Our school at a glance

Students

Our enrolment at the end of 2011 was 138 students including 72 boys and 66 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 varied interest 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), four 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;
- Choir;
- 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

Beechwood Public School has celebrated another year of growth and academic, cultural and sporting success. We are a strong, dynamic learning community established in 1869. Our school has all the advantages which a community would expect of a larger school.

Our students enjoy comfortable facilities and state of the art technology systems to enhance their learning.

Our staff aim to enhance all students’ self esteem, tolerance, self discipline, respect and pride, fostering a cooperative atmosphere in which they become more proficient academically, culturally, physically and socially.

Our school is proud to provide quality education for our community through:

- creating a welcoming and friendly school to ensure genuine community participation;
- creating a happy and caring school climate;
- creating a culture of continuous improvement focusing on high expectations for teaching and learning;
- ensuring smaller classes taught by highly qualified and enthusiastic teachers;
- learning in comfortable, well equipped classrooms and enjoying spacious, landscaped playgrounds;
- providing enrichment programs for gifted and talented students;
- ensuring excellent support programs for students with special needs; and
- concentrating on a sound school image based on a strong adherence to wearing school uniforms and an effective discipline policy which has been developed by our parents, students and staff.

The Bago Community of Schools (BCOS) continued to develop in 2011. The successful programs included Year 6 to 7 transition, the
Bago COS Community Awards ceremony and a successful street parade and concert involving all the local schools.

Another highlight for Beechwood Public School in 2011 was the Literacy and Numeracy celebrations that occurred in September. Our students learnt about many career paths and the importance of these skills from numerous fathers, uncles and grandfathers who presented their trades. The culmination of this was the dad’s educational relay against the students. This was a real test of literacy and numeracy skills.

This report proudly presents and acknowledges our school’s achievements in 2011. I am looking forward to working with our staff, learning community and our students in order to ensure growth and learning for all at this highly successful school in 2012.

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 is happening in and around the school, get a better insight into the education of their children, school policies, have a say on how to raise and spend P&C funds 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. We again had high membership numbers and this translated into well attended meetings throughout the year. In recognition that some people may want to contribute but don’t want to attend the P&C’s monthly general meetings, the rules around sub-committee membership were relaxed and this has certainly paid dividends, particularly in regards to our fundraising efforts.

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

<table>
<thead>
<tr>
<th>Fundraiser</th>
<th>Proceeds $</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd Annual BOOSH Bash</td>
<td>6,642</td>
</tr>
<tr>
<td>Home Readers Drive</td>
<td>3,820</td>
</tr>
<tr>
<td>Walk-a-thon</td>
<td>3,470</td>
</tr>
<tr>
<td>Barefoot Bowls</td>
<td>2,501</td>
</tr>
<tr>
<td>Various meal deals</td>
<td>1,787</td>
</tr>
<tr>
<td>Men's Stew Off</td>
<td>880</td>
</tr>
<tr>
<td>Cadbury Chocolate Drive</td>
<td>803</td>
</tr>
<tr>
<td>Bunnings BBQ</td>
<td>790</td>
</tr>
<tr>
<td>Dimboola</td>
<td>669</td>
</tr>
<tr>
<td>Peddler’s Box</td>
<td>653</td>
</tr>
<tr>
<td>Vicker's Fudge</td>
<td>598</td>
</tr>
<tr>
<td>Mother’s/Father’s Day Stalls</td>
<td>526</td>
</tr>
<tr>
<td>Christmas Raffle</td>
<td>494</td>
</tr>
<tr>
<td>Easter Raffle</td>
<td>136</td>
</tr>
<tr>
<td>Cash-4-Cans</td>
<td>117</td>
</tr>
<tr>
<td>Billy Cart - Jumping Castle</td>
<td>92</td>
</tr>
<tr>
<td>Kindergarten Photos</td>
<td>80</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>$ 24,536</td>
</tr>
</tbody>
</table>

A huge thank you to all those that organised, helped out, participated or parted with their money. Given the relatively small size of our community, that is truly an outstanding effort!

I only 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.

Whilst a considerable proportion of the money raised has been set aside to fund the imminent extension of the covered walkway to the canteen and COLA, the P&C has also used some of the funds to purchase:

- two new sets of home readers;
- interactive white board data projector;
- new picnic tables;
- kinder enrolment packages;
- new flagpole for the Aboriginal flag;
- $800 library donation;
- $1,800 towards classroom resources; and
- gifts for graduating Year 6 students.
The P&C also provided other not-for-profit activities for and on behalf of the school including Mother’s and Father’s Day stalls, the jumping castle at Billycart Derby and facilitated a music appreciation day with a full orchestra from St Josephs Regional High School.

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

Apart from the regular Monday service, the canteen organised a series of very successful meal deals and catered for events like the Excellence Assembly, Senior Citizens/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. You just need to witness the stampede of little feet at recess and lunchtime to understand how much the kids appreciate it.

BOOSH, which is increasingly vital to and popular with working families, has matured as a service and, as a result of an engaging programme for kids and enthusiastic carers, continues to go from strength to strength with increasing attendances.

Whilst not seeking to detract from the enormous efforts and dedication shown by many parents, staff, volunteers and community members throughout the year, if there was a Player’s Player for the P&C, my vote would have to go to Leanne Farrington, who not only coordinated the canteen’s activities all year but was the driving force behind the outstanding home reader drive and took on the role of coordinating quotes for the walkway extensions.

Another extra special mention and thank you goes to Marie Aitkin, who was a finalist in the Volunteer category of the 2011 Healthy Kids Association Canteen Recognition Awards. The P&C assisted Marie to attend the awards ceremony in Sydney and whilst Marie wasn’t the overall winner on the night, it was well deserved recognition for Marie’s tireless efforts.

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 2012.

Steve Dobbys – P&C President

Leanne Farrington & Marie Aitken

Student representative’s message

Our school parliament for 2011 was very successful in raising money, living up to our responsibilities as well as introducing some new initiatives to our school. The parliament members consisted of Logan Palmer, Prime Minister; Bianca Cole, Leader of the Opposition; Skye Auld, Treasurer; Alex Patis-Hollis, Minister for Education and Functions; Kelly Butler, Minister for Health and Transport; Deanna Patrick, Minister for Personal Relations; Quin Bromfield, Minister for Parks and Gardens and Jared Hollis, Minister for Sport and Recreation. These people were voted into parliament late last year in 2010 by the students in Kindergarten to Year 5 as well as school staff.

Parliament meetings are held before each class assembly, throughout the year and are attended by two representatives from each class to discuss any issues or concerns that students may be having. The issues and questions are then reported on by the parliament members during the next school assembly. Each minister is responsible for addressing any questions relating to their area of responsibility.

This year we have been very busy with fundraisers for charities including Daffodil Day, which raised over $200 and “Maroon-for-a-Day” for the Queensland Schools Flood Relief which
raised over $250. We also held a big fundraiser for a local community member to help with medical costs. This fundraiser was called “Kiss the Pig” and was very successful, raising $660. Parliament members all stuck to their responsibilities and had to kiss a piglet at the end of Term 3. In Term 4 we also held an out of uniform “Pink-for-a-Day” to raise money for a local High School student with her medical costs.

At Beechwood Public School we have a regular fundraiser so we can help make our school a better place. One of our main fundraisers is the Friday Sausage Sizzle and this year we have raised over $2,000. Each Friday we have a parent helper for the cooking and a couple of parliament members to collect the orders and money as well as carry out some preparation and serving duties. All the money raised is donated towards bus costs for excursions for every class over the year. Extra money has been raised by holding a mini-fete as well as discos which usually carry a theme; this year’s being ‘Clowning Around’.

Many of our ministers have introduced new rewards and resources to our school this year, like the Gardening Club, which meets every Friday afternoon and keeps our school tidy. They have made vegetable gardens and a compost system for our school, with the help of Mr Newell. We also have introduced a tidy bag competition for all classes to try and keep our rooms organised. An award is handed out each week to the winning class.

Our Minister for Personal Relations wrote a letter to our Federal Minister, Mr Robert Oakeshott, to ask for a new Australian flag as well as an Aboriginal Flag and we now have both flying proudly in the front of our school.

Both of us have enjoyed our time as leaders and the responsibilities that it has involved. We would like to send best wishes and good luck to all 2012 School Parliament members.


School context

Student information

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

Student enrolment profile

There were 138 students enrolled at Beechwood Public School in 2011. Enrolment numbers have remained relatively stable for the last three years. It is anticipated that Kindergarten enrolments for 2012 will be 22 students.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>68</td>
<td>71</td>
<td>67</td>
<td>68</td>
<td>71</td>
</tr>
<tr>
<td>Female</td>
<td>62</td>
<td>66</td>
<td>65</td>
<td>65</td>
<td>67</td>
</tr>
</tbody>
</table>

Student attendance profile

Accurate records of absences are recorded daily throughout the year. The school uses a fully computerised process for recording attendance. This enables reminder notes for unexplained absences to be generated weekly to parents which are completed and returned to the school.

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.

Class sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR K</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>YEAR 1</td>
<td>1</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>YEAR 2</td>
<td>2</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>YEAR 2-3</td>
<td>2</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td>YEAR 2-3</td>
<td>3</td>
<td>19</td>
<td>25</td>
</tr>
<tr>
<td>YEAR 4-5</td>
<td>4</td>
<td>18</td>
<td>25</td>
</tr>
<tr>
<td>YEAR 4-5</td>
<td>5</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td>YEAR 5-6</td>
<td>5</td>
<td>8</td>
<td>28</td>
</tr>
<tr>
<td>YEAR 6-5</td>
<td>6</td>
<td>20</td>
<td>28</td>
</tr>
</tbody>
</table>

Structure of classes
Beechwood Public School had three multi-age (composite) classes and three single year classes in 2011.

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

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

Staff establishment

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

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

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

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>44375.29</td>
</tr>
<tr>
<td>Global funds</td>
<td>89816.92</td>
</tr>
<tr>
<td>Tied funds</td>
<td>94858.07</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>45831.13</td>
</tr>
<tr>
<td>Interest</td>
<td>3487.60</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>5726.05</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>284095.06</td>
</tr>
</tbody>
</table>

**Expenditure**
Teaching & Learning
- Key Learning Areas: 9142.32
- Excursions: 23862.58
- Extracurricular Dissections: 20056.88
- Library: 2699.55
- Professional Learning: 2742.76
- Tied funds: 85893.51
- Short term relief: 14335.84
- Administration & Office: 35154.52
- School-operated canteen: 0.00
- Utilities: 15754.53
- Maintenance: 17237.23
- Trust accounts: 5484.05
- Capital programs: 0.00
- Total expenditure: 232363.77
- Balance carried forward: 51731.29

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

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

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

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

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

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.

- Our whole school public speaking competition gave all our students experience in and developed their expertise at public speaking. Once again Beechwood hosted the Small School’s Public Speaking competition with Morgan Coleman-Locke, Jovica Hollis, Quin Bromfield and Skye Auld representing our school.
- In 2011 every student in the school was involved in a performance for their parents either during Education Week, Senior Citizens Week or awards ceremonies. The quality of the performances was outstanding and the teachers are to be congratulated, as are the students.
- During Book Week K-2 students participated in activities at the Wauchope Library. All students took part in the “One World, Many Stories” character Parade. (See photo in next column).
- 2011 has been an outstanding year for the dance groups with 3 groups representing the school in the Port Macquarie Dance Festival.

Sport

Beechwood Public School took part in a range of sports during 2011. 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:

- the school conducting three major sporting carnivals in 2011; swimming, athletics and
cross country, the latter two of which involved all students from Kindergarten to Year 6;

- students representing the Lower North Coast Primary Schools Sports Association (PSSA) in, athletics, cross country, rugby league, touch football, netball, soccer and cricket;

- Kobie Jenner representing the Lower North Coast PSSA region in the North Coast Soccer Carnival;

- Taine Carney representing the Port Macquarie District in the Lower North Coast Swimming Carnival;

- Years K-2 students being involved in a structured sports program which focuses on the development of fundamental movement skills, game and sports skills. They also learnt skills in preparation for primary sport where participation and sportsmanship are strongly encouraged;

- Years 3-6 students participating in a weekly sports program which included netball, newcombe ball, soccer, touch football, t-ball and cricket;

- Lauren Jones participating in the Inter School Equestrian Competition; and

- students from K-6 continuing to support their school house teams in carnivals throughout the year. This year, Wooli was the winning house for swimming and Pitonga the winning house for athletics.

