

Beechwood Public School

Annual Report



2018



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Introduction

The Annual Report for **2018** 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.

Tracey Bromfield

Relieving Principal

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Message from the Principal

2018 has been a year of considerable change for Beechwood PS; Our long standing Principal, Mr Cook commenced leave in Term 2, which was then extended until the end of 2018. I had the honour of becoming the Relieving Principal in Term 2, which also saw several significant projects such as having the whole school re-roofed and the addition of two new demountable classrooms. Along with Mr Cook's leave, there have also been a number of staff changes, with class teachers, support staff and school administration staff.

The creative talents of our students and community were once again showcased with the inclusion of three mixed dance groups in the Lower North Coast Dance Festival. The positive feedback and local media coverage highlighted the very rewarding experience that the Glasshouse performance provided for all students. The school would like to thank Mrs Suzie Collins for once again providing her expert sewing skills to help design and create all of the fantastic dance costumes.

In 2018 Beechwood PS trialled the combination of two Kindergarten classes housed in one open learning environment. The classes were taught by Mrs Leanne Clayworth, a very experienced Early Stage One teacher, and Mr Matthew Coen, an early career teacher. Mrs Clayworth, Mr Coen and the new Kindergarten students quickly developed a highly engaging, evidenced based learning program that ensured the student's learning and achievements were sustainable, and that allowed all Kindergarten students to connect, succeed and thrive in their first year of schooling at Beechwood PS.

There are many things to be proud of at Beechwood PS and walking around the school with visitors, I am always met with an array of smiling faces and welcoming classrooms. Walking into every classroom, there is evidence of students demonstrating their best effort and focused on learning. The staff are positive, enthusiastic and engaged in providing the best educational, evidenced based learning experiences and practices for all students.

Again, this year we are very grateful for the help of our supportive parents who contribute to our programs through such things as our highly successful P&C, assisting in classrooms, helping out at carnivals and on excursions, and through their tireless fundraising initiatives. This year we recognised and celebrated 50 years of volunteering and tireless service to our school, by Verna Wallace. Verna originally started off as a parent, then a grand parent, and now continues to support our school and the teachers through many valuable contributions. This year our school library was dedicated to Verna to celebrate and commemorate her wonderful years of service and support (see photo on page 10). Once again, we thank you Verna!

School background

School vision statement

Evidence based teaching practices enable our students to become confident, critical and analytical thinkers in an engaging, safe and connected environment. We maximise student engagement through strong partnerships with parents, carers and the broader community, enabling our students to connect, succeed, thrive and learn.

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 strong wellbeing processes in conjunction with quality education, which generates, through communication and cooperation, a highly effective and productive environment for students, staff and parents/carers.

In 2018, Beechwood Public School has an enrolment of 163 students, with 12% of these students identifying as having Aboriginal or Torres Strait Islander descent.

Our Family Occupation and Education Index (FOEI) currently sits at a value of 102 with a state wide average of 100.

Beechwood Public School is located in the NSW North Coast, in the Hastings Valley, some 7 kilometres from the township of Wauchope. The school was built in 1869 and will proudly celebrate 150 years of educational delivery in 2019.

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, our focus has been on Learning Culture, Wellbeing and successful learning strategies.

Teachers have developed an increased understanding and knowledge of evidence based teaching practices; specifically; providing feedback, using data, learning intentions and success criteria. All classrooms show evidence of implementing visual learning strategies in both literacy and numeracy. Students are beginning to understand the learning intentions and use teacher feedback to progress and develop their skills. "Bump it Up' charts are being used in some classes to provide students with specific and explicit feedback on how to achieve at the next level, and these are being used to inform parents/carers of student achievement and learning progression.

Personalised Learning Plans (PLPs) are collaboratively developed for all Aboriginal students and students requiring additional learning support, and the Learning and Support (LST) team works with both families and staff to ensure that every child has the necessary adjustments in place so that they can be successful in their learning. Staff meet regularly to discuss student data and develop consistent, evidence based judgements about student progress. A focus on growth mindset and how to be a successful learner is ensuring that our students are developing the necessary skills to reflect on and act on their own learning.

