

# Beechwood Public School

## Annual Report



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## Introduction

The Annual Report for 2016 is provided to the community of Beechwood Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Maurice Cook

Principal

### School contact details

Beechwood Public School

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6585 6136

### Message from the Principal

2016 proved to be a successful year for Beechwood Public School (BPS). We celebrated academic, sporting and creative arts achievements.

Some of the programs include public speaking, school camps and excursions, dance groups, gardening club and primary play days.

We aim to assist the development of happy students who are resilient, confident, conscientious, self-disciplined and caring of others, ready and skilled to meet future challenges.

The belief in each student achieving their personal best, showing positive care and respect and remaining safe, underpins all our programs and planning. We are very proud of the inclusive culture and effective wellbeing programs that support our students.

We maintained high expectations of our staff and students, with all of us working cooperatively to achieve the best possible educational outcomes for each individual student. Quality teaching and allowing teachers to be architects of learning, has resulted in student engagement.

Beechwood Public School prides itself on fostering a positive and caring learning environment where each student is recognised and supported for his/her individual learning needs. In 2016, our school worked on embedding a new Wellbeing Policy into daily school life. As a result, a clearer more consistent approach has been adapted.

I must highlight and congratulate our teaching and administration staff for their professional approach and the care they show towards our students. They work together with our parents to ensure a cohesive school community. Our staff takes every opportunity to develop their own skills which enhances teaching practices, thus enriching the learning experiences for each student.

I also acknowledge our parents and carers who support our school so well. Our hard working P & C were always working towards the goal of ensuring our students have the resources they deserve.

Beechwood Public School enjoys a well-deserved reputation for providing a caring and supportive environment, leading to excellence in academic, sporting and cultural achievements.

It is a privilege to be the Principal of such a dedicated, enthusiastic and caring school community and I look forward to another highly successful year in 2017.

## Message from the school community

### P&C President Report 2016

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. It is also an avenue for members to find out what is 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. It has been a privilege to be the president of this group in 2016.

The funds raised by the P&C in 2016 have gone directly back into resources and programs for our school, this has included the replacement and upgrading of the L3 Learning program books for all infant classes (approx \$3,000) and the completion of the Outdoor Learning Centre (approx \$8,000). We have also continued to support the school in 2016 through the funding of a number of not for profit school resources. This has included donations of \$800 to the library and \$400 to each classroom to purchase supplies, supplying a school hat to all Kinder and new students, supplying a farewell gift to all graduating Year 6 students, sponsorship of the Year 6 citizenship award, Kinder enrolment packages, the P&C Welcome BBQ, Mother's and Father's Day stalls, Father's Day BBQ and sponsorship of all students that qualify as a State Representative. We were also able to provide accident and injury insurance for all students.

This year, the P&C has run a number of successful fundraising events including the Football Family Day, the Wheelie-a-thon, the Buy-A-Brick Campaign and the School Christmas Concert. We have also been the recipient of two grants, one from the Hastings Port- Macquarie Council for the school Christmas Concert and more recently from the Hastings Co-Op IGA, which will be used to complete the kitchen and seating in the Outdoor Learning Area.

In 2016 we have continued to provide two very important school services: The Canteen and BOOSH. These essential school services are 100% volunteer managed and I am proud of the professional way these businesses are run by our staff and volunteers.

On a more personal note I would like to thank the Executive, P&C members, the parents, staff and volunteers for their efforts and involvement throughout the past year. In the past week, in particular the generosity, compassion and dedication of not only our committee, but also of our community as a whole, has been nothing short of amazing. You have shown what great strength there is within our community and that the P&C has a reach that is much greater than the school gates. I have never been more proud, nor more humbled than I have in the past week seeing our P&C coming together with our community to support those in need.

The P&C has many exciting projects planned for 2017 and I look forward to working with each of you to achieve these goals. It has been hard work, and 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 2017 and beyond.

Leanne Farrington



## School background

### School vision statement

At Beechwood Public School we promote a culture of Best Effort, Positive Care & Respect and Safety, across all areas of schooling.

Through personalised learning and high quality schooling, our students will become confident, capable and engaged 21st century citizens.

### School context

Beechwood Public has an excellent reputation across the Port Macquarie district as a dynamic and effective centre of learning where students grow to be strong independent learners. The school endeavours to provide quality education which generates, through communication and cooperation, a highly effective and productive environment for students and staff.

Each year we provide educational programs in both the basic skills and those that expand individual students' talents. Our learning support programs are strong and our discipline and welfare programs are consistent and fair.

