2009 Annual School Report
Beechwood Public School

NSW Public Schools – Leading the way
Our school at a glance

Students

Beechwood Public School students are motivated learners who share their learning journey with good friends in a well resourced and happy school.

The 140 students at Beechwood Public School have made excellent progress throughout 2009. They have excelled in academic, sporting, cultural and the arts areas. Results in these areas are summarised throughout this report.

The students are well supported by a hardworking team of teachers and a supportive parent group.

Staff

The teachers and office staff of Beechwood Public School are highly regarded, professional individuals who work with parents and the wider community to provide an exciting and comprehensive educational experience for the children in our care.

Significant programs and initiatives

Whilst teaching and learning is always the most important aspect of our school, there are also many exciting and unique learning opportunities undertaken throughout our school year.

These programs are outlined below.

- Student Parliament
- Child Protection
- Choir
- Dance groups
- Public speaking
- Weekly swimming
- Drug Education
- University assessment competitions
- Fully accredited Beechwood Out of School Hours (BOOSH) care
- Kindergarten Buddy System
- Girls Development Program
- Excursion Program
- Book Fair
- Book Week Celebrations
- Specialised music tuition

Messages

Principal's message

It is with great pleasure that I present the 2009 Annual School Report for Beechwood Public School.

Beechwood Public School established in 1869 holds a unique place in this rural area west of Port Macquarie. Proud traditions established over many generations continue to be nurtured and maintained by experienced and caring staff and supportive parents.

Our students are actively encouraged to behave cooperatively, to respect the rights of others and to give of their best. Quality educational programs across all curriculum areas are presented in attractive and stimulating learning environments. A wide range of opportunities for our students to participate in sport, debating, public speaking, music, dance and drama ensures an appropriate

Mrs Lisa Barnett received a World Teacher’s Day Award for masterful teaching.

Quality teaching and learning programs are delivered following targeted professional learning to meet school needs. Students are offered opportunities in a wide range of areas.
balance in the curriculum. Our many successes are proudly acknowledged within the wider school community.

2009 has also seen the completion of a Federally funded Library, the installation of an interactive whiteboard with video conferencing facilities, refurbishment of the tennis court and cricket nets. 2010 will see the refurbishment of the school canteen and the expansion of the administration and reception area.

The school is a member of the Bago Community of School’s working to promote public education in the community. This has provided our teachers with a range of collegial experiences to support their professional learning and build on the standard of the school.

I am looking forward to working with our staff, parents/caregivers and our students in order to ensure growth and learning for all at this highly successful school in 2010.

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

P&C message

This year has seen a continued focus on raising funds for the school and providing two excellent services - the school canteen and the after school care program, BOOSH (Beechwood Out Of School Hours).

Over $8000.00 has been raised through numerous initiatives during the year. These include the Easter Raffle ($641.00), Peddlers Box ($639.00), Hamburger Day ($280.00), Chocolate Drive ($1370.00) and a very successful trivia night and auction which raised over $4000.00 for the school.

Given there are only around 96 families whose children attend the school, this level of fundraising is clearly very significant and a credit to the number of people who volunteer their time and resources.

The committee has been very conscious to ensure a significant portion of funds are spent during the year in which they are raised. The committee is also focused on ensuring the funds are spent on resources that have been identified by the teaching staff and through the school’s parent survey.

Additional music tuition was identified by over 90 per cent of parents who responded to the survey in 2008. The committee was pleased to respond to this feedback and committed $2,834.91 to fund a music tutor for a nine-week period during Terms 3 and 4 in 2009.

The school was also able to purchase 50 chairs for the covered outdoor area to provide adequate seating for parents and the community during events such as assemblies and concerts.

The BOOSH program has maintained its financial independence through the year caring for children after school each day. A highlight and significant achievement in 2009 has been to receive full accreditation with high scores in all levels of performance.

This year has also seen the adoption of rules for the P&C, in line with its constitution, and the establishment of sub-committees for the canteen and BOOSH. This is intended to provide a more robust and transparent way of making decisions as well as providing opportunities for greater involvement by more parents.

With over half this year’s members being new to the committee this is seen as a vital step to help in the smooth running of the P&C and a clear and shared understanding of how the committee operates.