Other

School Initiatives

The School Parliament was involved in school activities and fundraisers. This enhanced leadership opportunities for senior students. Funds were raised for various appeals and charities.

Other achievements this year included;

- fundraising activities totalling $1,216.55 for the Queensland Schools Flood Relief, Cancer Council (Daffodil Day), Stewart House and Kiss the Pig (donation to Chris Wagg – kidney transplant recipient whose mother Mary, is a community volunteer at our school);

- the student led mini fete, hat parade and peddlers box days;

- the continuation of Assembly of Excellence Awards and School Parliament assemblies recognising the Beechwood School’s Rules;

- successful major excursions to Canberra and South West Rocks for primary students;

- awareness raising of environmental issues via involvement in the Weekly Gardening Club, Clean up Australia Day and Waste Watchers Program, Water Awareness Week; and

- the hosting of a Scholastic Book Fair, held in conjunction with Book Week, with over $1,580 worth of books sold enabling the school to retain books to the value of $474.

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

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

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

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

Literacy – NAPLAN Year 3

In 2011, 14 Year 3 students took part in the National Assessment Program for Literacy. Analysis of results indicated that;

- the schools performance in reading was significantly higher than both the region and state average;

- seventy-one percent of our students were place in the top 2 bands for reading;

- areas for improvement identified in the NAPLAN include spelling conventions and writing;

- results in grammar and punctuation were significantly above state and regional averages;
• no students from our school were placed in the bottom 2 bands for reading, grammar and punctuation; and
• one hundred percent of our students met the minimum national standards in reading, writing, spelling, grammar and punctuation.

Numeracy – NAPLAN Year 3

In 2011, 15 Year 3 students took part in the National Assessment Program for Numeracy. Analysis of results indicated that;

• Year 3 students performed significantly higher than the region and state average. There were 64% in the top 2 bands compared to 40% of the state;
• no students from our school were placed in the lowest 2 bands for numeracy, with only 36%
falling into the middle 2 bands compared to 47% of the state;
• one hundred percent of our students met the minimum National Standard in numeracy; and
• the Year 3 trend data showed a considerable growth when compared to previous years.

Literacy – NAPLAN Year 5
In 2011, 15 Year 5 students took part in the National Assessment Program for Literacy. Analysis of results indicated that;
• Year 5 boys have improved by 59 scale scores from 2010 data in the test aspect of reading;
• no Year 5 students were below the National Minimum Standard in reading, writing or grammar and punctuation;
• in spelling, 13% of our students were at or below the National Minimum Standard;
• in reading, 57% of our students were placed in the top 2 bands compared to 35% of the state;
• areas for improvement identified in the NAPLAN include identifying main ideas, identifying errors, correct spelling of difficult words and writing; and
• the school performance in reading, grammar and punctuation was significantly higher than the region and state averages.
Numeracy – NAPLAN Year 5

In 2011, 15 students took part in the National Assessment Program for Numeracy. Analysis of results indicated that:

- the overall performance in numeracy indicated Beechwood Public School students were higher than regional and state averages. This result continues the trend of the last six years;
- nineteen percent of our students were placed in the top Band 8 compared to 15% of the state;
- one hundred percent of our students met the minimum National Standard in Numeracy;
- the school performance in numeracy indicated little or no difference between measurement, data, space and geometry, number, patterns and algebra; and
- areas for improvement identified in the NAPLAN tests include decimal patterns and multi-step word problems.

Progress in literacy

- In 2009 there were fifteen Year 5 students who sat for the NAPLAN Literacy test in Year 3 at Beechwood Public School. This is a match of 85% to 2011. These students showed an average growth of 71 points compared to 72 points for the state in reading and the average growth for spelling was 90 points compared to 74 points for the state.
- Seventy-nine percent of students have shown significant growth in reading, spelling, grammar and punctuation.
- Almost 50% of students in Year 5 are above the 75th percentile for grammar and punctuation.
Progress in numeracy

- In 2009 there were fifteen Year 5 students who sat for the NAPLAN Numeracy test in Year 3 at Beechwood Public School. This is a match of 85% to 2011. These students showed an average growth of 85 points compared to 94 points for the state.
- Sixty-five percent of students have shown significant growth in numeracy.
- Seventy-nine percent of students are placed in 25th percentile or above.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Minimum Standards data

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Aboriginal education

In 2011 ten Aboriginal and Torres Strait Islander children were enrolled at Beechwood Public School.

Beechwood Public School teachers, in consultation with parents, continue to develop Personal Learning Plans for Aboriginal and Torres Strait Islander students in accordance with their learning goals/needs.

The Aboriginal Education committee’s key focus in 2011 was to liaise with our school’s Aboriginal community and to establish links with Aboriginal students at our local high school. The result of this interaction culminated the entire school participating in NAIDOC celebrations during June, recognising the significance indigenous people have in our history and in our future.

Our celebration began with an official flag raising ceremony, conducted by our Aboriginal students and assisted by our school leaders. Local Aboriginal community members, Carol Swadling (grandmother) and Matthew Swadling (ex student and an employee of the Department of Aboriginal Affairs) addressed the students, before the Aboriginal flag was raised for the first time, to the music of the didgeridoo, played by Year 6 student, Quin Bromfield.

Two of our Year 4 Aboriginal students Tori Bartz and Felicity Campbell were involved in the Birpai Book Project, organised by our local high school. The aims of the 8 week program were to preserve and pass on the local history of the experiences of the local Aboriginal people, build literacy skills and encourage community and parental involvement.

As part of their role in the school’s Aboriginal Education committee, one teacher has regularly attended the Aboriginal Education Collegial Leadership Network Meetings. These meetings are lead by the Aboriginal Education Officer and involve high school and primary school teachers, Aboriginal student liaison officers and members of local Aboriginal communities. It has been an opportunity to share effective ideas, resources and strategies regarding Aboriginal perspectives across KLAs, develop whole school learning plans and ESL strategies for Aboriginal students, as well as improving support for Aboriginal students. It is anticipated that these meetings will continue into 2012.

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 2011.

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.

Respect and responsibility

This year Beechwood Public School became a member of the Positive Behaviour for Learning (PBL) Program. Part of being a PBL school includes undertaking both self-assessment and assessment surveys conducted by the PBL team. These surveys assist the PBL team to facilitate changes and decision making and formulate positive action plans each year.

Under the umbrella of the PBL framework, Beechwood Public School have developed an ongoing action plan that will be reviewed and added to during Term 1 2012. The PBL Action Plan will allow our staff to review their practices and professionally reflect on student outcomes in the areas of welfare, behaviour and teaching and learning.

The data that has been reviewed has been encouraging. It indicates a 56% reduction in registrations of inappropriate behaviours (classroom and playground) from 98% in 2010 to 42% in 2011.

Early next year a package of PBL lessons will be taught to each student and class.

Best Start program for Kindergarten

In 2011, Beechwood Public School continued with the state initiative, Best Start Assessment Program. Children were assessed on entry to Kindergarten, establishing the individual child’s current knowledge, skills and experience in literacy and numeracy. Teachers were able to identify student ability within the first few weeks of Kindergarten and create appropriate learning experiences. The teachers found that the pace at which new concepts were introduced kept the children engaged and motivated and there was no limit to what could be taught.

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

Students with disabilities programs

The Learning Support Team (LST) meets on a weekly basis to discuss the needs of students requiring additional support. The LST consists of school executives, the school counsellor and support teachers. Students referred to the LST by their classroom teacher were provided with a range of support.

During 2011 programs for students with disabilities were offered under the Funding Support Program. Twelve students with recognised disabilities are included in mainstream classes. Each student has a Personal Learning Plans (PBL) that meets their learning needs. They are also supported in class by 4 School Learning Support Officers (SLSO) who assist the students achieve the learning outcomes stated in their learning plans.

Connected learning

Computers continue to be used extensively in all classrooms, library and the computer lab. We have now installed Interactive Whiteboards (IWB) in 70% of classrooms. All staff have participated in training and development on the effective use of technology in the classroom.

Our Connected Classroom is a source of training and development for all staff and other schools. Staff and students have participated in video conferencing throughout the year including a video conference with well known Australian fantasy-fiction author Deborah Abela.

Further developments have been made to the school website. The website is maintained by staff
and updated weekly to improve communication with the school community.

**Excursions and camps**

This year the students of Beechwood Public School attended various excursions that related to KLAs across the curriculum within a variety of topics to compliment and enrich their learning outcomes.

These are outlined below.

- Years 5 and 6 spent 5 days in Canberra visiting the National Capital attractions as well as one fantastic day at the snowfields.
- Years 3 and 4 had a 2 night camp at South West Rocks.
- Stage 1 students visited the central business district of Wauchope following a unit of work on goods and services.
- Years 2 and 3 participated in a beach safety discussion and “Stay Alive” pool safety performance in Port Macquarie.
- Year 6 attended transition to high school excursions to Timbertown and Rollands Plains as well as the annual Health Day talks and the Twilight Tour of the high school.

**Progress on 2011 targets**

**Target 1**

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

Our achievements include:

- the professional development of all staff designed to enhance the quality teaching of writing, including spelling skills, grammar and sentence structure and text structure;
- the continued implementation of Personalised Learning Plans (PLPs) for all ATSI students as well as those students experiencing difficulties in the areas of spelling and writing;
- all teachers focusing on planning, teaching and assessing quality, daily explicit spelling and writing lessons; and
- Years K-2 teachers beginning professional development in the area of using current DEC frameworks for planning and assessing student’s skills in writing.

**Target 2**

*To improve student performance in numeracy such that 95% of students achieve or exceed minimum state average growth in NAPLAN assessments.*

Our achievements include:

- four staff members being involved in a DEC initiative called Targeting Early Numeracy (TEN), designed to foster greater knowledge and skills in early number concepts;
- all students involved in the TEN project increasing their understanding of early number concepts, with evidence of this by their achievement levels before and after the explicit TEN sessions;
- sixty-four percent of all Year 3 students achieving in the top two bands in the NAPLAN numeracy test and twenty-five percent of all Year 5 students achieving in the top two bands in the NAPLAN numeracy test; and
- sixty-four percent of Year 5 students achieving or exceeding national minimum growth expectations in NAPLAN numeracy.

**Target 3**

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

Our achievements include:

- the development of comprehensive Personalised Learning Plans for all Aboriginal students;
- the establishment of a community Aboriginal consultation group to guide the programs and activities for Aboriginal students and the school. A highly successful NAIDOC Week celebration, attended by all students and staff, Aboriginal families and ex-Aboriginal students;
- the purchase of an Isabel Moran Aboriginal painting that is displayed in the school library;
the acquisition of an Aboriginal flag and the erection of an additional flag pole so that the Australian and Aboriginal flags can now be flown at the front of the school daily; and

the inclusion of two Aboriginal students in a book writing project with Wauchope High School students and Elders from the local Aboriginal community.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of Teaching and Spelling.

Educational and management practice
Background
At the conclusion of Term 3, 2011 all teachers, parents and a range of students across Years 1 to 6 were invited to participate in a survey regarding various aspects of the quality of teaching that exists at Beechwood P.S. This year 53% of parents/caregivers, 30% of students and 100% of teachers responded to the survey.

This survey focused on the following aspects of teaching; planning learning activities that are engaging and suited to individual needs, the purpose of learning different concepts, classroom management, feedback to students, recording achievement and reporting to parents, assessment methods, and using grouping structures in the classroom. Constructive comments were also encouraged.

Findings and conclusions
Survey Results indicated that:

• a high percentage of parents, teachers and students believe that at Beechwood PS the students are provided with an essential and relevant curriculum that also caters for the needs of individual students, their abilities and interests;

• despite 100% of teachers believing that they clarify the purpose of learning experiences with students, only 67% of parents and 79% of students believe that teachers talk to students about the purpose for learning particular concepts; and

• all other areas were responded to positively by all three stakeholders, apart from a group of students (41%) who disagreed or strongly disagreed with a statement regarding the way their teacher manages the class and how this helps them to learn.

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

• All class teachers to develop specific term learning goals and to communicate these to parents and students in class newsletters and display in classrooms;

• Continue implementing PBL (Positive Behaviour for Learning) initiative, which will enhance classroom management and behaviour expectations, as well as develop consistency with class rewards systems; and

• Teachers to provide feedback each term in Class Newsletters regarding student / class achievements in literacy and numeracy.

Curriculum
Background
At the same time that students, parents and teachers were being surveyed about teaching, they were also asked to complete a survey of the teaching and learning of spelling skills at our school.

Areas covered within this survey were; the importance placed on the teaching of spelling, the inclusion of spelling activities as part of homework, the degree of feedback given to students and parents about student’s achievement in spelling, methods used to assess
spelling skills, the make-up of spelling lists, understanding the four forms of spelling, and the communication to parents about the teaching, learning and assessment of spelling skills and their general awareness and understanding of these areas.

Findings and conclusions
Survey results indicated that:

- one hundred percent of teachers, parents and students all agreed that the explicit teaching of spelling skills was an essential aspect of schooling, however only 67% of students actually enjoy spelling lessons. Some comments made around this were about difficulty of spelling in general by some students, while 19% of students made a comment about preferring more games and fun things for spelling lessons;
- not surprisingly, 83% of teachers and 92% of parents thought that spelling revision and activities for homework were important, however only 59% of students were in favour of this, with 41% against;
- the overall, majority of parents, teachers and students agreed with almost all of the statements; however the main area that both parents and students felt uninformed about was in regards to feedback to students and informing parents about how spelling is taught and ways they can help their child at home. In addition to this, 58% of parents had not heard of the four forms of spelling; and
- when students were asked to comment on things that most helped them to improve their spelling skills, 29% of those surveyed wrote completing a LSCWC (Look at the word, Say it, Cover it, Write it and Check it) and learning strategies from their teacher were the most effective while 12% of students surveyed thought completing spelling for homework and 10% felt that posters around their classroom were both effective.

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

- teachers are to plan and assess students’ spelling skills using a greater variety of strategies, in particular using strategies similar to NAPLAN questions.

Parent, student, and teacher satisfaction
Throughout 2011 the school sought the opinions of parents, students and teachers about the school.

Teachers are continually asked for their opinion throughout the year in individual, stage and whole staff meetings. Open communication, collegiality and trust are priorities in our school. Parents are able, through an open door policy to contact the school and address their concerns at all times. They have representation through the P&C to give input into school procedures and have expressed their satisfaction at the many special events occurring at the school. Students are able to raise any issues with their teacher or any other staff member as well as use their School Parliament representative to present ideas.

Surveys of various curriculum and management practices over the past few years have expressed a high level of satisfaction with various aspects of the school and will continue to be used as an ongoing guide for continued improvement of practices to maintain satisfaction.

Their responses are presented below.

Parents interviewed were largely positive about many aspects of the school including:

- the ways in which teachers work with and support students and families;
- improvements in the school in student welfare and bullying;
- programs available in the school;
- extra curricular activities; and
- the support and activities for families and students.

A few parents expressed differing concerns over the schools approach to classroom management including fairness, listening to students and parents and dealing with inappropriate behaviours.

Students were positive in their responses, with most students expressing a sense of improvement in their learning. They enjoyed many school programs and liked playground activities. While there were some concerns over bullying and fairness, mainly students indicated they felt safe at school.

Staff were generally supportive of school programs and were mainly appreciative of opportunities for professional learning in the
school and of the support available from other staff including executive. They enjoyed working in the school and saw the collegial nature of the staff as strength of the school.

**Professional learning**

All teachers participated in five school development days and weekly professional learning meetings during 2011. Teachers recognise the importance of improving their own professional knowledge and practice.