In the domain of Teaching we have particularly focused on Effective Classroom Practice, Professional Standards and Learning and Development. Strategic school self-assessment has identified Data Skills and Use as an area for whole school development, and this will become a focus for 2019 and beyond.

A culture of collaborative practice is being built upon across the school with staff enhancing their capacity to collaboratively analyse student data and use this to reflect on and drive collaboratively teacher programs, which is a major focus area throughout 2019. Staff are regularly observing each other, providing reflective feedback and some are part of a comprehensive mentoring program. Staff meet fortnightly to reflect on evidence based practices and the impact that this has on their teaching. These discussions are driving the direction of the school to encourage life long learning for all.

All students K–6 have regular access to laptop and computer technology in supporting their learning journeys, and

Coding Club was available to all Years 3–6 students across the school.

In the domain of Leading, the focus has been on the elements of Educational Leadership, School Planning Implementation and School Resources.

The leadership team has a commitment to ensuring that every student is achieving to their potential and developing systems and structures across the school to ensure that all staff are collaboratively developing the best teaching pedagogies.

Strong links are being made with the school community with the majority of families being represented at class and school events. The Skoolbag App and regular class newsletters are also used across the school providing a variety of methods for families to be involved with the school and their student's learning. All school teaching staff have been part of school planning teams that met to analyse data and determine future directions for the school. The leadership of school programs is distributed across the school, with leadership development opportunities offered to aspiring leaders.

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

Creating successful learners

Purpose

All students will become successful learners; confident and creative individuals; and active and informed citizens. We aim to strengthen our existing wellbeing processes so that ultimately every Beechwood student will be challenged and engaged; can connect, succeed, thrive and learn.

Overall summary of progress

Throughout 2018 we have maintained a sustained focus on developing and enhancing teacher's knowledge and understanding of Growth Mindset. Professional learning sessions have delivered research based on Carol S. Dweck. Teachers have been involved in numerous collegial discussions around their own personal growth mindset disposition, discussing the importance of role modelling the positive talk and thinking required for persevering through challenging learning tasks or situations.

All classes were explicitly taught the concept and language of a growth mindset, while the key ideas and language was communicated to all parents via class newsletters and information sharing in the school bulletins.

In order to create successful learners, Beechwood Public School recognised the need to implement a holistic approach to student behaviour to create a safe, connected, positive and supportive learning culture. In 2018 there was a significant staff turn over, which required revisiting and explicitly teaching the school wide management systems and procedures to both students and new staff. Throughout the year there was a gradual progression into developing and explicitly teaching classroom management systems.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Self assessment against the SEF: Wellbeing – 'A Planned Approach to Wellbeing', indicates that the school has moved from 'Delivering' to 'Sustaining and Growing'.	\$6141 for staff to attend PBL Universal Systems (Professional Learning).	<ul style="list-style-type: none">• Against the School Excellence Framework, a staff self assessment indicated achievement at the 'Sustaining and Growing' level in the learning domain of Wellbeing.• Developed a structure where learning support is delivered through a team teaching model.• Strengthened the partnership and lines of communication with parents/carers in learning.• Explicitly teaching expected behaviours across school settings.• Have systems in place to analyse data to inform areas of need and implement further support as needed.• Teaching and learning programs demonstrate differentiation of learning for all students.
<ul style="list-style-type: none">• All staff are consistently demonstrating Proficient, or greater, in Standard 3 (<i>Plan for and implement effective teaching and learning</i>). Evidenced by a pre and post assessment survey. (Australian Professional Standards for Teachers)	\$5296 for staff to attend various professional learning experiences and to be released for collaborative planning days.	Progress from 80% to 100% of teachers indicated development against Standard 3 (<i>Plan for and implement effective teaching and learning</i>) in the Australian Professional Standards for Teachers.

Next Steps

Our goals for 2019 are:

- that eighty five percent of students and 100% of staff can confidently and competently explain growth mindset to someone else. Classroom observations, 'learning walks' and a school survey will be used to collect data and

evidence of achieving the 2019 annual milestone.

- that all staff to have a consistent, deep understanding of positive behaviour for learning, so that every staff member can adopt a consistent approach to behaviour for learning within the school.
- that a sustained focus on communicating the school's positive behaviour for learning and wellbeing systems to all parents/carers.
- to strengthen transition programs between Year 6 to Year 7.
- to continue to embed Positive Behaviour for Learning (PBL) universal systems throughout the school, and to ensure that all new staff and students have a deep understanding of the school wide values/expectations.
- to continue to develop and enhance strong, high quality relationships with parents so that there is a school-wide, collective responsibility for student learning success, which is shared by parents and students.
- to build teacher capacity to ensure planning for learning is informed by holistic information about each student's wellbeing and learning needs in consultation with parents/carers.
- that all teachers evidence the Australian Professional Standard for Teachers within their Performance and Development Plans.
- that supervisor's feedback in regards to teaching and learning programs and lesson observations of teachers, incorporates elements of the Australian Professional Standards for Teachers.
- that new scheme and proficient teachers, work towards certification as proficient or accreditation at leadership level.



Strategic Direction 2

High quality teaching

Purpose

Enhance the capacity of all staff to identify, understand and implement evidenced based teaching practice. Teachers refine their skills in using data to drive teaching directions, monitor and assess student progress and achievement and reflect on teaching effectiveness in literacy and numeracy.

Overall summary of progress

With the goal of enhancing teacher's capacity to identify, understand and implement evidenced based teaching practices, ongoing professional learning in 2018 focussed on 'What Works Best', a document which outlines evidence based strategies to help improve student performance. Teachers enhanced their understanding of and ability to utilise visible learning, developing high expectations, and using explicit teaching

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increase the average number of students achieving in Proficiency Bands in NAPLAN (2018–2020):</p> <p><i>All Students:</i></p> <ul style="list-style-type: none">• Year 5 Writing from 6% to 14%• Year 5 Numeracy from 14% to 22% <p><i>Aboriginal Students:</i></p> <ul style="list-style-type: none">• Year 5 Writing from 0% to 8%• Year 5 Numeracy from 0% to 8%•	<p>\$7840 from literacy and numeracy funding to support teachers to implement professional learning and enhanced teaching practices.,</p>	<p>Through ongoing professional learning throughout the year, a sustained focus was placed on teaching, assessing and analysing student's writing, in order to increase the capacity of teachers to reflect on teaching practices and in turn increase student achievement in writing.</p> <p>The school 2018 NAPLAN results did not reflect an increase in students achieving within proficiency bands, other than in Year 5 numeracy, with an increase from 14% to 16% on average.</p>
<p>School self evaluation against the SEF, indicates a movement from 'delivering' to 'sustaining and growing' in the Learning Domain areas of both 'Curriculum' and 'Assessment'.</p>		<p>We understand that an integrated approach to quality teaching, curriculum planning and delivery, and assessment, promotes learning excellence and responsiveness in meeting the needs of all students.</p> <p>Against the School Excellence Framework, in the Domain of Curriculum, our school self assessment placed us at the 'sustaining and growing' level; and in the Domain of Assessment, we continue to be working toward delivering.</p>

Next Steps

- An increased focus on enhancing the teaching practices around writing for students, with an emphasis on: visible learning, explicit and systematic teaching of writing skills and knowledge; whole school writing assessments; collection and analysis of writing data; and collaboration and consistency with 'where are they now? Where to next?'
- Embed a more comprehensive evaluation process in our 2019 milestones.
- Continue to develop staff understanding of the School Excellence Framework to drive school improvement.
- Continue to develop staff skills in using data, interpreting data and evaluating data to not only inform teaching but also as a tool for self-reflection and to inform whole school planning.
- Implement a Curriculum team, who will lead the school in developing a whole school assessment strategy so that there is consistent collection of meaningful data that is used in a purposeful way and informs our future school improvement plan.
- Continue to develop a collaborative and comprehensive Professional Development Framework process to ensure

the ongoing reflection and improvement of teaching practices.

