

# 2020 Annual Report

## Beechwood Public School



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# Introduction

The Annual Report for 2020 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

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Beechwood Public School

614 Beechwood Road

Wauchope, 2446

[www.beechwood-p.schools.nsw.edu.au](http://www.beechwood-p.schools.nsw.edu.au)

[beechwood-p.school@det.nsw.edu.au](mailto:beechwood-p.school@det.nsw.edu.au)

6585 6136

## School vision

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 2020, Beechwood Public School had an enrolment of 166 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 100 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.



100 days of Kindy

## 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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Delivering
LEADING: Management practices and processes	Sustaining and Growing



## 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><b>Questions:</b> Are students completing their learning contracts/ Can do/ Must do activities? Are students engaging with bump it up/ progress/ learning journey walls to self reflect? Do students value high challenge learning?</p> <p>Are teachers programming for student directed learning?</p> <p>Are all students being taught explicit growth mindset lessons? Are staff and students speaking with growth minded language? Is growth mindset communicated effectively within the wider school community?</p> <p><b>Data Sources:</b> Learning walks/ discussions with students, Tell Them From Me, QTR notes, Programming supervision, lesson observations, newsletters, bulletins, PLP/IEP goals, classroom displays.</p> <p><b>Analysis:</b> Growth mindset understanding among staff has improved to a majority of teaching staff. Staff agreed that a continued focus on specific, growth minded feedback. 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><b>Implications:</b> 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 the future.</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><b>Questions:</b> How many classes were consistently taught PBL lessons each week? How has this affected our low level behaviour? How has this affected our playground incidents? What measure of students confidently understand</p>	<p>1 hour of additional release per week for Wellbeing Coordinator (approx. \$3000)</p>

## Progress towards achieving improvement measures

the school expectations in each area?

Has the school wellbeing procedures document been created and communicated with staff? Do all school staff demonstrate an understanding of the wellbeing framework and the school wellbeing procedures.

Are our community receiving and engaging within regular communication/ demonstrate an understanding of our school expectations and behaviour systems? Does parent/carer survey indicates there is widespread community awareness of PBL and school wellbeing expectations?

**Data Sources:** Program supervision, Low-level behaviour tracking sheets, ontrack+ behaviour reports, PBL SET (School Evaluation Tool), minutes of staff meeting (sharing the wellbeing framework, Tell Them From Me Parent Survey).

**Analysis:** Whilst the data has been collected and analysed the Covid-19 pandemic impacted the full delivery of this process.

**Implications:** During 2021 Beechwood PS will refocus our energy on systematic, sequenced lessons for PBL directly related to welfare data gathered and analysed.

### Funding Sources:

- Consolidated funds (\$3000.00)

## 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>• Evidence based teaching practices are being implemented in all classes, as evidenced by Teaching and Learning programs, classroom observations and completion of PL Modules.</p> <p>• Regular K-6 meetings are held, ensuring teachers collaboratively and consistently discuss and analyse data, to drive student learning programs, evidenced by consistency of PLAN (now PLAN2) data, teacher reflection and focused professional dialogue, cross-stage collaboration and an open-door culture.</p> <p>• Regular assessment and data is used to cater for individual learning needs and to develop individual learning pathways, evidenced by teaching/learning programs and Personalised Learning Pathways.</p> <p><b>Questions:</b> Are all staff using visible learning strategies (Learning Intention, Success Criteria) in all lessons. Are teachers regularly collaborating to improve practice? Are teachers implementing evidence based practices? Are teachers using their student data to provide effective, process-based feedback to students?</p> <p><b>Data Sources:</b> Learning walks, Program supervision, PDPs, lesson observations, meeting minutes, planning day agendas, PLAN2 data, IEP/PLP document, IEP/PLP meeting register.</p> <p><b>Analysis:</b> Consistently, teachers are saying they value effective feedback, though have not mastered it, yet.</p> <p><b>Implications:</b> Continued development in 2021. 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>

## Progress towards achieving improvement measures

### 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)
<ul style="list-style-type: none"><li>• Teaching and Learning programs include data driven differentiation strategies to cater for individual learning needs, evidenced by regular program monitoring and observation of student work samples.</li><li>• A consistent, whole school approach to Reading, Writing and Numeracy teaching/learning, which uses effective evidence-based teaching practices, learning intentions and success criteria, ensuring a development of knowledge, skills and understanding for all students. This will be evidenced through teaching programs, supervision protocols, scope and sequence of syllabus content, and student progress along learning progressions.</li></ul> <p><b>Questions:</b> Are teachers using the literacy and numeracy progressions to consistently collect data? Are teachers and stage teams using this data to inform planning, programming, reporting and differentiation?</p> <p><b>Data Sources:</b> Data wall, program supervision, PLAN2 data, lesson observations, school scope and sequence documents, student progression walls (bump it up, learning journey).</p> <p><b>Analysis:</b> Assessment consistency guides drafted and used for Semester 2 reports. Most teachers tracked progressions data consistently. Creating Texts - tracked most consistently.</p> <p><b>Implications:</b> More work is needed to develop this area, the new School Improvement Plan will reflect this need.</p>	<p>Extra release for each teacher on class, half hour each week = 3.5 hours per week. Ongoing all year = 140 hours per year.</p>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$15 256.00)</li> </ul>	<ul style="list-style-type: none"> <li>Increased collaboration between parents/carers and school in enhancing the education and achievement of BPS Aboriginal students; and</li> <li>an enhanced knowledge, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages, by students, staff and the community.</li> </ul>
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$49 425.00)</li> </ul>	<ul style="list-style-type: none"> <li>An increase in the number of students receiving individualised short term and long term support;</li> <li>increased outcomes for students identified as requiring additional support; and</li> <li>capacity building for teachers in designing and implementing high impact, differentiated teaching strategies.</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$28 920.00)</li> </ul>	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.
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio-economic background (\$41 164.00)</li> </ul>	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.
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Support for beginning teachers (\$10 400.00)</li> </ul>	The early career teachers: <ul style="list-style-type: none"> <li>attended a variety of professional learning opportunities throughout the year;</li> <li>collaborated with experienced colleagues and in doing so enhanced their own capacity to provide high impact teaching strategies for their students; and</li> <li>used The Australian Professional Standards for Teachers as a framework for developing their knowledge, skill and capacity as an early career teacher.</li> </ul>

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	78	97	102	100
Girls	61	63	66	66

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.6	93.3	94.3	92.7
1	95.3	94.4	94.4	95.5
2	93.9	93.1	93.2	92.8
3	93.3	92.7	93	93.2
4	94.3	88.2	91	88.1
5	91.6	91.3	93.5	89.8
6	94.2	87	90.2	92.4
All Years	94.1	91.8	92.9	92.1
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## 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.



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# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.88
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.



# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	166,881
<b>Revenue</b>	1,880,693
Appropriation	1,829,556
Sale of Goods and Services	6,463
Grants and contributions	44,236
Investment income	438
<b>Expenses</b>	-1,791,875
Employee related	-1,633,622
Operating expenses	-158,253
<b>Surplus / deficit for the year</b>	88,819
<b>Closing Balance</b>	255,700

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.



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## Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
<b>Targeted Total</b>	89,044
<b>Equity Total</b>	125,255
Equity - Aboriginal	18,569
Equity - Socio-economic	53,663
Equity - Language	0
Equity - Disability	53,023
<b>Base Total</b>	1,435,736
Base - Per Capita	40,405
Base - Location	5,649
Base - Other	1,389,682
<b>Other Total</b>	63,087
<b>Grand Total</b>	1,713,122

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.



Harmony day 2020

# 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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



Fix-it Club

## Parent/caregiver, student, teacher satisfaction

In 2020 57 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 of a sense of belonging, this may be impacted by Covid-19 and time spent away from school during the pandemic.

In the 'Partners in Learning' Parent Survey was completed by 23 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.



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# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.