Our school at a glance

Students

Our enrolment at the end of 2012 was 139 students including 71 boys and 68 girls. There were six classes with three classes being multi-grade.

Students at Beechwood Public School are given opportunities in performing arts, sport, public speaking and cultural events.

At Beechwood Public School students continue to achieve excellent results in all Key Learning Areas (KLAs).

Staff

Staff at Beechwood Public School are very experienced with a variety of interests making it possible to offer the students a wide variety of programs.

The teaching staff at Beechwood Public School is comprised of one teaching Principal, one teaching Assistant Principal and five classroom teachers. There is a full-time School Administrative Manager (SAM), one part-time School Administrative Officer (SAO), two part-time School Learning Support Officers (SLSO) and one part-time General Assistant (GA).

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

Significant programs and initiatives

As well as a strong academic focus, our school offers a range of additional programs to enrich students’ learning and develop social, cultural, sporting and personal development. Our desire is to value and nurture each student as an individual and to develop the whole child in a supportive and challenging environment.

Some significant programs include:

- Aboriginal Education;
- Whole Body Listening;
- Positive Behaviour for Learning (PBL);
- Student Parliament;
- Child Protection;
- Biennial Musical Performance;
- Dance Groups;
- Public Speaking;
- Weekly Swimming;
- Drug Education;
- University Assessment Competitions;
- Beechwood Out of School Hours (BOOSH);
- Kindergarten Buddy System;
- Girls Development Program;
- Excursion Program;
- Book Fair; and Book Week Celebrations

Messages

Principal’s message

Congratulations to our students, staff and school community. It has been a year full of achievements, including the provision of the highest quality education from Years K–6.

The school enjoys a well-deserved reputation for excellence in a wide variety of areas, especially academic, cultural, sporting, citizenship and student welfare. Our teachers are highly dedicated and are to be congratulated for their professionalism and commitment to providing high quality learning opportunities for every student in their care. They continually strive to ensure that the academic, social and emotional needs of all students are met within a stimulating school environment.

Beechwood Public School is supported by a strong and energetic parent community. Parent involvement is invaluable in all aspects of the school, in classrooms, performing arts, sport, environment, canteen and as well as membership of the Parents and Citizens Association (P&C). It is thanks to the hard work and remarkable fundraising ability of our P&C that the school enjoys superb facilities and enviable resources.

In 2012, the school continued its implementation of the Positive Behaviour for Learning (PBL) framework underpinned by our core values of positive care and respect, best effort and safety for all within our school environment.

Professional learning focused on consistency of expectations for students in the playground.
This year saw the retirement of Mrs Christine Trotter who had been a classroom teacher at Beechwood School since 1983 and we thank her for her dedication to the students over the past 30 years.

The incoming teacher is Mrs Leanne Clayworth from Huntingdon Public School and she will bring with her a wealth of knowledge and experience so that our school will continue to provide a quality education for all.

We have enjoyed another terrific year in 2012. I am extremely proud of the outstanding achievements of our students, their teachers and parent community as outlined in this report and thank everyone who has contributed so much to our wonderful school.

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

2012 seems to have flown past and for the Beechwood P&C it has been another busy and successful year contributing to the improvement of our children's learning environment.

The Beechwood P&C is a group of parents and citizens from the school community who work in partnership with the school and its staff to provide additional resources and support to the school. Through our regular monthly meetings, it is also an opportunity for members to find out what's happening in and around the school, get a better insight into the education of their children and to have a say on how to raise and spend P&C funds, school policies and a variety of other issues.

This year we welcomed a number of new faces to the P&C and it was again heartening to see so many parents and members of the community that are prepared to donate their time to help out. We again had high membership numbers and this translated into well-attended meetings and functions throughout the year.