All professional development focussed on teacher’s learning to improve student outcomes.

In total $9,123.11 was spent on teachers training and development from the Teachers Professional Learning (TPL).

Additional training was supplied using $2,742.76 of school funds provided from the global grant (the annual funding grant supplied to schools).

The third method of the provision of the professional learning program was through school processes and timetabling and was completed outside of teaching hours by all staff.

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 teacher that attended the external courses were required to return to the school and share this information with the rest of the staff.

The staff attended courses in Best Start, “Live Life Well”, Naplan Data analysis, CPR and Hastings Network or Principals meetings. Ongoing professional development occurs at school for all staff at no cost to the school or department.

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

**School development 2009 – 2011**

The purpose of the 2012-2014 School Plan, influenced by responses to staff, student and parent training survey and by DEC priorities, give clear direction to all school programs over this three year period.

School targets for 2012 are constructed within the context of the plan. They are formed as a direct result of evaluations and data gathered from a wide variety of sources including the NAPLAN tests and school based assessment.

A full copy of the 2012-2014 Strategic Plan is available from the school.

**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**

To improve the literacy skills of all students.

**2012 Targets to achieve this outcome include:**

- increasing the number of students in Years 1-6 achieving a spelling age equivalent to or greater than their chronological age, from 61% in 2011 to 70% in 2012;
- one hundred percent of Years 1-6 students demonstrating improved writing skills based on work samples and criterion-based marking;
- increasing the number of students achieving in the top three bands in writing from;
  - Year 3 – 45% in 2011 to 47% in 2012 (in Bands 4, 5, 6);
  - Year 5 – 24% in 2011 to 26% in 2012 (in Bands 6, 7, 8); and
- seventy percent of Year 5 students achieving greater than or expected growth in NAPLAN writing.

**Strategies to achieve these targets include:**

- the continuation of the Best Start and L3 initiatives in Kindergarten;
- the use of a diagnostic spelling assessment in Years 1-6 classes which will enable teachers to identify individual strengths and weaknesses in spelling and plan explicit spelling lessons around these; 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.

**School priority 2**

**Outcome for 2012–2014**

To increase the levels of numeracy performance for all students.
2012 Targets to achieve this outcome include:

- increasing the number of Year 3 & Year 5 students achieving in the top two bands from - Year 3 – 64% in 2011 to 70% in 2012; Year 5 – 25% in 2011 to 30% in 2012;
- increasing the number of Year 5 students achieving greater than or equal to expected growth in numeracy from 64% in 2011 to 68% in 2012;
- increasing the percentage of Kindergarten students achieving perceptual level from 38% in 2011 to 45% in 2012; and
- increasing the percentage of students in Year 2 achieving facile level from 66% in 2011 to 72% in 2012.

Strategies to achieve these targets include:

- professional learning on developing an understanding of placing students on the numeracy continuum, programming for a balanced numeracy session and moving students along the continuum; and
- the implementation of new numeracy scope & sequence in all classes; and
- the explicit teaching of numeracy specific language/vocabulary, incorporating the use of visual aids, to support a deep understanding of worded problems.

School priority 3
Outcome for 2012–2014
To increase the levels of student engagement in all aspects of school life.

2012 Targets to achieve this outcome include:

- increasing the number of students who always feel safe at school from 67% in 2011 to 74% in 2012, evidenced through student survey data;
- increasing the number of students who are engaged in class lessons from 87% in 2011 to 93% in 2012, evidenced through student survey data;
- increasing the teaching of health and nutrition concepts from 0 lessons taught, per grade per fortnight, in 2011 to 2 lessons taught, per grade per fortnight, in 2012; and
- increasing 100% of students’ fundamental movement skills during 2012 (evidenced by pre-observational data taken at commencement of 2012 and post data collected in December 2012).

Strategies to achieve these targets include:

- to continue the implementation of PBL focussing on:
  - the completion of a positive expectations matrix;
  - the development of positive expectations lessons;
  - the explicit teaching of positive behaviour lessons; and
  - professional learning for all staff on engaging strategies to teach and enhance students’ learning.

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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