Our school at a glance

Students
We have had a steady 15 students this year. All students were in the one multi stage class with each class represented, Kindergarten to year 6.

Staff
2010
Ms Helen Sturman – Principal.
Mrs Deborah Gilchrist - Temporary Casual Teacher
Mrs Linda Griffin Librarian – Casual Teacher.
Mr Barry Shields - Student Learning Support Officer.
Mrs Barbara Weise - General Assistant.
Mrs Deidre McKinnon - School Administration Manager.
Mr Barry Shields - Cleaner
All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
Country Area Program— a Federally funded program to enhance the education of students who are geographically isolated.
Active after School Community— a Federally funded program used to promote healthy children through non-competitive activities and healthy snacks.

Messages

Principal’s Message
Beckom Public School continues to provide enriched educational programs for rural students. Through the implementation of individual teaching programs students are all catered for according to their needs.
During 2010 our students participated in the Premier State Debating Challenge reaching the semi finals for the Riverina which was outstanding. Students also participated in the Enviro Champ program run to promote Environmental issues in the local area, Stewart House, Music a Viva performances and the Multicultural Public Speaking competition with a student reaching the Riverina, Western Regions Finals. Students attended all small school sports carnivals, District carnivals, Riverina District Cross Country and Athletics. The Mandarin and music program continued as well as the introduction of Accelerated Literacy.
The copper fiber arrived so broadband could be connected to the school this year which lead to the Connected Classroom being established. We also received a new library through the Building Education Revolution and our toilets were upgraded. 2010 was a successful year for all students and staff.
I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.
Helen Sturman

P & C Report
Where has this year gone? It has been a very busy and rewarding year for our hardworking group of parents and citizens.
We started our fund raising early in the year with the annual street stall, by catering at various functions such as the Public Speaking Day, NAIDOC week celebrations and School Principal days. This saw us raise valuable funds, which we used to purchase the Beckom School sign. This has been erected in the front garden of the school. We also contributed to the bus travel for the major school excursion to Shoal Haven Heads.
The centenary was the next big event. Lots of working bees and tree planting went on. The mural was painted on the tennis court wall thanks to Melissa Weise. The pavers which we sold have made a lovely pathway starting from our front entrance honoring past and present students, staff, and community members.
The centenary and the school picnic coincided. We ran the BBQ, sold mugs and had a wonderful raffle. Two trees were planted to remember the day.
The P & C would like to thank the parents and community for their continued support. In closing we would like to thank our school principal Helen Sturman and staff for their hard work and dedication during the year.
Sally Collis P&C President
Student Representative’s Message

This year, my last at Beckom, has been full of fun and opportunities. We have been to Shoalhaven Heads, celebrated our Centenary, and represented the Riverina in state competitions such as athletics and cross country. It’s been a bit tricky being captain at different times throughout the year; having many different rolls and responsibilities, saying multiple speeches in front of large crowds, being the MC at the Centenary, running meetings, organising events and making sure everyone is happy. The funny thing is that I really have enjoyed all of it. I hope I have helped the school by being helpful and caring, letting the students have a vision and improving the school in any way I could, I have made up fun and fair games where everyone can play happily and get along with the people around them and making sure everyone feels welcomed.

Thank you for electing me as captain.

Joseph Grinter
Student representative

Management of non-attendance

Overall school attendance is not an issue however the following process is in place for those students whose attendance causes concern:

If attendance patterns do not improve the matter is referred to the Home School Liaison Officer after correspondence with parents.

Class Student attendance profile

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

Structure of classes

Beckom Public School

Note: Class size data are as provided by schools in the annual class size audit.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-6</td>
<td>1</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>K-6</td>
<td>2</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>K-6</td>
<td>3</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>K-6</td>
<td>4</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>K-6</td>
<td>5</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>K-6</td>
<td>6</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>K-6</td>
<td>K</td>
<td>1</td>
<td>15</td>
</tr>
</tbody>
</table>

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>10</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Female</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>
Staff information
Ms Helen Sturman was the Teaching Principal
Mrs. Deborah Gilchrist was employed as the Temporary Relief Teacher, covering Principal’s release and assisting with teaching many Key Learning Areas.
Mrs. Linda Griffin was employed as a Maths/ Technology teacher & Librarian for one day per week.
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>0.084</td>
</tr>
<tr>
<td>Two Adults-School Administration Manager Supp PP6</td>
<td>0.358</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.042</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Counselor</td>
<td></td>
</tr>
<tr>
<td>School Administrative</td>
<td>0.496</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.18</td>
</tr>
<tr>
<td>Total</td>
<td>2.244</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on the Indigenous composition of their workforce.