The P&C relies upon the goodwill and support of parents and the community to carry out its duties to support Beechwood Public School. The P&C looks forward to continuing to provide the high level of support and involvement the school has become used to.

Nick Slater – P&C President

Student representative’s message

Late in 2008, many Year 5 students gave excellent parliament speeches and out of these students 8 Ministers were elected. They included: Prime Minister: Jayden Newman; Leader of Opposition: Reilly Bromfield; Treasurer: Hannah Pead; Parks and Gardens: Eoan Lawrie; Education and Functions: Kelsey Petherick; Minister for Personal Relations: Toby Dowton; Minister for Health and Transport: Jaime-Lee Palmer and Sport and Recreation: Elijah Howard.

We have been running very successful parliament meetings on Thursday mornings. 2009 has been a very successful year for our School Parliament.

We have also been given many leadership opportunities and responsibilities, such as being Kindergarten buddies, being leaders in peer support groups and we also got to give speeches at a lot of school events including ANZAC Day ceremonies.

This was a very busy year for our School Parliament. We raised a lot of money for the school and some charities, including the Victorian Bush Fire Appeal and Daffodil Day.
Our school has also been involved in a variety of sporting and performing events such as PSSA sport, our annual athletics carnival and swimming carnival and a highlight was the three groups participating in the Port Macquarie Dance Festival at Melville High.

Overall we have had a very successful year. We have enjoyed being leaders of the school and we would like to thank all the teachers, students and parents for their support throughout the year. We have all enjoyed the responsibilities and the challenge of helping to keep our school the BEST SCHOOL EVER!

We would like to congratulate the 2010 Ministers and wish them good luck!

Jayden Newman – School Parliament
Prime Minister and
Reilly Bromfield – School Parliament
Leader of the Opposition

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 are 140 students enrolled at Beechwood Public School in 2009. Enrolment numbers have remained consistent in recent years. It is anticipated that Kindergarten enrolments for 2010 will be 22 students.

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>78</td>
<td>74</td>
<td>68</td>
<td>71</td>
<td>67</td>
</tr>
<tr>
<td>Female</td>
<td>63</td>
<td>63</td>
<td>62</td>
<td>66</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.

![Student attendance rates](chart)

Management of non-attendance

During 2009 the school changed to computerised attendance recording. This enabled absent reminder notes to be generated weekly to parents. Also introduced was a Student Leave Form register 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 an assembly.

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 2009 class size audit conducted on Wednesday 18 March 2009.

<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 1</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>YEAR 2-3</td>
<td>2</td>
<td>17</td>
<td>24</td>
</tr>
<tr>
<td>YEAR 2-3</td>
<td>3</td>
<td>7</td>
<td>24</td>
</tr>
<tr>
<td>YEAR 3-4</td>
<td>3</td>
<td>11</td>
<td>23</td>
</tr>
<tr>
<td>YEAR 3-4</td>
<td>4</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
<td>YEAR 4-5</td>
<td>4</td>
<td>7</td>
<td>24</td>
</tr>
<tr>
<td>YEAR 4-5</td>
<td>5</td>
<td>17</td>
<td>24</td>
</tr>
<tr>
<td>YEAR 5-6</td>
<td>5</td>
<td>4</td>
<td>27</td>
</tr>
<tr>
<td>YEAR 5-6</td>
<td>6</td>
<td>23</td>
<td>27</td>
</tr>
<tr>
<td>YEAR K</td>
<td>K</td>
<td>22</td>
<td>22</td>
</tr>
</tbody>
</table>

Structure of classes
Beechwood Public School has four multi-age (composite) classes and two single year classes in 2009.

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 (SASS)</td>
<td>1.4</td>
</tr>
<tr>
<td>Total</td>
<td>8.552</td>
</tr>
</tbody>
</table>

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>
<tr>
<td>Postgraduate</td>
<td></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>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>33 368.03</td>
</tr>
<tr>
<td>Global funds</td>
<td>77 305.28</td>
</tr>
<tr>
<td>Tied funds</td>
<td>41 657.72</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>42 144.63</td>
</tr>
<tr>
<td>Interest</td>
<td>1 581.48</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>6 437.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>202 494.64</td>
</tr>
</tbody>
</table>

Expenditure
Teaching & learning
- Key learning areas 11 236.93
- Excursions 17 220.71
- Extracurricular dissections 22 843.80
Library 3 638.80
Professional Learning 4 928.49
Tied funds 37 428.94
Casual relief teachers 10 243.79
Administration & office 27 268.21
School-operated canteen 0.00
Utilities 15 653.64
Maintenance 8 283.32
Trust accounts 6 437.50
Capital programs 0.00
Total expenditure 165 184.13
Balance carried forward 37 310.51

The school canteen is operated by the P&C and its income is reported in its financial statement.