- Enhance our Performance and Development Framework process for both teaching and non-teaching staff.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$16 118	<p>To support the cross-curriculum priorities of Aboriginal and Torres Strait Islander histories and culture, we invited our community to participate in a whole school event to mark Sorry Day/NAIDOC Week. Students wore red, black and yellow to represent the colours of the Aboriginal flag, and participated in a number of highly engaging activities based on Aboriginal culture, presented by class teachers, Aboriginal community members and Wauchope High School Aboriginal students.</p> <p>The school employed an Aboriginal School Learning Support Officer throughout the year to support a number of Aboriginal students who required additional academic, social or emotional support.</p>
Low level adjustment for disability	\$9811	<p>The school's Learning and Support Team processes have been enhanced with a focus on supporting teachers in personalising learning and support. As a result, differentiation is embedded into teaching and learning programs. The school used the National Consistent Collection of Data (NCCD) to engage teachers in meaningful professional dialogue about how to cater for the varied needs of students in their classes and the learning and support teacher facilitated classroom teachers' discussions about adjustments to support individual student learning. A Learning and Support Teacher (LaST) and School Learning Support Officers (SLSOs) have been employed to further enhance and support student learning across Literacy and Numeracy. Review and analysis of school based data against learning continuums have been used to determine progress on student learning targets as well as the implementation of various targeted support programs, including; MultiLit, Stage 2 and Stage 3 Numeracy groups and Language for Learning.</p>
Quality Teaching, Successful Students (QTSS)	\$26 680	<p>The Quality Teaching, Successful Students initiative gives Beechwood Public School additional resources to enhance professional practice across our school by using evidence-based strategies to improve the quality of classroom teaching including collaboration, mentoring and reflective practice which at Beechwood includes;</p> <ol style="list-style-type: none"> 1. Pairing teachers with mentors in order to build explicit teaching practice and establish effective management skills, informed by data, to improve practice; 2. Setting high expectations for the mentors and mentees, in this dual relationship, through the use of effective feedback, to build quality teaching practice.
Socio-economic background	\$36 059	During 2018, socio-economic funding

<p>Socio-economic background</p>	<p>\$36 059</p>	<p>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, swimming, subsidising school uniforms, and to support a local family who lost their home and possessions in a house fire. Funding was also utilised to supplement existing learning and support programs and employment of SLSO's for the provision of additional learning support within classes. This resulted in increased levels of student engagement, participation and achievement of learning outcomes.</p>
<p>Support for beginning teachers</p>	<p>\$13786</p>	<p>In 2018 one staff member was an early career teacher who was supported throughout the year with additional teacher release from face to face time each week. This teacher also had an executive teacher who was a designated coach/mentor. Together they were released from face to face teaching to plan teaching and learning sequences, develop an increased understanding of syllabus documents, develop innovative ways to assess and monitor student's learning, and to collect, analyse and use data to develop systematic steps for teaching sequences.</p> <p>In addition, the early career teacher and mentor attended several beginning teacher network meetings and professional learning experiences.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	64	72	78	97
Girls	54	56	61	63

Our enrolments for 2018 allowed us to form seven classes. For the first time in many years, we were able to form two Kindergarten classes, one Year 1 class, a Year 2 class, and then one 3/4, one 4/5 and one 5/6 class. Eight percent of our students identify as being Aboriginal.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.9	94.5	95.6	93.3
1	90.6	95	95.3	94.4
2	92.7	91.4	93.9	93.1
3	88.6	95.2	93.3	92.7
4	92.6	94.2	94.3	88.2
5	93.5	95.2	91.6	91.3
6	93.5	93.9	94.2	87
All Years	92.6	94.3	94.1	91.8
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

With the introduction of online roll marking in 2018, our school reviewed the existing procedures for monitoring non-attendance and refining a whole school approach to promoting and supporting positive attendance through:

- encouraging and promoting regular attendance at

- school and informing parents of attendance expectations through the school newsletter
- Monitoring the daily marking of class rolls through EBS to maintain accuracy in marking absence, partial absences and notification of the reasons for absences
- Monitoring whole school attendance data at weekly staff meetings and teachers making phone calls to parents if student attendance rates fall below 85%
- Providing clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance
- Comprehensive implementation of attendance checklist/information sheet noting follow up on attendance concerns
- Continuation of an attendance award each term for the student with 100% attendance rate.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	6.83
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.4
School Administration and Support Staff	2.02

*Full Time Equivalent

The percentage of staff members who identify as Aboriginal is 18%.

