2010 Annual School Report
Beechwood Public School

NSW Public Schools – Leading the way
Principal’s message

Beechwood Public School has a proud reputation for providing a rich learning environment where students are constantly challenged, extended and nurtured and given every opportunity and encouragement to grow and develop academically, personally, creatively and physically.

The school strives to prepare students for their future success by teaching the values and skills necessary for them to contribute positively to the community as adults. Emphasis is placed on the qualities of perseverance, self discipline, self confidence and social responsibility, the ability to communicate effectively and work collaboratively with others and to resolve conflict in positive ways. We believe that these values and skills assist students in becoming good citizens and leaders, with an understanding of and commitment to social justice and procedural fairness.

The school is characterised by a sense of energy and a warmth of welcome that extends to all those who enter its doors. The school community actively celebrates its achievements and values its harmonious and secure environment.

Of great significance to our school community has been the funding of major improvements to our school infrastructure through the Building Education Revolution (BER) Commonwealth funding program. This funding provided a new fully equipped Library, cricket netting and resurfacing of the multipurpose court including a new netting fence.

The Library was officially opened on 4 July 2010 by the Federal member for Lyne Mr Rob Oakshott.

P & C message

This year has been a challenging year for the Beechwood P&C. We have dealt with some really difficult issues while trying to find our feet with a mostly new committee and the introduction of Canteen and BOOSH (Beechwood Out Of School Hours) subcommittees. We have focused on improving communication and inclusion by emailing all members agendas and minutes to keep everyone informed and regularly writing ‘P&C News’ in the school newsletter to promote involvement from the entire school community.

The P&C has enjoyed a significant increase in members this year, up from about ten members in 2009 to twenty-seven financial members in 2010. We are very lucky to have so many parents that are willing to contribute to the school by volunteering their time and resources to help wherever possible. I have been amazed and humbled by the generosity I have seen throughout the year.

Our fundraising efforts have again been well supported by the school community, enabling us to raise $13,500.00. Our 2010 fundraisers include: Easter Raffle and Peddler’s Box Fete, Spell-a-thon, 5c Drive, Mother’s and Father’s Day Stalls, Billycart Day Stall & Kiddie’s Corner, Chocolate Drive, Student Discos, Back to School BOOSH Bash and various Canteen Meal Deal Days. As a result we have provided additional funding to the School to form this unique learning community. A very successful transition program for students from Year 6 into Year 7, a combined staff development day and an awards ceremony, were highlights from 2010. In 2011 more activities and events are planned.

The school continues to encourage community participation, involvement and open communication. Our school website is used as a teaching and learning tool as well as a communication tool with our newsletter, calendar of events and school policies and practices.

The 2010 Annual School Report gives a summary of achievement throughout the year and provides the community with information on our targets and focus areas for 2011.

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.

Maurice Cook
school, donating $800.00 for the purchase of new library books and $300.00 to each class for the purchase of classroom resources. The P&C has also funded a gift for our graduating Year 6 students and school hats for our new Kindergarten enrolments.

We have had to be cautious with expenditure this year as our BOOSH centre experienced a downturn in enrolments following some staffing issues earlier in the year and members wanted to ensure costs could be covered in a worst case scenario. After employment of a great new Coordinator at the start of Term 3, and a lot of hard work by the BOOSH subcommittee, we have seen a return to break even point and are confident the service will continue to grow in 2011. The long term goal being that BOOSH will be profitable and contribute to P&C funds in the future.

Our P&C run school canteen operates every Monday and this is only possible due to the hard working volunteers that contribute countless hours of their time. The canteen offered a number of well received Meal Deal Days and various promotions throughout the year, such as Fruit and Veggie Month. In addition to this, the canteen committee catered a number of events, including Grandparents Day and Kindergarten Orientation, and provided canteen facilities for School Discos, the School Musical and the Athletics Carnival. The canteen committee has worked tirelessly all year and has been well supported by members of the school community, providing outstanding service to the school.

I would like to take this opportunity to thank all of the 2010 P&C members. Many people have had the chance to contribute this year and because of this the P&C and its subcommittees have built a strong foundation for success in 2011. I have enjoyed working with so many great people this year and have valued the opportunity to see first hand the diverse range of skills and experience among parents at our wonderful school.

