

Beechwood Public School

Annual Report



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Introduction

The Annual Report for **2017** 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

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Message from the Principal

It is with great pleasure that I present Beechwood Public School's Annual report for 2017. I continue to be incredibly proud to be principal of this wonderful school and so privileged to meet and work with many wonderful students, staff and community members. The commitment and dedication of the entire Beechwood Public school community is certainly outstanding.

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

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

So what makes Beechwood Public School a great school?

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

As we look forward to 2018 and beyond, we will continue to work together in partnership where the focus is our students and ensuring we, as a community, equip them with the skills and capabilities to prepare them for an interconnected, ever changing world and foster a love for learning that will extend a lifetime.

I certify that the information in this report is the result of a rigorous school-based self assessment and review process undertaken by staff and parents, and provides a balanced and genuine account of the school's achievements and areas

for development.

Message from the school community

P&C President Report 2017

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 2017. The funds raised by the P&C in 2017 have gone directly back into resources and programs for our school. This has included the implementation of the Reading Eggs Program for all classes (approx \$1,500) and the completion of the plumbing, lighting and electricity to the Outdoor Learning Centre (approx \$2,000). We have also continued to support the school in 2017 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 and put on an Emergency Services Day for all of our students.

This year, the P&C has run a number of successful fund raising events including the Colour Run, Trivia Night, Create for a Cause and the School Christmas Concert. We have continued to support our community through the Beechwood Billy Cart Derby and the Grown and Gathered Markets. 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 build a new shade cover for the infants sandpit. In 2017 we have continued to provide two very important school services, the Canteen and Beechwood Out of Hours care program (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. Our small committee works tirelessly to put on professional events and to continue to provide vital resources to the school, I would like to thank each and every member of the committee for the work they have done this year. Their dedication and overwhelming community spirit was specifically shown during the bush fires that affected our community early this year. During this time the generosity, compassion and dedication of not only our committee, but also of our community as a whole, was a testament to our school and the people of our community. We 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 was during this time seeing our P&C coming together with our community to support those in need.

The P&C has many exciting projects planned for 2018 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 2018 and beyond.

Leanne Farrington

Message from the students

Late in 2016 13 Year 5 students gave excellent speeches and out of these students, 8 were elected to form the 2017 Beechwood School Parliament. They included; Prime Minister: Laicy Costigan; Leader of Opposition: Harry Dodd; Treasurer: William Hamerlok; Parks and Gardens: Gabrielle Fozzard; Education and Functions: Madeline Collins; Personal Relations: Tahlia Hall; Health and Transport: Ryan Taylor; Sport and Recreation : Mitch Hollis. Our parliament meetings have been running very successfully and smoothly during the year and 2017 has been a very successful year for our School Parliament.

We have also been given many leadership opportunities and responsibilities, such as Kindergarten buddies, being leaders in peer support groups and we also got to give speeches at a lot of school events including ANZAC day ceremonies and Year 6 Graduation.

This was a very busy year for our School Parliament. We raised a lot of money for the school and some charities, including the Pappinbarra Bush Fire Appeal and Daffodil Day.

Our school has also been involved in a variety of sporting and performing events such as PSSA carnivals and a highlight

was the three groups participating in the Port Macquarie Dance Festival at Melville High School.

Overall, we have had a very successful year. We have enjoyed being leaders for the school and we would like to thank all of the staff, students and parents/carers for their support, throughout the year. We have all enjoyed the responsibilities and the challenge of helping to keep our school the best school ever. We would like to congratulate the new 2018 school leadership team and wish them good luck!

By Laicy Costigan and Harry Dodd

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 School 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

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 the domain of Learning, the school's focus has been on wellbeing, curriculum and learning. Staff reviewed their whole school approach to student wellbeing and the Positive Behaviour for Learning (PBL) program. Students have shown greater awareness of how to care for themselves and contribute to the wellbeing of others. The school developed a Behavior Consistency Guide that shares the common core beliefs, procedures and expectations that support productive and respectful relationships between staff, students and the community. Consistent expectations for classroom and playground behaviour have been positively reinforced. RISC was used to track student behaviour and welfare data. In the area of curriculum and learning, the focus was on improving spelling in Years 3-6 and the ongoing implementation of L3 in Kindergarten classes. During staff meetings, staff reviewed; strategic directions, curriculum implementation, wellbeing, whole school behaviour expectations, assessment procedures, differentiation, learning adjustments and teaching and learning programs.

