Biddabah Public School
Annual School Report

2011
Our school at a glance

Students
Our enrolment at the end of 2011 was 388, including 208 girls and 180 boys.

Over 95% of children attended school on average each school day. This was similar to daily attendance in 2010.

In 2011 we had 16 classes Numbers in each grade in December were:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>82</td>
</tr>
<tr>
<td>Year 1</td>
<td>58</td>
</tr>
<tr>
<td>Year 2</td>
<td>58</td>
</tr>
<tr>
<td>Year 3</td>
<td>44</td>
</tr>
<tr>
<td>Year 4</td>
<td>54</td>
</tr>
<tr>
<td>Year 5</td>
<td>58</td>
</tr>
<tr>
<td>Year 6</td>
<td>34</td>
</tr>
</tbody>
</table>

Staff
We had 31 members of staff in 2011. This included four executive staff, 14 classroom teachers, a shared school librarian position and 5 part time specialist support teachers and 1 teachers aid. Our school also had 3 administrative and support staff, and a shared general assistant position.

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

Significant programs and initiatives
The school ran a number of programs to provide students with extra educational support and opportunities in 2011.

• Student Welfare Program
• You Can Do It Program
• Peer Support Program
• Student Leadership Program
• Technology Program
• Transition to school program

Messages
Principal’s message
The changing face of our school has certainly impressed many of our visitors and provided us with growing pride in what we have already accomplished for our school, and are continuing to accomplish together. It’s not only the interesting way our grounds are set out or the impressive buildings it’s also the culture of the school. Students, parents and teachers make each other feel welcome and accepted.

2011 is the year that Biddabah Public School commenced a new stage in its development. The opportunities provided by our new technology and our brilliant new facilities have prepared many exciting new and exciting challenges for teachers, students and parents alike.

Biddabah School is committed to providing the best possible education for all students. To accomplish this we rely on the active and caring support of teachers and of parents. Our school has been very lucky over the years to enjoy the advantages of having a stable teaching staff. Now you all know this is going to change a little in 2012. In 2012 our numbers will grow over 400 for the first time. Some teachers will be on extended leave and some will retire. Parents can be assured however that our students will continue to be taught by the best teachers you would find anywhere.

Biddabah not only has exceptional teachers. We also have exceptional parents. Parent involvement and support has provided the school with a diversity of initiatives and improvements. In 2011 parents have developed our Healthy Food Canteen, the Uniform Shop and they have supported the school in setting up the OOSH. In addition parents maintain their own P&C website.

The school enjoys excellent support from all its parents in classrooms, with school sport and on excursions. The School Council continues to provide school policy support. In 2010-11 several invited parents volunteered their expertise on the Hall and Canteen GC21 steering committee.

This year, the new School Hall has provided the school with the opportunity to hold our two discos, several minor and major performances, assemblies and functions in our own venue. What other school gets the Federal Minister and past member of Midnight Oil, Peter Garratt to open its BER Admin Block? Minister Garratt visited the school and opened our new administration and renovation facilities in June and was suitably impressed at the opening ceremony when our School Band played a Midnight Oil song. In November, our school captain, inducted our local State Member of Parliament, Mr Greg Piper as our newest school prefect when he opened our
School Hall and Canteen. Mr Piper had provided support for the provision of these facilities and we were very pleased when State Minister Piccoli asked Mr Piper to represent him at the opening.

Our students made very good progress in their various school based and NAPLAN test results. We have consistently focused on the goal of meeting the personal and physical as well as the academic needs of every child by providing a stimulating, engaging and encouraging environment.

Biddabah School has always been highly regarded in the local and wider community as parents, teachers and students go on making every effort to make our good school even better.

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.

Graeme Mason

P & C and/or School Council message

2011 has been a year of achievements for Biddabah and the P&C.

The official opening of our new administration building and hall through the year was a highlight and pleasure to attend. The first musical and discos held in our hall were a great success and have laid the platform for bigger and better ventures in the future.

Highlights for the P&C this year would have to be the introduction of the OOSH service, exclusively for our school community. Katherine and Suzanne are now operating every afternoon and the students attending are enjoying it immensely, they hope to be open for mornings and vacation care in the new school year. Another highlight was the Fete held by Mandy and her team in April which saw us raise over $13,000 and enabled us to donate to the school some much needed books for their literacy programs.

