

Beechwood Public School

2019 Annual Report



Introduction

The Annual Report for 2019 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.

School contact details

Beechwood Public School

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BEECHWOOD PUBLIC SCHOOL AND BEECHWOOD P&C ASSOCIATION PRESENT

Beechwood Public School
SESQUICENTENARY
20TH & 21ST SEPTEMBER 2019

SCHOOL CELEBRATION
FRIDAY 20TH SEPTEMBER, 2019
TIME CAPSULE DIGGING UP / SESQUICENTENARY CELEBRATION ASSEMBLY / CLASS PERFORMANCES / CLASSROOM DISPLAYS

HERITAGE FUNFAIR
SATURDAY 21ST SEPTEMBER, 10AM
TIME CAPSULE DISPLAY / HISTORIC VEHICLES / CLASSROOM DISPLAYS / LIVE MUSIC / MARKET STALLS / MEMORABILIA / KIDS ACTIVITIES / REPTILE SHOW / OLD STYLE FOOD & DRINKS

CELEBRATION DINNER
SATURDAY 21ST SEPTEMBER, 6:30PM
FORMAL DINNER CELEBRATING 150 YEARS OF BEECHWOOD PUBLIC SCHOOL HELD AT WAUCHOPE COUNTRY CLUB

tickets available via Eventbrite.com.au

 More information at:
www.facebook.com/beechwoodpandc
or email:
beechwoodpandc.150yrs@gmail.com



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 2019, Beechwood Public School had an enrolment of 167 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 proudly celebrated 150 years of educational delivery in 2019.



Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

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.

Improvement Measures

Self assessment against the SEF: Wellbeing – 'A Planned Approach to Wellbeing', indicates that the school has moved from 'Delivering' to 'Sustaining and Growing'.

- All staff are consistently demonstrating Proficient, or greater, in Standard 3 (*Plan for and implement effective teaching and learning*). Evidenced by a pre and post assessment survey. (Australian Professional Standards for Teachers)

Progress towards achieving improvement measures

Process 1: Successful learning strategies

Develop and explicitly teach learning skills at each stage of students' schooling through:

- Project 1 – Critical and Creative Thinking
- Project 2 – Growth Mindset

Evaluation	Funds Expended (Resources)
<p>Questions;</p> <ul style="list-style-type: none">• Do a majority of students demonstrate a growth mindset in words and actions?• Are 100% of staff consistently using growth mindset language in their lessons?• Are our focus group of students able to demonstrate an understanding of growth mindset? <p>Data Sources; Staff survey, student focus group, learning walks, classroom observations and teacher professional reflections.</p> <p>Findings; Growth mindset understanding among staff has improved to a majority of teaching staff. Staff agreed that a continued focus on specific, growth minded feedback in 2020 is important. Students in focus group (K/1 and 5/6) demonstrate a low-level understanding – growth mindset is a positive mindset, never give up, try hard, etc.</p> <p>Implications; Working to up skill support staff in language and growth minded thinking. Support staff to develop resources that can be displayed in rooms that they can refer to and help build their language and habit. Further professional learning and development in this area in 2020.</p>	<p>Staff professional learning time (staff meeting and Staff Development Day).</p>

Process 2: Developing PB for Learning Systems

Project 3 – Implement a holistic approach to student behaviour to create a safe, connected, positive and supportive learning culture.

Evaluation	Funds Expended (Resources)
<p>Questions; Do 100% of staff support and implement the PBL wellbeing practices and procedures? Do we have an increase in positive behaviours and a decrease in negative behaviours? Are teachers reporting accurately?</p> <p>Data Sources; SET, Low Level Behaviour class tracking sheets, EBS (yellow, red cards).</p>	<p>1 hour of additional release per week for Wellbeing Coordinator (approx. \$3000)</p>

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.

Improvement Measures

Increase the average number of students achieving in Proficiency Bands in NAPLAN (2018–2020):

All Students:

- Year 5 Writing from 6% to 14%
- Year 5 Numeracy from 14% to 22%

Aboriginal Students:

- Year 5 Writing from 0% to 8%
- Year 5 Numeracy from 0% to 8%

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'.

Progress towards achieving improvement measures

Process 1: Research Informed Pedagogy

To enable teachers to identify, understand and implement evidenced based teaching strategies, that will lead to improving student outcomes in Literacy and Numeracy.

- Project 4 – Learning intentions/success criteria
- Project 5 – Primary teachers to develop their understanding of guided reading in the primary years through 'Close Reading'.