Tied funds must be spent according to the criteria and conditions of the particular funding program and include grants from Teachers Professional Learning (TPL), state integration, Student Assistance Scheme (SAS) and computer coordinator. Some tied funds must be held over until the project is implemented at the school.

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 2009 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 2009**

Staff, parents and students all had a productive and successful year. Staff enjoyed and appreciated the professional development opportunities that came their way during the year and the subsequent enhanced and improved learning outcomes for students. Parents showed their support and commitment to the school's educational programs by offering their time and expertise in a number of areas. Students showed sound development of skills, confidence and self-esteem through involvement in a diverse and challenging range of academic, creative and sporting activities and demonstrated positive attitudes to learning.

**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.

This year, our students participated in formal music lessons focusing on singing, instruments, appreciation and choir as the basic components of our Creative Arts program. This component was taught by a trained teacher of music who was employed with the financial support of the Beechwood P&C Association.

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 and Quin Bromfield representing our school.

- In 2009 every student in the school was involved in a performance for their parents either during Education Week, Senior Citizens Week or Multicultural Week. 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 “Book Safari” character Parade.

- A comprehensive program of visiting performances came to the school for students to enjoy and appreciate. In particular, this year was the Tiddalik the Frog Show and the Mirri Yulugi Show.

- An art and music workshop was staged for students in Years 3-6 to promote "Indonesia in the Bush". Visiting Indonesian artists Jumaadi, Mas Wandi and Giyanto workshoped the students in grass puppet making, Batik and Indonesian music making. This day was a lead up to a successful Indonesian concert and art display at the Blue Poles Gallery, Byabarra.

- 2009 has been an outstanding year for the dance groups with 3 groups representing the school in the Port Macquarie Dance Festival. This year the groups performed a range of dance styles from Rock N’ Roll and contemporary to the Evolution of dance.

- 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.

2009 saw many creative and talented students excel in local competitions. These include;

- Reilly Bromfield – winner of Busways North Coast Poster Design;

- Keelie Lyon – winner of North Coast Anti Smoking competition;

- Samantha King and Matilda Lindeman – being highly commended for their entries in the combined churches colouring competition, whilst Sarah Horton was the overall winner from 400 entries;

- seven students having “My Country” poetry entries sent on to state judging; and

- thirty-two students winning prizes for art work at the Wauchope Show.
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 2009; 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 achieving next level for both rugby league and cross country by representing the school at the North Coast 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;
- students from K-6 continuing to support their school house teams in carnivals throughout the year. This year, Wongahgah was the winning house for swimming and Pitonga the winning house for athletics; and
- the participation by all students in bike education where they learnt about road safety, bike maintenance and bike riding skills.

Funds were raised for various appeals and charities.

Other achievements this year included;

- fundraising activities totalling $887 for the Victorian Bush Fire Appeal, $212 for Daffodil Day and $82 for 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 Canberra and South West Rocks for Primary students;
- awareness raising of environmental issues via involvement in the National Tree Planting Day, Clean up Australia day and flying fox awareness; and
- the hosting of a Scholastic Book Fair, held in conjunction with Book Week, with over $ worth of books sold enabling the school to retain books to the value of $.

Academic

In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8.

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

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

In 2009, 17 Year 3 students took part in the National Assessment Program for Literacy. Analysis of results indicated that;

- the schools performance was significantly higher than both the region and state average;
- seventy-two percent of our students were placed in the top 3 bands for literacy;
- areas for improvement identified in the NAPLAN include spelling conventions and connecting ideas;
- results in writing, grammar and punctuation were significantly above state and regional averages; and
- no students from our school were placed in the lowest band for literacy.

Other

School Initiatives

The School Parliament was involved in school activities and fundraisers. This enhanced leadership opportunities for senior students.
Numeracy – NAPLAN Year 3

In 2009, 17 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
59% in the top 2 bands compared to 41% of the state;
- no students from our school were placed in the lowest band for numeracy, with only 6% falling into the bottom 3 bands compared to 36% of the state; and
- areas for improvement identified in the NAPLAN include 2D and 3D shapes.

**Literacy – NAPLAN Year 5**

In 2009, 21 students took part in the National Assessment Program for Literacy. Analysis of results indicated that;
- fifty-six percent of students from Beechwood Public School were placed in the top two bands compared to 34% of the state;
- the school’s performance in literacy was significantly higher than both the region and state average;
- in reading, 73% of our students were placed in the top 2 bands compared to 40% of the state;
- no students fell below the minimum national standard in literacy; and
- areas for improvement identified in the NAPLAN include identifying main ideas, identifying errors and correct spelling of difficult words.
Numeracy – NAPLAN Year 5

In 2009, 21 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 extremely higher than regional and state averages. Our best result in the last 4 years;
- seventy-two percent of our students were placed in the top 2 bands compared to 35% of the state;
- the overall performance in numeracy indicated little or no difference between measurement, data, space and geometry, number and patterns and algebra;
- no students from our school were placed in the 2 lowest bands for numeracy; 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 Basic Skills Literacy test in Year 3 at Beechwood Public in 2007. This is a match of 67%. These students showed an average growth of 79.2 compared to 77.6 for the state. Growth for the boys was higher (81.6) than for girls (76.7).
- Fifty percent of students have progressed more than one skill band in overall literacy.
- Analysis of interest assessment data in literacy measured against expected outcomes for each year is indicated in the following table of percentages.

<table>
<thead>
<tr>
<th>Year</th>
<th>Working Towards</th>
<th>Achieving</th>
<th>Working Beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>31.5</td>
<td>31.5</td>
<td>37</td>
</tr>
<tr>
<td>1</td>
<td>21</td>
<td>42</td>
<td>37</td>
</tr>
<tr>
<td>2/3</td>
<td>39</td>
<td>52</td>
<td>9</td>
</tr>
<tr>
<td>3/4</td>
<td>46</td>
<td>25</td>
<td>29</td>
</tr>
<tr>
<td>4/5</td>
<td>12.5</td>
<td>71</td>
<td>16.5</td>
</tr>
<tr>
<td>5/6</td>
<td>18.5</td>
<td>48</td>
<td>33.5</td>
</tr>
</tbody>
</table>

Improving student performance in this subject area forms the basis of Target 1 for 2010.

**Progress in numeracy**

- Fourteen Year 5 students sat for the Basic Skills Numeracy test in Year 3 at Beechwood Public in 2007. This is a match of 67%. These students showed an average growth of 90.2 compared to 95.3 for the state. Growth for boys was higher (95.1) than for girls (85.4).

- Seventy-four percent of students have progressed more than one skill band in numeracy.

- Analysis of internal assessment data in numeracy, measured against expected outcomes for each year, is indicated in the following table of percentages.

<table>
<thead>
<tr>
<th>Year</th>
<th>Working Towards</th>
<th>Achieving</th>
<th>Working Beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>31.5</td>
<td>37</td>
<td>31.5</td>
</tr>
<tr>
<td>1</td>
<td>21</td>
<td>63</td>
<td>16</td>
</tr>
<tr>
<td>2/3</td>
<td>30</td>
<td>57</td>
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<td>3/4</td>
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<tr>
<td>4/5</td>
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</tr>
<tr>
<td>5/6</td>
<td>22</td>
<td>52</td>
<td>26</td>
</tr>
</tbody>
</table>

Improving student performance in this subject area forms the basis of Target 2 for 2010.

**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.

<table>
<thead>
<tr>
<th>Subject</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>
<tr>
<td>Percentage of Year 5 students achieving at and above minimum standard</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>100</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>100</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>100</td>
</tr>
<tr>
<td><strong>Punctuation and grammar</strong></td>
<td>100</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>100</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Aboriginal education**

The school has maintained a focus on Aboriginal education in all areas of the curriculum by providing programs which develop the knowledge, skills and attitudes required for a culturally diverse society.

Personalised Learning Plans (PLP’s) were developed for all Aboriginal students. There learning plans were developed in consultation with parents, students and staff.