No staff are identified as Indigenous therefore making the composition of the school workforce 100% non indigenous.

Staff retention
100% of staff retention continued in 2010.

Teacher qualifications
All teaching staff meets the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
</tbody>
</table>

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of Financial Summary 30/11/2010

**Income**
- Balance brought forward 44 237.01
- Global funds 40 917.09
- Tied Funds 31 990.07
- School & Community sources 6 316.98
- Interest 3 067.86
- Trust receipts 813.15
- Canteen 0.00
Total income 127 342.16

**Expenditure**
- Teaching and Learning
  - Key learning areas 15 323.09
  - Excursions 3 098.09
  - Extracurricular dissections 3 710.65
- Library 474.31
- Training and development 2 975.15
- Tied funds 27 099.09
- Casual relief teachers 0.00
- Administration & office 13 989.68
- School operated canteen 0.00
- Utilities 5,922.51
- Maintenance 3 154.53
- Trust accounts 1 970.10
- Capital programs 0.00
Total expenditure 77 717.20
Balance carried forward 49 624.96

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Achievements

**Arts**
Primary students participated in the NSW Premier Debating competition. The team consisting of Henry, Lily, Joseph and Emalene won two of three first round debates. By winning the “debate off” for our zone they were successful in reaching the quarter final against Temora Public School. Reaching the semi final against Young Public School was a great achievement. Lily and Joseph represented our school during the Regional Team
nomination day. Lily was successful in being chosen as a reserve for the Regional team.

We held the Small School Public Speaking day at Beckom for the second year. We had a successful day, with Henry winning the Stage 3 section.

Henry, Emalene, Mehak and Zach represented our school at the NSW Regional Multicultural Public Speaking competition. Zach won the Stage 2 section and represented the school at the Riverina/Western Regions finals.

All students entered art in the Ardlethan and District show with many receiving highly commended certificates.

All students participated in the Musica Viva presentations, Pastance and Song Company. Students continued their music programs playing recorders, guitars, keyboards and drums. Students played at the Red Cross AGM’s in Beckom and at Shoalhaven Heads, the school’s centenary assembly and for Education Week.

Academic

Primary students participated in the Australasia Problem Solving competition with Henry achieving a result in the state top 25%.

Sport

Students participated at the Wallendbeen Baldry Shield Small Schools Sports Carnival. Beckom took out the marching trophy for a second year in a row. We brought home trophies for Overall handicap winner, third overall, Junior boy champion, Senior boy champion, 800 m boy, PP6 relay senior and intermediate.

At PSSA Athletics, the students were successful at the small school level in all categories. At zone level our 11 year boy champion Henry was a winner. Four students qualified for Riverina PSSA athletics. The PP6 relay qualified for the State Athletics at which they came 6th.

The school Cross Country team, after taking places at the Zone level [including winning the Handicap trophy], qualified for the PSSA Regional carnival. Henry was successful in qualifying for State cross Country. Swimming also produced improved results with four students qualifying for the District Carnival with Henry taking out the 11 years boy championship.

Presentation Night Play production

On presentation night the students presented their end of year production – Robin Hood. All students participated and it was a great success even though the attendance numbers were down due to harvest taking place. It was a great way to end a successful year.
Other

Academic

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

Due to the number of students in the year 3 cohort being under 10 results cannot be shown.

Numeracy – NAPLAN Year 3

Due to the number of students in the year 3 cohort being under 10 results cannot be shown.

Literacy – NAPLAN Year 5

Due to the number of students in the year 3 cohort being under 10 results cannot be shown.

Numeracy – NAPLAN Year 5

Due to the number of students in the year 3 cohort being under 10 results cannot be shown.

Progress in literacy and Numeracy Year 3 to year 5

Average progress in reading for matched students

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>School</td>
<td>133.4</td>
<td>243.1</td>
<td>59.5</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>82.0</td>
</tr>
<tr>
<td>State</td>
<td>87.5</td>
<td>88.4</td>
<td>83.4</td>
</tr>
</tbody>
</table>

Average progress in writing for matched students

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>117.4</td>
<td>76.6</td>
<td>59.7</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>65.4</td>
</tr>
<tr>
<td>State</td>
<td>69.3</td>
<td>57.7</td>
<td>66.8</td>
</tr>
</tbody>
</table>