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	

Professional learning and teacher accreditation

All staff at Beechwood Public School have developed and engaged with a Performance and Development Plan, identifying professional learning targets and building their teaching capabilities in line with the Australian Professional Standards for Teachers.

Performance and Development Plans assist staff to work towards and achieve personal learning goals, record evidence of professional learning and provide a structure for the reflection of their performance. Our staff participated in a wide range of professional learning opportunities that aligned with the school plan including:

* fortnightly professional learning sessions during staff meetings focusing on syllabus implementation, literacy and numeracy progressions, quality teaching, career development, wellbeing and equity and the effective use of technology to support student learning;

* introduction to the literacy and numeracy progressions and using PLAN 2;

* collaborative planning days focusing on consistency of teacher judgement in Writing and planning for future teaching;

* self assessment using the School Excellence Framework;

* peer classroom observations and feedback sessions;

* Best Start 2018 training;

Our staff development days involved:

* mandatory training such as Code of Conduct, CPR, Anaphylaxis and Child Protection; and

* developing consistency of teacher judgement through the analysis of work samples.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	68,915
Revenue	1,728,789
Appropriation	1,656,310
Sale of Goods and Services	10,287
Grants and Contributions	61,182
Gain and Loss	0
Other Revenue	0
Investment Income	1,011
Expenses	-1,659,240
Recurrent Expenses	-1,659,240
Employee Related	-1,519,029
Operating Expenses	-140,211
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	69,549
Balance Carried Forward	138,463

At Beechwood Public School, the financial management process includes a finance committee consisting of the Principal, School Administrative Manager (SAM) and Assistant Principal. A summary of the financial procedures and achievements include:

- individual program budgets aligned to each strategic direction and operational budget for other committee areas;
- team leaders for each budget area with authority to expend within each financial limit, overseen by the finance committee, and
- the finance committee meets twice per term to oversee reports, monitor expenditure and adjust as required. The school raises funds through school and community activities.

In 2018, the school identified programs required to maintain and upgrade school resources and facilities. These programs included:

- continued upgrade and acquisition of digital technology resources to support students in the growth of productive and creative technology;
- re-modelling of existing garden beds to establish individual class kitchen-gardens; and
- beautification of school grounds and play areas; and
- refurbishment of the Assistant Principal's office to facilitate a school counsellor work area and enhanced parent/visitor meeting area.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	1,338,045
Base Per Capita	26,878
Base Location	4,194
Other Base	1,306,972
Equity Total	93,221
Equity Aboriginal	16,118
Equity Socio economic	36,059
Equity Language	0
Equity Disability	41,044
Targeted Total	37,212
Other Total	24,695
Grand Total	1,493,173

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

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.

In 2018 the Year 3 and Year 5 students participated in a NAPLAN online readiness test, which was designed to assess the hardware and organisational structures of the school, in preparation for the migration to the NAPLAN online assessment, in 2019.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students

who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018 NAPLAN Literacy assessments, Year 3 students results indicated that: 50% of students achieved in band 5 in Reading, 100% of students achieved Band 3 and Band 4 in Writing, and 50% of students achieved in band 3 for Grammar and Punctuation

Year 5 results indicated that: 33% of students achieved in band 5 for Reading. Writing showed a marked decline from 2017, which has continued a downward trend. For 2019 SevenSteps to Writing will be introduced as a program to improve Writing standards across Stage 3. Thirty three percent of students achieved greater than or equal to expected growth in Reading.

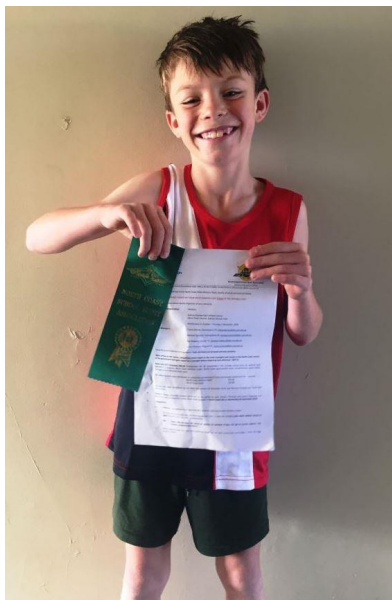
During 2019, a new targeted intervention program will be implemented by the LaST teacher and SLSO to move students from the middle bands to the upper bands in literacy.

In 2018 NAPLAN – Numeracy, Beechwood PS students performed as expected. Year 3 results indicated that 50% of students achieved in Band 4 for numeracy, while in Year 5, 67% of students achieved in Band 4 and 33% achieved in Band 5 for numeracy.

There is a planned intervention strategy to be implemented for students to shift this trend to see more students achieve in the top 2 bands in 2019.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In regards to the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands; In 2018 we did not have any Year 3 or Year 5 Aboriginal students achieve in proficiency bands in literacy or numeracy. In 2019 a strategic plan will be developed and implemented to target and further enhance the achievement levels of all Aboriginal students, across both literacy and numeracy.



Parent/caregiver, student, teacher satisfaction

Each year, schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Thirteen percent of parents responded to a school developed survey, 94% of parents agree or strongly agree that the school has a happy and positive atmosphere and 91% of parents would recommend the school to others. Ninety four percent of parents believe that teachers create challenging and engaging work for their children and 87% believe that behaviour is managed well at the school. Ninety four percent feel that their child feels safe at school and 94% feel that teachers and executive staff listen to and act on their concerns and enquires. All staff agreed that they have been given valuable professional development this year which has led to improved student outcomes.

Policy requirements

Aboriginal education

All Years K–6 teaching programs include Aboriginal perspectives and content that teaches students about Aboriginal history, culture and Aboriginal Australia.

To support the cross–curriculum priorities of Aboriginal and Torres Strait Islander histories and culture, we invited our community to participate in a whole school event to mark Sorry Day/NAIDOC Week. Students wore red, black and yellow to represent the colours of the Aboriginal flag, and participated in a number of highly engaging activities based on Aboriginal culture, presented by class teachers, Aboriginal community members and Wauchope High School Aboriginal students.

The school employed an Aboriginal School Learning Support Officer throughout the year to support a number of Aboriginal students who required additional academic, social or emotional support.

In 2019 the school will develop an Aboriginal Education Committee, comprised of staff, parents/carers and students. This committee will drive the planning and implementation of specific Aboriginal education outcomes and policy requirements throughout the year, and will also have representation on the 150 year celebration committee.



Multicultural and anti-racism education

Beechwood Public School maintains a high level of awareness and understanding of other cultures. The school continually reviews its teaching and learning programs to ensure that culturally inclusive classroom and school practices are embedded.

This awareness and understanding is incorporated into all KLA's (Key Learning Areas), in particular English, History and Geography. We ensure inclusive teaching practices underpin all lessons; which recognise and value cultural diversity. Curriculum content focuses on empathy, understanding and tolerance.

A key program in the school has been in Stage 2, whereby students have exchanged and written letters to Pen Pals in a Sydney school in which 90% of the student body are non–English speaking. This has provided students with an opportunity to communicate and learn with students from significantly different cultural backgrounds to their own. Students have developed a knowledge and understanding of beliefs, traditions and customs of other cultures.

The school also celebrates diversity by participating in events such as Harmony Day and related activities, which support anti–bullying and anti–racial strategies.

The staff at Beechwood Public School are committed to providing an equitable and inclusive education for ALL students.