Erin Moore – P&C President

Student representative’s message
The School Parliament this year consisted of Prime Minister, Georjean Davison; Leader of the Opposition, Tom Morgan; Treasurer, Jak Dobbyns; Personal Relations Minister, Sarah Horton; Sport and Recreation Minister, Zac Flanagan; Health and Transport Minister, Sophie Joplin; Education and Functions Minister, Emily Dodd; Jorja Odd; Parks and Gardens Minister who have enjoyed their roles and responsibilities.

We have had many successful fundraisers this year such as the popular School Mini Fete which raised $634.80, a fundraiser for Daffodil Day, Loud Shirt Day which raised $135.15 as well as the Masquerade disco at the end of the year. We have had loads of help from Ms Jungblut in helping us run the parliament meetings and from Mrs Ellis and Mr Cook who have taught us our duties as a parliament member.

The Mini Fete was loads of fun because there were many games and things to buy such as food stalls, hair spray stall, hair styling, sponge throwing, pistol run, hen pen, tattoos, plaster finger, fun central, footy throw, lolly guessing, apple bobbing, and lots more. Tom and Georjean volunteered to get sponges thrown at them and all the teachers as well.

In conjunction with our scripture teacher Mr Hornsey, the Parliament ran an end of year pancake breakfast (see photo below). This was a successful event raising $45 for the 2011 School Parliament.

At the Year 6 Presentation, the School Parliament Treasurer, Jak Dobbyns, presented the school with a first aid kit from the proceeds raised during the year.

We have all really enjoyed our experiences and think we have become better people and have learnt to be more responsible and to deal with our roles more responsibly.

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
There were 136 students enrolled at Beechwood Public School in 2010. Enrolment numbers have remained consistent in recent years. It is anticipated that Kindergarten enrolments for 2011 will be 18 students.

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>74</td>
<td>68</td>
<td>71</td>
<td>67</td>
<td>68</td>
</tr>
<tr>
<td>Female</td>
<td>63</td>
<td>62</td>
<td>66</td>
<td>65</td>
<td>65</td>
</tr>
</tbody>
</table>

Student attendance profile
Beechwood Public School has a good attendance rate and compares favourably with the region and the state. A factor that may influence attendance rates is the number of students who take annual family holidays within school term.

Management of non-attendance
The school uses a fully computerised process for recording of attendance. This enables reminder notes for unexplained absences to be generated weekly to parents. Also a Student Leave Form register is used at the front office to monitor the arrival and departure of students who have partial attendance.

The Home School Liaison Officer (HSLO) attended Kindergarten Orientation Day in Term 4 and discussed the social and learning implications of regular attendance. The HSLO also visited the school on two occasions to conduct an attendance audit.

Students who have a 100% attendance record each term are recognised and presented with a certificate at the morning assembly on the last day of Term.

Class sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<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>YEAR K K</td>
<td>23</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>YEAR 1 1</td>
<td>24</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>YEAR 2-3 2</td>
<td>19</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>YEAR 2-3 3</td>
<td>2</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>YEAR 3-4 3</td>
<td>13</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>YEAR 3-4 4</td>
<td>9</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>YEAR 4-5 4</td>
<td>9</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>YEAR 4-5 5</td>
<td>14</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>YEAR 5-6 5</td>
<td>3</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>YEAR 5-6 6</td>
<td>22</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

Structure of classes
Beechwood Public School had four multi-age (composite) classes and two single year classes in 2010.

Multi-age classes are a necessary pattern of organisation within schools the size of Beechwood Public School. The selection of students to facilitate a successful multi-age class include, the number of students in a scholastic year and the social ability requirements of students.

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

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>Assistant Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>4.552</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.4</td>
</tr>
<tr>
<td>Total</td>
<td>8.552</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.
The percentage of Indigenous staff members within the workforce at Beechwood Public School is zero.