In the domain of Teaching, the school's focus has been on data skills and use, collaborative practices and learning development. In the area of data skills and use, staff have analysed student data, identifying learning needs and programming accordingly. In K-2, staff are committed to the L3 program and student progress is monitored on PLAN (Planning, Literacy and Numeracy) with data entered and analysed every 5 weeks. All staff have used the Literacy and Numeracy Continuums and school based data to track student growth and for reporting purposes. There has been greater collaboration to develop future focused units and shared programming as well as KLA integrated scope and sequence development. In the area of learning and development, staff have engaged in the process of lesson observations and receiving quality feedback from their peers. Teachers have shared learning from targeted professional development and worked collaboratively to support their professional needs. Teachers have developed personal professional learning goals aligned to the school's strategic directions and teaching standards.

In the domain of Leading the school's focus has been on management practices, processes and leadership. The executive team is committed to building the capacity of staff, distributed leadership, promoting positive working relationships and parent partnerships and establishing organisational best practice. All teachers are encouraged to learn, build and improve their leadership skills by taking on active roles across the school, based on areas of expertise and interest. Some staff have shared their skills and expertise to the wider teaching community. Executive staff have focused their efforts on school planning and implementation to ensure all staff were able to articulate the school plan and directions. The staff are committed to each strategic direction in the school plan and regularly engage in collaborative planning, processes and review. The school values strong community and parental partnerships to strengthen student learning and engagement. The school community is involved with and informed of the focus and direction of the school strategic directions. The P & C works together with staff and students to prioritise and provide quality resources to support teaching and learning. The community and parents have joined together to celebrate student learning through assemblies, special activity days and learning conventions. The school has productive relationships with local schools, community organisations, local businesses, universities and external agencies.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 2017 we have maintained a focus on designing and implementing individualised learning pathways for all students. Formalised Personal Learning Plans (PLPs) have continued to be developed, in collaboration with students and parents/carers, and these have been reviewed and modified as required. All classroom teachers have shown evidence of differentiating their programs of teaching/learning to accommodate and individualise; ensuring that all students are achieving and progressing. All class teachers are using PLAN data to track student achievement on both the Literacy and Numeracy continuums.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Data wall and PLAN software show 80% of students achieving stage expected clusters on the Literacy and Numeracy Continuum.	Supervisor and staff release for data collection \$3200.	By the end of 2017 close to 85% of the school population were demonstrating achievement within their appropriate clusters on both the Literacy and Numeracy Continuums. Those students who were plotted below their expected cluster were students who were working towards individual pathways.
<ul style="list-style-type: none">At least 80% of students on PLP's achieve their learning goals.	\$2500 to acquire resources and support professional learning.	Through the streamlining of the Personal Learning Plan process and development in mid-2016, 100% of students demonstrated achievement with their set strategic goals.
<ul style="list-style-type: none">100% of teachers show evidence of differentiated learning opportunities in teaching and learning programs.	School Learning and Support Officer (SLSO) to provide additional learning support \$25000.	All teaching staff are able to articulate and share their varying strategies for differentiating curriculum and there is evidence of these in all class programs.

Next Steps

- Continued implementation of all specific literacy and numeracy support mechanisms, such as MultiLit, Quick-Smart, targeted SLSO in-class support, etc. This is combined with a continuation of Personalised Learning Plans for all students requiring additional support, as identified through placement below Stage/grade appropriate learning cluster indicators.
- A targeted focus on teacher professional learning around achieving greater consistency of teacher judgement of assessing students' knowledge, skills and understanding of literacy and numeracy content.

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

Overall, in 2017 all students not achieving at their age/stage appropriate level; students in out-of-home care; students with disabilities; and all Aboriginal students, had a PLP collaboratively planned and implemented for them. Some parents/carers were not directly involved in the planning and collaborative process (for various reasons), however all students had direct input into their learning plan. As a result, teachers reported that all students made pleasing progress with their individual goals.

At the conclusion of 2017, our school based data indicated that 65% of all students were achieving at or beyond their Stage appropriate level in Spelling.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">100% of PLP's show evidence of joint planning and collaboration between key stakeholders.		100% of this year's PLP's showed evidence of collaboration between stakeholders. Despite authentic attempts to engage all parents, some did not participate in PLP planning meetings, however all students were engaged in their planning and goal setting.
<ul style="list-style-type: none">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.		All appropriate students who required a PLP according to school policy, had one prepared and reviewed in 2017.
<ul style="list-style-type: none">65% of students will achieve grade appropriate spelling expectations based on PLAN, NAPLAN and school based data.	Professional Learning \$6300. L3 funding \$1500	Schoolbased data indicated that at the end of 2017, 51% of all students were achieving their Stage appropriate Spelling outcomes, and 14% were achieving beyond their expected Stage in Spelling.

Next Steps

- As part of the focus on enhancing wellbeing at our school, we will continue the discussion around evaluating and refining our current processes for Personalised Learning Plans, which will include the staff looking at 'MGoals'; a tool used to prepare Aboriginal PLP's.
- Continued focus on explicitly teaching authentic spelling skills and strategies, and using the PLAN clusters to track student achievement.

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

All efforts were continued in 2017 to communicate regularly with as many families and community members as possible. Our strategies included sending out both electronic and paper copies of a fortnightly school Bulletin. In conjunction with this, the Skoolbag App was used regularly to notify families of upcoming events or reminders. All class teachers publish and send home a class newsletter at the beginning of each term, in an effort to communicate learning intentions, as well as any changes to class routines or procedures. Our school website has all event/excursion notes uploaded, as well as routine notes that parents/carers may require.

We are fortunate to continue to have a strong representation of parents, grandparents and community members who volunteer their time to support and offer help to our students and school. We have people who volunteer in various capacities, from swimming assistance, to reading in the classroom, to assisting at camps and excursions. Our school canteen and Friday Fundraising programs could not run without the much appreciated support of a number of parents and P&C members.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">An increase in the number of parents/carers involved in daily school life and educational programs.		In 2017 we have experienced continued promising numbers of parents/carers and community members volunteering their time and services in and around the school. Class teachers have reported on the invaluable assistance provided by many who regularly come into classes to support a wide variety of learning programs, as well as those offering assistance with travel to and from sporting venues, or with additional activities such as school swimming. Teachers and staff are continually seeking and welcome the involvement and partnership with parents/carers and community members.
<ul style="list-style-type: none">Increased home-school communication in web-site hits, school app. subscriptions and online surveys.	Skoolbag App \$600.	In 2017 the website and use of the Skoolbag app, saw an increase in use. Home-school communication remains a pivotal means of fostering a successful culture and partnership at Beechwood PS.

Next Steps

- Class teachers will continue to encourage the support and partnering with parents/carers, by employing all means possible to invite them into classrooms, as well as to participate in or assist with many sporting or extra-curricular activities. Term class newsletters will be the primary contact point for individual class teachers to extend invitations, as well as the fortnightly School Bulletin.
- School Bulletin is currently being created and sent home each fortnight, instead of weekly. This will be monitored and reviewed as to the practicality of this throughout the following year.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$13,508.00	<p>During 2017, Aboriginal background funding was utilised for the development of Personalised Learning Plans (PLPs) for students of Aboriginal background. These learning plans developed and sustained a positive and inclusive school culture as well as improved student's Literacy and Numeracy achievements through provision of enrichment for these students.</p> <p>Targeted funding for Aboriginal students enabled us to employ School Learning Support Officers (SLSOs) to implement explicit programs in class and in a withdrawal group environment to support learning in Literacy and Numeracy. Our students demonstrated pleasing progress in their learning.</p>
Low level adjustment for disability	\$9,407.00	<p>During 2017, low level adjustment for disability funding was utilised to supplement learning and support programs and the employment of School Learning and Support Officers for the provision of additional learning and support in the classroom for these students. This resulted in increased levels of student participation and engagement in learning and supported consultative and collaborative processes to personalise learning and support, reflecting students' needs through engaging students and their parents/carers in the development, implementation and evaluation of Personalised Learning Plans.</p>
Socio-economic background	\$28,896.00	<p>During 2017, socio-economic funding strengthened partnerships between our school, families and community organisations. Funds were utilised for the provision of financial assistance to enhance students' access to a wider range of curriculum learning experiences including excursions, camps and extra curricular activities. Funding was also utilised to supplement existing learning and support programs and employment of SLSOs for the provision of additional learning support in the classroom for these students. This resulted in increased level of students' participation and engagement in learning and supported continuous improvement in student achievement.</p> <p>Socio-economic funding also supported professional learning for staff in the implementation of Positive Behaviour for Learning to support us in developing and sustaining a positive school culture. Use of this funding enhanced students' access to a wider range of curriculum learning experiences, specialist teachers and sources of knowledge, improved the quality of teaching and learning and increased the level of students' participation and engagement in learning.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	58	64	72	78
Girls	69	54	56	61

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.7	94.9	94.5	95.6
1	93.9	90.6	95	95.3
2	94	92.7	91.4	93.9
3	95.7	88.6	95.2	93.3
4	94.6	92.6	94.2	94.3
5	94.1	93.5	95.2	91.6
6	90.8	93.5	93.9	94.2
All Years	94	92.6	94.3	94.1
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

The school uses a fully computerised process for recording of attendance. This enables reminder notes for unexplained absences to be generated weekly to parents. Also a Student Leave Form register is used at the front office to monitor the arrival and departure of students who have partial attendance.

The Home School Liaison Officer (HSLO) attended Kindergarten Orientation Day in Term 4 and discussed the social and learning implications of regular attendance. The HSLO also visited the school on two occasions to conduct an attendance audit.

Students who have a 100% attendance record each term are recognised and presented with a certificate.

Class sizes

Class	Total
YEAR K	24
YEAR 1	23
YEAR 2	21
YEAR 3-4	27
YEAR 4-5	28
YEAR 6	20

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	0
Classroom Teacher(s)	4.64
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.3
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.81
Other Positions	0

*Full Time Equivalent

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

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

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 2017. The staff are also encouraged to participate in external professional learning which relates to school targets and their individual learning goals.

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 development of Positive Behaviour for Learning (PBL) and the development of spelling strategies.

All teachers participated in five school development days and weekly professional learning meetings during 2017. 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.

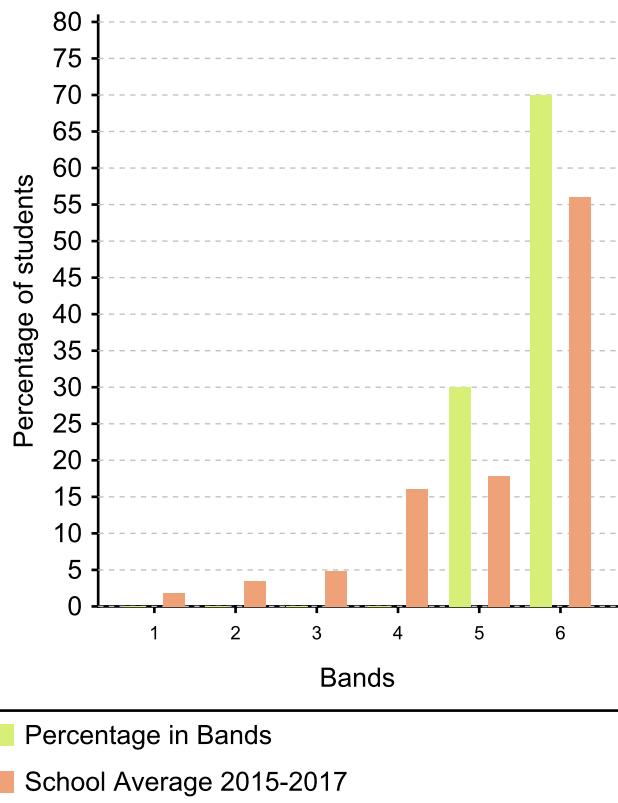
All staff took part in compliance training as directed by the Department of Education in the areas including Child Protection, Anaphylaxis, CPR, Work Health and Safety and Emergency Care.