Students are exposed to a range of material which provides a scaffold in building knowledge and appreciation of indigenous Australia. In school, Aboriginal performers and celebrations in NAIDOC Week help to further highlight the impact of Aboriginal culture and heritage.

**Multicultural education**

In 2009, multicultural perspective has enriched the learning experiences of all students at Beechwood Public School.

For example;

- all classes studied other nations and cultures during Term 2. Students dressed in national dress, presented an item of cultural significance and played sports originating from the country of study;
- guest speakers from eleven countries informed all students on interesting facts from their birth country;
- anti-racism issues were taught through child protection and anti-bullying programs;
- an outstanding multicultural lunch was provided by the school canteen to celebrate Multicultural Day; and
- within our school, Years 3-6 students participated in a public speaking competition with a multicultural theme and held a final. Winners represented our school in the Small School’s Multicultural Public Speaking Competition which was hosted by our school.

**Respect and responsibility**

As part of the school’s management plan process we have implemented and continued to focus on our Core Values.

These values are displayed throughout the school and have become an integral part of our school’s Student Welfare Policy.

Features of these areas are included below.

- All students were involved in the presentation of these values to the students and community via a values launch.
- School Parliament members run a Values Assembly each term as well as ANZAC and Senior Citizens/Grandparents services.
- Year 6 students worked as Kindergarten buddies to support their commencement of school.
- All students were involved in the democratic election of school leaders. The leaders become members of our School Parliament in 2010.
- The School Parliament organised mini fete, discos, have-a-go shows and sporting events as well as raising funds for charities.

Our student welfare program included the teaching of social skills, values, peer relations, anti-bullying, student leadership, child protection and drug education. Students were taught respect and responsibility through a variety of specific programs and incidental teaching moments.

**Other programs**

**Programs for students with additional educational needs**

Students who require additional support are identified by class teachers and referred to the
learning support team. The learning support team prioritises referrals, devising strategies to overcome issues at school level before referring to specialist departmental personnel and outside agencies when necessary.

The following support structures for students with disabilities are in place at our school.

- Specific programs coordinated by the learning support team to address the needs of identified students are carried out by the class teacher.
- Individual and in-class support programs assist students with behaviour modification and specific learning tasks across all Key Learning Areas (KLA’s).
- Specialist support in the form of Itinerant teachers for Integration and behaviour provide strategies to assist class teachers to manage the learning and social well being of students with specific disabilities (ODD, autism, physical disabilities) and those with learning difficulties.
- Reading recovery support program with trained teacher for students identified with reading difficulties.
- Ongoing teacher professional learning and developed courses.
- Ongoing tracking and reflections of current structures to best suit the needs of the students and staff.

Technology
Throughout 2009 the use of technology in the school was further embedded into all classes through a number of different initiatives. These include;

- all classes receiving weekly lessons in the library with the lab of 30 new desktop computers. This technology is used as a tool to engage and extend student into different ways of learning.
- all classrooms have between 5 and 8 computers with internet capability; and
- two connected classrooms with interactive whiteboard and video conferencing equipment have been installed. Two teachers undertook professional learning as part of this initiative.

Progress on 2009 targets

Target 1
Consolidation and development of higher level results in literacy.
Our achievements include:

- one hundred percent of students achieving above minimum standard in both Year 3 and Year 5, an increase of 21% and 10% (Year 3 and 5 respectively) from 2008;
- the percentage of students achieving in the highest bands in NAPLAN literacy increased from 42% (Year 3) and 41% (Year 5) in 2008 to 47% Year 3 and 56% Year 5 in 2009;
- the percentage of students achieving or exceeding above minimum growth expectations rising from 43.8% in 2008 to 55% in 2009;
- Personal Learning Plans (PLPs) being written for students indentified by the school learning support team;
- Kindergarten Best Start assessment program used to assist students, allowing for grouping to take place;
- spelling activities and PM reading activities are produced in NAPLAN style;
- Years K–6 spelling approach adapted; and
- groupings in all literacy sessions.

Target 2
Enhance the quality teaching practices to improve levels of numeracy achievement for all students.
Our achievements include:

- one hundred percent of students achieved above minimum standard in both Year 3 and Year 5, an increase of 27% and 14% (Year 3 and 5 respectively) from 2008;
- the percentage of students achieving in the highest bands in NAPLAN numeracy increased from 40% (Year 3) and 27% (Year 5) in 2008 to 59% Year 3 and 72% Year 5 in 2009;
- the percentage of students achieving or exceeding above minimum growth expectations has risen from 16% in 2008 to 71.4% in 2009;
- assessments of all students for grouping purposes;
- tracking of student performance in Fast Maths;
- professional learning in Newman’s Analysis allowing for the teaching of problem solving tasks;
- the use of technology to enhance the teaching of mathematics; and
- focus on teaching the language of mathematics.
Target 3

Review and enhance the current practice of the teaching and learning of Creative Arts.

Our achievements include:

- the percentage of teachers teaching music units has increasing from 0% in 2008 to 100% in 2009. This was evidenced through the observation of lessons and within individual class Teaching/Learning programs;
- the 2009 P&C allocating a portion of its funds raised throughout the year to employ a specialised music teacher for one day a week over a period of 9 weeks (Terms 3 & 4). This further developed the students’ achievement in this CAPA area, as well as providing professional learning opportunities for each observing teacher; and

Information sessions did not occur but will be included in 2010 plans.

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 2009 our school carried out evaluations of Communication and Mathematics.

Educational and management practice

Background

During the latter part of 2009 all teachers, parents and a range of students across Years 2 – 6 were invited to participate in a survey regarding the quantity and quality of communication that exists between staff, students, parents and the wider school community of Beechwood.

Each survey focused on the way information was disseminated in and around the school and areas for improvement. Many strategies or lines of communication that currently exist were surveyed for their effectiveness and comments or suggestions for enhancing communication were called for.

Findings and conclusions

Survey results indicated that:

- almost all parents, students and teachers felt that the current strategies used to communicate information; weekly bulletin, class homework sheets, class newsletters, notes, the changeable noticeboard at the front of the school, students’ reports, etc. were extremely useful.
- one hundred percent of parents and sixty-eight percent of students always read the weekly bulletin, and find it extremely useful in terms of being informed with what is happening in and around the school.
- one hundred percent of parents are satisfied with the frequency and level of information about their child’s academic achievement, provided to them through student reports, parent/teacher interviews or informal discussions with class teachers.

Future directions

Evaluation of the survey has resulted in the following recommendations:

- staff to consider utilising email in order to maximise communication opportunities with parents, especially working parents; and
- staff to provide more information about current curriculum and content being taught. This may be done through providing parent information sessions covering specific curriculum areas, strategies for teaching, etc.

Curriculum

Background

During Term 4 all teachers, community members and a range of students across Years 2 – 6 were invited to participate in a survey regarding the teaching of mathematics at Beechwood Public School. Both the teacher and student survey involved issues such as how maths is taught, levels of student development and achievement, enjoyment of mathematics lessons, the value of the school Fast Maths Program and resources used throughout mathematics lessons.

The teacher survey then went on to issues such as the integration of technology into mathematics lessons (i.e. frequency) and future directions for teacher professional learning. The parent survey also asked about levels of understanding of how mathematics is taught and what is taught, the value of the school Fast Maths Program, and the level of confidence that parents have in assisting their child at home with mathematics work.

Findings and conclusions

An analysis of the results of the survey showed that:

- one hundred percent of parents and students think that maths is an important subject to learn and almost all students enjoy mathematics lessons;
- all teachers will continue to use small groups as the basis for teaching maths concepts, while also using some whole class teaching
opportunities. Seventy-five percent of students surveyed indicated that they enjoyed working in groups for mathematics.

- Ninety-four percent of students indicated that they have developed new skills this year in Maths, while 100% of parents also indicated the same.

- Thirty-eight percent of students indicated that they knew how they were achieving in mathematics (in terms of Stage/Grade expectations), while 62% were either unsure or did not know.

- Forty-seven percent of parents felt well informed by the school about how maths is taught while 84% knew what their child/children learn in Maths.

The results of the survey were overwhelmingly affirming, with parents and students providing valuable, positive written feedback regarding the teaching and learning of mathematics skills and knowledge across the grades.

**Future directions**

Evaluation of the survey has resulted in the following recommendations:

- Teacher feedback to students regarding their academic achievement and development in mathematics needs to be enhanced. Students should know how they are achieving in terms of grade/stage expectations.