**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>100%</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>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>37310.51</td>
</tr>
<tr>
<td>Global funds</td>
<td>83608.46</td>
</tr>
<tr>
<td>Tied funds</td>
<td>59493.92</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>43437.40</td>
</tr>
<tr>
<td>Interest</td>
<td>2373.54</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>4573.40</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>230797.23</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching &amp; learning</strong></td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>14578.41</td>
</tr>
<tr>
<td>Excursions</td>
<td>17614.69</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>12874.19</td>
</tr>
<tr>
<td>Library</td>
<td>3276.08</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>3934.49</td>
</tr>
<tr>
<td>Tied funds</td>
<td>52184.80</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>14132.41</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>34037.93</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>15352.34</td>
</tr>
<tr>
<td>Maintenance</td>
<td>13863.20</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>4573.40</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>186421.94</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>44375.29</td>
</tr>
</tbody>
</table>

Funds carried forward are to cover commitments for unpaid salaries, ongoing costs of utilities and for ground, building and equipment maintenance.

The school management plan ensures sufficient funds are conserved for contingencies, as well as the replacement and acquisition of assets and resources to best meet the educational need of students.

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2010**

**Achievements**

**Arts**
The Creative Arts at Beechwood Public School have enjoyed yet another successful year. The students have performed in a wide range of performances with skill, professionalism and incredible dedication and enjoyment.

Some of the programs offered this year are outlined below.

- Our whole school public speaking competition gave all our students experience in and developed their expertise at public speaking. Once again Beechwood hosted the Small School’s Public Speaking competition with Keanu Turnewitsch, Sharley Norris, Emily Dodd and Bianca Cole representing our school.
- In 2010 every student in the school was involved in a performance for their parents either during Education Week, Senior Citizens Week or awards ceremonies. The quality of the performances was outstanding and the teachers are to be congratulated, as are the students.
- During Book Week K-2 students participated in activities at the Wauchope Library. All students took part in the “Across the Story Bridge” character Parade. (See photo below).
A comprehensive program of visiting performances came to the school for students to enjoy and appreciate. In particular, this year was the Leaping Loonies, the Flotsam and Jetsam and the visiting band from Sydney Grammar School. (See photo below).

2010 has been an outstanding year for the dance groups with 3 groups representing the school in the Port Macquarie Dance Festival.

To further promote the performing arts, classes were rostered to perform at whole school assemblies. Presented at these assemblies were items including percussion, singing, drama, multi-media presentations, movement and recitals. This avenue provided the students with a consistent audience to appreciate skills acquired and perform before.

Sport

The schools sports program encourages students to engage in a variety of sporting activities, pursue personal goals, develop skills and sportsmanship and to lead an active lifestyle.

Our achievements this year included;

- the school conducting three major sporting carnivals in 2010; swimming, athletics and cross country, the latter two of which involved all students from Kindergarten to Year 6;
- students representing the Lower North Coast Primary Schools Sports Association (PSSA) in, athletics, cross country, rugby league, touch football, netball, soccer and cricket;
- Zac Flanagan representing the North Coast at the State Touch Football Carnival as well as representing at the North Coast Cross Country and Athletics Carnival;
- Luke Flanagan representing the North Coast Region at the State Under 11 Rugby League Carnival as well as representing at the North Coast Cross-Country Carnival;
- Years K-2 students being involved in a structured sports program which focuses on the development of fundamental movement skills, games and sports skills. They also learnt skills in preparation for primary sport where participation and sportsmanship are strongly encouraged;
- Years 3-6 students participating in a weekly sports program which included netball, newcombe ball, soccer, touch football, t-ball and cricket;
- three students participating in the Inter School Equestrian Competition for the first time in the history of the school; and
- students from K-6 continuing to support their school house teams in carnivals throughout the year. This year, Wooli was the winning house for swimming and Pitonga the winning house for athletics.

Other

School Initiatives

The School Parliament was involved in school activities and fundraisers. This enhanced leadership opportunities for senior students.

Funds were raised for various appeals and charities.