School performance

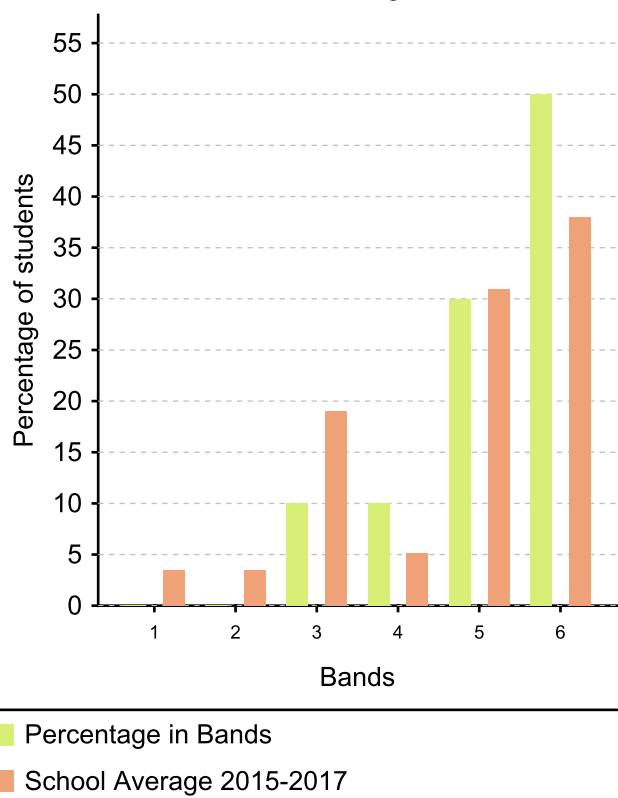
NAPLAN

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.

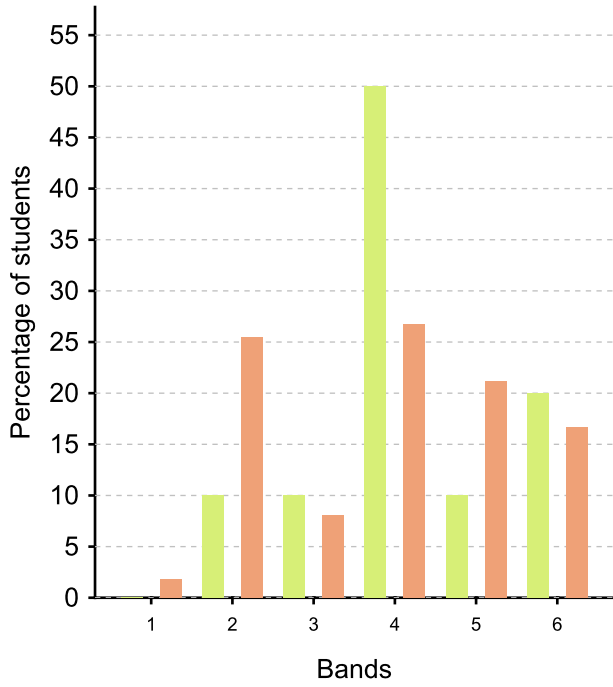
Percentage in bands:
Year 3 Grammar & Punctuation