Our staff aims 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. An essential and vital component of the education process is the parent-teacher relationship. Every effort is made to strengthen and nurture this relationship.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In Term 4 staff examined the school plan to determine the elements of the Framework that the plan most strongly addressed. Staff reflected on the progress being made across the school as a whole, based on the expectations identified in the Framework. This provides an important overview to ensure our improvement efforts align with our expectations.

In the domain of Learning, our efforts have primarily focused on curriculum, technology and communication and associated learning for all involved. The strong performance of the school in continuing a positive and productive learning culture amongst staff and students has been a feature of our progress. Attention to individual learning needs has been another component of our progress throughout the year. Students with high learning needs are being identified early and their parents are increasingly involved in planning, supporting and implementing the learning directions for them. Our Learning & Support Team is highly regarded for the model it has in place to support all. We have also successfully provided for the strong participation and contribution of our School community in learning at the school. Our Personalised Learning Plan meetings and support program has provided extra school/home communication and



resources for Indigenous students in both academic and cultural aspects and the responses to our Tell Them From Me (TTFM) surveys indicate excellent success.

Our major focus in the domain of Teaching has been on collaborative practice for staff members, with across Stage planning and sharing of expertise being more clearly linked to staff meeting plans and professional learning opportunities. Collegial professional learning, particularly in the new area of professional development plans, has been a feature of staff efforts and their greater awareness and involvement in relation to linking individual and stage plans to school planning, has seen much progress. The use of technology for learning, the importance of appropriate, school based assessment, data analysis to inform decision-making, the increased breadth of quality teaching practices and the development of even more refined and explicit expertise in vital literacy and numeracy programs have produced productive and engaged staff and students. On-going work on the introduction and implementation of new syllabus, with a focus on Science & Technology, as well as planning for the future work on History & Geography, highlighted a very hard working and conscientious staff with a strong teaching culture aimed at maintaining and further improving student success. Importantly, our staff is working on further developing our own evidence based practices through reflections and evaluations of our work, in addition to adding useful data and further areas for improvement via participation in the TTFM staff surveys.

In the domain of Leading, our priorities have been to further develop leadership and management practices and processes, especially in the areas of curriculum implementation, professional learning, student welfare and communication. In addition, we have worked diligently on developing future planning for further awareness raising, participation and ongoing professional learning in the Australian National Standards for Teachers, the School Excellence Framework and the school planning process. The building of leadership capacity across the school has seen many staff take on roles in school based professional learning, as well as opt in to take up mentoring of other staff, leading professional learning in various curriculum areas or relieving positions in vacant executive leadership roles. This has assisted leadership development and allowed individuals, and the staff they've led, to see that new challenges and opportunities can be rewarding and productive in a self-managing school. The leadership team has been proactive in guiding other staff to take on leadership, where appropriate, which has built the capabilities of staff to contribute to a dynamic school learning culture.

The approach to school planning, still to be further developed for wider school and community input, has been supported by the use of prudent financial management under the new funding model provided to schools. The achievements and identification of next steps outlined in the following pages of this report will see our self-assessment processes used productively to further assist the school. We will refine and revise the implementation of our strategic priorities to enable more excellent products and practices which will reflect the dynamic efforts of our school community.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of high quality education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Quality Teaching and Leadership

#### Purpose

Improve student achievement through quality teaching in all curriculum areas with a focus on the implementation of the new NSW Syllabus (English, Mathematics, Science & Technology). Development of leadership capacity in all staff, and fostering an environment for teacher mentoring opportunities to promote high-quality teaching and learning outcomes.

#### Overall summary of progress

Throughout the year we have maintained a consistent approach to implementing and enhancing our understanding of new syllabus content and outcomes. It has been our aim to devote resources and personnel to lead the discussion and learning around the new English, Science and Mathematics syllabus documents. In doing this it has allowed all teachers the ability to plan, develop and program for high quality teaching and learning experiences, resulting in the achievement of relevant student outcomes.

Specific staff members have volunteered to 'steer' the learning and discussions around the new syllabus documents, which has allowed for new leadership and mentoring opportunities for aspiring classroom teachers.

In 2016 classroom teachers were involved in the training and development of a variety of curriculum areas, such as Science, History and Geography.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>Data wall and PLAN software show 80% of students achieving stage expected clusters on the Literacy and Numeracy Continuum.</li></ul>	At the end of 2016 greater than 80% of students were achieving at or beyond their Stage related Clusters on the Continuum of learning in both Literacy and Numeracy. Those students who finished the year achieving below their expected level have been identified for additional support through a Personal Learning Plan and/or SLSO support in 2017.	Supervisor and staff release for program supervision. \$5170.00 Parent meetings \$2000.00 School Learning Support Officer (SLSO). \$22000.00 Professional Learning Goals. \$1789.00
<ul style="list-style-type: none"><li>At least 80% of students on PLP's achieve their learning goals.</li></ul>	The writing of Personal Learning Plan goals was a focus for discussion in 2016, thus ensuring that goals were written in manageable, achievable steps. With this in mind it was reported that all students made significant progress with their PLP goals in 2016.	Parent meetings. Stage meetings
<ul style="list-style-type: none"><li>100% of teachers show evidence of differentiated learning opportunities in teaching and learning programs.</li></ul>	Differentiating learning and strategies for implementation in a classroom was another focus for discussion in 2016, with teachers sharing ideas and strategies. As evidenced in programs, all teachers were ensuring that there was some form of differentiating in their class programs, thereby catering to the learning and achievement of all students.	Programs such as Quicksmart and Multilit implemented by SLSO's. Teacher release for the development of PLP's and other student Support Plans

#### Next Steps

Continued tracking of student achievement against both the Literacy and Numeracy Continuums, and identification of students who require additional support.

Collaborative planning and learning opportunities set up between teachers and students, in order to foster teacher collaboration and student peer assisted learning.

Continued implementation of L3 strategies in the early years classes, with a view to strategies filtering into Stage 2 and Stage 3 classes.





## Strategic Direction 2

Quality Learning, High Expectations and Differentiated Learning.

### Purpose

Engage every student with a differentiated and challenging relevant curriculum which builds the capabilities for all students to be involved in planning their own learning and monitoring their own success, which will help them to succeed at and beyond school.

### Overall summary of progress

In order to engage every student with a relevant and challenging curriculum, building on their prior knowledge and understanding, it is imperative to first ascertain each student's current level of achievement. With this in mind, the assessment of students and their placement along the continuums of learning in literacy and numeracy, became the initial point for discussion and teacher professional learning. With a starting point then identified, teachers were supported to share and collaboratively develop authentic learning experiences that catered for all students within their class.

Students at Beechwood PS who are achieving below their Stage appropriate outcome level; students with a disability; students in out-of-home care and students who identify as Indigenous, have a Personalised Learning Plan (PLP) developed, implemented, monitored and reviewed each semester. The development of the PLP is the responsibility of each classroom teacher, however the key stakeholders involved in the collaborative process are the parents/carers and the student. A PLP is a measure for ensuring that those students at Beechwood PS who require additional support have a formalised, documented personal pathway to achieving outcomes.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>100% of PLP's show evidence of joint planning and collaboration between key stakeholders.</li></ul>	In 2016, 20% of students had PLP's developed throughout the year. Of these, it was positive to see that all parents/carers and students were involved in the development of student learning goals and feedback of these goals. This indicates a strong partnership between parents/carers and teachers at our school.	Parent – Teacher meetings. \$2000.00
<ul style="list-style-type: none"><li>100% of indigenous students, students in out-of-home-care, students with a disability and students working below their Stage expected level will have a PLP developed.</li></ul>	At Beechwood PS it is our policy to collaboratively develop a Personalised Learning Plan for any student who a teacher may feel requires some form of additional support. PLP's can outline academic goals, or it may identify social, emotional goals, or may outline health procedures or other forms of goals and targets. In 2016 100% of our Indigenous students, students falling below their expected Stage of achievement, students with a disability, and many other students, had a PLP prepared for them.	\$15077.00
<ul style="list-style-type: none"><li>65% of students will achieve grade appropriate spelling expectations based on PLAN, NAPLAN and school based data.</li></ul>	95% of both Year 3 and Year 5 students achieved above national minimum standard in NAPLAN Spelling in 2016. School based data indicates that a majority of students are achieving at an appropriate level in Spelling, however there continues to be a small groups of students who are experiencing difficulties with spelling skills and strategies. Spelling and the development of effective teaching strategies will continue to be an area for discussion and focus in 2017.	Professional Learning \$7361.00

## Next Steps

Review the process and school policy on providing PLP's at Beechwood, (in particular with new staff) and continue to collaboratively plan and develop PLP's with parents/carers and students in 2017.

Continue to work towards consistent guidelines for the teaching of effective spelling strategies K-6.



## Strategic Direction 3

### Quality Systems and Relationships

#### Purpose

Implementation of efficient management practices and partnerships with families and the community which support a creative, inclusive school within a safe, positive and productive learning culture.

#### Overall summary of progress

In order to maintain our environment where Beechwood students, staff and parents feel positive, included and safe, we recognise the need to continue to work towards strengthening our partnership with the community and the families that engage with us. Efficient management practices need to include quality systems, so that parents, students and staff members are aware of and have some input into the daily running of such a complex establishment as a school.