Other achievements this year included;

- fundraising activities totalling $445 for the Shepherd Centre (Loud Shirt Day), Cancer Council (Daffodil Day) and Stewart House;
- the student led mini fete, hat parade and peddlers box days;
- the continuation of Assembly of Excellence Awards and School Parliament assemblies recognising the school's core values;
- successful major excursions to Myuna Bay and Bonny Hills for Primary students;
Year 5-6 Food Sculptures

- awareness raising of environmental issues via involvement in Clean up Australia Day and Waste Watchers Program, Water Awareness Week; and
- the hosting of a Scholastic Book Fair, held in conjunction with Book Week, with over $1,850 worth of books sold enabling the school to retain books to the value of $556.

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).

Literacy – NAPLAN Year 3

In 2010, 14 Year 3 students took part in the National Assessment Program for Literacy. Analysis of results indicated that;

- the school’s performance was significantly higher than both the region and state average;
- eighty-six percent of our students were placed in the top 3 bands for reading;
- areas for improvement identified in the NAPLAN include spelling conventions and writing;
- results in grammar and punctuation were significantly above state and regional averages; and

- no students from our school were placed in the lowest band for literacy.
Numeracy – NAPLAN Year 3

In 2010, 14 Year 3 students took part in the National Assessment Program for Numeracy. Analysis of results indicated that:

- Year 3 students performed significantly higher than the region and state average. There were 48% in the top 2 bands compared to 34% of the state; and
- no students from our school were placed in the lowest band for numeracy, with only 14% falling into the bottom 3 bands compared to 42% of the state.

Literacy – NAPLAN Year 5

In 2010, 14 students took part in the National Assessment Program for Literacy. Analysis of results indicated that:

- fifty percent of students from Beechwood Public School were placed in the top two bands in grammar and punctuation compared to 42% of the state;
- the schools performance in literacy was equal to the region and state average;
- in reading, 15% of our students were placed in the top band which is equal to the state;
- ninety-three percent of our students met the minimum national standard in literacy; and
- areas for improvement identified in the NAPLAN include identifying main ideas, identifying errors, correct spelling of difficult words and writing.
Numeracy – NAPLAN Year 5

In 2010, 14 students took part in the National Assessment Program for Literacy. Analysis of results indicated that:

- the overall performance in numeracy indicated Beechwood Public School students were higher than regional and state averages. This result continues the trend of the last five years;
- sixty-one percent of our students were placed in the top 3 bands compared to 52% of the state;
- the overall performance in numeracy indicated little or no difference between measurement, data, space and geometry, number and patterns and algebra;
- ninety-three percent of our students met the minimum national standard in literacy; and
- areas for improvement identified in the NAPLAN include multi-step word problems and time (reading timetables and calculating elapsed time).

Progress in literacy

- Fourteen Year 5 students sat for the NAPLAN Literacy test in Year 3 at Beechwood Public in 2008. This is a match of 85%. These students showed an average growth of 98 points compared to 83 points for the state.
- Ninety-three percent of students have shown significant growth in reading, spelling, grammar and punctuation.

Progress in numeracy

- Fourteen Year 5 students sat for the NAPLAN Numeracy test in Year 3 at Beechwood Public in 2008. This is a match of 85%. These students showed an average growth for spelling was 95 points compared to 85 points for the state.
- Ninety-three percent of students have shown significant growth in numeracy.
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.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>87</td>
</tr>
<tr>
<td>Writing</td>
<td>87</td>
</tr>
<tr>
<td>Spelling</td>
<td>73</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>93</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

In 2010, seven Aboriginal and Torres Strait Islanders (ATSI) students were enrolled at Beechwood Public School. Educational programs and experiences provided all students with knowledge of ATSI history, culture and contemporary issues.

The school celebrated National Aboriginal and Islander Day Observance Committee (NAIDOC) Week and Reconciliation Week in July. Activities were all at class level, each class participating in different ways – from colouring competitions to dancing activities.

Other activities in 2010 are outlined below.

- Aboriginal students, their friends and family, were encouraged to attend Aboriginal community events and competitions run during the year.
- Beechwood Public School staff continue to use Person Learning Plans (PLP) for each ATSI student at the school.
- The Birpai people were acknowledged as the original land owners as an integral part of our class hosted assemblies and at all school functions.

Library

The library continues to be a focal point of the school and the integration of technology into the library program is a continued focus.

