 3 - 6 averaged between three and four Reading Groups.

Curriculum

Reading Background

In 2011, Senior Executive participated in the Professional Training and Development Course: ‘Conducting an Internal Review’. It was decided to review the curriculum area of Reading at BBPS for the following reasons:

- Kindergarten Regional Reading level benchmarks of 75% of students achieving Level 6 or higher were not met in 2010;
- 9% of Year 3 students in NAPLAN 2010 did not meet the national minimum standards in Reading;
- 10% of Year 5 students in NAPLAN 2010 did not meet the national minimum standards in Reading;
- School data showed that after Year 2 students progressing to Level 26 or higher slows down dramatically; and
- Average progress in Reading for Year 5 matched students in NAPLAN Reading in 2010 was below that of both our statistically similar school group and the State.
All staff placed strong emphasis on the teaching of comprehension and utilised the specific resources that have been purchased in this area. Inferential comprehension remains an area for consolidation throughout the school.

Student surveys were administered by the Teacher Librarian to all classes from Yrs 2 - 6. A wealth of information was uncovered that includes the following:

- Students from Yrs 2 - 6 identified their favourite place to read was in the bedroom and they also enjoyed reading in a range of quiet places;
- Yrs 2 - 4 students enjoyed reading a variety of genres with 51 different identified interest areas. The four top categories were Jokes, Fairies, Dinosaurs/Dragons/Mythical Creatures and Famous People;
- Yrs 5 - 6 students enjoyed reading both fiction and non-fiction material, such as books about Adventure, Sport, Animals and Pets, Paranormal and Mythical Events, History and Autobiographies.
- Both junior and senior students identified ‘Diary of a Wimpy Kid’ as their favourite book. Senior students also enjoyed the Harry Potter and Twilight Series.
- 80% of students considered themselves to be a good reader. Many were proud to say they were reading beyond Level 30.
- 20% of students considered they experienced difficulty when reading. They identified big/complicated words and understanding the meaning of various words as causes of concern that hindered their reading progress.
- Students needed strategies on how to attack and work out hard words.
- Older students articulated that they did not like to read out loud.
- Students also understood the importance of reading every day and appreciated the sense of accomplishment associated with finishing a good long book or series of books.
- 5% of students would like to be able to read faster.

The Parent Reading Survey was returned by 54 families who had 70 children enrolled at BBPS. Parents stated:

- Most students read to an adult at night and were involved in the school’s Home Reading Scheme;
- Most parents do not understand how Reading is assessed or how it is incorporated into technology, specifically the use of Interactive Whiteboards in reading instruction; and
- Most parents were interested in attending parent workshops on Reading and were eager to have tips on how to help their children to read.

Staff analysis of Year 3 NAPLAN results in 2011 highlighted the need to focus on the following outcomes for Reading:

- RS3.5 - Reads independently an extensive range of texts with increasing content demands and responds to themes and issues;
- RS3.6 - Uses a comprehensive range of skills and strategies appropriate to the type of text being read;
- RS3.7 - Critically analyses techniques used by writers to create certain effects, to use language creatively, to position the reader in various ways and to construct different interpretations of experience; and
- RS3.8 - Identifies the text structure of a wider range of more complex text types and discusses how the characteristic grammatical features work to influence readers’ and viewers’ understanding of text.

Year 5 NAPLAN results in Reading indicated:

- 5% of Yr 5 students were achieving at or below the national minimum standard;
- 16.3% of Yr 5 students achieved Bands 3 and 4 compared to 18.2% for the State;
- 66.2% of Yr 5 students achieved Bands 5 and 6 compared to 47% for the State; and
• 17.5% of Yr 5 students achieved Bands 7 and 8 compared to 34.6% for the State.

Average progress in Reading between Yrs 3 and 5 is detailed below:
• School – 86.0;
• Statistically Similar Group – 70.6; and
• State – 74.0.

The percentile ranges for Yr 5 students in Reading were:
• <25th – 20.51%;
• 25th to 75th – 53.55%; and
• >75th – 25.64%.

Areas requiring attention are as follows:
• Connecting Information;
• Applied Comprehension; and
• Inference in its many forms.

During interview the Support Teacher Learning Assistance (STLA) detailed additional Literacy support had been provided to:
• Yr 2 – 36 students;
• Yr 3 – 20 students;
• Yr 4 – 22 students; and
• Yr 5 – 8 students; and
• Yr 6 – 6 students.

Throughout 2011 school year, a Peer Support Reading Program was implemented twice a day for 15 – 20 minutes in the Multi-Purpose Room.

Senior classes (Years 5 and 6) were trained then paired with weaker Reading students in lower grades. Each child read a book at their appropriate reading level in the morning as well as Fry’s Reading word lists and was tested with spelling lists and then rereads the same book after lunch. This book was also read at home to an adult for a third time. Three supported reads helped students to learn and reinforce new vocabulary and language.

