Beechwood Public School
Annual School Report 2013
School context

Students

In 2013 we had 146 students enrolled for most of the year. This consisted of 71 boys and 75 girls. There were six classes with four classes being multi-grade.

Best Effort, Positive Care and Respect and Safety (BPS) are the core values demonstrated by our students in class, playground and in the community.

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 very good results in all Key Learning Areas (KLA’s).

Staff

The staff at Beechwood Public School provides a high quality education to our students.

The dedicated staff all possess a wide range of teaching experience and backgrounds. They are committed to providing the best possible education for all children within a caring and friendly environment.

Mrs Leanne Clayworth was appointed on transfer from Huntingdon Public School at the beginning of the year.

Long-time teacher Mrs Dianne Ellis finished the year to commence extended leave and her plans mean that she will not be returning to Beechwood School. Her 26 years at our school were educationally rewarding for all students.

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;
- Dance Groups;
- Public Speaking;
- Weekly Swimming;
- Drug Education;
- Years K–6 Creative Arts;
- Years 3–6 Choir;
- University Assessment Competitions;
- Beechwood Out of School Hours (BOOSH);
- Kindergarten Buddy System;
- Girls Development Program;
- Excursion Program;
- Book Fair and Book Week Celebrations;
- Years 3–4 Get Hooked Fishing;
- Introduction of the Multilit Literacy Program;
- Years K–6 Physical Education;
- Years K–6 Gardening Club; and
- The Triple P Parenting Program.

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.

So what makes Beechwood Public School a great school?

- Students are our primary focus.
- We support all students to reach their full potential.
- We promote a culture of striving for your personal best.
- Our staff is caring, motivated, professional and hard working.
- We are committed to continuous improvement.
- As a team, the staff provides a range of additional learning experiences and opportunities.
- Our lessons incorporate quality teaching elements.
- Parents are partners in the schooling process and they contribute significantly to our school.
- We continually build relationships with the local community and agencies in the community.
- We value and are proud of our school traditions and local environment.
- We celebrate the achievements of our school.
- We provide extra curricula opportunities for students such as PSSA and Knockout sporting teams, public speaking, creative arts, choir and dance.

On a sad note, in Term 1 2013 the school community was in grieving as we came to terms with the loss of a Year 4 student, Billi-Jo Murray, who passed away after her long battle with cancer.

All students and staff along with her family honoured Billi-Jo by taking part in a special ceremony, planting a pink flowering Camellia bush in the school garden. Placed next to the Camellia is a rock with a plaque and three horse shoes in memory of Billi-Jo, as Billi-Jo loved her horses. We hope this serves as both a comfort and a fitting tribute to a much loved young member of our school community.

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

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.

In today’s busy world, it is heartening to see so many parents and members of the community that are prepared to donate their time to enhance the learning experience of our children. This year we welcomed a number of new faces to the P&C and it was again pleasing 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.
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 who organised, helped out, participated or parted with their money. This year’s fundraising effort brought the amount raised by the P&C and school community to $57,900 over the last three years. Given the relatively small size of our community, that is truly an outstanding effort!

Steve Dobbins – P&C President

Beechwood Public School P&C Association

Student representative’s message

This year, the School Parliament consisted of Prime Minister: Taine Carney, Leader of the Opposition: Tori Bartz, Treasurer: Paris Rock, Minister for Personal Relations: Emily White, Minister for Sport and Recreation: Zeke Miller, Minister for Health and Transport: Jovica Hollis, Minister for Education and Functions: Morgan Coleman-Locke and Minister for Parks and Gardens: Zalea Newman. They have all enjoyed their roles as leaders and have had a productive year.

We had many successful fundraisers this year such as the Year 6 cake stall, Crazy Hair Day and the annual mini fete which raised a lot of money.

Before each school assembly, the school had a Parliament meeting where representatives from each class were able to raise any issues from around the school. Each class sent along two representatives to speak on their behalf. We would like to congratulate the Gardening Club for their efforts in making our school healthier and greener and a special thanks to Mr Newell for organising and running it. Both of us have enjoyed our time as leaders and the responsibilities that it has involved. We would like to send our best wishes and good luck to all the 2014 School Parliament members.

Crazy Hair Day – School Parliament Fundraiser

Taine Carney – School Parliament Prime Minister
and Tori Bartz – School Parliament Leader of the Opposition

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>71</td>
<td>67</td>
<td>68</td>
<td>71</td>
<td>72</td>
<td>71</td>
</tr>
<tr>
<td>Female</td>
<td>66</td>
<td>65</td>
<td>65</td>
<td>67</td>
<td>69</td>
<td>75</td>
</tr>
</tbody>
</table>
Student attendance profile

Management of non-attendance

A computerised attendance and roll marking system is in operation which enables classroom teachers to regularly monitor student attendance. Students with poor attendance or unexplained absences are referred to the school’s Learning Support Team. If attendance continues to be of concern the case is referred to the DEC’s Home-School Liaison Officer for further support and action under DEC policy and legal requirements.

Workforce information

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

During 2013 our staff remained quite stable. One teacher will take extended leave in 2014 and this position will be filled by temporary staff.

Workforce composition

<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>
</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>1.6</td>
</tr>
<tr>
<td>Total</td>
<td>8.752</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

The percentage of Indigenous staff members within the workforce at Beechwood Public School is ten percent.

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

Date of financial summary | 30/11/2013

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>55231.13</td>
</tr>
<tr>
<td>Global funds</td>
<td>98158.85</td>
</tr>
<tr>
<td>Tied funds</td>
<td>40816.10</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>47193.56</td>
</tr>
<tr>
<td>Interest</td>
<td>1525.85</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>4638.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>247563.99</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>5439.32</td>
</tr>
<tr>
<td>Excursions</td>
<td>33282.43</td>
</tr>
<tr>
<td>Exacurricular dissections</td>
<td>26279.66</td>
</tr>
<tr>
<td>Library</td>
<td>2362.48</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>12154.51</td>
</tr>
<tr>
<td>Tied funds</td>
<td>46853.78</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>17850.31</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>35360.81</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>20694.48</td>
</tr>
<tr>
<td>Maintenance</td>
<td>13487.58</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>4293</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>218058.36</td>
</tr>
</tbody>
</table>

Balance carried forward 29505.63
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school’s 2013 financial statement is tabled at the annual general meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2013**

**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 39% of Year 5 students achieving within the proficiency bands in the NAPLAN writing tasks;
- all students across Kindergarten to Year 6 were placed on the Literacy Continuum and tracked according to the skills outlined on the Continuum; and
- all classes teaching explicit and systematic writing lessons as part of their daily English sessions.

**School priority 2**

*Outcome for 2012–2014*

Enhanced levels of positive behaviour to support effective learning for all students.

**2013 Targets to achieve this outcome include:**

- explicitly teaching remaining aspects of the school-wide positive expectations matrix and displaying signage throughout settings in the school;
- the explicit teaching of expected positive behaviour across all settings at school (Kindergarten to Year 6);
- the introduction of the Beechwood ‘Tremendous’ Awards for students demonstrating Best Effort, Positive Care and Respect and Safety in the playground; and
- a decrease in the number of students placed on timeout or detention from the previous year.

**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:**

- one hundred percent of Aboriginal students have a Personalised Learning Plan, collaboratively developed by parents and teachers;
- small Aboriginal community group established; and
- an Aboriginal cultural celebration day held in Term 3 with all Aboriginal students involved in the planning and running of the day.

**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.

- The Southern Network Dance Festival was held at Melville High School with three dance groups representing our school.

![Year 3-4 Group (More pictures on back of ASR)](image-url)
Students ranging from Kinder to Year 6 visited the Glasshouse Theatre in Port Macquarie to view three creative arts performances.

During 2013 a specialist creative arts teacher delivered a creative arts program to all K–6 classes. In addition to the weekly class lessons, students had the opportunity to participate in a variety of optional performing arts groups.

Myles Cooper and Bastian Turnewitsch

Student work is recognised and celebrated in regular displays throughout the school, performances at school functions and in other venues, presentation of work at school assemblies and displays of work through external competitions and events.

Sport

Beechwood Public School took part in a range of sports during 2013. 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:

- Matt Hollis and Joey McGrath representing the Lower North Coast in Rugby League;
- Matt Hollis representing the North Coast in the State Touch Football Carnival (See photo);
- the boys PSSA soccer team making it through to the fourth round of the state wide knockout competition;
- Mr Newell coordinating a K–6 cricket coaching clinic that ran for 6 weeks, providing all students with improved cricket skills;
- two students, Mason and Taine Carney were successful in the District Swimming Carnival 50m Freestyle and qualified for the next level, the Lower North Coast Carnival;
- all students completing the 2–3 km school cross country course with 28 qualifying for the Lower North Coast Carnival;
- four students, pictured below, qualifying for the North Coast Athletics Carnival;
- school teams competing in the PSSA State Knockout competition in netball, cricket, soccer and touch football;
- visiting development officers running clinics in cricket and rugby league; and
- Lauren Jones participating in the Inter School Equestrian Competition. Among many of her achievements she placed first in pleasure hack pony under/13.2h, first in 11 year old girls flag race and first in keyhole race where
her team recorded the fastest time on the day, out of all primary and secondary students attending the event.

Other achievements

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 continued in 2013 with extensions made to the vegie gardens.

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

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 $5,398.60 which were mainly from the Friday fundraising sausage sizzle, two school discos and two mini fetes;
- the hat parade and peddlers box days; and
- the continuation of School Parliament assemblies recognising the Beechwood School Rules.

Camps and Excursions 2013

- All grades attending several excursions which included;
  - Kindergarten and Years 1 and 2: Glasshouse performance of “Room on a Broom” or “Emily Eyefinger”;
- Years 3 and 4: South West Rocks Camp, and Glasshouse performances – “The Muck Heap”, and “Emily Eyefinger”;

- Years 5 and 6: Canberra, Town Beach Port Macquarie, Year 6 Wauchope High School transition mini lessons, Glasshouse performance – “The Muck Heap” and fishing at Settlement Point; and

- the hosting of a Scholastic Book Fair, held in conjunction with Book Week, with $1,642.20 worth of books sold enabling the school to retain books and resources to the value of $492.66.

### Academic achievements

#### NAPLAN

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 understanding demonstrated in these 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)

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 to access the school data.

#### NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling, Grammar and Punctuation).

#### NAPLAN Year 3 – Reading

![Percentage in bands: Year 3 Reading](image)

<table>
<thead>
<tr>
<th>Bands</th>
<th>Percentage in Bands</th>
<th>School Average 2009-2013</th>
<th>SSG % in Bands 2013</th>
<th>State DEC % in Bands 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>35</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Year 6 at Parliament House Canberra in 2013
NAPLAN Year 3 - Numeracy

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling, Grammar and Punctuation).

NAPLAN Year 5 – Reading

Record of School Achievement (RoSA)

Progress in reading

Progress in numeracy
Significant programs and initiatives

Aboriginal education

Our school has a less than 10% enrolment of Aboriginal students. In keeping with departmental guidelines and in an endeavour to maximise the learning opportunities of our Aboriginal students, a Personalised Learning Plan (PLP) was devised for each Aboriginal student in consultation with family members.

Aboriginal content across various curriculum areas continued as a focus in order to develop a wide understanding and appreciation of Aboriginal culture in our students. It is only through education of our students and the community that there can be a wider appreciation of the real issues concerning Aboriginal people so that process of reconciliation can be further advanced.

The school is active in recognising important annual events like National Reconciliation and NAIDOC Week.

Multicultural education

Multicultural education outcomes are included within each KLA where appropriate anti-racism education strategies are taught as a related part of the program. Cultural components are also addressed within the multicultural program and identified and celebrated as part of Education Week and Harmony Day celebrations.

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.

Two representatives in Year 4, Eva Lawrie and Abbey Rogers, participated in the BAGO Community of Schools Impromptu Public Speaking Competition at Huntingdon PS.

Both girls performed extremely well with Eva being placed second (Topic: “Schools Should Have Swimming Pools”) and Abbey being placed third (Topic: “Should animals be kept in Zoos?”)

Programs for students with additional educational needs

The Learning Support Team (LST) met every week in 2013 to address the educational needs of all students. Every staff member attended meetings to ensure that the LST continued;

- to support students’ emotional, social and academic needs and provide additional support for class teachers;
- to address behaviour concerns;
- to address academic concerns of all students, including those with disabilities, learning difficulties and specific gifts/talents;
- to apply and review Funding Support and Learning Assistance Program (LAP) funds;
- to apply for Intensive Reading (IR) or support class assistance to refer students for assessments;
- to access external agencies like Wauchope Community Health Centre; and
- vision screening for Kindergarten state wide eye sight preschool screening (STEPS).

Extensive transition programs for students entering Beechwood Public School in 2013 with specific learning or social concerns were carried out to ensure they settled into life at our school happily. Likewise, programs for Year 6 students entering Wauchope High School in 2014 were also successfully carried out.

Beechwood Public School also prioritised the needs of students on the Learning Assistance Program and the Learning Assistant Support...
Teacher carried out reviews for students and set up assistance programs for the necessary students.

**Multilit (Making Up Lost Time in Literacy) Program**

Multilit, a Macquarie University Program, is an intensive one on one intervention program for students who require intensive support with their reading. It assists students to acquire the skills needed to become functional readers and continues to complement the Support Teacher Learning Assistance (STLA) program. Multilit is tailored specifically to the needs of each individual child. This most effective program incorporates intensive, systematic and explicit instruction in three sections: Word Attack Skills, Sight Word Recognition and Supported Book Reading for twenty minutes.

Beechwood Public School began this program in 2012 with the training of our School Learning Support Officers (SLSO’s).

In 2013, 10 targeted students were selected in consultation with classroom teachers, Learning Assistance Support teacher and School Counsellor to participate in the program. They each received three to four half hour sessions per week.

This year post assessment of Multilit has shown a marked improvement in literacy skills, particularly with sight word recognition, spelling and reading.

During 2014 we will continue to focus on developing reading comprehension skills. All staff will continue their professional development and focus on the explicit teaching of literacy skills.

Multilit will continue to be a prioritised intervention program during 2014.

---

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2013 our school carried out two evaluations – one related to planning and the other related to writing.

**Planning**

**Background**

At this time of continual and rapid change, all staff reported that clear, effective and relevant planning was essential. This was viewed as integral to a positive and motivating workplace that is conducive to successful teaching and learning outcomes.

Additionally, effective planning was seen as important in promoting collaborative approaches and staff cohesiveness.

With this background, an evaluation involving staff meetings and Parents and Citizens meetings was carried out.

**Finding and conclusions**

Findings indicated that:

- there was a strong link between effective planning and high student outcomes
- the current 3 year format of the school management plan is very useful because it ensured progress in identified areas of need;
- collaborative planning in syllabus areas was a worthwhile process to develop knowledge of the syllabus and improve teaching and learning;
- current practices in professional development of staff were realistic and essential and directly linked to the high standards of teaching and learning we seek to maintain and develop;
- financial planning was successful because of effective budgeting and the budget monitoring practices; and
- the term planning using the staffroom whiteboard and ‘Important Dates to Remember’ calendar in the weekly Bulletin, were valuable.
Future directions

The evaluation confirmed the value of the current form of our management plan and the need to make it relevant to student needs.

Also confirmed was the importance of collaborative planning and the need to integrate this process at every opportunity.

A need was identified to investigate further ways to increase parent awareness of school policies and organisation.

Writing

Background

During Term 4, 2013 parents, students and staff were invited to participate in an evaluative survey around the strand of Writing (incorporating the sub-components of text writing, spelling, grammar punctuation and handwriting). The key statements in the surveys dealt with the following issues:

- an understanding of how writing is taught at Beechwood PS;
- an understanding of age/Stage expectations for student’s writing skills;
- an understanding in the assessment and reporting procedures for writing;
- ongoing staff professional learning requirements in writing; and
- student’s ideas about their own development in writing.

These conclusions have been drawn from the following percentage of surveys returned: 13% parent, 14% student and 100% teacher.

Finding and conclusions

Findings indicated that:

- eighty-five percent of students surveyed felt like their writing and handwriting skills were improving and they were getting better at spelling hard or ‘tricky’ words;
- only 50% of the students surveyed indicated that their teacher made it clear to them how they could improve on their writing (providing individual feedback);
- many parents surveyed were not sure how writing was taught or assessed and also indicated a misunderstanding or dissatisfaction with the way writing achievement was reported on. They were unclear about how their child’s writing skills compared to the age/Stage expectations; and
- the majority of teachers surveyed indicated a desire to continue professional learning around enhancing their teaching of writing.

Future directions

Evaluation of the survey has resulted in the following recommendations.

- Teachers are to use the Literacy Continuum to track individual student achievement and to provide ongoing feedback and goal setting for students.
- A ‘Writing Basic Skills’ information session for parents will be offered during early 2014. Information covered will include topics such as what a writing session looks like, writing expectations for each grade/stage, how writing is assessed, spelling, handwriting, etc.
- All staff will participate in ongoing professional learning around the new English Syllabus content and will plan, program, assess and report using the new document.

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

To implement the new NSW Board of Studies English syllabus in line with the Australian Curriculum.

Outcome for 2012–2014

2014 strategies to achieve this outcome include:

- all teachers are implementing the new NSW English syllabus during Semester 1;
- all teachers are participating in professional learning and are planning, programming and teaching in English; and
• all teachers are tracking student achievement in English using the Literacy Continuum.

Evidence of progress towards outcomes in 2013:
• all teachers will have an enhanced understanding of the new English syllabus and they will assess and report achievement to parents in line with the new syllabus.

School priority 2
Increased skills by all students to achieve in problem solving in Maths (Working Mathematically).

Outcomes from 2012–2014
• Maths teaching programs will clearly reflect a focus on multi-step problem solving strategies (Newman’s Analysis) and Working Mathematically skills.
• NAPLAN Numeracy results will reflect increased knowledge and skills with problem solving.

Evidence of progress towards outcomes in 2014:
• Clear evidence of increased skills with problem solving (Working Mathematically) in all classes, K-6.

School priority 3
To value, respect and promote the diversity, ownership and richness of Aboriginal cultures through Aboriginal cross-curriculum content.

Outcomes from 2012–2014
• Literature and art activities used to promote reconciliation.
• Development of Personal Learning Plans for Aboriginal students.
• Participation of Aboriginal school and community members in school activities and learning.

Evidence of progress towards outcomes in 2014:
• Aboriginal community group is meeting regularly.
• Aboriginal community members report effective relationships with school.
• The celebration of culturally significant events and days throughout the school.

Professional learning
Funds totalling $6,596.22 provided by the Department of Education and Communities (DEC) was spent on teacher professional development in the following areas:
• syllabus implementation, literacy and numeracy, quality teaching, career development, welfare and equity and use of technology.

In addition to these funds, our school spent $12,154.51 from the global grant.

Professional learning activities focused on the 2014 implementation of the new Australian Syllabus.

All teachers participated in five school development days and weekly professional learning meetings during 2013. 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.

Parent/caregiver, student, and teacher satisfaction
In 2013, the school sought the opinions of parents, students and teachers 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 that the staff are delivering effective 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.
Most parents felt that the staff were always approachable and professional in the communication.

Some parents indicated that they would like to see more communication and feedback provided by the school about the academic progress of students and teaching programs.

Some parents reported that they didn’t always have a lot of knowledge of classroom progress.

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.

Maurice Cook – Principal
Tracey Bromfield – Assistant Principal
Rose Reid – Administrative Manager
Steve Dobbyns – P&C President

School contact information
Beechwood Public School
614 Beechwood Road, Beechwood NSW 2446
Ph: 02 6585 6136
Fax: 02 6585 6000
Email: beechwood-p.school@det.nsw.edu.au
Web: www.beechwood-p.schools.nsw.edu.au

School Code: 1165

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:


2013 Year 6 Presentation Award Winners

Matthew King (Dux)
Lauren Jones (English)
Billy Clark (Maths)

Zalea Newman (School Award)
Emily White (School Award)
Matthew Hollis (Sport)