- Opportunities should exist for parents to be informed about ‘what’ is taught in each grade and ‘how’ mathematics is taught across the grades.

- Teachers will continue to develop their mathematics teaching skills by participating in professional learning experiences in 2010.

**Parent, student, and teacher satisfaction**

In 2009 the school sought the opinions of parents, students and teachers about the school. Various surveys were used as well as incidental data such as parent initiated meetings, letters received and complaints.

Their responses are presented below.

- Students are the school’s main concern with a wide range of extra curricular opportunities being offered.

- The school has adequate welfare programs operating.

- The great majority agreed that fair discipline existed within the school.

- The school is highly regarded in the local area.

- Parents are pleased with the level of consultation and communication with them.

- The majority of students believe that the school expects them to do their best. Consequently students try to do their best and take pride in their work.

- The most important trait that the school displayed in the eyes of the entire school community was the community spirit and welcoming, positive atmosphere in the school.

**Professional learning**

In 2009 professional learning was aligned to our school management plan. It was related to our perceived needs, focusing on teacher learning to improve student outcomes.

- In total we budgeted $9,754.32. This equates to $750 per teacher on teacher training and development from the teacher professional learning funds and school funds.

- Additional professional learning was gained at the five Staff Development days on the first day of terms one, two and three as well as an extra day at the beginning of Term 2 and at the end of Term 4.

- Professional Learning staff meetings were held on Thursday afternoons for two hours each week.

- Professional development that complemented the targets for 2009 were given priority; Areas involved in professional learning included;

  - Newman’s Analysis Mathematics workshops;
  - Resuscitation training;
  - Non Violent Crisis Intervention (NCI) training;
  - Leadership for aspiring leaders;
  - Spelling, Literacy and Numeracy;
  - Interactive classroom technology;
  - Reading Recovery;
  - Teaching students with Autism and Aspergers syndrome;
  - Jolly Phonics and Jolly Grammar;
  - Down Syndrome Conference; and
  - Best Start training.

**School development 2009 – 2011**

**Targets for 2010**

**Target 1**
**Enhance the quality teaching practices to increase levels of literacy achievement for all students.**

Strategies to achieve this target include:

- the professional training and development of staff to implement high quality literacy sessions, with a focus on developing and tracking student achievement in writing;
- the implementation of Best Start Kindergarten Assessment and use of the data to inform individual student learning goals; and
- teacher training to integrate Interactive Whiteboards (IWB) and various Information and Communication Technology (ICT) skills into daily literacy sessions.

Our success will be measured by:

- an increase in the number of students achieving in the top two bands, from 47% (Yr3), 56% (Yr5) to 50% (Yr3), 60% (Yr 5) in NAPLAN literacy in 2010;
- an increase in the percentage of students achieving at or above Stage appropriate level in literacy, from 72% to 75%; and
- the percentage of teachers integrating IWB and ICT strategies into literacy session increasing from 33% to 50%.

**Target 2**

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

Strategies to achieve this target include:

- the introduction and trial of a whole school scope and sequence for teaching maths concepts;
- the ongoing focus on teaching Newman’s Analysis to students, in order to enhance students’ problem solving skills; and
- to enhance strategies for monitoring and tracking of student achievement in numeracy.

Our success will be measured by:

- an increase in the number of students achieving in the top two bands, from 59% (Yr3), 70% (Yr5) to 63% (Yr3), 74% (Yr5) in NAPLAN numeracy in 2010;
- an increase in the percentage of students achieving at or above Stage appropriate level in numeracy, from 77% to 80%; and
- increased feedback to students regarding development and achievement in maths.

**Target 3**

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

Strategies to achieve this target include:

- the installation of Interactive White Boards (IWB) into 75% of classrooms;
- teacher training to integrate IWB and ICT into regular classroom practice;
- regular integration of software packages and internet web sites into a variety of lessons (K-6); and
- RFF (Release from Face to Face) teachers to focus on the explicit teaching of ICT skills to K-6 students.

Our success will be measured by:

- an increase in the percentage of students using ICT skills at appropriate grade level, from 50% to 55%; and
- an increase in the percentage of teachers integrating IWB and ICT strategies into classroom practices, from 50% to 66%.

**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: [http://www.schools.nsw.edu.au/asr](http://www.schools.nsw.edu.au/asr)