Additionally in Terms 3 and 4, the STLA organized a Peer Support program for 17 Year 2 students deemed at risk of not achieving grade reading goals. These children were supported by Year 4 students, who listened to Year 2 read a levelled reader and their Fry’s Reading words.

The parents of the Year 2 students met with the STLA. The importance of listening to their child read on a daily basis and the set goal of achieving Level 26 by the end of the year was explained. Of 17 Year 2 students in this group 8 achieved the Hunter Central Coast Regional Target of Level 26 with the other students being only 1 or 2 levels below the target.

Each term different grades also received additional tuition by the STLA to assist the development of skills in reading, language, decoding unfamiliar words, phonics, spelling, comprehension, grammar and punctuation. The terms and year groups receiving this support are detailed below:
• Term 1 – Years 5 and 6;
• Term 2 – Year 3;
• Term 3 – Year 4; and
• Term 4 – Year 2.

Staff awareness of the explicit teaching of Reading required under the L3 program was raised significantly through observation of lessons and workshops presented at the Term 2 School Development Day.

The Kindergarten Team shared their knowledge of where their students were up to with Year 1 in a special seminar lead by the L3 Tutor. This was held at Bateau Bay PS for teachers from Bateau Bay PS, The Entrance PS and Terrigal PS. The collection of data every 5 weeks was explained and the need for more reading resources was identified as essential for the effective implementation of Reading programs throughout the school.

Kindergarten teachers participated in the intensive Professional Learning Program – Language, Literacy and Learning (L3). Approximately $12,000 was dedicated from the TPL budget to release the Kindergarten Team to attend the training sessions throughout the year.

This was considered a sound investment for the future to ensure improved levels of Reading attainment at the end of the first year of schooling for Kindergarten students. No child graduated at the end of the 2011 year on Level 0.

Most students entering the Reading Recovery program in Year 1 in 2012 were starting at higher entry levels than in previous years.
**Future directions**

The Internal Review of Reading Committee has made the following recommendations:

- The purpose of Drop Everything And Read – DEAR times, with appropriate modeling of reading behaviour and reading for enjoyment, are to be clearly communicated to students, staff and parents;
- Students are to be provided with a variety of reading materials from which to choose, if interest reading levels are to remain high;
- The Home Reading Scheme materials and the Library collection are to be revamped with a view to enhancing student engagement and attainment levels;
- Audits of Benchmark Kits and reading resources are to be conducted to determine kit locations and clearly identified suitable and age appropriate reading materials for dissemination;
- Parents are to be offered Reading Workshops throughout 2012 to increase parent knowledge of the Reading process and understanding of how to develop and support good reading habits;
- Helpful Tips for Reading Acquisition are to be included on the school’s website and in the newsletter;
- Professional Learning opportunities are to be planned and strategic ensuring the accreditation of the Kindergarten Team in L3, staff K-6 fully understand how to analyse NAPLAN results and develop understanding of the new English Syllabus (Australian Curriculum);
- Texts from a wide range of genres are to be used to teach reading comprehension with strategies for improved student understanding of inferential, direct location, main idea, applied comprehension and connecting information to be implemented; and
- NAPLAN Reading Test results for Yrs 3 & 5 students in the top two bands are to be improved and enhanced by 2% - 3% in 2012.

**Parent, student, and teacher satisfaction**

In 2011, the school sought the opinions of parents, students and teachers about the school in relation to the delivery of Learning and Reading.

Surveys were given to and discussions were held with focus groups. The analysis of the results provided direction for future planning.

Some relevant comments included:

- ‘My child is encouraged to take risks with her learning’;
- ‘Interactive technology is engaging and makes learning exciting’;
- ‘It did not take long for Kindy parents to feel part of the school community thanks to the obvious collaboration of teachers’;
- ‘We are very happy with our daughter’s progress and believe reading should be a collaboration between home and school’;
- ‘My children have participated in the Reading Recovery and Peer Reading programs. Both have made a real difference to my children’s confidence and skill development. I encourage any support the school offers and appreciate it’; and
- ‘I think the school may need to focus on comprehension’.

**Professional learning**

Teams of teachers were released to work with their supervisors on curriculum delivery, syllabus implementation and assessment. Teacher Professional Learning (TPL) is funded by DEC as a Tied Grant in the school’s budget.

Teachers attended on-site and off-site training in Literacy (Best Start, Lighthouse School Observations and L3), Numeracy (‘Go Maths’ Program), Quality Teaching (Interactive Technologies and National Curriculum), Leadership (Conducting an Internal School Review), Career Development (NSW Institute of Teachers accredited courses), Welfare and Middle Years Schooling in association with partner schools linked to Tumbi Umbi Campus of Tuggerah Lakes Secondary College.
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.

Bateau Bay PS has just completed the third year of a three year strategic plan with a major focus on literacy, numeracy and student engagement and attainment. The annual priority targets for the school were identified from whole school analysis of student achievement levels using both school based and national assessment data.