P&C Fundraising Activities Table

<table>
<thead>
<tr>
<th>Fundraiser</th>
<th>Proceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third Annual BOOSH Bash</td>
<td>7,407</td>
</tr>
<tr>
<td>Home Readers</td>
<td>3,740</td>
</tr>
<tr>
<td>Barefoot Bowls</td>
<td>2,501</td>
</tr>
<tr>
<td>Various meal deals, etc</td>
<td>1,800</td>
</tr>
<tr>
<td>Walk-a-thon</td>
<td>2,642.00</td>
</tr>
<tr>
<td>Bunnings BBQs</td>
<td>1,338</td>
</tr>
<tr>
<td>Billy Cart (various)</td>
<td>1,027</td>
</tr>
<tr>
<td>5c Drive</td>
<td>667</td>
</tr>
<tr>
<td>Ladie's Salad Toss</td>
<td>521</td>
</tr>
<tr>
<td>Men's Stew Off</td>
<td>373</td>
</tr>
<tr>
<td>Clothing Pool</td>
<td>179</td>
</tr>
<tr>
<td>Cash-4-Cans</td>
<td>131</td>
</tr>
<tr>
<td>Welcome BBQ</td>
<td>112</td>
</tr>
<tr>
<td>Father's/Mother's Day stalls</td>
<td>54</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>$ 22,492</strong></td>
</tr>
</tbody>
</table>

Throughout the year, the P&C ran a number of fundraisers within and outside the school with outstanding success.

A huge thank you to all those that organised, helped, participated or parted with their money. Thanks and well done.

Again, I hope that next year the whole school community gets behind as many fundraising activities as possible and it is not just left to the few, as it is only the children and their education that stand to benefit.

Each year, the P&C undertakes a prioritising exercise to determine where its funds are most needed. Below outlines the P&C's priorities for
2012 and where funds totalling $27,773 were expended.

P&C Priority 1:
- Extension of the covered walkway to the canteen and COLA - $12,012.
- Home readers - $5,150.
- Library & classroom donations - $2,600.
- Canteen R & M - $0.
- Extra/new computers (18 required) - $0.
- Accident/Injury insurance for students - $684.
- Gifts for graduating Year 6 students – Purchased in 2011.

P&C Priority 2:
- Interactive Whiteboard (half cost) - $3,495.
- Representative embroidered polo shirts - $1,824.
- School flags/banners (half cost) - $373.
- Sports socks - $330.
- School hats - $180.
- Life Education - $248
- Marquee - $877.

The P&C also provided other not-for-profit activities for and on behalf of the school including the Welcome to School BBQ at the commencement of Term 1 this year; the Mother’s and Father’s Day stalls; provided Representative Sports shirts and facilitated another music appreciation day with a full orchestra from St Joseph’s Regional College.

The P&C also provides two excellent services for the school community – the healthy food canteen and BOOSH (Beechwood Out Of School Hours care service). Both these P&C run services had a very successful year.

On top of the regular Monday service, the canteen organised a series of very successful meal deals and catered for events like the Excellence assembly, Grandparent’s Day, Kindergarten Orientation and various other school activities. I would personally like to acknowledge the hard work of Leanne and her band of merry helpers who make the canteen such a wonderful asset to our school.

It is also with regret that we say a last goodbye and heartfelt thank you to a very special person, Marie Aitkin. Marie has decided it is time to finally step back from the counter at canteen and give someone else the chance. Marie has been a tireless worker in and around the school canteen and was a finalist in the Volunteer category of the 2011 Healthy Kids Association Canteen Recognition Awards. All staff, students and supporters of the school will sorely miss Marie and we thank her for her tireless efforts over the years. Thanks, Marie.

The P&C’s BOOSH service continues to be increasingly popular with working families and, because of an engaging programme for kids and enthusiastic carers, continues to go from strength to strength with increasing attendances. The BOOSH sub-committee has some exciting plans for next year, as they seek to provide an even better service for working families.

I would like to personally thank the Executive, P&C members, parents, staff and volunteers for their efforts and involvement throughout the year. It has been hard work, challenging at times but very rewarding. I would encourage any parent or community member with an interest in enhancing the quality of our children’s education to consider what you can do in 2013.