Every year we are trying new and varied processes to disseminate information to all key stake holders, with the hope that ultimately this will enhance the learning outcomes for students as well as make parents/carers feel involved in their child's education at Beechwood. We have attempted to embrace the changing times with the introduction and use of technology, such as the use of the Skoolbag App, where parents/carers are sent electronic notifications of important messages, events, etc. We have also embraced the use of electronic school Bulletins (via email and App), reducing the number of paper copies significantly in 2016. We presently have 336 people subscribed to the Skoolbag App and in 2016, the Home page of our school web-site had an average of 219 views per month.

Individually, teachers are continually working towards increasing the number of parents/carers who have some type of face-to-face relationship with our school, through such activities as volunteering to help in classrooms, working in the school canteen, assisting with the gardening club activities, assisting with class musical, dance or performance items, etc.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>An increase in the number of parents/carers involved in daily school life and educational programs.</li></ul>	Fortunately we have strong support from our parent/carer and community body and we have maintained the number of people who regularly give up their time to support and volunteer in various ways around the school. Our school P&C continues to work tirelessly to support our school also.	P & C Funds
<ul style="list-style-type: none"><li>Increased home-school communication in web-site hits, school app. subscriptions and online surveys.</li></ul>	The provision of the paper version of the school Bulletin has been reduced to approximately one third of the school. Families are now receiving Bulletins via the school web site, and daily updates/reminders via a smartphone app. called 'Skoolbag'. While majority of the school families find the use of the web-site and app helpful and convenient, there still appears to be a percentage of families who for various reasons, cannot / do not access these technologies. Regardless, we continue to aim for high levels of communication between all parties, and will also continue to seek out ways to enhance this.	Skoolbag App \$600.00 Community Consultation \$4444.00

#### Next Steps

Teachers to extend an invitation to parents/carers in Term 1 (via class Newsletters) to volunteer in classrooms or around the school.



Continued use of the school web-site and Skoolbag App in 2017.

Move to fortnightly school Bulletins.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Students with low level learning performance in Years 3–6 were targeted to receive specific support in Literacy and Numeracy from School Learning Support Officer (SLSO) employed for four mornings per week.</p> <p>As a result our NAPLAN scores showed that all students in Years 3 and 5 were well above the minimum standards in Literacy and Numeracy.</p> <p>Parent/Community involvement in the development of Personalised Learning Plans increased markedly by way of changing the Personalised Learning Plan process, holding it during Term 1 parent/teacher interviews.</p> <p>One staff member attended all meetings of the local AECG, increasing his knowledge and understanding of the significant local Aboriginal culture.</p> <p>All students participated in cultural workshops during NAIDOC week.</p>	<p>\$11,627</p>
<b>Low level adjustment for disability</b>	<p>The Learning Support Team (LST) ensured that student's requiring adjustments were catered for using the available resources.</p> <p>A majority of supported students have benefitted from extra resourcing and improved their classroom engagement and performance.</p> <p>The LST focused on developing effective in school networks to support teaching practice and curriculum delivery. Many teachers engaged in professional learning to enhance skills and better cater for students.</p>	<p>\$7,698</p> <p>Staffing Allocation 0.3</p>
<b>Socio–economic background</b>	<p>Students from low socio–economic families received additional financial support to ensure equity in educational opportunity– uniforms, excursions and school camps. This resulted in higher levels of engagement and attendance in school activities.</p> <p>Students identified by the LST were given SLSO time to improve Literacy and Numeracy skills. Data has shown that improved learning outcomes were achieved.</p> <p>The school also worked hard collaborating, developing and maintaining a positive school culture through the engagement of a community consultant for one day per week.</p>	<p>\$9,464</p>





## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	71	58	64	72
Girls	75	69	54	56

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	92.7	95.7	94.9	94.5
1	92.4	93.9	90.6	95
2	95.8	94	92.7	91.4
3	94.4	95.7	88.6	95.2
4	94.5	94.6	92.6	94.2
5	90.8	94.1	93.5	95.2
6	93.6	90.8	93.5	93.9
All Years	93.5	94	92.6	94.3
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Class sizes

Class	Total
YEAR K	19
YEAR 1	16
YEAR 2–3	33
YEAR 4–5	29
YEAR 5–6	27

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Classroom Teacher(s)	3.41
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration & Support Staff	1.81
Other Positions	0

The percentage of indigenous staff members within the workforce at Beechwood Public School is 28 percent.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20

### 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 2016 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 provided by the Department of Education (DOE) were 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 funds from the global grant.

Professional learning activities focused on the 2016 implementation of the new National Curriculum.

All teachers participated in five school development days and weekly professional learning meetings during 2016. 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 Work Place Health and Safety.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

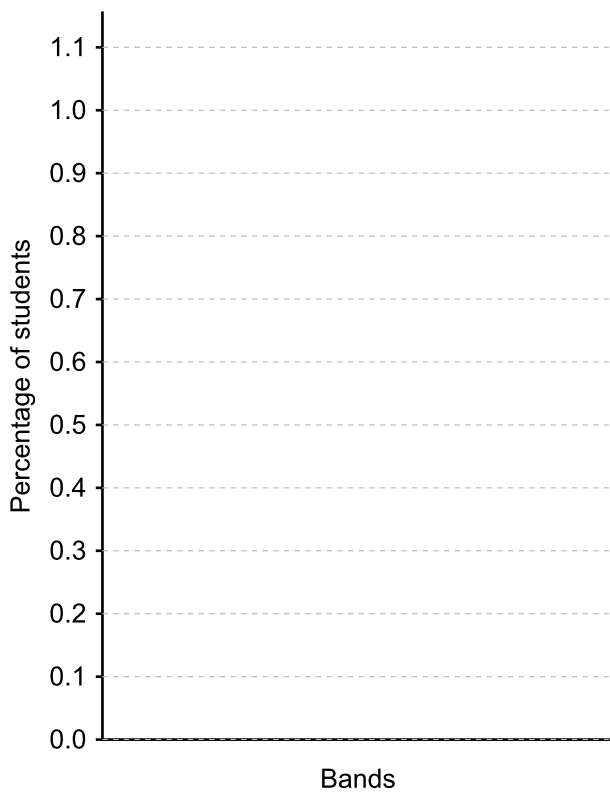
<b>Income</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>56 960.00</b>
Global funds	111 899.00
Tied funds	83 073.00
School & community sources	48 232.00
Interest	1 512.00
Trust receipts	4 091.00
Canteen	0.00
<b>Total income</b>	<b>305 770.00</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	16 707.00
Excursions	12 026.00
Extracurricular dissections	19 860.00
Library	2 275.00
Training & development	1 236.00
Tied funds	71 326.00
Short term relief	18 509.00
Administration & office	34 405.00
School-operated canteen	0.00
Utilities	21 303.00
Maintenance	25 134.00
Trust accounts	4 027.00
Capital programs	0.00
<b>Total expenditure</b>	<b>226 813.00</b>
<b>Balance carried forward</b>	<b>78 957.00</b>

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

### School performance

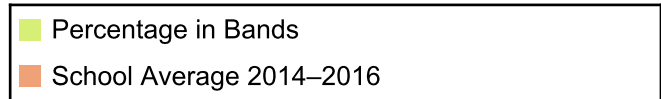
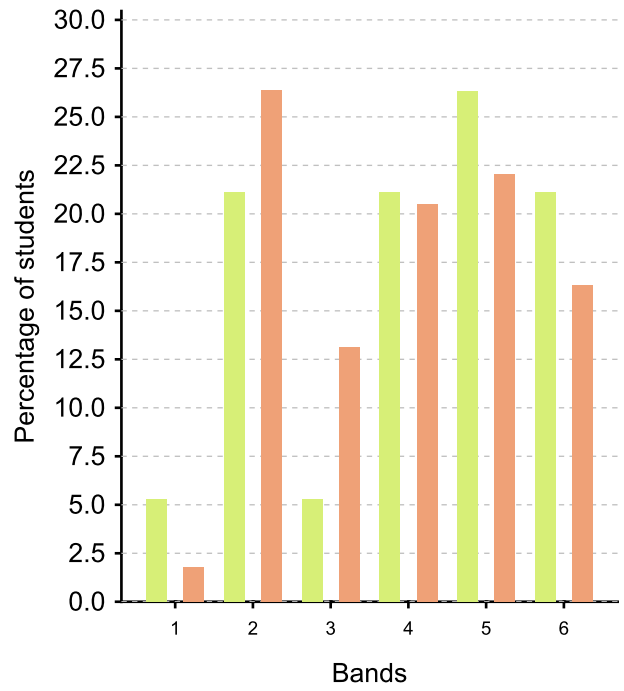
**Percentage in bands:**

Year 3 Grammar & Punctuation



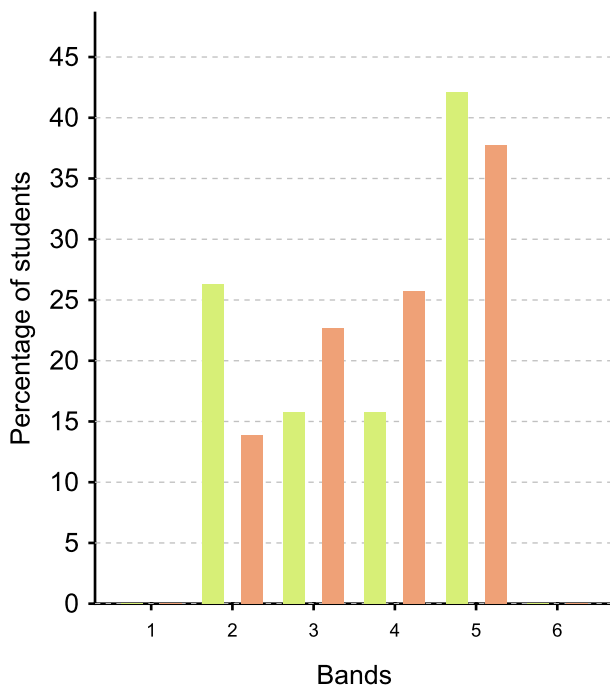
**Percentage in bands:**

Year 3 Spelling



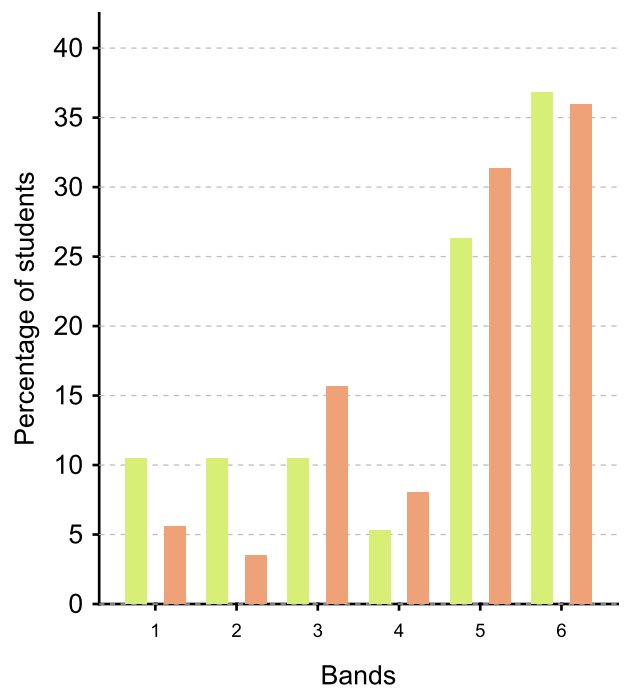
**Percentage in bands:**

Year 3 Writing

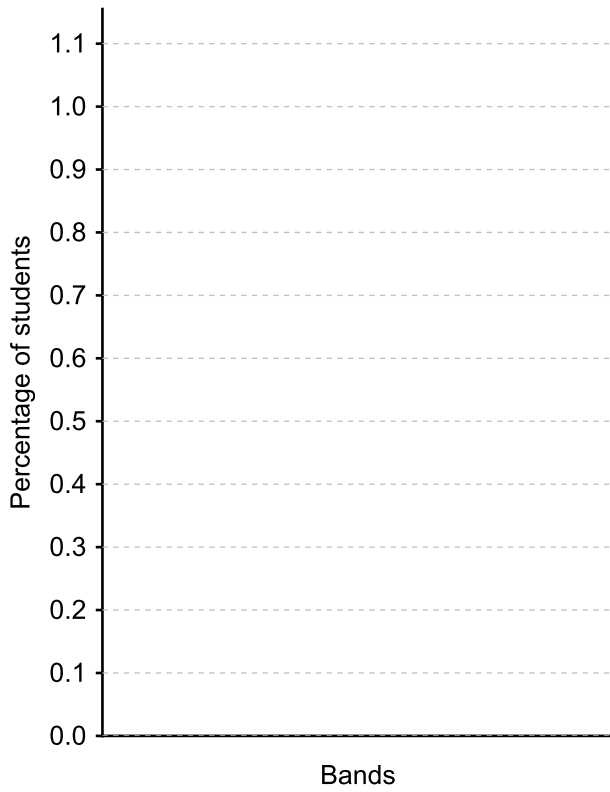


**Percentage in bands:**

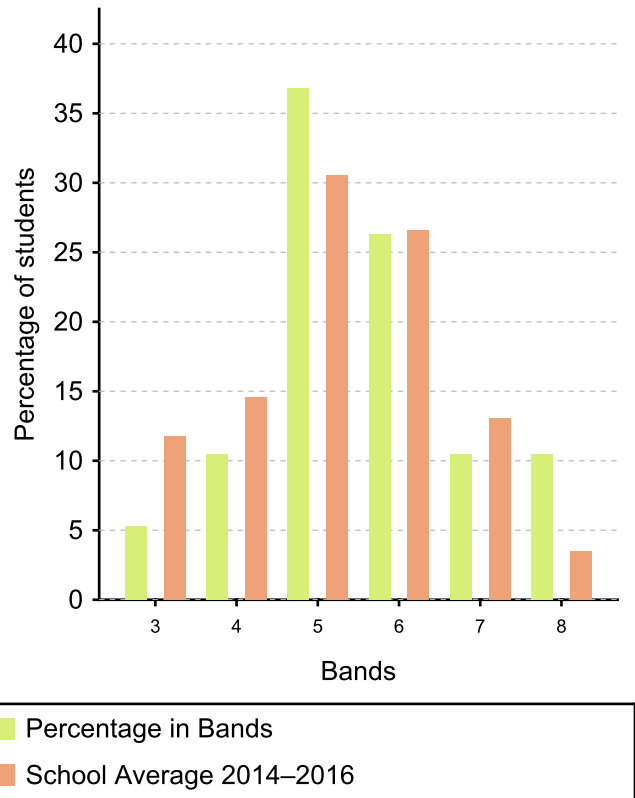
Year 3 Reading



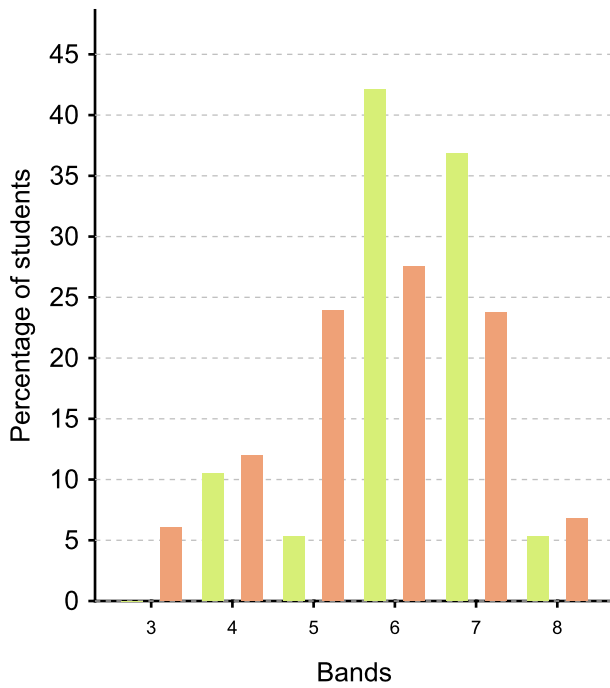
**Percentage in bands:**  
Year 5 Grammar & Punctuation



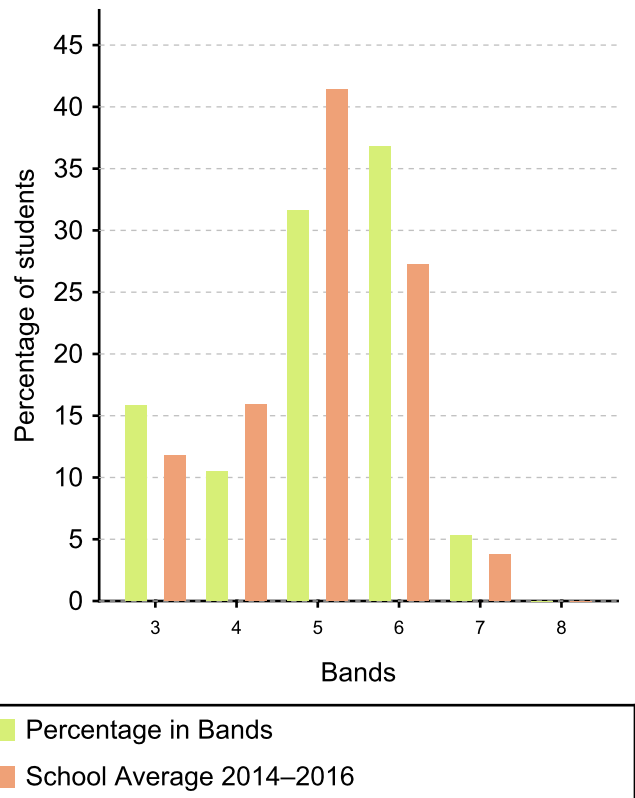
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading



**Percentage in Bands:**  
Year 5 Writing

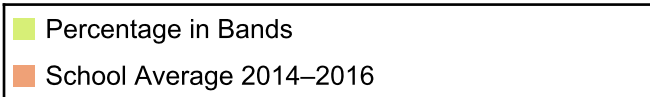
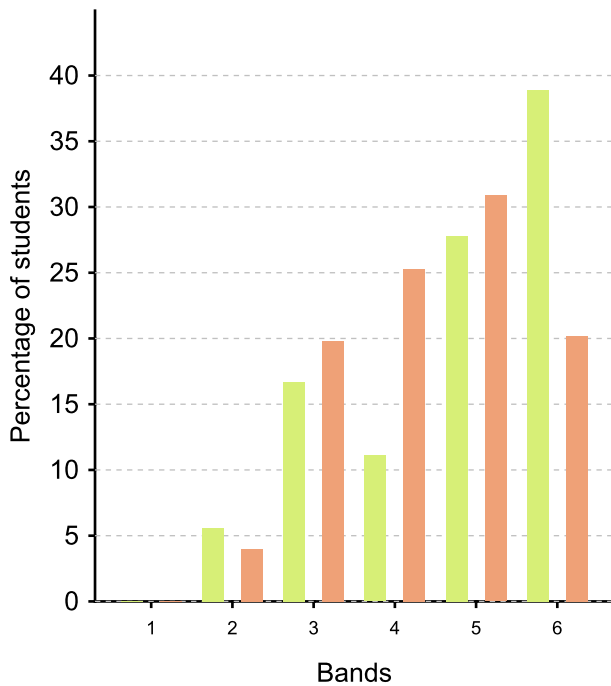


Percentage in Bands  
School Average 2014-2016

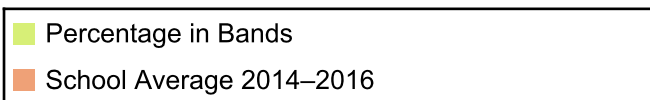
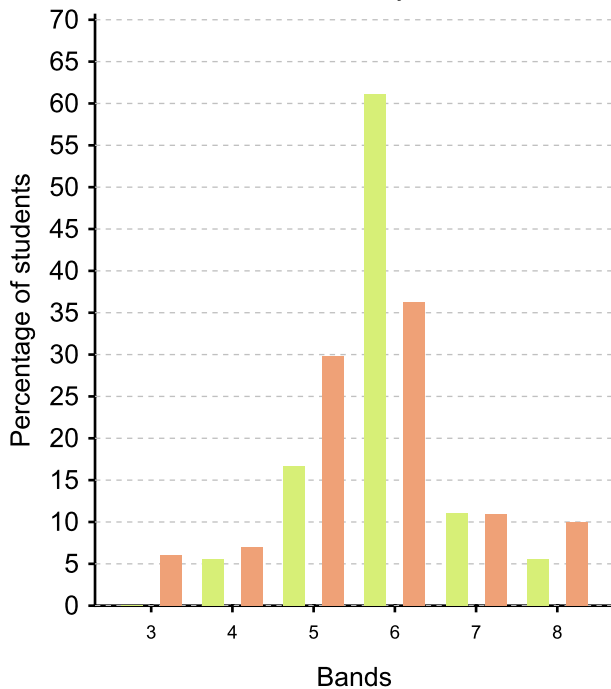
Percentage in Bands  
School Average 2014-2016



**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.



## Parent/caregiver, student, teacher satisfaction

Due to the limited response to surveys in 2015, the school sought the opinions of parents, students and teachers about the school through a SWOT analysis which analyses the strengths, weaknesses, opportunities and threats 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 such activities.

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 in addition to sport.

Focus on increasing technology skills through Interactive Whiteboards, individual Notebooks and iPad usage.



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 harmonious and safe learning environment for all students.



## Policy requirements

### Aboriginal education

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 \$15,078.61.

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.

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/carers, the student and their teacher. All ATSI students K-6 worked collaboratively to set and review their personal and academic goals for 2016.

Beechwood Public School celebrated NAIDOC Week in Term 3 with a day of celebration. Local Aboriginal elders and Aboriginal community members spoke to the school assembly about the local Aboriginal lands council.

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

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

### Multicultural and anti-racism education

A growing number of student enrolments from a variety of cultural and language backgrounds has ensured a continued focus on Multicultural Education at Beechwood Public School. Culturally inclusive programs are embedded in classroom practice. This ensures that our students have the knowledge, skills and attitudes necessary to be effective citizens in a modern, democratic and multicultural society.

Programs and initiatives focusing on Multiculturalism included:

English and Language programs were delivered through direct and collaborative approaches where content and knowledge is built and language is modelled, guided and independent.

All students from Years three to six participated in a school-based Multicultural Perspectives Public Speaking Competition. After the school based competition, four students were selected to represent the school. All students performed very well.

The school has two Anti-Racism Contact Officers (ARCOs) who are accessible for staff, students and community members. The school actively promotes their work to encourage a safe, respectful and culturally diverse community.

Harmony Day activities were promoted across the school, with many students participating in special assemblies at school, and events in the wider community. A year five student was recognised in the Harmony Day Art Competition.