School priority 1

Outcome for 2012–2014

To improve Literacy outcomes for all students

2012 Targets to achieve this outcome include:

- 85% of Kindergarten students achieving independent RR Level 6;
- 85% of Year 1 students achieving independent RR Level 16;
- 75% of Year 2 students achieving independent RR Level 26;
- 50% of Year 3 students achieving proficiency (Bands 5 & 6) in NAPLAN Reading from 48% in 2011;
- 20% of Year 5 students achieving proficiency (Bands 5 & 6) in NAPLAN Reading from 17% in 2011

Strategies to achieve these targets include:

- Continued participation in Best Start K-2 and implementation of L3 for Kindergarten students;
- Continued implementation of Home Reading, Reading Recovery, Early School Support and Support Teacher Learning programs;
- Alignment of K-2 and Years 3 and 5 Reading Levels with HCC Regional Targets;
- Analysis of NAPLAN Literacy data to directly inform teaching and learning practice with particular emphasis on comprehension;
- Introduction of parent workshops on Reading Acquisition and Understanding of Reading Assessment; and
- Provision of professional learning opportunities related to the introduction of the Australian Curriculum English Syllabus.

School priority 2

Outcome for 2012–2014

To improve numeracy outcomes for all students

2012 Targets to achieve this outcome include:

- 95% of Year 3 students in NAPLAN Numeracy achieving above the minimum standard;
- 95% of Year 5 students in NAPLAN Numeracy achieving above the minimum standard;
- 37% of Year 3 students in NAPLAN Numeracy achieving proficiency (Bands 5 & 6) from 35% in 2011; and
- 17% of Year 5 students in NAPLAN Numeracy achieving proficiency (Bands 7 & 8) from 15% in 2011.

Strategies to achieve these targets include:

- Continued participation in the Best Start Assessment Program K-2;
- Continued implementation of graded Maths groups utilizing the ‘Go Maths’ program for Years 1 – 6 students;
- Access for all students to the on-line ‘Mathletics’ website for consolidation of numeracy strategies;
- Analysis of NAPLAN Numeracy data to directly inform teaching and learning programs;
- Explicit and systematic teaching of identified NAPLAN areas of concern in Numeracy;
- Review of Numeracy assessment strategies linked to reporting at each year level;
- Introduction of ideas for parents to involve their children in practical activities that enhance mathematical skills development;
- Recognition of Numeracy achievement at primary assemblies; and
- Introduction of the Australian Curriculum Mathematics Syllabus via professional learning opportunities.
School priority 3

Outcome for 2012–2014

To improve the quality of student engagement and attainment for all students

2012 Targets to achieve this outcome include:

- Improved student attendance from 93% in 2011 to 95% in 2012 demonstrating an increased level of student engagement in learning programs;
- 5% reduction in Planning Room referrals compared to 2011 Record of Individual Student Contact (RISC) data;
- 90% of students achieving stage appropriate connected learning outcomes assessed against the ICT scope and sequence; and
- 100% of teaching staff demonstrate use of computer and related technologies in planning, programming, lesson delivery, creating curriculum resources, assessment and reporting.

Strategies to achieve these targets include:

- Continued implementation of the BBPS – Responding to Student Behaviour: Citizenship Awards and School Discipline Code with renewed focus on positive affirmations;
- Greater emphasis given to providing quality feedback to students about their learning progress with a view to enhancing student reflection and self assessment;
- Assessment and reporting clearly communicated to both students and parents;
- Planned professional learning delivered with emphasis on improved student learning, teaching practice and leadership;
- Interactive digital technologies used as an integral component of student learning to enhance motivation, involvement, engagement and participation; and
- Computer and related technologies used as an effective communication tool between home and school to provide information about student engagement and attainment.

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.

In preparing this report, the self-evaluation committee has gathered and analysed relevant information to determine targets for the school’s future development.

The following stakeholders have contributed to the Annual School Report (2011) and the Strategic Plan (2012 – 2014):

- Bateau Bay PS Staff
- Bateau Bay Student Leadership Team
- Sue Turl P&C President
- Adele Strange Parent
- Trudy Collis BBPS Administration Manager
- Helen Buscombe Teacher Librarian
- Chris Hughes Sports Co-ordinator
- Karen Goodsell RR Teacher and STLA
- Sue Taylor Year 6 Class Teacher
- Penny Hooper Assistant Principal (AP)
- Mechele Spier Assistant Principal
- Veronica Andrews Relieving Assistant Principal
- Angela Moulton Technology Adviser & AP
- Rhonda Peckham Deputy Principal (DP)
- Mark Waite Deputy Principal
- Maureen Gray Principal

School contact information

Bateau Bay Public School
2A Waratah Street, Bateau Bay 2261
Ph: (02) 4332 8000
Fax: (02) 4334 3121
Email: bateaubay-p.school@det.nsw.edu.au
Web: www.bateaubayp-schools.nsw.edu.au
School Code: 4520

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: http://www.schools.nsw.edu.au/asr