Evaluation	Funds Expended (Resources)
<p>Questions;</p> <ul style="list-style-type: none">• Can all staff can show evidence of effective feedback to students.• Do classroom practice observations reflect evidence of high–impact, evidence–based visible learning.• Can students verbalise what they are learning and what they are expected to do/ produce in all lessons. <p>Data Sources;Findings; Consistently, teachers are saying they value effective feedback, though have not mastered it, yet.Implications; Continued development in 2020. PLP interview shows a focus on effective feedback throughout the year.</p>	<p>What Works Best: Evidence–based practices to help improve NSW student performance (CESE)</p> <p>High Impact Teaching Strategies</p>

Process 2: Using Data to Improve Literacy & Numeracy

- Project 6 – Teachers understand how to use data and the learning progressions, in order to inform challenging, differentiated learning programs in both Literacy and Numeracy (focus on Reading, Writing and Whole Number).

Evaluation	Funds Expended (Resources)
<p>Questions; How is consistency in data collection ensured? Are all teachers measuring students accurately and within the time constraints agreed on by the school?</p> <p>Data Sources;</p> <p>Findings; Assessment consistency guides drafted and used for Semester 2 reports. Minority of teachers tracked progressions data consistently. Creating Texts – tracked most consistently.</p>	<p>Staff professional learning time.</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$15256	<ul style="list-style-type: none"> • Increased collaboration between parents/carers and school in enhancing the education and achievement of BPS Aboriginal students; and • an enhanced knowledge, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages, by students, staff and the community.
Low level adjustment for disability	\$49425	<ul style="list-style-type: none"> • An increase in the number of students receiving individualised short term and long term support; • increased outcomes for students identified as requiring additional support; and • capacity building for teachers in designing and implementing high impact, differentiated teaching strategies.
Quality Teaching, Successful Students (QTSS)	\$28920	<ul style="list-style-type: none"> • Evidence through teaching and learning programs, professional learning data, classroom observations and supervisor–teacher discussions show evidence of enhanced professional practice and understanding of high impact teaching strategies to improve student outcomes.
Socio–economic background	\$41164	<ul style="list-style-type: none"> • Individual students and families were supported both financially and through targeted additional support by Learning and Support teachers and School Learning and Support Officers. Class teachers were allocated release from face to face teaching time designed to collaborate and plan for individualised support programs.
Support for beginning teachers	\$10400	<p>The early career teachers:</p> <ul style="list-style-type: none"> • attended a variety of professional learning opportunities throughout the year; • collaborated with experienced colleagues and in doing so enhanced their own capacity to provide high impact teaching strategies for their students; and • used The Australian Professional Standards for Teachers as a framework for developing their knowledge, skill and capacity as an early career teacher.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	72	78	97	102
Girls	56	61	63	66

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.5	95.6	93.3	94.3
1	95	95.3	94.4	94.4
2	91.4	93.9	93.1	93.2
3	95.2	93.3	92.7	93
4	94.2	94.3	88.2	91
5	95.2	91.6	91.3	93.5
6	93.9	94.2	87	90.2
All Years	94.3	94.1	91.8	92.9
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.87
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.4
School Administration and Support Staff	2.02

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	138,463
Revenue	1,953,549
Appropriation	1,865,623
Sale of Goods and Services	8,699
Grants and contributions	78,090
Investment income	1,137
Expenses	-1,925,131
Employee related	-1,720,414
Operating expenses	-204,717
Surplus / deficit for the year	28,418

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.



Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	38,142
Equity Total	106,318
Equity - Aboriginal	15,729
Equity - Socio-economic	41,164
Equity - Language	0
Equity - Disability	49,425
Base Total	1,388,715
Base - Per Capita	37,542
Base - Location	5,143
Base - Other	1,346,030
Other Total	73,021
Grand Total	1,606,196

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.

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.



Parent/caregiver, student, teacher satisfaction

In 2019 44 students in Years 4, 5 and 6 completed the 'Tell Them From Me' Student Survey. Results showed that in student outcomes and school climate the school reflected at or above NSW norms, except in the area dealing with positive homework behaviours.

In the 'Partners in Learning' Parent Survey was completed by 30 parents/carers. Results indicated that overall, Beechwood PS parents believe that a positive relationship between the school and the community exists. As a successful school, we foster regular communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents and grandparents to volunteer at the school and participate in school governance.

9 teachers responded to the 'Focus on Learning' Teacher Survey Report. The results for the Eight Drivers of Student Learning (leadership, parent involvement, inclusive school, technology, teaching strategies, data informed practice, learning culture and collaboration) indicated that the two areas identified for future targets were enhancing the use of technology as a tool for learning, and data informed practices. All other 'drivers' were at or above state norms.



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