The new technology has allowed the librarian and staff to utilise the library as an additional technology room and engage students in their learning in the library.

Book Week continues to be a highlight of the school’s calendar, with almost all students dressing up on the day of the parade. The school received books to the value of $556 from our Book Fair.

Students with disabilities

Beechwood Public School currently has seven students with identified disabilities that are being funded through the Integration funding support program. Two part time School Learning Support Officers (SLSO) are presently employed to help facilitate and assist teachers in delivering programs that assist these students academically and socially.

Beechwood has had two students this year who have had access to Itinerant Support Teacher Behaviour (ISTB) and a small group of Stage One students were involved in a social skills group targeting anxiety and friendship making skills.
The Learning Support Team regularly reviews the student’s progress and as a result has maintained a high level of success with the development of teaching and learning programs. Review meetings with parents, are conducted on an annual basis. As a team, we continue to actively seek assistance from regional itinerant support teachers and integration support teachers to help establish, maintain and review individual learning programs that best suit the needs of individual students.

**Best Start program for Kindergarten**

In 2010, Beechwood Public School continued with the state initiative, Best Start Assessment Program. Children were assessed on entry to Kindergarten establishing the individual child’s current knowledge, skills and experience in literacy and numeracy. Teachers were able to identify student ability within the first few weeks of Kindergarten and create appropriate learning experiences. The teachers found that the pace at which new concepts were introduced kept the children engaged and motivated and there was no limit to what could be taught.

Teachers in Kindergarten were supported with professional development courses throughout the year, enabling quality teaching and learning programs to be established. Teachers in Years 1 & 2 were also included in professional development courses towards the end of the year in readiness for future planning at an increased and individualised pace for all students.

**Respect and responsibility**

In 2010, Beechwood Public School reviewed its Student Welfare Policy in line with the Positive Behaviour for Learning (PBL) Policy. PBL is a broad range of systemic and individualised strategies for achieving important social and learning outcomes while preventing problem behaviour.

The welfare of students is paramount. Through PBL and our Student Welfare Policy, we aim to build self esteem, promote self discipline and responsibility, show respect towards others and their property, develop leadership skills, recognise achievements and provide a safe learning environment.

The Student Welfare Policy is underpinned by the belief that students have the right to learn and teachers have the right to teach in a safe and harmonious environment.

The Anti-Racism Contact Officer (ARCO) position is kept filled by a trained staff member and their role advertised to the school community. Although the incidence of racism is extremely low, the ARCO is accessible at all times. Records of complaints of racism are maintained, including the strategies used to resolve them.

**Progress on 2010 targets**

**Target 1**

*Enhance the quality teaching practices to increase levels of literacy achievement for all students.*

Our achievements include:

- professional training and development of staff designed to enhance the teaching and assessment of spelling, writing different types of texts, grammar and using an interactive whiteboard in literacy sessions;
- Beechwood Public School staff continuing to use Person Learning Plans (PLP) for each ATSI student at the school;
● developing a school-wide literacy assessment schedule and tracking student results;
● implementing Best Start in Kindergarten and extending aspects of the assessment schedule into Year 1;
● increasing the amount of teachers integrating Interactive Whiteboard (IWB) and Information and Communication Technology (ICT) strategies into literacy sessions by 17% from 2009;
● an increase in the number of Year 3 students achieving in the top two bands in reading and grammar and punctuation;
● seventy-three percent of Year 5 students in reading, 73% in spelling and 64% in grammar & punctuation achieving greater than or equal to the state expected growth; and
● an average of 65% of students who experience difficulties with literacy achieving greater than or equal to the state expected growth.

Target 2
Develop and consolidate teaching practices to ensure higher levels of achievement in numeracy.

Our achievements include:
● the introduction of a school-wide scope and sequence for the teaching of maths content;
● developing and implementing a school-wide evaluative maths assessment task (one per term) in order to monitor individual student achievement and to enhance the consistency of teacher judgement across all classes;
● the continual focus throughout all classes on Newman’s Analysis (an approach to problem solving) and Fast Maths;
● eighty-two percent of Year 5 students achieving greater than or equal to the state expected growth in numeracy;
● one hundred percent of Year 5 students who experience difficulties in numeracy achieving greater than or equal to the state expected growth in numeracy; and
● an increase in the number of Year 3 students achieving in the top two bands in patterns and algebra.