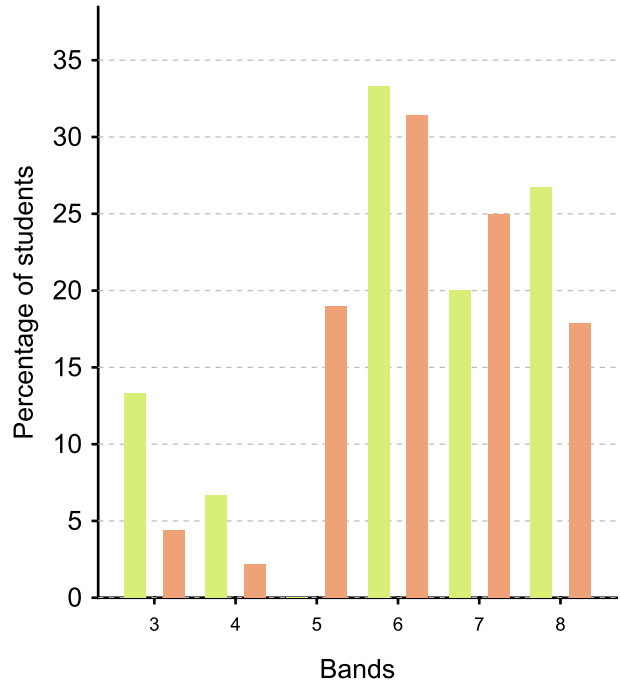
Percentage in bands:
Year 3 Reading



Percentage in bands:
Year 3 Spelling



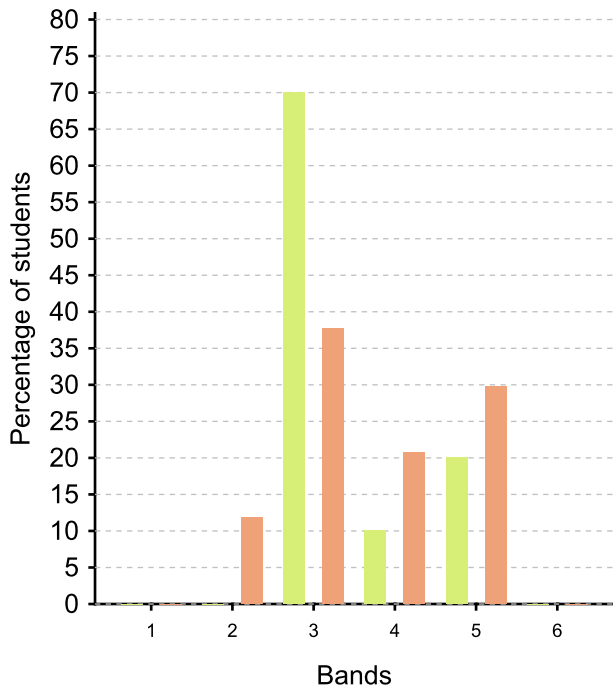
Percentage in bands:
Year 5 Grammar & Punctuation



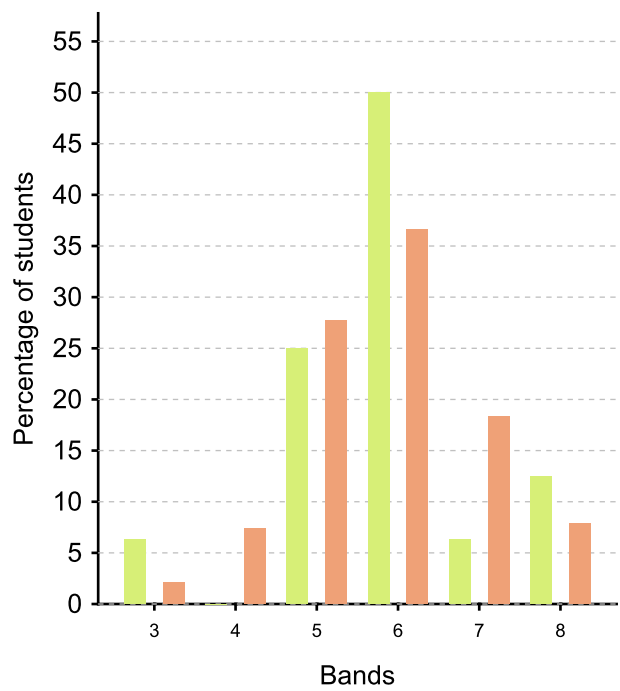
Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Writing



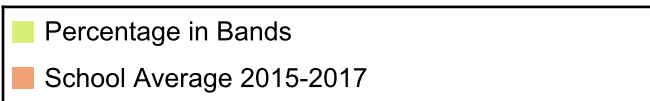
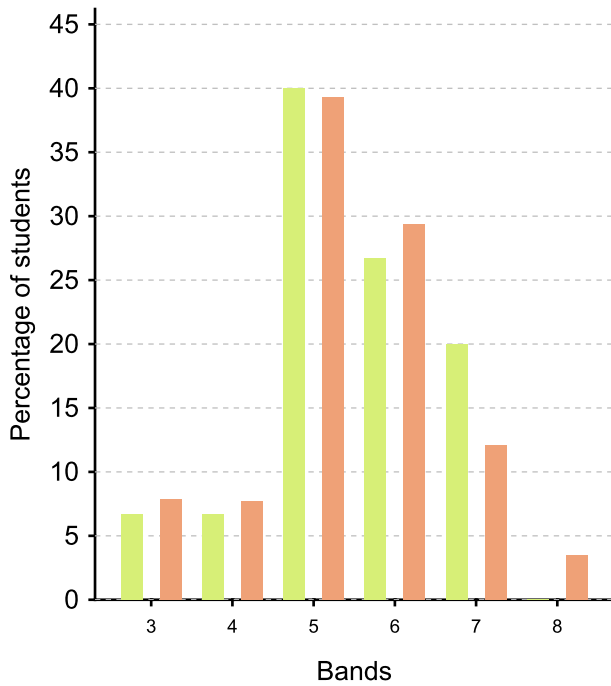
Percentage in bands:
Year 5 Reading



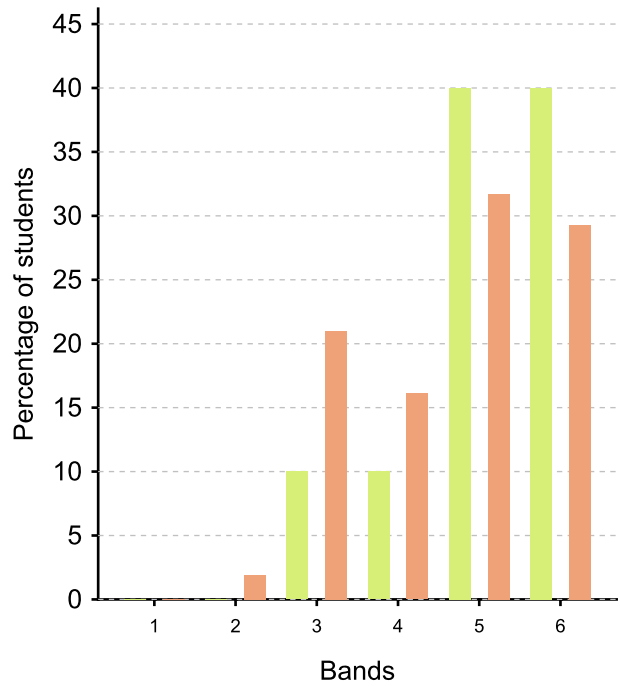
Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

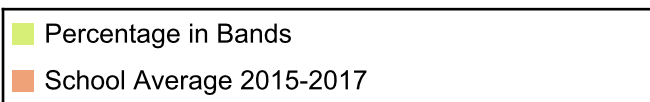
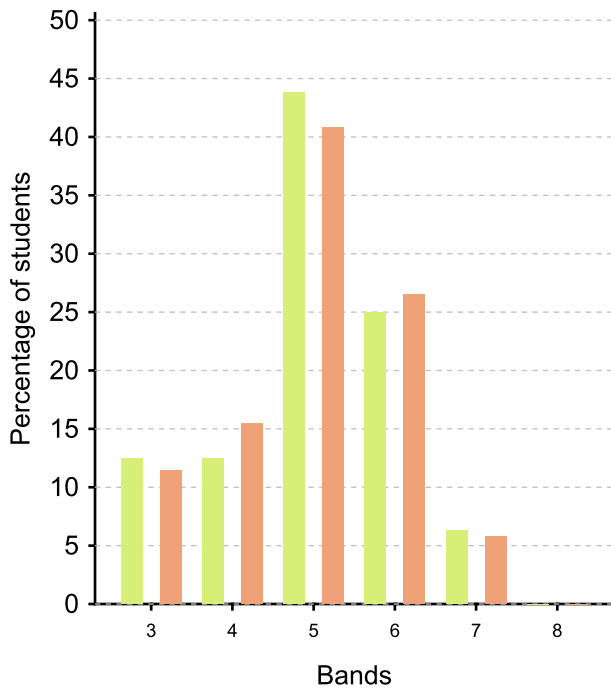
Percentage in bands:
Year 5 Spelling



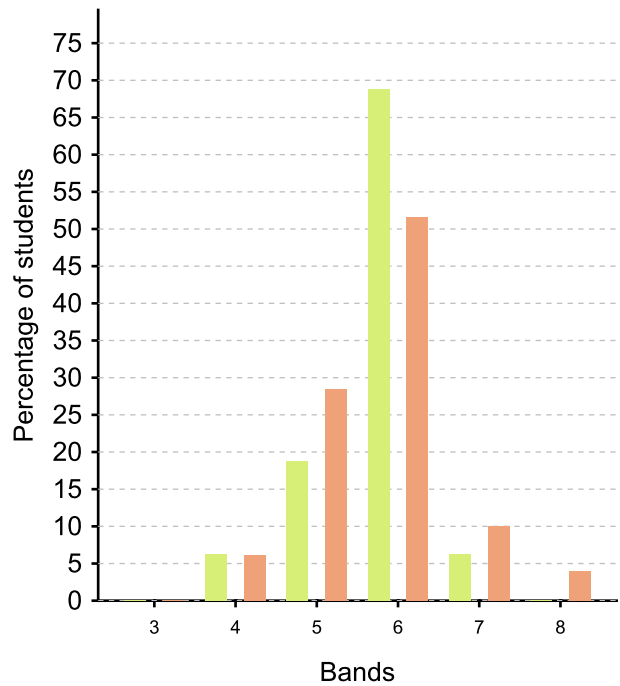
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



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.>

The school has demonstrated improved average growth in Literacy and Numeracy during 2017. In Literacy 65.5% of students achieved greater than or equal to the expected growth, while the school's average growth for numeracy was 66.7%.

In Year 3, 80% of the students achieved Bands 5 and 6 (top 2 bands) in the NAPLAN test aspect of Numeracy, 90% of students achieved Bands 4,5 and 6 in the Reading test and 100% of students achieved Bands 5 and 6 in Grammar and Punctuation.

In Year 3, 100% of Aboriginal students achieved in the top 2 Bands for Reading, Grammar and Punctuation. Aboriginal students in Year 5 achieved 75% growth in Reading, Writing, Numeracy and Grammar and Punctuation, while 100% of Year 5 students demonstrated greater than or equal to the expected growth in Spelling.

Greater than 75% of Aboriginal students in Year 5 achieved bands 5 and 6 (top 2 bands) in Reading, Numeracy and Grammar and Punctuation.

Parent/caregiver, student, teacher satisfaction

In 2017, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below:

- there is a large percentage of respondents who believe that Beechwood PS 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, lap top computers and interactive televisions, 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 the purchase of technology.

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 (iPads, etc) in the school.

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- The Welfare/PBL team undertake a process of reviewing the school Wellbeing Policy and continue actioning PBL plans already formulated.
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- 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.

Policy requirements

Aboriginal education

This year has seen a continuation of our commitment to the improvement of the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education.

In 2017, sixteen students identified as being of Aboriginal and/or Torres Strait Islander descent.

Beechwood Public School promotes the inclusion of Aboriginal perspectives in the teaching programs to facilitate positive educational outcomes. The school also promotes respect of the unique and ancient culture of the Aboriginal people in the following forms:

- Acknowledging the traditional custodians of the land at assemblies and special events.
- Integration of Aboriginal perspectives across Key Learning Areas so students can develop deep knowledge and understanding about Australia's first people.
- Annually celebrating NAIDOC week providing staff and students the opportunities to meet and work alongside Indigenous community members who come into the school.
- One staff member attends AECG meetings.
- New History and Geography resources were purchased that focus on Aboriginal perspectives.
- PLP's continued to be a focus for all classes K–6. These strengthen ties between school and families and focus discussion on the learning priorities.

Multicultural and anti-racism education

Beechwood Public School prides itself on maintaining high levels of respect and understanding for different cultures. We are committed to providing opportunities that enable all students to achieve equitable education and social outcomes and participate successfully in our culturally diverse society.

Through comprehensive teaching programs, our school ensures inclusive teaching practices which recognise and respect the cultural, linguistic and religious

backgrounds of all students and promote an open and tolerant attitude towards cultural diversity.

An Anti-racism officer is elected each year from staff and their role is to be accessible by students and staff in the event of issues regarding racism.

There were no reported incidents of racism in 2017.