Average progress in numeracy for matched students

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>100.0</td>
<td>266.2</td>
<td>66.7</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>88.4</td>
</tr>
<tr>
<td>State</td>
<td>77.3</td>
<td>93.4</td>
<td>89.3</td>
</tr>
</tbody>
</table>

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

At or Above Minimum Standard

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<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Percentage of Year 3 students achieving at or above minimum standard</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
<td></td>
<td></td>
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</tbody>
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</thead>
<tbody>
<tr>
<td>Percentage of Year 5 students achieving at or above minimum standard</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Year 3 students in our school 100% achieved above the minimum standard in 2010

Year 5 students in our school 100% achieved above the minimum standard in 2010
Significant programs and initiatives

Aboriginal education

Currently no indigenous students attend the school. Knowledge of Aboriginal Culture was incorporated into the curriculum program. Students celebrated Sorry Day with arts and craft sessions which celebrated the acknowledgement of the Prime Ministers message. NAIDOC Week was celebrated with a combined small schools day where students reflected on the history of the Aboriginal people in our country after viewing the movie “Rabbit Proof fence.”

Multicultural education

Multicultural is embedded in our program, with units of work covering Refugee issues. Students entered the Multicultural Public Speaking Competition which develops deeper understanding of Multi-culturalism. Harmony was celebrated at school with students’ encountering a variety of cultures on Harmony Day.

Respect and responsibility

Students have been involved with local community events such as the Ardlethan Agricultural Show and the Red Cross. All students were involved with special days such as Bandana Day, Movie Night and A pet day where funds collected were donated to Can Assist.

Connected learning

At the end of term 3 we had broadband connected to our school enabling the Connected Classroom suite to be connected. Technology has enhanced many Key Learning Areas with the Video Conferencing unit being used regularly for all stages. All Key Learning areas are being enhanced with Connected Classrooms and Quality teaching embedded.

Mandarin

All students experienced Mandarin as a second language this year. Students progressed through four units of work culminating in a Chinese Christmas.

Healthy Eating

Students are encouraged to participate in a healthy eating program. All students are provided with fruit/milk or fruit juice at recess. Healthy canteen is provided by parents fortnightly.

Gardening

The garden promotes the growing and eating of your own vegetables. Managed weekly by a dedicated mother, students’ plant vegetables, and learn how to sustainably care for the soil. Vegetables were picked regularly and taken home for healthy meals.

Music

Mr. Jackson continues to attend weekly to instruct primary students with musical instruments. The school band performed at the Education Week assembly, Red Cross AGM, Red Cross monthly meeting for the Shoal Haven Heads group and at our schools’ centenary celebrations.
Mrs. Gilchrist taught the CAP music program, also weekly, teaching students to read music and to sing in tune.
This year we had two performances from Music a viva- "Pastance" and "The Song Company." Both performances gave the students an insight into music.
Students attended a local combined High Schools' musical production of "Grease" in Leeton.

Progress on 2010 targets

Target 1
Classroom teachers use HOT practices during all lessons- 90% of students are achieving at their potential

Our achievements include:

• Policy has been updated
• Staff Training and Development has been undertaken for Gifted and talented Children
• The implementation of Higher Order Techniques being used in 75% of lessons with evidence in TAR visits.
• Evidence of Higher Order Techniques are in teaching and Learning programs.
• Students self assess work-samples A-E
• Small school network now meet to moderate work samples A-E

Target 2
90% students achieve at/ or above c level and 5 % achieve at or above B level in school based assessments in writing and spelling. Students in year 3 will achieve the state average or above in writing and spelling .Year 5 students will show a 2 band growth from year 3.
Our achievements include:

• Staff trained in Accelerated Literacy.

• Small Schools Literacy Day completed with Accelerated Literacy focus
• Students participate in Literacy Days
• Students self assess work samples against rubrics
• Student ranking on A-E scale
• National Assessment data and student work samples demonstrate that syllabus outcomes are met

Target 3
Improvement of ES1/S1 student’s performance in working mathematically as measured by an increase in the numbers of students demonstrating stage outcomes in school-based assessments to a B or above level. Maintenance of S2/ S3 students’ performance in working mathematically as measured by the meeting of or exceeding the 2 band growth in NAP results and internal assessment tasks providing opportunities for students to reach a level of B or above.
Our achievements include:

• Scope and sequence of outcomes in being used in programming
• Students self assess work samples against rubrics
• Student ranking on A-E scale
• National Assessment data and student work samples demonstrate that syllabus outcomes are met

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations in the following areas.
Curriculum
Assessment and reporting
Background
As part of our school plan is to rewrite our assessment and reporting policy we decided to evaluate our Assessment and Reporting policy as well as the procedures we have in place.
Findings and conclusions
Through a focus group with parents and Community members we found the following
- Students are being assessed appropriately.
- Parents have a solid understanding of the assessment and reporting procedures at our school.
- Students would like a more structured assessment process and more instantaneous feedback.
- Everyone is happy with the reporting system
- Staff would like to formalize the scope and sequence of assessments.
Future directions
- We will re-write an Assessment and Reporting policy
- We will write a scope and sequence for assessment tasks
- We will implement a procedure where students get prompt feedback on their assessment tasks.
- We will continue with our reporting schedule with three way interviews offered twice a year.

Educational and management practice
Literacy with a focus on writing
Background
One of our school targets is to ensure there is growth in all aspects of literacy. Our surveys covered all aspects of literacy.
Findings and conclusions
Results showed that most students believed literacy was important to them, their families and their teachers. Students believe they are good at all aspects of literacy and their teachers explain what is expected of them, and they are given good feedback. All students felt they are challenged and they enjoy literacy.

Teachers all said Literacy is an important part of the syllabus and they present challenging learning experiences, give feedback after effective assessment. Parents all indicated they felt their children are being taught spelling and writing effectively.
Future directions
Literacy will remain a focus for us with emphasis on Interactive writing, Accelerated Literacy and Integrated spelling.
Students will be active in editing work and will be given immediate feedback.
Teachers will present challenging literacy sessions, consistent spelling lists and rules, appropriate assessments.

In 2010 the school sought the opinions of parents, students and teachers about the school.
At a focus group the following comments were made:
Our school provides individual learning experiences for all students, within a wide range of topics.
Our school is providing a learning environment which caters for a high level of competency.
Our students are well disciplined and have strong boundaries to work within.

Professional learning
During 2010 Professional learning focused on Accelerated Literacy, Best Start and CMIT.
A teacher attended Accelerated Literacy training. The Principal completed an Online CMIT course and became the Best Start Leader. Best Start training included Interactive Writing, Time to Talk as well as Numeracy training.

School development 2009 – 2011
Targets for 2011
Target 1
By the end of 2011 - all students will be provided with Higher Order thinking practices in all Key Learning Areas. Measured by growth in work samples with evidence of Higher Order Thinking practices.
Strategies to achieve this target include:

- Staff moderates each others lessons with QT strategies concentrating on HOT strategies.
- Staff Professional learning in QT dimension – Intellectual quality.
- Coding of lessons focusing on Intellectual quality during writing.
- Professional Dialogue with feedback from lesson observations
- Professional development for QT to be embedded into technology.

Our success will be measured by:

1. Moderation of lessons by all staff
2. Feedback embedded into professional dialogue
3. Reprogramming with HOT strategies embedded
4. Embedded QT into technology through Connected Classrooms, IWB and PC
5. Improved assessment tasks linked to syllabus continuum.

Target 2
By the end of 2011 – Students will meet and /or exceed stage appropriate outcomes for English syllabus in writing and spelling. Year 5 and year 7 students meeting and / or exceeding State average growth in NAPLAN.

Our success will be measured by:

- Professional Development for staff in Time To Talk,
- Integrated Literacy sessions with assessment tasks
- Time to Talk embedded into daily program.
- Develop Accelerated Literacy strategies to be used in daily literacy sessions with integrated literacy sessions.
- Staff development in Consistent Teacher Judgment with small school network
- Explicit feedback to students after collection of work-samples
- Professional feedback at TARS

Target 3
By the end of 2011 all students will meet / exceed stage appropriate outcomes for working mathematically. Measured by ES1/S1 students demonstrating stage outcomes in school based assessments increasing from D / C to C / B, S2/S3 students exceeding State average growth in NAPLAN results.

Our success will be measured by:

- Develop Consistent Teacher Judgment sessions with small school network, relating to working mathematically.
- Staff use moderation sessions to establish a consistent judgment of A-E assessments.
- Best Start data used for individual learning plans
- CMIT data used for individual learning plans
- Assessment tasks with rubric using working mathematically outcomes
- Establish rubric for Self assessment of working mathematically outcomes.
- Completion of CMIT St2/St3 course completed and implemented.

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Ms Helen Sturman Principal
Mrs. Sally Collis P & C President
Mrs. Linda Griffin School Council Member
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Fax: 0269782342
Email: beckom-p.school@det.nsw.edu.au
Web: www.beckom-p.schools.nsw.edu.au
School Code: 1160
Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: