2009 Annual School Report
Beckom Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
We began the year with 14 students in a multi-stage class, Kindergarten to Year 6, of mixed ages. We gained a new student in Term 3 bringing our enrolment to 16. All years were represented.

Staff
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 to promote healthy children through non-competitive activities and healthy snacks.
National Literacy & Numeracy Week - a program funded to enhance numeracy with boys and girls.

Messages
Principal's message
Beckom Public School is a small rural school which promotes Quality Learning for individuals who attend the school.
2009 provided many opportunities for the students to reach their potential in all Key Learning Areas. The introduction of Mandarin as a Language Other Than English, has enhanced our learning environment. Music plays a major role in our extra curriculum activities.
The school has enhanced its’ physical appearance, as well as continuing to provide up to date resources applicable to all learning needs of the students.
Beckom Public School aims to enhance the learning of all its students by providing an environment which acknowledges individual learning styles, the importance of a deeper understanding and the implementation of higher order thinking in all lessons.
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 & areas for development.

Ms Sturman

School Council message
This year the elected Beckom School Council has comprised:
- Ms Helen Sturman, Principal.
- Mrs. Deborah Gilchrist, Staff Representative & Council Vice-President
- Mrs. Gayle Day, Parent Representative & Council Secretary.
- Mrs. Judy Day, Community Representative.
- Mr. Scott Weise, P&C Representative.
- Mr. Phil Grinter, Parent Representative & Council President.

Essentially, the purpose of the School Council is to be somewhat of a steering committee in areas of academic and social direction for B.P.S. students, and also in financial and property management.

Some of the student-based issues addressed during this year were:
- Tailoring class time to achieve best possible outcomes for individual students
- New uniforms for all students (via Federal Government Drought Assistance)
- Student welfare and discipline policy has been revised
- Bus travel and behaviour policy has been revised
- Anti-bullying policy has been reviewed and redefined

At a financial level, we have completed the following:
1. With a WATER GRANT from NSW Government, we installed water efficient toilets, bubblers and rain-water tanks.
2. Installed new shade structure with the Federally funded INVESTING IN OUR SCHOOLS program, over the (nearly new) play equipment.

3. Using the Federal Government’s NATIONAL SCHOOL PRIDE money, we have redesigned, and completed alterations to our school reception area, storeroom, filing space and Principal’s office.

March 2010 should see the arrival of a new library building, via the Federal Government’s BUILDING EDUCATION REVOLUTION initiative.

As we look toward to next year, some agenda items include:

- A continued focus on the promotion of our high-achieving, centenary-celebrating school. This will be supported by a promotional DVD, which has already been compiled by Mr. Michael Wheatley, with some further input from Mrs. Linda Griffin and Ms Helen Sturman, will aim to encourage future enrolments.
- Some relatively minor heating and cooling problems also need to be investigated.

2009 has been as rewarding as it has been challenging. I would like to sincerely thank the School Council members, and to congratulate School Staff members on a sterling effort.

To their credit, 2009 National Assessment Plan results again saw Beckom Public School students perform way above the national average. It is obvious that we have a tremendous educational facility here.

Before closing I would like to bid a fond farewell to Kate Turner. Kate is always a lively and colourful character, and her seven years at Beckom Public School have seen her excel in both academic and sporting arenas.

Mr Phil Grinter School Council President.

P & C Association.

As 2009 comes to a close the P & C can reflect on another busy and productive year. With the cooperation of the School Council, and the school staff, the P & C kept parents informed about activities within the school and assisted in the organization of the schools sporting and co-curricular activities.

P & C office bearers in 2009 were:
President: Scott Weise
Vice-President: Sally Collis
Secretary: Sue Turner
Treasurer: Linda Grinter

Each year the P& C hold working bees in the school grounds to attend to maintenance and beautification. Such work as tree trimming, moisture conservation works and the likes help keep the school looking its best and the gardens tidy.