Target 3
Ninety percent of students apply relevant Information and Communication Technology (ICT) skills as described in the school scope and sequence.

Our achievements include:
● an increase in the amount of teachers integrating IWB and ICT strategies into literacy sessions by 17% from 2009;
● a total of 67% of teachers attended DET professional development in the area of integrating interactive whiteboards into the classroom; and
● an increase in the percentage of students using ICT skills at appropriate grade level by 25%.

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 2010 our school carried out evaluations of School Management Practices and Computer Technology.

Educational and management practice

Background
During the latter part of 2010 staff members, families and students were invited to participate in a survey on school management. Sixty percent of the student body, 100% of the staff and 30% of families returned surveys. The results of the survey will be used to inform future school management directions.

Those surveyed were asked to indicate their opinion regarding several areas within the management of the school. Statements on management included issues such as: the school meeting the educational needs of all students, the school management team steering the school towards continued improvement and increased achievement levels, the school discipline policy, overall school organisation, the management of the allocation of resources, the management of classes and classrooms and the overall effectiveness and success of the management of the school.

Findings and conclusions
Survey results indicated that:
● parents, students and staff all strongly believe that the management of the school is continually striving to improve the school’s performance by consistently making changes (either major or minor) to improve the overall outcomes for students;
• a large majority of students and staff felt that the educational needs of all students are being met by our school, while 83% of parents agreed and 17% of parents who returned surveys disagreed with this statement;

• overall, 92% of students, 93% of parents and 100% of staff indicated that they strongly agreed that the school is well organised and managed effectively and successfully; and

• to the statement about classrooms and class resources both being well managed, 10% of students disagreed, while 93% of parents and 100% of staff agreed or strongly agreed with this statement.

Future directions
Evaluation of the survey has resulted in the following recommendations:

• The school management team will conduct an evaluation of the types of individual student learning needs and how they are met by support programs. Plans will be formulated to strengthen support if required.

• A classroom stock take of resources and further purchasing to replenish expendable resources will take place early in 2011, while consistent and fair classroom management will continue to be a focus through the implementation of the Discipline Policy in 2011.

Curriculum
Background
A computer technology survey was distributed along with the school management survey, which meant that the same percentage of responses was received.

The focus of this survey was to find out how much parents knew about the computer technology program at our school and their child’s achievement in this area. The management team were interested in finding out if students were satisfied with the quality and quantity of their computer education and with the impact using computers has on their learning. The staff was also asked about the quality and quantity of the computer education program, the availability and allocation of computers and their use of computers in the classroom to enhance learning. Both students and staff were asked about their use of interactive whiteboards.

Findings and conclusions
An analysis of the results of the survey showed that:

• ninety-one percent of students surveyed have access to a computer at home and out of this, 87% of them also have access to the internet. Many of these students were using their home computer for activities such as research/homework (54%), emailing (45%), games (82%) and other uses (you-tube, Face book, etc- 4%);

• a large majority of students surveyed indicated that they enjoy using computers at school, that they help them to learn and that our school provides substantial opportunities for students to use computers in their learning (Parent responses to all statements were consistent with these);

• twenty-seven percent of students surveyed use an interactive whiteboard regularly, 54% have used one a few times, 9% have only ever used one once and 4% have never used one;

• while 55% of parents agreed that they were informed about the use of computers in the classroom, 45% of them disagreed with this statement and 100% of them strongly agreed that they would like to know more about how their child/children uses computers in their learning;

• the staff surveyed indicated strong support for the benefits of computer technology teaching as part of the release from face-to-face program, however issues did arise with the availability and maintenance of computers in classrooms, which then affects the regular use of computers to support student’s learning; and

• a large majority of staff surveyed indicated a strong desire for all classrooms to be equipped with a minimum of six working computers/laptops and an interactive whiteboard, in the near future. Students also indicated a strong desire for these resources in classrooms.

Future directions
Evaluation of the survey has resulted in the recommendations listed below.