Steve Dobbyns – P&C President

Beechwood Public School P&C Association

Student representative’s message

Our School Parliament for 2012 was very successful, living up to responsibilities as leaders. The parliament members consisted of Monique Copelin, Prime Minister; Lucy Howard, Leader of the Opposition; Evan Davison, Treasurer; Isabel Ryan, Minister for Education and Functions; Samantha King, Minister for Personal Relations; Rowan Davison, Minister for Health and Transport; Ryder Howard, Minister for Parks and Logan Taffe, Minister for Sport and Recreation. These people were voted in to parliament late in 2011 by the students in Kindergarten to Year 5 as well as school staff.

Before each assembly, a parliament meeting was held to raise any questions or issues. Each class sent along 2 representatives to discuss any issues from their classes and to take part in the meeting. We had a lot of lively discussions this year on topics such as the boys toilets, the fields, sports equipment, school discos, behaviour on buses
and in the playground and many, many suggestions for new food in the canteen!

Many ministers and shadow ministers have been very busy with jobs around the school grounds this year. For example: Rowan and Finn close the gates each morning to keep everyone safe; Ryder and Finn have been helping Mr Newell each Friday with Gardening Club and they have helped Mr Carson throughout the year with some small odd jobs; Rowan and Ryder have helped Mrs Underwood every week by taking the yellow, red and green bins out to the street and back in again; Logan and Keanu have collected the sports equipment each day after lunch and Monique and Samantha (with help from some others) have organised and collected the Friday sausage sizzle orders each week.

We have tried our best to raise some money this year for different causes. Some of the fundraisers we have done this year include: a Mini-Fete and Easter raffle raising money for Billi-Jo Murray and a NRL Mufti day raising money for the Year 6 end of year donation. Both of us have enjoyed our time as school leaders and have also enjoyed the responsibilities that it has involved. We would like to say well done to this year’s ministers and shadow ministers for their best effort and commitment to their roles and to also send our best wishes and good luck to all 2013 School Parliament members.

Monique Copelin – School Parliament Prime Minister and Lucy Howard – School Parliament Leader of the Opposition

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

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>90.8</td>
<td>96.6</td>
<td>95.0</td>
<td>93.1</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>92.7</td>
<td>95.6</td>
<td>94.5</td>
<td>94.3</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>92.8</td>
<td>92.4</td>
<td>92.6</td>
<td>96.4</td>
<td></td>
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<tr>
<td>3</td>
<td>91.6</td>
<td>90.6</td>
<td>92.4</td>
<td>92.5</td>
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<tr>
<td>4</td>
<td>90.1</td>
<td>90.2</td>
<td>91.0</td>
<td>91.4</td>
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</tr>
<tr>
<td>5</td>
<td>91.2</td>
<td>94.6</td>
<td>92.2</td>
<td>93.7</td>
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<tr>
<td>6</td>
<td>91.9</td>
<td>92.9</td>
<td>94.5</td>
<td>93.6</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>91.8</td>
<td>91.6</td>
<td>93.5</td>
<td>93.2</td>
<td>93.5</td>
</tr>
</tbody>
</table>

Management of non-attendance

Monitoring takes place to ensure there are no erratic attendances or unjustified absences. In these cases parents are contacted to resolve any issues. All reasonable measures are taken in the short term including mentoring, counselling, home contact, Learning Support Team (LST) and investigations into peer relationships. If these do not succeed in the short term then an Attendance Improvement Plan will be implemented. If these
strategies are unsuccessful, then the Home School Liaison Officer (HSLO) may have to be involved.

Staff information

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

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 ten percent.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>4.552</td>
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<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>
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</tbody>
</table>

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>

Mr Jacob Cook has transferred to Laurieton PS

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>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>51731.29</td>
</tr>
<tr>
<td>Global funds</td>
<td>98842.75</td>
</tr>
<tr>
<td>Tied funds</td>
<td>77416.90</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>57554.58</td>
</tr>
<tr>
<td>Interest</td>
<td>2625.82</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>4802.20</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>292973.54</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>10817.28</td>
</tr>
<tr>
<td>Excursions</td>
<td>13330.85</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>19512.53</td>
</tr>
<tr>
<td>Library</td>
<td>2651.77</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>4883.26</td>
</tr>
<tr>
<td>Tied funds</td>
<td>95392.33</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>17433.87</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>30862.52</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>18507.59</td>
</tr>
<tr>
<td>Maintenance</td>
<td>19306.21</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>5044.20</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>237742.41</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>55231.13</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 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 2012

Achievements

Arts

There are many opportunities in quality class programs and interest groups for students to explore and develop skills and understanding in each of the art forms. Through displays, assembly items, performances and entry into many local competitions, students can demonstrate the successful creative and performing arts programs at Beechwood Public School.