We also continue to operate the school clothing pool. This helps create cohesion and minimize costs for the parents. The results show through the students who are often complimented on their presentation both on and off school grounds.

The P & C continue its fundraising efforts, such as street stalls and school functions, and provide facilities and equipment for the school. Some of the purchases have included a new sign for the school and kitchen cupboards. With 2010 and the Beckom Centenary the pavers project has already started us with a busy year.

The P & C looks forward to 2010 with continued success, bringing the parents and community, of Beckom School further enrichment of its facilities and activities.

Mr Scott Weise P & C President
**Student Representative’s message**

2009 has been a wonderful year. I have enjoyed being School Captain. The year has been a busy one with lots happening at our school.

The students have had fun learning Mandarin, and meeting the Prime Minister. We have learnt lots of music too.

Our big community event was the restoration of the Beckom Rest Area, which we completed in conjunction with Red Cross Australia and the RTA.

We enjoyed having two prac students and an Intern this year.

2009 was a successful year for our school.

*Kate Turner School Captain*

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**School context**

**Student information**

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

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**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

**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 2009 class size audit conducted on Wednesday 18 March 2009.

**Student Enrolment**

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>10</td>
<td>10</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Female</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

**Structure of classes**

Our school has one multistage class consisting of Kindergarten to Year 6.

<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>4</td>
<td>14</td>
</tr>
<tr>
<td>K-6</td>
<td>2</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>K-6</td>
<td>3</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>K-6</td>
<td>4</td>
<td>2</td>
<td>14</td>
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<tr>
<td>K-6</td>
<td>5</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>K-6</td>
<td>6</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>K-6</td>
<td>K</td>
<td>1</td>
<td>14</td>
</tr>
</tbody>
</table>
Staff information
Ms Helen Sturman was the Teaching Principal
Mrs Deborah Gilchrist was employed as the Temporary Relief Teacher, assisting in the teaching across all Key Learning Areas.
Mrs Linda Griffin was employed as a Maths/Technology teacher & Librarian for one ½ 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>
</tbody>
</table>

| Support Teacher Learning Assistance          | 0.042  |
| Teacher Librarian                            | 0.084  |
| Total                                         | 1.21   |
| Primary General Assistant District Scheme    | 0.18   |
| Two adults-School Administrative Manager Supp PP6 | 0.358  |
| Primary School Administrative Manager Level 1 | 0.496  |
| Total Non Teacher Entitlement                | 1.034  |

No staff identify as being indigenous.

Teacher qualifications
All teaching staff meet 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>
</tbody>
</table>

Staff has access to leave entitlements such as sick leave.

In 2009, the average daily staff attendance rate was: N/A

Note: Staff attendance is determined by subtracting the number of short-term, unplanned days absent from the total available teaching days. The attendance rate is reported as N/A if the school has less than 3.4 staff members.

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>113 222.08</td>
</tr>
<tr>
<td>Global funds</td>
<td>45 562.39</td>
</tr>
<tr>
<td>Tied funds</td>
<td>26 805.62</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>4 276.87</td>
</tr>
<tr>
<td>Interest</td>
<td>3 282.78</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>15 887.95</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>209 037.69</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total expenditure</td>
</tr>
<tr>
<td>Balance carried forward</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2009 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 2009

NAPLAN results
All students performed above state and regional average in all aspects of literacy. All students performed better in reading than in spelling. Year 3 students performed better in reading, grammar and punctuation than in writing and spelling. Year 5 students performed better in reading, spelling and grammar than in writing.
Achievements

Arts

Our end of year production of The Wizard of Oz provided opportunities for all students to participate on-stage, display their drama and singing talents and meet creative arts outcomes.

We participated in the Small School Concert with students playing the recorder, drums, guitars and keyboards. The school band also performed at the Red Cross AGM.

Music became part of everyday life with students performing the national anthem at official school events, and entertaining at the Beckom Rest Area / Red Cross Community Project opening and at the Ardlethan Pre School.

All students entered art works in the Ardlethan and District Show. Students were successful in the floral, painting, photographic, craft and recycling sections.

Sport

All students participated in PSSA swimming, athletics and cross country. Senior boys participated in the PSSA Australian Football competition. Our only senior girl participated in PSSA netball, representing our school in the Ardlethan/ Coolamon Zone team.

Students participated at the Wallendbeen Baldry Shield Small Schools Sports Carnival. Beckom took out the marching trophy which was a great achievement after a lapse of 34 years. We were successful by taking out the Senior Girl, Intermediate Boy and Junior Girl championships. We also brought home trophies for Open girls 800m, PP6 relay, overall relay, 2nd overall and the handicap trophy.

At PSSA Athletics, the students were successful at the small school level in all categories, at zone level our Junior Boy champion Henry was a winner. Three students qualified for Riverina PSSA athletics.

Our senior girl, Kate was successful in qualifying for PSSA State athletics in the 200m and discus.

The school Cross Country team, after taking places at the Zone level [including winning the Handicap trophy], qualified for the PSSA Regional event.

Debating and Public Speaking

Primary students participated in the NSW Premier Debating. They won two out of three encounters. Kate represented our school during the Regional Team nomination day.

We held the inaugural Small School Public Speaking day at Beckom. We had a successful day, with Kate being successful in Stage 3 and Mehak likewise in Stage 2.

Kate, Joseph, Mehak and Henry entered the NSW Regional Multicultural Public Speaking competition. Kate and Mehak were awarded Highly Commended certificates.

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 the 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)

In all areas of NAPLAN Testing, details of school performance, due to small cohorts, cannot be reported as individual students may be identified. Parents have been provided with the results obtained by their students.

**Literacy – NAPLAN Year 3 & 5**

All students performed above state and regional average in all aspects of literacy. All students performed better in reading than in spelling. Year 3 students performed better in reading, grammar and punctuation than in writing and spelling. Year 5 students performed better in reading, spelling and grammar than in writing.

**Numeracy – NAPLAN Year 3 & 5**

All students performed above state and regional average in all aspects of literacy. All students performed better in measurement, data, space and numeracy than in number, patterns and algebra.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>100</td>
</tr>
</tbody>
</table>

![Average progress in reading between Year 3 and Year 5](image1)

![Average progress in writing between Year 3 and Year 5](image2)
Significant programs and initiatives

Aboriginal education
Currently no indigenous students attend the school.
Knowledge of Aboriginal Culture was incorporated into the curriculum program.
Students attended an Aboriginal Culture Day at Ganmain Public School, celebrated Reconciliation Day and NAIDOC Week. We also attended a NAIDOC Week celebration at Binya Public School which incorporated the local Traditional Owners of these lands the Wiradjuri.

Multicultural education
Multicultural is embedded in our program, with units of work surrounding Refugee issues covered. Students entered the Multicultural Public Speaking Competition and wrote speeches relating to Refugees.

LOTE- Mandarin
All students experienced Mandarin as a second language this year. Students progressed through four units of work culminating in a Chinese opera written and performed by the students.

Respect and responsibility
Students have been involved with local community events such as the Ardlethan Agricultural Show, Clean up Australia Day, Red Cross Luncheons, as well as the school picnic day.
At Beckom Public School all students were involved with special days such as Bandana Day, Movie Night and Clean up Australia Day where funds collected are donated to those less fortunate than us.
Students and staff ran a volunteer community event through the Red Cross this year. Students cleaned and renovated the Beckom Rest Area. This ongoing community project promotes the local area, Red Cross and the RTA.

Respect and responsibility is promoted within the school on a regular basis, with students writing a belief statement.

Other programs
Healthy Eating
Students are encouraged to participate in a healthy eating program. All students are provided with fruit 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 volunteered weekly to instruct the school band. Students performed at Education Week assembly, Red Cross AGM, Small Schools Concert and at Ardlethan Pre School. Mrs Gilchrist taught the CAP music program, also weekly, teaching students to read music, and play a variety of instruments.

Progress on 2009 targets

Target 1 To improve student engagement in learning with use of Quality Teaching Techniques in all lessons by classroom teachers displaying Higher Order Thinking practices during 50% of lessons well as 75% of high achieving students achieving at their potential by attaining A or B in work samples.

Our achievements include:
Staff has learnt to identify and understand Gifted and talented students
Staff training has commenced in the use and techniques in Higher Order Teaching strategies
We have developed a plan to improve the operation of the class and enhance students outcomes
We provide opportunities for students to reach their potential through the implementation of learning experiences which allow creativity.
We provide opportunities for students to work with like ability groups.
We have developed school self assessment strategies.
We provide opportunities for moderation of work samples for staff and students
We have developed a small school network for moderation of work samples

Target 2 All students will meet or exceed expected growth in writing and spelling over the three years as measured in the NAPLAN by 90% of students achieving at or above C level in writing work samples. Students in year 3 will achieve the state average or above in writing and spelling and year 5 will show a 2 band growth from year 3 in NAPLAN.

Our achievements include:
NAPLAN results are used to develop literacy teaching strategies in the classroom.

Areas of improvement in writing have been identified from 2009 NAPLAN results.
A plan has been developed to address needs such as text structure, descriptive passages and use of adjectival and adverbial phrases.
We have developed Boys and Literacy strategies with Boys and Literacy Narrative writing days in and out of school.
We have developed rubrics for text types for self assessment strategies

Target 3 To improve student performance in working mathematically as measured by an increase in the numbers of students demonstrating stage outcomes in school-based assessments in working mathematically from 60% to 90%. In 2009 we worked on the 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 C or above level. Also the improvement of S2/ S3 students’ performance in working mathematically as measured by the meeting of or exceeding the 2 band growth in NAPLAN

Our achievements include:
A plan developed to address needs in the use of working mathematically strategies
Teachers programs show evidence of Quality Teaching strategies using Higher Order Thinking techniques
Classroom teacher’s programs include segments of working mathematically and mental computations, with a strong use and emphasis on Mathematical Terminology
Maths days focusing on working mathematically outcomes, have occurred.

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 2009 our school carried out evaluations of school culture and mathematics.

Educational and management practice

School culture

Background

As 2009 saw changes to the culture within our school owing to a variety of reasons, it was decided to evaluate the culture within the school. The intention was to determine the feelings within the school community relating to our school’s culture.
Findings and conclusions

The overall consensus was that the school had a culture which meets the needs of all members of the school community.

It was found that student achievements and learning needs are continually assessed and taken into account. The school caters for individual learning needs and continually finds ways to improve what it does.

All groups indicated that all students are supported by what is happening within the school. New students are made welcome and are encouraged to learn.

The results also showed that the school community does not recognise value or support the contributions of new members to the culture of the school.

Future directions

Beckom Public School intends to:

- Provide opportunities for parents to participate in mathematical learning situations, either in class with students and/or parent teacher information sessions.
- Ensure students are taught in stage groups as often as possible.
- Provide opportunities for students to work mathematically during all lessons

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Curriculum

Background

One of targets for 2009 is to improve our Working Mathematically scope and sequence as well as students outcomes. To ensure we develop an understanding of any improvements made during the year we surveyed the parents, students and staff. This information will be used to continually improve the working mathematics program.

Findings and conclusions

Students, parents and staff agreed that mathematics is a very important key learning area and the majority of students enjoy mathematics. Equipment and resources at our school are adequate with the infant students enjoying the computer programs the most. Students do not like working with text books yet they enjoy working in groups with concrete materials. The students felt they enjoyed splitting up into stage groups which meant they were taught with stage appropriate outcomes. Most parents also felt they still had not been provided with the understanding of teaching processes used in mathematics.

Future directions

Beckom Public School intends to:

- Provide opportunities for parents to participate in mathematical learning situations, either in class with students and/or parent teacher information sessions.
- Ensure students are taught in stage groups as often as possible.
- Provide opportunities for students to work mathematically during all lessons

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

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

Teachers Professional Learning was focused on LOTE-the teaching of Mandarin as a second language, Gifted and Talented Students, as well as Principal development.

A teacher attended Chinese Language Teachers Conference. Gifted and Talented Certificate was completed by Principal. Ongoing training was completed with technology. The Principal continued professional development in relation to all departmental areas.

100% of funding was allocated to Training and Development of teachers with a high emphasis on Quality Teaching.
School development 2009 – 2011
Collaboratively the community, staff and parents formed an exciting and challenging three year plan for Beckom Public School. The emphasis will be on Quality Teaching while enhancing the outcomes for all students especially the Gifted and Talented.

These are the intended outcomes
All students will meet or exceed expected growth in writing and spelling over the three years as measured in the NAP plan.

Improved student engagement in learning with use of Quality Teaching Techniques in all lessons

To have improved student performance in working mathematically; as measured by an increase in the numbers of students demonstrating stage outcomes in school, based assessments, working mathematically from 60% to 90%.

Targets for 2010

Target 1
Classroom teachers use Higher Order Thinking (HOT) practices during all lessons with 90% of students achieving at their potential.

Strategies to achieve this target include:
- Provide staff with professional learning for identifying and understanding GAT students including planning for curriculum differentiation
- Scope and sequence for introduction of HOT strategies K-6
- Update school GAT policy
- Professional learning provided for development of HOT strategies
- Implementation of consistent use of HOT strategies in lessons
- Implementation of HOT strategies in lesson plans.
- QT Coding of lessons focused on HOT
- Pre test before teaching a unit of work to ensure we are teaching new and challenging aspects of the unit.
- Implement plan developed to link student improvement to NAPLAN results.
- Develop further opportunities for like ability groups to work together.

- Implement developed units of work which have been adjusted outcomes, learning activities and assessments to allow creativity and individuality showing extended abilities.

Our success will be measured by:
- Policy updated
- Staff Training and Development undertaken in GAT
- Implementation of Higher Order Thinking strategies in 75% of lessons evident in TARS visits.
- Evidence of Higher Order Thinking strategies in programs.

Target 2
90% students will 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.

Strategies to achieve this target include:
- Staff development and training in Accelerated Literacy
- Develop Accelerated Literacy strategies to be used in small schools network day.
- Best Start Training, implementation of Best Start strategies into Kindergarten class.
- Staff Professional learning in QT dimension – Intellectual quality.
- Coding of lessons focusing on Intellectual quality during writing.
- Staff development in Consistent Teacher Judgement with small school network
- Implement rubrics for text types for self assessment strategies, into writing sessions
• Provide opportunities for moderation of work samples for staff and students
• Ongoing utilisation of Small School network for moderation of work samples.

Our success will be measured by:

• Staff trained in Accelerated Literacy.
• Small Schools Literacy Day completed with Accelerated Literacy focus
• Students participating in Literacy Days
• Evidence of intellectual quality embedded in T/L programs
• Consistent assessment practices developed
• Quality Teaching evident in all literacy lessons
• 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 students’ 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.

Strategies to achieve this target include:
• Small Schools Network provides maths lessons on IWB.
• Establish a scope and sequence for Working Mathematically outcomes.
• Develop Consistent Teacher Judgement with small school network.

Our success will be measured by:

• Scope and sequence of outcomes 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.

About this report

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.

Helen Sturman Principal
Phil Grinter School Council President

School contact information

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Fax: 02 69782342
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:

http://www.schoo ls.nsw.edu.au/asr