• The teaching team will enhance the current processes of informing parents about their child/children’s use of computer technology at our school. Methods used will include information outlined by individual teachers in their term class newsletters, information pieces included in the school bulletin and information about student achievement in the
computer technology included in all school reports.

- Continued use of computer technology teaching in the release from face-to-face program.
- The school management team will investigate ways to increase the current number of computers, laptops as well as interactive whiteboards in all classrooms. A request for financial support from the school P&C in 2011 will be made.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school through staff meetings, surveys, School Parliament meetings, P&C meetings and incidental feedback about the school.

Their responses are presented below.

- The school has a strong standing in the community and parents are proud of the achievements of our students.
- Parents believe staff are delivering outstanding education programs that focus on literacy and numeracy development as well as technology learning.
- New parents commented that they chose the school primarily because of its excellent reputation in the local community.

Professional learning

The teachers at Beechwood Public School have a keen interest and an obligation to continue their professional learning.

Following an analysis of the school targets for 2010, the Principal and staff determined the most efficient way to use the professional learning funds provided by the Department of Education and Training as well as budgeted school funds.

Teachers attended training courses related to beginning teachers induction programs, leadership and career development, ICT training, reading, a writing and numeracy workshop, facilitators courses, behaviour management, boys education, peer support, CPR and asthma training, mathematics implementation and Primary Writing Assessments.

School administration staff also attended courses to enhance their work practices. They were actively involved in the development of the revised Student Welfare and Discipline Policy and attended the combined Bago Community of School’s Staff Development Day which focussed on Aboriginal Cultural awareness.

All staff evaluated and valued the professional development undertaken in 2010 which enhanced reflective work practice at Beechwood Public School.

School development 2009 – 2011

Beechwood Public School’s Management Plan 2009 – 2011 guides the development of policies, procedures, structures, programs and strategies that support student learning. The school development plan is responsive to state and regional priorities. Initiatives, outcomes and programs resulting from the implementation strategies are reviewed annually as part of the cycle of self assessment, annual reporting and planning.

The following targets were identified as directions for 2011.

Targets for 2011

Target 1

To increase the percentage of students achieving or exceeding above national minimum growth in NAPLAN writing.

Strategies to achieve this target include:

- the explicit teaching of each of the relevant text types as per the school’s scope and sequence;
- continued use of the school criteria marking sheets in order to diagnose areas of difficulty and provide directed teaching in these areas; and
- ongoing professional learning in teaching quality writing sessions.

Our success will be measured by:

- the ongoing assessment of writing tasks (one per term); and
- the increased performance in term writing task assessments for all students K-6.

Targets for 2011

Target 2

To improve student performance in numeracy such that 95% of students achieve or exceed minimum state average growth in NAPLAN assessments.
Strategies to achieve this target include:

- analysis of the needs of individual students and provision of targeted support for students experiencing difficulties in numeracy;
- continued use of the school diagnostic assessment tasks in order to diagnose areas of difficulty and provide directed teaching and support in those areas; and
- participation in Best Start initiative for all Kindergarten students and Teaching Early Numeracy (TEN) for students in Kindergarten, Year 1 and Year 2.

Our success will be measured by:

- ongoing assessment of numeracy skills (one per term);
- increased performance in term numeracy assessments for all students K-6; and
- growth in the numeracy skills of students involved in the TEN project.

Target 3

To implement the Aboriginal Education policy and foster a deep understanding of Aboriginal history in each student.

Strategies to achieve this target include:

- reviewing the 2008 Aboriginal Education and Training Policy and the Aboriginal Education and Training Strategy 2009-2012 and enhance the integration of Aboriginal education into the school’s core curriculum;
- the establishment of a community Aboriginal consultation group; and
- celebrating culturally significant Aboriginal events and days throughout the school.

Our success will be measured by:

- the establishment of an Aboriginal community group who meet regularly;
- the Aboriginal Education and Training Policy and the Aboriginal Education and Training Strategy being evident in school practice and programs; and
- an increased participation of Aboriginal and non-Aboriginal students celebrating culturally significant events.

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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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:


2010 “Dux” Award Recipient Sarah Horton