Students’ creative talents in the arts are nurtured at Beechwood Public School. It was a very
successful year for our students with some of the programs offered this year outlined below.

- “A Wonder in Aliceland” our 2012 school musical was a sensation. This biennial event is always eagerly anticipated and is a highlight of the year. The musical showcased the talents of students in Years 5 and 6 with magnificent support from the wonderful dancers and singers of Years 3 and 4. Staff, students and parents worked tirelessly to achieve yet another polished and highly professional production.

- In 2012 over 75% of the school’s students participated in the schools dance program. Staff and visiting Wauchope High School students continued to teach the school non-auditioned dance groups. All dance groups performed at the Southern Network Dance Festival and the Year 3 dance group also performed at the Bago Community of Schools Education Week Awards night.

- In order to recognise creative and performing skills, Beechwood Public School students had many chances throughout 2012 to witness professional drama performances as audience members.

- The Sydney Opera House and Glasshouse theatre provided the following shows for our students;
  - “The Bugalugs Bum Thief”, “Happy Birthday Peter Rabbit”, “Boxy George” and “The Honey Spot”.

Sport

Beechwood Public School took part in a range of sports during 2012. These were both external and internal programs. The school's sport 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:

- all students in Years 5 and 6 participating in surf safety lessons at Town Beach, Port Macquarie;
- students representing the Lower North Coast Primary Schools Sports Association (PSSA) in athletics, cross country, rugby league, touch football, netball, soccer and cricket;
- Logan Taffe and Monique Copelin representing the Lower North Coast PSSA region in the North Coast Rugby League and Netball Carnivals;
- Taine Carney representing the Port Macquarie District in the Lower North Coast Swimming Carnival;
- Lauren Jones participating in the Inter School Equestrian Competition;
- the school conducting three major sporting carnivals in 2012; swimming, athletics and cross country, the latter two of which involved all students from Kindergarten to Year 6;
- students from K-6 continuing to support their school house teams in carnivals throughout the year. This year, Pitonga was the winning house for swimming and Pitonga the winning house for athletics.
Other

Environmental Program

The environmental program was established as a partnership between the school and the P&C. This program includes the greening of the school and the establishment and maintenance of the school’s vegetable garden.

Mr Bill Newell, Year 2 teacher, involved students in the planting and propagation of seasonal vegetables in the garden beds which have been established by the P&C during a working bee.

This highly successful program known as the “Garden Club” will continue into 2013 with plans to extend.

Students were involved in other environmental awareness activities such as Clean up Australia Day, Waste Watchers Program, Water Awareness Week and Chicken Incubation.

School Parliament

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 $1,561 for the family of a Year 3 student undergoing chemotherapy;
- the student-led mini fete, hat parade and peddlers box days; and
- the continuation of Assembly of Excellence Awards and School Parliament assemblies recognising the Beechwood School’s Rules.

Camps and Excursions 2012

- All grades attending several excursions and which included;
  - Kindergarten, Year 1 and Year 2: Bonny Hills Beach, Glasshouse performance of “Happy Birthday Peter Rabbit”;
  - Year 3 and Year 4: Bonny Hills Camp, Transgrid Power Station, Kooloonbung Creek and Glasshouse performances – “The Bugalugs Bum Thief”, and “Boxy George”;
  - Year 5 and Year 6: Myuna Bay Sport & Recreation Camp, Town Beach Port Macquarie, Comboyne Public School and Glasshouse performances - “Honey Spot” and “Of Love and War”;
  - Life Education Program for all grades; and
- the hosting of a Scholastic Book Fair, held in conjunction with Book Week, with $1,784 worth of books sold enabling the school to retain books and resources to the value of $559.50.

Canoeing at Myuna Bay Years 5 & 6 Camp
Early Stage 1: Achievements in Literacy

In 2012, all Kindergarten students participated in the Best Start Kindergarten Assessment. The information from these individual assessments assisted teachers to identify early literacy and numeracy understandings that children demonstrate before they begin their formal schooling. This data is used by the teachers to plan and implement effective and relevant learning programs. The parents were provided with practical feedback and invited to discuss results with teachers. The Best Start Program has been implemented for 3 years at Beechwood Public School with pleasing results.

The Literacy 3 (L3) focus of Literacy in Kindergarten is to rapidly expose all students to the building blocks of reading and writing. Literacy groups catered for individual differences with students working towards improving outcomes.

Students were continually exposed to Literacy skills which allowed them to use these strategies to read harder texts. The sight word program also catered for individual differences as each child progresses at their own rate. Talking and listening were also fostered to encourage clear, concise and rich language skills.

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)
The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

**Significant programs and initiatives**

**Aboriginal education**

Aboriginal perspectives have been incorporated into the teaching and learning programs of all classes throughout 2012, particularly in the KLA’s of Human Society and Its Environment (HSIE), English and Creative Arts.

For example:

- in HSIE, students in Stage 2 have explored the British colonisation of Australia and the impact that this had on the Aboriginal people;
- in English, students have read Aboriginal dreaming stories as well as texts written by...
Aboriginal authors. This has initiated discussion and encouraged a deeper understanding of traditional Aboriginal culture;

- in creative arts, students across the school have been engaged in learning experiences that have involved the appreciation of Aboriginal music and artwork; and
- resources with an Indigenous focus have been purchased to support teaching and learning programs.

**Multicultural education**

Multicultural education was taught explicitly as well as being embedded throughout the curriculum. Valuing the cultural diversity of NSW, promoting inter-cultural understandings and anti-racism are key programs in the school. This is exemplified by the following features of school life in 2012.

Every Stage 3-6 student was involved in a multicultural education public speaking program. Students chose a topic related to an aspect of multiculturalism or anti-racism. Representatives were then chosen from each class for a whole school public speaking competition. The winners of each stage proceeded to the district competition.

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.

**Student Welfare – Positive Behaviour for Learning (PBL)**

PBL emphasises positive behaviour using established and validated research practices of behaviour management. Our belief is that we explicitly teach and reteach expected behaviour both in and out of the classroom.

In 2012, Beechwood Public School began the journey to develop and implement the PBL philosophy across our whole school unison. A PBL team was formed and developed the Beechwood Public School three core rules of Best Effort, Positive Care and Respect and Safety to create the framework for all behaviour expectations and consequences at school. During Term 3 and 4, teachers explicitly taught the three expectations in hands-on lessons. During 2013 the continuation of explicit teaching of the main aspects of the school-wide positive expectations matrix will occur.

All stakeholders now understand and value our 3 core rules. All teachers have a clear and consistent understanding of school wide expectations and appropriate behaviours that they expect to see from their students. All students know exactly what is expected from them by all teachers in every classroom. This philosophy has seen our school shift to a more proactive and positive approach, rather than simply administering punishment when misbehaviour occurs.

**Buddy program**

Our Buddy program was run again this year providing a buddy for each child in Kindergarten. The Buddy program is designed to create a friendly, caring school environment that assists our new students to feel safe, valued and connected to the school community.

The program helps to build strong relationships with the younger students feeling safe and cared for and the older students feeling valued and respected. It also allows students to work cooperatively, to engage in role play, problem solving and cooperative learning.

**Progress on 2012 targets**

**Target 1**

One hundred percent of students in Years 1-6 will demonstrate improved spelling skills.

Our achievements include:

- a common approach to explicitly teaching spelling skills across Years 1-6, which includes the knowledge, skills and understanding of all four forms of spelling, phonological, visual, morphemic and etymological;
- a continued focus on embedding spelling instruction into writing sessions so that students learn to generalise spelling knowledge and skills into their writing;
- teachers implementing regular curriculum-based spelling assessment in order to track
spelling development and prioritise future learning goals; and

- fifty-one percent of students from grades 1-6 demonstrating spelling achievement at or above their chronological age.

Target 2
To improve various aspects of students’ fundamental movement and fitness skills throughout 2012.

Our achievements include:

- all students (K-6) involved in weekly, specialist instruction to develop the fundamental movement skills of dodging, sprinting, vertical and horizontal jumping, kicking, two-handed striking;

- staff involved in several theoretical and practical meetings designed to enhance their understanding of teaching engaging fitness/sport lessons around the fundamental movement areas; and

- a high proportion of students demonstrating an increase in their fundamental movement skills between Term 1 and Term 4, 2012. Overall fitness levels were also observed to have increased.

Target 3
To enhance student behaviour, wellbeing and engagement levels both within each classroom and in the playground.

Our achievements include:

- the completion of a positive expectations matrix, detailing appropriate behaviour across all settings throughout the school. This matrix will serve as the basis for the explicit teaching of expected behaviours in different settings at Beechwood Public School;

- ten lessons explicitly teaching the behaviour appropriate to different settings being taught in all classes; and

- a reduction in the number of students recorded as being put on time out or detention for inappropriate behaviour during 2012.

School evaluation
NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2012 our school carried out two evaluations – one related to learning and the other related to Personal Development, Health and Physical Education (PD/H/PE) and Dance.

Learning
Background
At the conclusion of Term 3, 2012 all teachers, parents and a range of students across Years 1 to Year 6 were invited to participate in a survey regarding various aspects of the quality of teaching that exists at Beechwood P.S. This year 25% of families, 20% of students and 100% of teachers responded to the survey.

Some of the statements around aspects of learning were; the classroom as an engaging learning environment; students talking about their own learning as well as the purpose for what they are learning; student learning and achievement being celebrated; various strategies and organisation within classrooms for learning (e.g. small groups, individual, whole class, hands-on, etc). As well as an array of statements participants were asked to agree or disagree to, constructive comments were also encouraged.

Year 1 Project Topic “Our Community”

Findings and conclusions
Survey results indicated that:

- a high percentage of parents, students and teachers believe that at Beechwood PS the students’ individual classrooms are interesting learning environments and that classrooms are managed in a way that allows for maximum learning by all students;

- all those surveyed indicated that students were catered for in various ways so that learning opportunities were equally accessible to all students, despite their learning style preference, and that if students were having some difficulty with learning something new, they could access support from their teacher,
a peer or another person (i.e. School Learning Support Officer); and

- interestingly, 80% of parents/caregivers said that their child/children completed and handed in their homework regularly, whilst only 48% of the students surveyed agreed with this. Teacher surveys indicated that most classes regularly have a less than 50% hand in rate each week/fortnight.

**Future directions**

Evaluation of the survey has resulted in the following recommendations:

- All class teachers will continue to manage/run their classroom in a way that ensures maximum student engagement (less disruptions for all), whilst at the same time providing students with well-planned, interesting and engaging lessons.

- The use of technology across all Key Learning Areas will continue to be a focus for all classrooms across the school.

- The issue of homework preparation, style, completion, etc. may be discussed and investigated throughout 2013.

**Curriculum - PD/Health/PE and Dance**

**Background**

At the same time that students, families and teachers were being surveyed about learning, they were also asked to complete a survey around the teaching of PD/H/PE and dance undertaken by Mr Jacob Cook throughout 2012.

Areas covered within this survey were; viewpoints around the importance of this subject and the adequacy of time allocated to it here at Beechwood; the development of sporting skills as a result of the weekly lessons and practical activities with Mr Cook; the overall importance of the summer swimming program, including areas such as cost, skill development, water safety, etc. and finally there was a small section attempting to ascertain the community’s view on entering only selected grades into the Southern Network Dance Festival.

**Findings and conclusions**

Survey results indicated that:

- a significantly high number of parents, students and teachers believed that the PD/H/PE program delivered by Mr Cook in 2012 was highly beneficial to all students. Not only did it expose them to various concepts in this area but it also exposed them to many different sports and physical activities;

- overall, the school swimming program received favourable results with almost all responses indicating that it was effective and that it represented good value for money; and

- finally, over 80% of families surveyed and all students felt that we should continue participating in the Southern Network Dance Festival and it was a very even split (50% each way) for families who believed it should only be Years 4, 5 and 6 students, to those who believed it should involve all students across the school. Teacher surveys indicated that they felt that only 4, 5, and 6 students should be involved.

**Future directions**

Evaluation of the survey has resulted in the following recommendations:
• A continued focus on the area of PDHPE in future years as well as the school summer swimming program to continue as it is in its present form.

• The participation of certain grades in the Southern Network Dance Festival will be taken under advisement from the co-ordinator of the dance festival in 2013.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Satisfaction is driven largely by parents’ appreciation of their children’s teacher. The majority of parents feel that teachers care and respect their children. Overall, the vast majority of parents are satisfied with the quality of education that their children are receiving at school.

In considering the parents’ views, written survey results strongly indicated that:

• students are the school’s main focus;

• the school promotes core values, has supportive welfare programs and fair discipline exists within the school;

• student achievements are recognised through the school; and

• the school offers challenging programs for its students.

Specifically, parents expressed strong satisfaction with the wide range of extra-curricular programs that are offered.

Staff responses are presented below.

Returned data from staff indicates they are satisfied with both their school and grade. In considering other issues staff indicated that:

• the school focused on continuous improvement; and

• they felt that students demonstrated positive characteristics of good citizenship.

The data validates the hard work of the staff and the parents in maintaining a climate that welcomes and nurtures students and supports excellence. In general, high rates of satisfaction were reported by students, staff and parents. These results provide measures for setting targets, areas for growth and recognising areas of strength.

Professional learning

Funds totalling $7,433.00 provided by the Department of Education and Communities (DEC) was spent on teacher professional development in the following areas:

• beginning teachers, syllabus implementation, literacy and numeracy, quality teaching, career development, welfare and equity and use of ICT.

Professional learning activities focused on development of teaching skills in literacy, numeracy, information communication technology and quality teaching.

In addition to these funds, our school spent $4,883 from the global grant.

All teachers participated in five school development days and weekly professional learning meetings during 2012. Teachers recognise the importance of improving their own professional development focused on teacher's learning to improve student outcomes. Throughout the year, teachers were targeted to attend professional learning courses that up-skilled them with information to address the targets identified by the school. The teachers that attended the external courses were required to return to the school and share this information with the rest of the staff.

All staff took part in compliance training as directed by the DEC in the areas including Child Protection, Anaphylaxis, Emergency Care and Occupational Health and Safety.
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

Increase the percentage of students achieving in the NAPLAN proficiency bands (bands 6, 7, 8) in Year 5 Writing, from 46% in 2012 to 48% in 2013.

2013 Targets to achieve this outcome include:

- all students being placed on the Literacy Continuum in the aspect of Writing by the end of Term 2;
- all teachers participating in professional learning on planning and delivering a quality, balanced literacy session using the Literacy Continuum to drive teaching; and
- an increased focus in all classes on the explicit teaching of spelling skills and strategies, with an emphasis on embedding spelling instruction into daily writing experiences.

Our success will be measured by:

- the daily interactive and independent writing sessions being observed in all classrooms; and
- an increase in the percentage of Year 5 students achievement in the NAPLAN proficiency bands in Writing.

School priority 2

Outcome for 2012–2014

Enhanced levels of Aboriginal Education initiatives to support effective learning for Aboriginal students.

2013 Targets to achieve this outcome include:

- re-establishing a community Aboriginal consultation group who will guide the programs and activities for Aboriginal students and the school; and
- encouraging the participation of Aboriginal and non-Aboriginal students in celebrating significant Aboriginal events.

School priority 3

Outcome for 2012–2014

Enhanced levels of Aboriginal Education initiatives to support effective learning for Aboriginal students.

2013 Targets to achieve this outcome include:

- the development of the PBL initiative (Positive Behaviour for Learning) into classroom settings.

Our success will be measured by:

- reduced levels of registrations of inappropriate behaviour (specifically time-outs & detentions) from 44% in 2012 to 40% in 2013.
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: