School context statement

Beechwood Public School is one of seven public schools that make up the Bago Community of Schools with Wauchope High School being the apex of that group.

The school had an enrolment average of 130 throughout 2014. There is a 13% Aboriginal student population.

Beechwood Public School is a welcoming community school set in spacious grounds. Our school offers a range of academic, creative and sporting programs for all students. We focus on meeting the needs and interests of our students in a secure, supportive environment. Our highly qualified, dedicated teachers are committed to the provision of strong academic programs. At the same time, students benefit from a learning culture that promotes clear standards and expectations. Successful literacy and numeracy programs are a feature of the school. Beechwood Public School is a safe and happy place to learn. Effective social development and discipline programs build friendships and social skills. Positive partnerships with parents and the wider community help make our school a success.

Principal’s message

Beechwood Public School has been part of the local community for 145 years. Our school strives to encourage all learners to achieve their personal best across a broad range of endeavours including academic excellence, sporting, culture, dance, art, environmental and leadership. These opportunities are only possible due to the dedication of teaching staff and community support.

As a school, we have focused on supportive and engaging classrooms which cater for a wide range of learners. Teaching programs have ensured differentiation is a focus at Beechwood Public School to enable our students to achieve their individual best.

Staff have continued to be involved with professional learning to support teaching practice in Maths, Literacy (L3), the new Australian English Curriculum and Healthy Living. Staff have also been reflecting on school culture and identifying the things that we do well at Beechwood along with things we could work on to ensure we continue to nurture a culture that promotes lifelong learners.

Students have again participated in a range of opportunities in sporting and extra-curricular arts activities. Students have performed in Southern Network Dance Festival and excelled in the Primary Playday Program at the Glasshouse Arts, Conference and Entertainment Centre.

Our students have represented the school in cricket, soccer, netball, hockey, rugby league, athletics, touch football, cross-country and swimming.

We are very fortunate at Beechwood Public School to have highly skilled, enthusiastic and committed staff members who give willingly of their time in so many ways. 2015 will be very much a year of significant change for the school with the likelihood of fewer enrolments resulting in only five classes operating. We say farewell to Susan Curtis-Bianco who has accepted a nominated transfer to the Port Macquarie area.

I congratulate all of our students on a commendable year and thank parents for the valuable role they play in supporting the school.

Maurice Cook

P & C message

As I sit down to write my fourth annual school report as P&C President, I find myself reflecting over the tremendous efforts of the parents and citizens from the school community who have helped the school and its staff to provide additional resources and support to the school over the last 4 years. 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.

Over the last 4 years, the P&C has raised more than $67,000 from various volunteer activities,
which for such a small school community is a fantastic effort and I’d like to thank all those who organised or contributed to that result. The fruits of your efforts can be seen everywhere in and around the school. From the new flagpole at the front of the school to the sheltered walkway from the canteen to the COLA; from the smart looking sports shirts worn by our school sporting representatives to the new sets of atlases, dictionaries and home readers in the classrooms; from the interactive whiteboards to the picnic tables in the playground.

I would again encourage everyone in the school community to get behind as many fundraising activities as possible in 2015, so that it is not just left to the few, as it is only the children and their education that stand to benefit.

In 2014, we again had high membership numbers and this translated into well attended meetings throughout the year. Apart from being a social opportunity, our regular monthly meetings provide 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.

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.

The canteen operates every Monday and also organises several meal deals and special functions throughout the year. This year, long-standing Canteen Coordinator Leanne Farrington handed over the baton to Lee-Ann Roberts, who along with the other canteen regulars made 2014 another successful year. I’d recommend putting your hand up to help out at the canteen to any parent, as you just need to witness the stampede of little feet at recess and lunchtime to understand how much the kids appreciate it and your own kid(s) get such a kick out of seeing you behind the counter.

BOOSH, which is increasingly vital to and popular with working families, has matured as a service and, as a result of an engaging program for kids and enthusiastic carers, continues to go from strength to strength with increasing attendances. This year saw the introduction of guitar and music lessons at BOOSH and I’d like to thank Jarrod Hollis for his efforts and patience with the kids. The BOOSH Committee is actively seeking grants to fund the renovation of their own room on the school grounds and P&C funds have been allocated to support this project. Thanks to the BOOSH Committee, in particular Trish Hollis and Scott Battle, and staff for all your hard work, extra hours and dedication you give to providing a first class after school care service.

Finally, I’d 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’d 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 2015.

Steve Dobbins – P&C President
Beechwood Public School P&C Association

Student representative’s message
This year’s parliament members were voted by Years K-5 and all of the staff. They include: Holly Auld (Prime Minister), Rose Smallie (Leader of Opposition), Breanna Green (Treasurer), Leilani Purdy (Minister for Education and Functions), Lachlan Cooper (Minister for Personal Relations), Bradley Copelin (Minister for Health and Transport), Tarj Durdevic (Minister for Parks and Gardens) and Joseph McGrath (Minister for Sport and Recreations).

FUNDRAISERS: We have done our best this year to try and raise as much money as we can for: P&C, BOOSH, cancer fundraisers and our school. Details below.
Friday Fundraising Canteen- $3,178.55
Walk-a-thon- $2,800.00
5c Drive- $600.00
Mini-fete- $371.10
School Social Discos- $242.00
Cupcake Day- $98.50
Daffodil Day- $98.00

Parliament Meetings
A few days before every Assembly we have a parliament meeting that consists of: two students from every class, all of Year 6, the Year 6 teacher, the current Prime Minister, Leader of Opposition, Treasurer, Minister for Educations and Functions, Parks and Gardens, Personal Relations, Health and Transport and Sport and Recreations. At a parliament meeting everybody gets a chance to bring up an issue or ask for something that could make this school a better environment.

Every student gets to participate in school camps such as Bonny Hills when you’re in 3/4, South West Rocks 3/4, Myuna Bay 5/6 and Canberra 5/6. We would like to give our thanks to all the staff that have attended the camps over the years that we have been here at Beechwood School.

We would like to thank all of our Ministers and Shadow Ministers for their commitment to their role this year; they all did a superb job.

We’ve had a great experience being the school leaders and we will very much miss it. Once you’ve been to Beechwood Public School you won’t want to leave, as we have recently started to experience. Even though we are disappointed to be leaving this wonderful school we are also excited to start the next chapter of our lives (‘high school’).

We would also like to thank all of the staff members for giving us a fantastic education, cleaning our classrooms and toilets, maintaining our gardens, fixing our computers, helping students through rough times and nurturing us when we were sick or hurt. The last person we would like to thank is Mr. Cook for being such an amazing Principal, for always getting to know the students and for being the BEST librarian ever!

Holly Auld – School Parliament Prime Minister
and Rose Smallie – 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>Year</th>
<th>'09</th>
<th>'10</th>
<th>'11</th>
<th>'12</th>
<th>'13</th>
<th>'14</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>92.7</td>
<td>95.7</td>
</tr>
<tr>
<td>1</td>
<td>92.7</td>
<td>95.6</td>
<td>94.5</td>
<td>94.3</td>
<td>92.4</td>
<td>93.9</td>
</tr>
<tr>
<td>2</td>
<td>92.8</td>
<td>92.4</td>
<td>92.6</td>
<td>96.4</td>
<td>95.8</td>
<td>94.0</td>
</tr>
<tr>
<td>3</td>
<td>91.6</td>
<td>90.6</td>
<td>92.4</td>
<td>92.5</td>
<td>94.4</td>
<td>95.7</td>
</tr>
<tr>
<td>4</td>
<td>90.1</td>
<td>90.2</td>
<td>91.0</td>
<td>91.4</td>
<td>94.5</td>
<td>94.6</td>
</tr>
<tr>
<td>5</td>
<td>91.2</td>
<td>94.6</td>
<td>92.2</td>
<td>93.7</td>
<td>90.8</td>
<td>94.1</td>
</tr>
<tr>
<td>6</td>
<td>91.9</td>
<td>92.9</td>
<td>94.5</td>
<td>93.6</td>
<td>93.6</td>
<td>90.8</td>
</tr>
<tr>
<td>Total</td>
<td>91.6</td>
<td>93.5</td>
<td>93.2</td>
<td>93.5</td>
<td>93.5</td>
<td>94.0</td>
</tr>
</tbody>
</table>

State DEC

<table>
<thead>
<tr>
<th>Year</th>
<th>'09</th>
<th>'10</th>
<th>'11</th>
<th>'12</th>
<th>'13</th>
<th>'14</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94</td>
<td>94.7</td>
<td>94.7</td>
<td>94.3</td>
<td>95.0</td>
<td>95.2</td>
</tr>
<tr>
<td>1</td>
<td>94</td>
<td>94.2</td>
<td>94.2</td>
<td>93.9</td>
<td>94.5</td>
<td>94.7</td>
</tr>
<tr>
<td>2</td>
<td>94</td>
<td>94.4</td>
<td>94.2</td>
<td>94.2</td>
<td>94.7</td>
<td>94.9</td>
</tr>
<tr>
<td>3</td>
<td>94</td>
<td>94.5</td>
<td>94.4</td>
<td>94.4</td>
<td>94.8</td>
<td>95.0</td>
</tr>
<tr>
<td>4</td>
<td>94</td>
<td>94.5</td>
<td>94.3</td>
<td>94.3</td>
<td>94.7</td>
<td>94.9</td>
</tr>
<tr>
<td>5</td>
<td>94</td>
<td>94.4</td>
<td>94.2</td>
<td>94.2</td>
<td>94.5</td>
<td>94.8</td>
</tr>
<tr>
<td>6</td>
<td>94</td>
<td>94.0</td>
<td>93.8</td>
<td>93.8</td>
<td>94.1</td>
<td>94.2</td>
</tr>
<tr>
<td>Total</td>
<td>92</td>
<td>94.4</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
</tr>
</tbody>
</table>
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.

Many absences are due to short family holidays. Parents/Carers who need to take their child from school for more than 15 days are required to complete exemption forms which are approved by the Principal.

Workforce information

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

During 2014 our staff remained quite stable. One teacher took extended leave in 2014 and this position was 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, 2014 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>

Professional learning and teacher accreditation

The staff are provided with opportunities to attend both mandatory and voluntary training and activities throughout the year. The staff have participated in intensive literacy and numeracy professional learning throughout 2014 during the weekly staff meetings. The staff are also encouraged to participate in external professional learning which relates to school targets and their individual learning goals.

One new scheme teacher maintained accreditation at proficient level and another teacher has applied for accreditation with the Board of Studies Teaching and Education Standards (BOSTES), pending accreditation.

Funds totalling $6,474.58 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 $9,804.81 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 2014. 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.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.
Date of financial summary: 30/11/2014

**Income**
- Balance brought forward: $29505.63
- Global funds: 107431.35
- Tied funds: 56577.30
- School & community sources: 48848.53
- Interest: 1332.95
- Trust receipts: 3972.50
- Canteen: $0.00
- Total income: $247668.26

**Expenditure**
- Teaching & learning
  - Key learning areas: 6893.27
  - Excursions: 11857.64
  - Extracurricular dissections: 34857.64
- Library: 2417.77
- Training & development: 9804.81
- Tied funds: 40891.83
- Casual relief teachers: 15798.67
- Administration & office: 28094.38
- School-operated canteen: $0.00
- Utilities: 19835.11
- Maintenance: 14518.75
- Trust accounts: 4318
- Capital programs: $0.00
- Total expenditure: $189287.87

**Balance carried forward:** $58380.39

A full copy of the school’s 2014 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 2014**

**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 understandings 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.

Alternatively:

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

![NAPLAN Year 3 – Reading](image)

![NAPLAN Year 3 – Numeracy](image)
NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation).

NAPLAN Year 5 – Reading

Record of School Achievement (RoSA)

Progress in reading

<table>
<thead>
<tr>
<th>Average progress in Reading between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
</tr>
<tr>
<td>SSG</td>
</tr>
<tr>
<td>State DEC</td>
</tr>
</tbody>
</table>

Progress in numeracy

<table>
<thead>
<tr>
<th>Average progress in Numeracy between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
</tr>
<tr>
<td>SSG</td>
</tr>
<tr>
<td>State DEC</td>
</tr>
</tbody>
</table>

NAPLAN Year 5 – Numeracy

Other 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 Camden Haven High School with four dance groups representing our school.
Students ranging from Kinder to Year 6 visited the Glasshouse Theatre in Port Macquarie to view three creative arts performances, Tashi, Pete the Sheep and Courage to Care.

The school participated in the National One Song Program. The co-writer of Paint Me a Song, Angus Gill, visited the school to perform his song.

Students from Years 5 and 6 participated in Primary Playday Program which culminated in the presentation of the plays at the Glasshouse.

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. These include Book Week celebrations, Grandparents Day, Infants Hat Parade, Mini Fetes, Visiting Exhibitions such as Noahs Ark model, Bravehearts “Ditto Show”, Red Day for Daniel Morcombe Foundation and the support of the floating library on the Mekong River. (Photo of the floating library below).

Sport

Beechwood Public School took part in a range of sports during 2014. 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:

- Joey McGrath and Zarn Durdevic (pictured below) representing the North Coast in the State Rugby League Carnival held at Tweed Heads;
• Lachlan Cooper representing the Lower North Coast in the North Coast Athletics Carnival;
• the boys PSSA soccer team making it through to the fourth round of the state wide knockout competition;

![Image of soccer team](image1)

• thirteen students representing the school at the District Swimming Carnival. Mason Carney 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;
• Beechwood Public School was named cross country champions at the carnival;
• four students, pictured below, qualifying for the North Coast Cross-Country Carnival.

![Image of four students](image2)

Caitlin Hawke, Zavier Ryan, Ian Matthews and Chloe Cooper.

• school teams competing in the PSSA State Knockout competition in netball, cricket, soccer and touch football;
• the successful bicycle safety education day held in our school grounds;
• Holly Auld, Lachlan Cooper, Chloe Cooper, Eva Lawrie and Bradley Copelin representing the Lower North Coast PSSA region in the North Coast Soccer, Athletics and Hockey Carnivals;
• sport and recreation camps held at Myuna Bay and Bonny Hills for Years 5&6 and Years 3&4 respectively;

![Image of camp](image3)

• the participation in Rugby League Gala days and selection trials with four students being selected in Lower North Coast teams;
• an intensive five week sporting program delivered by high school students at Wauchope High School;

![Image of sport and recreation camp](image4)

• visiting development officers running clinics in cricket and rugby league; and
• the presentation of P&C funded representative shirts for all 2014 sporting representatives.
Significant programs and initiatives – Policy and equity funding

Aboriginal education

The Beechwood Public School staff and community demonstrate a strong commitment to maximising educational outcomes for all Aboriginal and Torres Strait Islander (ATSI) students by increasing knowledge and understanding of ATSI history, cultural experience and working together with parents/caregivers, families and ATSI communities.

A strong home school partnership is promoted through regular meetings to review the progress of all ATSI students. A Personal Learning Plan (PLP) is developed for each student and closely monitored to ensure that goals are achieved and evaluated. The PLP’s are developed for each student in consultation with parents/caregivers, the student and their teacher. All ATSI students K-6 worked collaboratively to set and review their personal and academic goals for 2014.

Beechwood Public School celebrated NAIDOC Week in Term 3 with a full day of celebration. Local Aboriginal elders and Aboriginal community members taught the students traditional dances, bracelet making and shared Dreamtime stories and artefacts.

Aboriginal and non-Aboriginal students were selected from each class to present tokens of appreciation to our visitors. Classes across the school created various art and craft works with the Aboriginal theme.

Opportunities are provided to integrate Aboriginal perspectives across all stages of the Key Learning Areas (KLA) of the curriculum. School programs promote understanding and appreciation of Aboriginal Australia. Resources with an Aboriginal perspective have been included in our curriculum and have been implemented throughout the year to continue the focus on students’ self-esteem and to create a fun, happy and safe learning environment for all students.

Multicultural education and anti-racism

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 Public Speaking Program.
Students chose a topic related to an aspect of multiculturalism or anti-racism. Representatives were then chosen from each class to participate in the whole school public speaking competition. The winners of each stage proceeded to the district competition.

Four representatives in Stages 2 and 3, Anna Newton, Grace Scott, Laicy Costigan and Brooke Rowley (pictured below), participated in the BAGO Community of Schools Impromptu Public Speaking Competition at Huntingdon PS.

All four girls performed extremely well, speaking on the following topics: Anna – “Harmony Day”, Laicy – “Every family has a Story”, Grace – “The Same, But Different” and Brooke – “The Meaning of Australia Day”).

Aboriginal background

The equity loading for Aboriginal students is a funding allocation to support NSW public school to meet the learning needs of Aboriginal students. This is the first year this loading has been provided to schools through the Resource Allocation Model (RAM). Every NSW public school with Aboriginal student enrolments received funding. Beechwood Public School with an Aboriginal enrolment of 16 received a total of $11,764.34.

This funding was used to support Aboriginal students’ literacy and numeracy skills. One Aboriginal School Learning Support Officer (SLSO) was employed for 3 hours, three times per week to implement the MultiLit Reading Tutor Program. A total of nine students worked on the program with all students developing their reading and literacy skills.

Support was also provided for Aboriginal students with social engagement in the playground and support was also given to Aboriginal students on excursions and camps.

Funding was also provided to strengthen partnerships and to promote collaboration between Aboriginal community organisations via celebrations such as NAIDOC Week.

Socio-economic background

Students from low socio economic backgrounds often face additional educational challenges. The equity loading for socio economic backgrounds provides funding to schools to address the additional learning needs of these students.

The way this funding is used will be based on local needs. Some funding may go to support whole school programs and strategies or individual students.

At Beechwood Public School, staff members were released to implement various programs that enhanced the students’ access to a wider range of curriculum learning experiences such as science, music, technology and fundamental movement skills.

School planning of 2015-2017 will see this funding subsidise music and science programs.

Funding was also provided to some families for excursion and camps so that the level of students participation and engagement in learning increased, therefore improving the students attendance, participation and learning outcomes.

The support of families needing assistance helped strengthen partnerships between the school, families and community.

Other significant initiatives

Live Life Well

Live Life Well @ School is a joint program between DEC and NSW Health. This partnership has come about because the school setting has been identified as a key environment to change our students’ perceptions of physical activity, nutrition and health.
Live Life Well @ School is a whole school approach to teaching Physical Education and Health. Beechwood Public School has incorporated this program in 2014 by participating in formalised training, undertaken by Mrs Arentsen, and the implementation of DEC initiatives such as the ‘Crunch and Sip’ Program.

The ‘Crunch and Sip’ program allows students to have a crunch on fruit or vegetables and a sip of water at 10.00am each day. Teachers and students at Beechwood Public School enjoyed celebrating the launch of Crunch and Sip on Wednesday 22nd October 2014.

We participated in learning about nutrition and creating Crunchy Creatures using fruit and vegetables. The students enjoyed experimenting with and tasting new foods. The implementation of ‘Crunch and Sip’ provides the school with an additional $400 grant which will be used to further extend our school garden in 2015.

The Live Life Well @ School program has also allowed for Mrs Arentsen and Mr Cook to develop a two year plan to increase the teaching and whole school awareness of Physical Education and Nutrition. With the allocated funding attached to the program we have been able to provide additional resources for the canteen, allowing for additional healthy food options, as well as being able to increase sporting equipment in our sports shed.

The equipment purchased for the canteen will be utilised in 2015, assisting in the preparation and cooking of a wider variety of healthy food options. Some of the products purchased have been an electric wok, rice cooker, blender for fruit smoothies, banquet frypan and egg cooker. The sport shed has been restocked with sporting equipment, with a focus on providing a greater range of accessible sporting equipment to be used during recess and lunch breaks. We have purchased a portable storage bin that can be wheeled out during break times and this will be stocked with a variety of equipment for all ages.

Live Life Well @ School has five healthy behavioural messages that underpin the initiative. They are:

1. Get active each day;
2. Choose water as a drink;
3. Eat more fruit and vegetables;
4. Turn off the TV or computer and get active; and
5. Eat fewer snacks and select healthier alternatives.

During 2015, teachers will engage in more frequent and integrated teaching of PDHPE, with an increased focus on Nutrition and Fundamental Movement Skills. During 2015, we hope to integrate the resources available within the school garden into our classrooms and participate in cooking lessons for our classes.

Investigating Science

In Term 3, Science Days were an outstanding learning experience for all of our senior students.

The first day involved local scientists – Dr Ken Aplin, Dr Angela Frost, Kelly Benson and Camden Haven High School science teacher Kelly Miller presenting a wide range of experiments and investigations for the students.

Students studied plants and mammals under microscopes and even dissected a rat. A great day was had by all!
The second day involved a visit from Questacon Science Circus who provided students with fun hands-on science activities, creating scientific inspiration.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2014 our school carried out two evaluations – one related to Year 6 Exit Survey and the other relating to Strengths, Weaknesses, Opportunities and Threats (SWOT).

Exit and SWOT

Background

During Term 4, 2014 parents, Year 6 students and staff were invited to participate in evaluative surveys about our school. A ‘S.W.O.T’ (strengths, weaknesses, opportunities, threats) survey was sent home to all families and staff were also asked to complete one. In addition to that, Year 6 Parents/Carers and Year 6 students were asked to complete an exit survey.

The number of surveys returned was particularly poor this year (16 student, 8 Year 6 parent/carer, 3 family and 9 staff). These conclusions have been drawn from those responses received.

Finding and conclusions

Findings indicated that:

- there is a large percentage of respondents who believe that Beechwood Public School is a caring, welcoming and safe learning environment; who believe that the teaching and learning success is reflected in the overall academic achievement of the students; and who have indicated that they are satisfied with the leadership, management, staff and support that their child/children receive at our school;
- all respondents were supportive of the expectations for both behaviour and attitude of our students, while also indicating that they thought the rules and consequences were fair;
- the lack of variety and quantity of technology devices, including iPads, desktop computers and interactive whiteboards, was seen as the major weakness from those who responded. In addition to this there were some who indicated a desire for money fundraised through the school community to go towards financing this; and
- a lack of funding, leading to reduced resources, a reduction in teachers and larger classes, as well as comparisons being made with local private schools or larger DEC schools, was indicated to be the greatest threat or obstacle to the education of students at Beechwood Public School.

Future directions

Evaluation of the survey has resulted in the following recommendations:

- A technology team be formed who develop a technology action plan, including strategies or ideas to raise funds to enhance the technology resources (IWB’s, iPads, etc) in the school.
- The Welfare/PBL team undertake a process of reviewing the school Discipline Policy and continue to action PBL plans already formulated.
- All staff make enhanced efforts to utilise the expertise of specialised parent/community members who may be able to offer their skills in specific areas, for example; parents or community members who have expertise in music, art, technology, science, drama, indigenous affairs, etc.
School priority 1
To implement the new NSW Board of Studies English syllabus in line with the Australian Curriculum.

Outcomes from 2012–2014
- 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.
- All teachers are tracking student achievement in English using the Literacy Continuum.

Evidence of achievement of outcomes in 2014:
- All teachers are using the new NSW English syllabus to plan and drive English teaching/learning programs.
- All teachers have been provided with opportunities to enhance their understanding of the changes in English curriculum and pedagogy, in line with the new English syllabus.
- All students K-6 have been tracked using the Literacy Continuum and regular collegial discussions have taken place over placement and movement of students along the Continuum.

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.
- Evidence of increased skills with problem solving (Working Mathematically) in all classes, K-6.

Evidence of progress towards outcomes in 2014:
- Kindergarten to Year 6 Teaching/Learning programs reflect a daily focus on the explicit teaching of the steps of Newman’s Analysis, focussing on communicating, reasoning and reflecting on strategies used to solve problems.
- All teachers report on increased skills of students to interpret word problems in Mathematics and to be able to systematically solve problems using appropriate strategies.

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
- Aboriginal community group meeting regularly.
- Aboriginal community members report effective relationships with school.
- The celebration of culturally significant events and days throughout the school.

Evidence of progress towards outcomes in 2014:
- An Aboriginal community group was established and links made with the local Birpai Lands Council and Elders.
- The celebration of NAIDOC Week through a whole school, day of cultural enrichment activities. This day was organised with the assistance and support of teaching staff, local Aboriginal families, the Local Lands Council and local Elders.

Parent/caregiver, student, and teacher satisfaction
Due to the limited response to surveys in 2013, the school sought the opinions of parents, students and teachers about the school through a SWOT analysis which analyses the strengths, weaknesses, opportunities and treats relating to
the school. The analysis ascertains satisfaction levels and identifies areas for development. The responses have been aggregated and the top issues are outlined below.

**Strengths**

- The experience, dedication and commitment of teachers;
- The positive school culture combined with the support of the community, and partnerships between the school and wider community.
- The parent support, participation and involvement in school programs.
- The broad range of curriculum and extra-curricular opportunities available to students. The student attitudes, participation and engagement in opportunities.
- The school environment and ongoing development of sustainability and environmental programs.

**Areas for Development**

- Communication through a range of channels, including email and other digital forms.
- Catering for a range of student interests and talents other than sport.
- Focus on increasing technology skills through interactive whiteboards, individual Notebooks and iPad usage.

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

**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 Dobbins – 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:

YEAR 6 PRESENTATION 2014