A gracious thanks is always sent out to all the people who work so diligently behind the scenes to make our P&C activities so worthwhile. The Members of P&C, Canteen, Uniform Shop and Stall volunteers are what enable us to raise funds and provide the extras that the school cannot afford. These working mums and dads give up their precious personal time to help make our good school better. More members and volunteers are always needed and welcome, so get in contact if there is any way you would like to help out in the future.

Stuart Glover
P&C President

School Council message

The Biddabah School Council meets once a month prior to our P & C meeting. Meetings are held in the principal’s office where we make use of the new Smartboard to view policies and DVDs on relevant topics. One such DVD related to Cyber bullying which ties in with our electronic devices policy which is currently under review.

This year we have made amendments to our uniform policy to allow children who have represented at state level to wear representative jackets on Friday for sport. An amendment was also made to our school leader policy to include provisions for religious persuasions and to allow for students leaving the school after being elected. This amendment was published in the school newsletter and then ratified. The school’s sponsorship is also under further review.

Stuart Glover
School President

P&C Fundraising

We have had a very successful year in 2011 with our fundraising endeavours. We began the year with our School Fete which with the help of a fabulous group of volunteers and assistance from teachers and staff raised $13,676.78. Entertainment Books were also popular this year.
and raised $1357.58 for our school. Our Mothers Day Stall this year had some beautiful gifts put together by Kellie Andriessen and Di Grine. A big thank you to them for raising $1473.87 for resources for our children. The Pie and Cake Drive this year raised $279.70. The Fathers Day Stall was a great success and raised $1829.93. Our final fundraiser for the year was our inaugural Race Day held at Broadmeadow Racecourse. A great day was had by all and we raised $208. As you can see 2011 has been a very successful year for fundraising and couldn’t have been achieved without the support of our dedicated volunteers, families, teachers and staff. Looking forward to a very profitable 2012.

Many Swan

P&C Fundraising

Student representative’s message

In 2011 Biddabah Public School was ably led by four Prefects, two Vice Captains and two Captains. The Prefects were Rachael Dunlop, Amelia Tibbs, Oliver Davidson and Layne Marjoram. The Vice Captains were Grace Whitaker and Zac Hamilton and the School Captains were Caitlin White and Jack Waugh.

As leaders of the school we have been honoured and privileged to lead our fellow students and to support our school and staff. This has meant we have taken on responsibilities and that we have tried to set a good example for other students.

Highlights of this year include being Peer Support Leaders with our fellow Year Six students where we helped others understand about bullying, attending the Speers Point/ Boolaroo RSL Sub Branch’s dawn ceremony and organising the very first discos in our new school hall.

In closing, being a student leader has been a rewarding experience and we thank Mrs Dutch for being our Prefect mentor. We would like to thank our parents and families for supporting us in our roles. Good Luck to the 2012 prefects elect and all the best to Year Six students who are heading off to High School next year.

Caitlin, Jack, Grace, Zac, Rachael, Oliver, Amelia and Layne - 2011 Student Leadership Team

School context

Student information

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

Student enrolment profile

In 2011 Biddabah Public School had an enrolment of 384 which included 206 boys and 178 girls. Our enrolment has remained stable for several years, however in 2012 we expect our enrolment to go above 400 students for the first time.

Student Enrolment

<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>193</td>
<td>192</td>
<td>194</td>
<td>193</td>
<td>206</td>
</tr>
<tr>
<td>Female</td>
<td>189</td>
<td>205</td>
<td>198</td>
<td>187</td>
<td>178</td>
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</tbody>
</table>

Student attendance profile

In 2011 student attendance at Biddabah Public School remained above region and state levels.

Management of non-attendance

Biddabah Public School maintains a computer based roll marking and attendance tracking system. This facilitates the management of all student non-attendance.
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.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
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<tbody>
<tr>
<td>KA</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>KB</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KBF</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KX</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1B</td>
<td>1</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1W</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1Z</td>
<td>1</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>2/3M</td>
<td>2</td>
<td>13</td>
<td>27</td>
</tr>
<tr>
<td>2F</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2S</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2/3M</td>
<td>3</td>
<td>14</td>
<td>27</td>
</tr>
<tr>
<td>3B</td>
<td>3</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>4C</td>
<td>4</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>4M</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5/6D</td>
<td>5</td>
<td>13</td>
<td>31</td>
</tr>
<tr>
<td>5/6W</td>
<td>5</td>
<td>14</td>
<td>31</td>
</tr>
<tr>
<td>5M</td>
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<td>31</td>
</tr>
<tr>
<td>5/6D</td>
<td>6</td>
<td>18</td>
<td>31</td>
</tr>
<tr>
<td>5/6W</td>
<td>6</td>
<td>17</td>
<td>31</td>
</tr>
</tbody>
</table>

Structure of classes

There were 16 classes in 2011. This includes 13 straight classes and 3 composite classes.

Staff information

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

[Enter text here.]

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>13</td>
</tr>
<tr>
<td>Part Time Teacher</td>
<td>0.7</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.672</td>
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Teacher qualifications

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

[Enter text here.]

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
<td>10</td>
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</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>
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<tbody>
<tr>
<td>Income</td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
<td>125349.67</td>
</tr>
<tr>
<td>Global funds</td>
<td>203126.65</td>
</tr>
<tr>
<td>Tied funds</td>
<td>62273.55</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>135881.54</td>
</tr>
<tr>
<td>Interest</td>
<td>7040.29</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>31648.20</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>565319.90</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>35740.17</td>
</tr>
<tr>
<td>Excursions</td>
<td>40374.87</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>35561.14</td>
</tr>
<tr>
<td>Library</td>
<td>4230.58</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>723.88</td>
</tr>
<tr>
<td>Tied funds</td>
<td>53180.65</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>59527.92</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>57917.40</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
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<tr>
<td>Utilities</td>
<td>36991.62</td>
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<tr>
<td>Maintenance</td>
<td>27446.77</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>30153.46</td>
</tr>
<tr>
<td>Capital programs</td>
<td>74823.54</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>456672.00</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>108647.90</td>
</tr>
</tbody>
</table>

Further details concerning the statement can be obtained by contacting the school.
School performance 2011

Achievements

Arts

The Biddabah BAFTAs Two fantastic days and four magnificent performances, the entertainment event of the year: The Biddabah BAFTA Awards played to sellout audiences in the Biddabah School Hall. Students, parents and teachers have worked to prepare the first major production utilizing this wonderful facility. I would like to thank the BAFTA presenters, ushers, stage crew and students assisting with technical support as well as parents and school staff.

Biddabah School Band Mr Ward, our experienced bandmaster teaches the children every Tuesday as a whole in the morning and in small groups throughout the day. He is always selecting new music for the band to learn. Some of their recent arrangements include Spider pig, Star wars, Traffic Jam Blues and Pirates of the Caribbean. A number of fantastic concerts in 2010, inspired many children to join the band this year. This was great to see!

The band is always looking for new, dedicated members. With a little more growth and experience we should be able to nominate the band for upcoming 2012 competitions! We are also pleased to announce that a trumpet scholarship program will be offered to one lucky student in the 2012 school year.

Mrs Smart - Band Co-ordinator

Red Cross Youth This year about 25 Year 3 - 6 children have been attending Red Cross Youth on Mondays at recess. They have enjoyed many varied activities including scrapbooking, games, origami and aerobics.

The children have undertaken two Y Challenges this year. At Easter they distributed Easter eggs and cards to patients at Warners Bay Hospital. This term they are rehearsing for a Christmas concert (singing, dancing, joke telling and poetry recitals etc). This will be performed in December at Warners Bay Hospital.

During November the children will hopefully be involved in the making of a DVD to help promote Red Cross Youth to other schools. Red Cross Youth will run again in 2012 and we look forward to welcoming any new Year 3 children.

Karen Roper - Red Cross leader

Sport

AFL The Paul Kelly Cup: On the 24th of March, the AFL boys from Biddabah travelled to Tulkaba Oval in Teralba to take on the might of Edgeworth, Garden Suburbs and St Benedicts. Winning 2 of the 3 rounds meant that we progressed to the next round. Unfortunately, we were unable to play in round 2 due to Interrelate commitments. AFL is looking strong at Biddabah.

The girls never had a chance to get onto the field. In round 1 there weren’t enough teams to play so the girls advanced to round 2. Then the timetable clash scuttled any chance for the girls to shine. Oh well, maybe next year.

The Swans Visit - On Wednesday 9th of February Biddabah was spoiled when some of AFL’s current and future stars came to talk to us about their careers and achievements. They also discussed the importance of healthy eating and exercise. I hope it inspired my next generation of Biddabah stars.

Boys Football 2011 has again brought success for our boys team. They won the West Lakes PSSA Football Gala Day for the fifth year running. Five boys; Zac Hamilton, Oliver Davidson, Jensen Hunt and Blake Bagnall were selected to represent the zone for the Hunter team trials.
Biddabah also sent teams to Cottees Football Gala Days. Scores weren’t kept in keeping with with the fun nature of the day. However a great deal of talent was on show so Biddabah’s football future looks pretty strong.

Cross Country 2011 Biddabah’s pupils were fortunate to have a lovely sunny day, early in Term two for our annual Cross Country Carnival. Saturn eventually won but Mercury will be in the winner’s circle soon. A big thanks to the parents who helped out on the day especially Mrs Dunlop.

Those placed in the top six went on to the Regional Carnival at Walka Water Works. Although they all tried their hardest no-one qualified for the State Carnival.

Michael Cox - Organiser

Swimming Carnival Early in Term one the pupils of Biddabah break out their swimmers and goggles in readiness for the annual Biddabah School Swimming Carnival. As usual it was held at Speers point Pool. Also, as usual, we had lots of parental assistance in time keeping and general organisation. A huge thanks to Mrs Dunlop and her trusty team!

Our carnival was won by Venus. We sent a good squad to the Westlakes Zone Carnival and had 33 placings. Biddabah rules the pools!

Michael Cox - Carnival organiser

Soccer This year, girls from years 4, 5 and 6 travelled to Rathmines Oval to participate in a Soccer Gala Day. There were 30 girls from Biddabah who participated in the “friendly” gala day where there were no scores kept, but the emphasis on fun and participation was important.

The girls did very well, and represented the school proudly during the 10 games they played. All in all it was a wonderful day out with some impressive skill shown along with some fantastic sportsmanship. Congratulations girls!

Girls Senior Netball Teams The Senior Netball Teams travelled to Wangi Netball courts on Thursday the 23rd of June to play various schools in the Westlakes region. It was a beautiful sunny day; perfect conditions to play netball. The girls showed wonderful skills and sportsmanship across the day and come away with pleasing results.

The Green Team (Year 5) were undefeated. The White Team (Year 6) narrowly lost one game. Well done girls!

Ms Filipcevic and Mrs Eve

Girls’ Softball This year, Softball Coach Mrs Wallace once again had an enthusiastic and committed squad who attended training on Thursday afternoons. This resulted in the successful inclusion of two squad members, namely Rachael Dunlop and Gabby Walker in the Hunter Girls’ Softball team, who finished a credible seventh in the State Championships.

Our second term Gala Day was unfortunately washed out, but the squad is intent on winning the MUGS Cup this year. Thank you to Mrs Bell who supervised training and to Mrs Wallace who continues to bring out the best in our softballers.

Margaret Ferguson - Softball Coordinator

Other

School Librarians Report Once again, Biddabah students have enjoyed lots of interesting times during 2011 in the school library. Lots of new books have been purchased, ensuring students have an up to date, wide variety of books from which to select. During library lessons, students are using information skills, as well as studying a variety of authors and books. Lunch times are always busy, with lots of students using the library to play board games, use computers, read or simply browse.

During book week we were fortunate to have Jan Latta visit our school. She is a well known author, publisher and photographer who has compiled a
series of books to educate children about endangered animal species. We have purchased a few sets of these books and they are in great demand by students from K-6. A poster competition was held with one lucky student winning a signed diary of Jan Latta’s travels.

The Book Fair in September was most successful with the school receiving $1000 worth of free books. We also had a “pre-loved” book sale which raised over $300 and was again used to purchase new books for students.

Library monitors must be congratulated on their diligence and helpfulness throughout the year. They have worked on a roster to assist during lunch times and on special events in the library. Without their support the Librarian’s job would be much more difficult. We are looking forward to a great year in 2012 in the Biddabah School Library.

Thanks for the Memories In 2011 we said farewell to ten parents whose children were in the last year of primary school. All had over the years their children were attending school at Biddabah, made significant contributions as volunteers providing outstanding support to the school. On Presentation Day 2011 we thanked the following: Kate Prescott, Brett Dunlop, Peta Lindsay, Smo Duggan, Geoff Greaves, Robyn Greaves, Lynelle Burton, Mandy Cordell, Leanne White and Lindy Dunlop.

External Competitions Biddabah students entered and achieved well in several external academic competitions.

Hunter Mathematics Competition
1xHigh Distinction 11xDistinction 30xMerit

University of NSW competitions
Mathematics 1 Distinction 13 Credits
Science 4 Credits
English 3 Distinctions 4 Credits
Spelling 2 High Distinctions 3 Distinctions 5 Credits
Writing 5 Distinctions 3 Credits

Australian Mathematics Competition
8xDistinctions 17 Credits 11 Proficiency

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

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

Yr 3: from Band 1 (lowest) to Band 6 (highest)
Yr 5: from Band 3 (lowest) to Band 8 (highest)

Literacy – NAPLAN Year 3

In Reading 43.2% of our students scored in the top two bands compared to the state average of 42.8%. The average school mark was 417.7 compared to the state average of 415.6.
In Writing 38.6% of our students scored in the top two bands compared to the state average of 56.5%. The average school mark was 403.7 compared to the state average of 422.4.

In Grammar & Punctuation 47.7% of our students scored in the top two bands compared to the state average of 46.2%. The average school mark was 422 compared to the state average of 422.9.

In Spelling 46.1% of our students scored in the top two bands compared to the state average of 47.9%. The average school mark was 407.6 compared to the state average of 415.5.

In Numeracy – NAPLAN Year 3

In Numeracy 38.6% of our students scored in the top two bands compared to the state average of 36.4%. The average school mark was 390.4 compared to the state average of 400.9.
Literacy – NAPLAN Year 5

In Reading 29.7% of our students scored in the top two bands compared to the state average of 31.8%. The average school mark was 507.4 compared to the state average of 489.

In Writing 23.1% of our students scored in the top two bands compared to the state average of 24.1%. The average school mark was 495.5 compared to the state average of 486.6.

In Spelling 38.9% of our students scored in the top two bands compared to the state average of 33.3%. The average school mark was 506.6 compared to the state average of 493.7.

In Grammar & Punctuation 38.9% of our students scored in the top two bands compared to the state average of 37.4%. The average school mark was 526.4 compared to the state average of 500.7.
In Numeracy 31.5% of our students scored in the top two bands compared to the state average of 27.2%. The average school mark was 507.4 compared to the state average of 495.9.

Progress in literacy

The average progress in reading for matched students between Year 3 and Year 5 from 2009-2011 was 78.7 compared to the state average of 74.0.

Progress in numeracy

The average progress in spelling for matched students between Year 3 and Year 5 from 2009-2011 was 67.3 compared to the state average of 75.4.

The average progress in grammar & punctuation for matched students between Year 3 and Year 5 from 2009-2011 was 86.3 compared to the state average of 82.7.

The average progress in numeracy for matched students between Year 3 and Year 5 from 2009-2011 was 89.1 compared to the state average of 95.8.
Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

### 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>Reading</td>
<td>95.5</td>
</tr>
<tr>
<td>Writing</td>
<td>97.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>95.5</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>95.5</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95.5</td>
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</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>Reading</td>
<td>98.1</td>
</tr>
<tr>
<td>Writing</td>
<td>92.6</td>
</tr>
<tr>
<td>Spelling</td>
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<td>Grammar &amp; Punctuation</td>
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<td>Numeracy</td>
<td>92.6</td>
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### Significant programs and initiatives

#### Aboriginal education
Aboriginal education is part of the school's curriculum. We have eight students who identify as Aboriginal enrolled at our school. Teachers understand the importance of every student learning about the culture, traditions and history about our indigenous people.

Aboriginal education is a school priority program aimed at:
- Developing an awareness and understanding of Aboriginal culture from a historical and contemporary perspective; and
- Ensuring that indigenous students’ educational outcomes meet recognised literacy and numeracy benchmarks.

### Strategies include:
- Identifying Aboriginal perspectives and opportunities in existing school and community resources.
- Exposing students to indigenous culture and issues through whole school celebration days, visits by indigenous speakers, and displays of artefacts.
- Enriching teaching and non-teaching staff’s knowledge about Aboriginal issues by their participation in special training days.
- Providing teachers with support to complete ongoing PLPs to meet indigenous students’ health and learning needs and progress.

#### Multicultural education
The school places high significance on the delivery of programs which promote racial harmony and tolerance. A small percentage of our students are from non-English speaking backgrounds, several requiring English as a Second Language programs.

Multicultural strategies include:
- Promoting the positive values of multiculturalism across the curriculum.
- Students study current affairs which stimulate discussion, especially considering the global conflicts of this year, which develops an understanding of the multicultural nature of Australian society.
- Through their support of Harmony Day and other multicultural observance students address multicultural issues and values across the curriculum and through the HSIE and English curricula.
- Biddabah students have been providing financial support through World Vision for Devayani Pazhani a little girl in India. On the Indian National Day children chose to wear orange, green and white and make an out of uniform donation to World Vision.
Respect and responsibility

Values are the internal signposts that affect the way people feel, think and act. Teaching values to children requires teachers and parents to be good role models and to take advantage of those incidental, teachable moments that often we cannot plan for but nevertheless affect what our children learn. What kind of a person we want our children to become very much depends on the values we demonstrate to them. Lecturing and preaching will not do the job.

Students are provided with many opportunities to demonstrate respect and responsibility:

- Students have raised funds for several charities including Stewart House, Red Cross, Harmony Day and Devayani, a World Vision student living in India.

- Year 6 students are trained each year to conduct J-6 Peer Support groups.

- Several students from Biddabah School including the captains and prefects participated in the ANZAC Day dawn service at the Speers Point cenotaph.

- Students are selected each week to run stage and whole school assemblies. Similarly captains and prefects run school ANZAC and Remembrance Day services and are supported by teachers to run the two school discos.

- Each year, Year 4 students adopt a new Kindergarten student as a ‘buddy’. Their goal is to assist their buddy to settle in to school. Often the relationship continues all year.

- Each year K-5 students vote for their new school captains and prefects using fair democratic processes. Similarly in the new year house captains and class captains are chosen.

- Each year the whole school participate in Clean-Up Australia Day by cleaning up the school grounds.

- The values and responsibility driven program ‘You Can Do It’ was successfully introduced to Biddabah students in 2009.

Connected learning

The Connected Classroom was established at our school in 2008. This resource is used for activities such as video conferencing with experts in their field e.g. authors and illustrators; for live debates with other schools; for virtual excursions; and video discussions with other schools on set topics.

The staff have been involved in sharing and in-serviceing on teaching/learning strategies and techniques and for technology information sessions.

Transition

The Kindergarten Orientation process for 2011 enrolments continues and expands established procedures which begin with teachers visiting Pre Schools to meet our new kindergarten students and speak to their teachers. Following our information night parents also take away a checklist which forms the basis of interviews with teachers about our incoming Kindergarten for 2011.

This was a initiative and has proved to be very successful with all parents pleased to be part of the interview process.

A similar program is run jointly with Warners Bay High towards the end of the year to transition our Year 6 into Year 7. The Year 7 Transition Program involved Parent Information Evenings, Orientation Days, visits from Year 7 Advisers, GATS (Triple E) programs and special programs to identify vulnerable students.
Progress on 2011 targets

The focus of our school remains on the continual improvement of literacy and numeracy skills for all children.

In 2011 the Biddabah School Plan focused on: Improvement in Literacy; Improvement in Numeracy; Improved Technology & Technology Skills and creating a Safe, Caring and Supportive Environment.

Target 1

All students possess effective literacy skills with a particular emphasis on reading

Our achievements include:
- All ES1 and S1 students were assessed and individual student progress was monitored.
- A reduction of Year 3 and Year 5 students in the lower 2 bands from the 2010 NAP literacy results.
- There was an improvement in student achievement in reading.
- Students understand what they read confidently in written and oral work.
- It was noted however that progress in reading was not as strong in the better readers than was noted in the poorer readers.

Target 2

All students possess effective numeracy skills.

Our achievements include:
- Progress in the consistent assessment of student’s ability to work mathematically.
- A reduction of Year 3 and Year 5 students in the lower 2 bands from the 2010 NAP numeracy results and an increase of Year 3 and Year 5 students in the upper 2 bands.
- All students demonstrate progress as measured by PAT testing and teacher benchmarking in numeracy.
- Long term PAT results indicate that students did not score as well in 2011 than similar cohorts did in previous years.
- 100% of students accessed and participated in Mathletics.
- Confidence in student numeracy is improving as an outcome of their access to Mathletics (see survey results).

Target 3

Our achievements include:
- The most recent computer technology was distributed and maintained according to need.
- Computer committee provided themselves and staff with appropriate training and development.
- Teachers and students are able to effectively use smartboards and associated technology.
- The Technology scope and sequence was developed in basic, wordprocessing, database, spreadsheet, internet, intranet, email, multimedia and ethical skills.

Target 4

To provide a responsive and supportive learning environment for all students

Our achievements include:
- The YCDI program is implemented and celebrated throughout the school.
- Students are engaged in YCDI values and welfare program.
- The LST assists the school to provide a caring, safe and supportive environment to all students.
- Classroom and school programs are differentiated to provide opportunities for GAT, Aboriginal and LD students.
- The Aboriginal culture was promoted to all students.
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 Communication and Mathematics (Mathletics).

Educational and management practice

Communication

Background

Biddabah School encourages parents to be involved actively in their children’s education and in the school generally, as we believe strongly that involvement enhances student learning. For this reason the school places great emphasis on the establishment and maintenance of effective channels of communication with parents and the wider community.

To assess the relative value to parents of the forms of communication we rely on to inform and get feedback from parents, a survey was constructed aimed at evaluating the main forms of the school’s communication with parents. Respondents were asked to rank the following as: 1=Needs improvement, 2=Satisfactory, 3=Good and ‘Not Used’.

1. Roadside Noticeboard
2. Our Newsletter
3. Our School’s Website
4. General information notes
5. Assemblies
6. Front Office
7. Telephone communication
8. Meetings with Teachers
9. Student reports

Findings and conclusions

Data

Respondents reported in positive terms about the roadside noticeboard. 23 reported satisfactory and 24 said that it was good.

The School Newsletter received a very high response for good with only 6 respondents indicating satisfactory. There were no needs improvement and not used.

The new school website was responded to in largely positive terms with only 1 respondents indicating that it needs improvement. 34 reported satisfactory-good and 14 out of the 49 said they had never used it.

Notes home were also positive with 49 respondents rating them satisfactory-good.

School Assemblies rated well overall. The fact that they are conducted in school time would explain why 12 respondents indicated not used.

The Front Office rated very well. 33 respondents gave it a good rating and 12 said it was satisfactory. Only 1 respondent said that it needed improvement.

Similarly, telephone communication with the office staff rated highly with all responding satisfactory-good with 9 not used.

Teacher Meetings also rated very well with 4 respondents saying needs improvement and 4 indicating they are not used.

A similar result was received for Student Reports. There were however 8 not used responses.
Future directions
Data indicates that while there are high positive ratings for the schools communication with parents, some work needs to be done to improve the areas where respondents gave not used ratings. In particular we need to look at why 8 out of 49 respondents do not use student reports.

Curriculum
Mathematics (Mathletics)

Background
Developed in Australia, Mathletics is now a worldwide mathematics website. Mathletics engages student’s understandings about mathematics giving them individual online ownership of their learning experience.

Following a successful trial in late 2010 from January 2011 all students K-6 were enrolled in Mathletics. Students have access to their work both at school and at home. Teachers, however have the ability to set and monitor student’s work individually.

In order to assess the success or otherwise of the parent side of Mathletics a survey was constructed to discover the following:

1. Your child’s interest in Maths.
2. Do you believe Mathletics has changed your child’s interest in Maths?
3. How do you rate your child’s confidence in Maths?
4. In your opinion has Mathletics helped your child improve in Maths?
5. How often has your child used Mathletics at home?
6. Does your child enjoy using the Mathletics programs?
7. If your child doesn’t use Mathletics at home, why is this?
8. What is your overall opinion of Mathletics?

Findings and Data
There were 49 respondents to the Mathletics Survey. 29 said their child’s interest in Maths was average and 19 said that it was high. Only 1 respondent indicated low.

For question 2 however, 41 respondents believed that Mathletics had changed their child’s interest in Maths and 8 said there was no change.

Question 3 looked at children’s confidence in Maths. 4 said it was low, 21 said average and 19 said they would rate their child’s confidence high.

When asked has Mathletics helped you child improve in Maths, 38 said yes and 11 said no.

The results to the question, how often has your child used Mathletics at home?

- Daily (3)
- More than once a week (15)
- Once a week (16)
- Less than once a week (12)
- Never (3)

When asked does your child enjoy using the Mathletics Program, 3 said their child/ren did not use it, 2 said their enjoyment was low, 13 said it was average and 31 indicated their child/ren’s enjoyment was high.

We asked if your child doesn’t use Mathletics at home, why is this? 4 respondents said their child/ren does not like it, 4 said their child/ren doesn’t like homework and 41 responded that the question did not apply.

Respondent’s overall opinion of Mathletics however was:

- Poor (0)
- Average (2)
- Good (18)
- Great (29)

Future directions
By and large the feedback on the Mathletics program was very good. Respondents and students alike thought it has the capacity both to motivate students and to improve their results in Maths. On the other hand, if we want Mathletics to be accessed at home as much as school more needs to be done.
Parent, student, and teacher satisfaction

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

At Biddabah School parents, teachers and students work together to make our good school better.

School Council and P&C meetings are well attended and supportive of the goals and the needs of the school. Communication between parents and teachers fosters trust and relationships are good.

Students for the most part are well behaved and a good work ethic exists. Students believe their school is a good place to be and are proud of their school and to wear its uniform. Our students earn praise from the community whenever they leave the school for representational duties, excursions and sport.

Parents strongly support our school and feel welcomed when they visit. Our annual benefactor's day morning tea thanks parents for the many ways they have supported Biddabah School through the year.

Staff satisfaction and professionalism is high. Teachers are committed to their students and provide strong support to other teachers and staff.

Professional learning

All professional learning undertaken by our staff in 2011 was a result of the school improvement plan. It was based on our identified staff needs and was focused on improving student outcomes.

Our 2011 professional learning plan was funded by $20 000 from tied and global school allocations. This plan included:

- The ongoing development of whole school planning, programming, assessment and reporting;
- Reading Recovery training;
- Best Start training;
- Smartboard training;
- training associated with the school's 5 development days;
- Anaphylaxis and autism training;
- Sentral programming and regional SASS training; and
- Training and staff resources for Focus on Reading and the Super 6 comprehension strategies.

School planning 2012—2014

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

School priority 1
Outcome for 2012–2014

Increased levels of literacy achievement for every student at or above state and regional targets

2012 Targets to achieve this outcome include:

- 80% of Kindergarten students achieve Reading Recovery Level 6 or above by November; 80% of Year 1 students achieve Reading Recovery Level 16 or above by November; 80% of Year 2 students achieve Reading Recovery Level 26 or above by November.
- All students in Year 3 will perform above Band 1 in the NAPLAN; all students in Year 5 will perform above Band 2 in the NAPLAN and all students in Year 7 will perform above Band 3 in the NAPLAN.
- The actual growth in comprehension items will match or exceed state and regional growth as measured by the NAPLAN for all low, middle and high performing students.
- By November, students with specific learning disabilities will be able to demonstrate a 20% improvement in Literacy and Numeracy as measured by the Special Education Team and their classroom teachers.

Strategies to achieve these targets include:

- Support all teachers in this use of the K-6 Literacy Continuum for planning, programming and teaching.
- Provide K-6 teachers with feedback data from the NAPLAN assessment. Teachers focus on identified student weaknesses and use
NAPLAN follow-up curriculum materials to provide student support.

- Provide staff with explicit instruction and resources for Focus on Reading Super 6 comprehension strategies.

- Focus STL support particularly in the second semester based on NAPLAN results, PAT and end of year grade assessments as well as teacher referrals.

School priority 2

Outcome for 2012–2014

Increased levels of numeracy achievement for every student at or above state and regional targets

2012 Targets to achieve this outcome include:

- 80% of K-2 students will achieve expected grade levels on the Best Start Literacy and Numeracy continuums by November.

- All students in Year 3 will perform above Band 1 in the NAPLAN; all students in Year 5 will perform above Band 2 in the NAPLAN and all students in Year 7 will perform above Band 3 in the NAPLAN;

- By November 80% of students will be able to demonstrate mastery of their grade’s strands and substrands as described in the current Numeracy Syllabus Scope and Sequence.

- By November, students with specific learning disabilities will be able to demonstrate a 20% improvement in Literacy and Numeracy as measured by the Special Education Team and their classroom teachers.

Strategies to achieve these targets include:

- Teachers are supported to provide students with explicit instruction with a focus on working mathematically for their grade’s mathematical processes, algorisms and problem solving strategies

- Teachers are provided with needful teaching and learning support and resource materials.

- Provide K-6 teachers with feedback data from the NAPLAN assessment. Teachers focus on identified student weaknesses and use NAPLAN follow-up curriculum materials to provide student support.

- Focus STL support particularly in the second semester based on NAPLAN results, PAT and end of year grade assessments as well as teacher referrals.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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Mrs Sandy Cox (SASS Representative)
Mrs Kerry Broxom (Teacher)
Mr Michael Cox (Teacher)
Mrs Michelle Metcalfe (Teacher)
Mrs Susan Burton (Assistant Principal rel)
Ms Josie Minett (Assistant Principal)
Mrs Margaret Ferguson (Assistant Principal)
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: