Our school at a glance

Students
We began the year with 12 students in a multi-stage class of mixed ages ranging from Kindergarten to Year 6. We gained two new students through the year and finished the year with 14 students. All years were represented.

Staff
Ms Helen Sturman Principal
Mrs Deborah Gilchrist Temporary Casual Teacher
Mrs Linda Griffin Librarian /Maths Teacher
Mrs Jaclyn Thompson Teacher Aid/ 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.
AGQPT- A Federally funded program which has enhanced our assessment strategies though online moderation of work samples.
Active after School Community- a federally funded program which promotes healthy children through non competitive activities and healthy snacks.
NLNW- A program funded to enhance Literacy with Boys during National Literacy and Numeracy Week.
Boys and Literacy-Equity program- A regional program researching and implementing literacy programs which enhance boys and literacy.

Student achievement in 2008

<table>
<thead>
<tr>
<th></th>
<th>Literacy – NAPLAN Year 3</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading</td>
<td>School</td>
<td>LSG</td>
<td>State</td>
</tr>
<tr>
<td>Average mark, 2008</td>
<td></td>
<td>553.0</td>
<td>404.7</td>
<td>412.2</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>School</td>
<td>LSG</td>
<td>State</td>
</tr>
<tr>
<td>Average mark, 2008</td>
<td></td>
<td>457.0</td>
<td>421.9</td>
<td>427.8</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>School</td>
<td>LSG</td>
<td>State</td>
</tr>
<tr>
<td>Average mark, 2008</td>
<td></td>
<td>466.0</td>
<td>402.9</td>
<td>418.6</td>
</tr>
<tr>
<td></td>
<td>Punctuation and Grammar</td>
<td>School</td>
<td>LSG</td>
<td>State</td>
</tr>
<tr>
<td>Average mark, 2008</td>
<td></td>
<td>633.0</td>
<td>411.1</td>
<td>416.4</td>
</tr>
</tbody>
</table>

|                      | Numeracy – NAPLAN Year 3 |       |       |       |
|                      | Numeracy Average mark,   | School| LSG   | State |
|                      | 2008                      | 584.0 | 411.6 | 409.6 |

|                      | Literacy – NAPLAN Year 5 |       |       |       |
|                      | Reading                  | School| LSG   | State |
| Average mark, 2008   |                          | 567.0 | 497.0 | 494.4 |
|                      | Spelling                 | School| LSG   | State |
| Average mark, 2008   |                          | 557.0 | 479.8 | 498.5 |
|                      | Grammar and Punctuation  | School| LSG   | State |
| Average mark, 2008   |                          | 566.0 | 497.0 | 504.5 |

|                      | Numeracy – NAPLAN Year 5 |       |       |       |
|                      | Numeracy Average mark,   | School| LSG   | State |
|                      | 2008                      | 605.0 | 485.2 | 489.1 |

Messages

Principal's message
Beckom Public School is a small rural school which promotes Quality Learning for all.

2008 provided many opportunities for the students to reach their potential in all Key Learning Areas.
The school continues to ensure resources are current and applicable to the learning needs of the students.

Principal's message
Beckom Public School is a small rural school which promotes Quality Learning for all.

2008 provided many opportunities for the students to reach their potential in all Key Learning Areas.
The school continues to ensure resources are current and applicable to the 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 and areas for development.

Ms Helen Sturman

P&C President’s message

2008 has been a year of change with the addition of new play ground equipment, our covered outdoor learning area (COLA), new outdoor furniture and a renovated kitchen; all of which will make the operations and function of the school more enjoyable.

The Beckom P & C has been busy this year with catering for another local small schools sports carnival, hosting breakfast and Olympic Games for the Telstra Child flight car rally, street stall and at the official opening of the COLA where we hosted representatives from three levels of government.

The school excursion this year was to Ballarat. The 4 day trip was a great success, with the night performance of Blood on the Southern Cross a highlight for all. A well organised educational trip that was enjoyed from start to finish.

The big day of the year was our school picnic. It was a great success again with all who attended having a great day, as well as showing visitors how great a school Beckom is to have your children at.

Our 4 member relay team made it to State Athletics at Homebush this year again, to run a great fourth in the final. Well done to the students and trainers. Beckom School has achieved higher in athletics over the past few years, which shows that it is fit and healthy, not only in mind but in body as well.

The P & C would like to thank the teachers and staff for their great effort this year, and the results from the NAPLAN testing are testament to their dedication. With the great support from the Beckom community, and parents, to bond this little school together makes it a very rewarding school to be involved in.

Stewart Day

P & C President.

School Council Representatives message

The school council is a group of 6 people who have been elected by the school community to represent the views of parents, teaching staff, P & C and the local community. The opinions of these groups are then brought to planning meetings throughout the year, with the aim of assisting the principal in establishing goals, targets and priorities for Beckom Public School.

This year the school council has comprised of Ms Helen Sturman (Principal), Mrs. Deborah Gilchrist (teaching staff representative), Mrs. Sue Turner (P & C representative), Mrs. Judy Day (community representative), Mr. Stewart Day and Mr. Phil Grinter (parent representatives).

Some highlights from 2008 were the installation of the new Covered Outdoor Learning Area (COLA), and play equipment. This was made possible by a federally funded grant of $147,000.00, allocated during 2007 (with the assistance of Member for Riverina, Mrs. Kay Hull). We are also upgrading the kitchen facilities and early next year will erect a shade structure over the new play equipment, (i.e. modification and re-use of the previous shade structure).

In November we held an official opening of the COLA and new play equipment, with Senator Mark Arbib as the Guest of Honor, standing in for Deputy Prime Minister Julia Gillard. He must have been quite impressed, Beckom Public School and each student were mentioned by name in a recent parliamentary session.

Also this year, the School Council has been revising the discipline policy, fine tuning the behavioral and academic award system, and setting in place a three year plan, (a requirement of the Education Dept), which extends to December 2011. Our emphasis for this period will be in Literacy and Mathematics, and to achieve the highest possible outcomes for our gifted and talented students.

The ongoing viability of country schools, like ours, is also becoming a very important issue. The upcoming centenary of this wonderful district highlights the fact that foresight was - and still is - imperative. Our future may hold even more challenges than our past. With this in mind, the school council will next year embark on a bold promotion of Beckom Public School. Aiming at a potentially broader student catchments, Mr. Michael Wheatley, (father of our two newest students), has kindly offered to compile a DVD highlighting the many benefits, recent outstanding academic achievements and future educational possibilities to the wider community, as part of our plan to ensure its long term future.

At an economic level, we have aimed for a consolidation of funds during 2008 and as a result our School currently enjoys a strong and healthy financial position.

I would like to mention Josh Griffin. If a benchmark for our school is the caliber and character of our outgoing Yr. 6 students, then we are pretty close to
the mark. His work ethic has been evident wherever you see him, typified in his latest project, the new School Yearbook. Congratulations to you Josh, and your parents and teachers, and our best wishes go with you to St. Francis in 2009.

My first year as President has been an enjoyable and rewarding one and I would like to extend my thanks to the School Council members for their time and input. Thank you, also to the Beckom community for your support, and I urge you to remain supportive.

Phil Grinter, President.

Student representative’s message
2008 has been a testing and exciting year for all of us here at Beckom Public School. Trips to Sydney for the Young Leaders Conference, PSSA State athletics and PSSA State cross country has made the senior students fit and healthy. This helped with their excellent leadership. An excursion to Ballarat was an exciting opportunity for all students at Beckom Public School. It was educational and for some very scary.

We have all combined to compete in the State Premier Debating competition our team consisting of five members rotating and taking turns in the team. The Premier’s Spelling Bee was exciting and challenging for all students this year. Our wonderful little school has changed in it’s appearance as well. Kitchen renovations have ensured a safe and tidy kitchen. New play equipment and new students. This has all contributed to ensuring this school is excellent. We are looking forward to what is install for everyone next year at Beckom Public School.

Josh Griffin
School Captain 2008

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>2005</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>2006</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>2007</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>2008</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>Region</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>100</td>
<td>90</td>
<td>80</td>
</tr>
<tr>
<td>2006</td>
<td>90</td>
<td>80</td>
<td>70</td>
</tr>
<tr>
<td>2007</td>
<td>80</td>
<td>70</td>
<td>60</td>
</tr>
<tr>
<td>2008</td>
<td>70</td>
<td>60</td>
<td>50</td>
</tr>
</tbody>
</table>
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 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>9</td>
<td>10</td>
<td>10</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Female</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Structure of classes

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>6</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>K 6</td>
<td>5</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>K 6</td>
<td>4</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>K 6</td>
<td>2</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>K 6</td>
<td>3</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>K 6</td>
<td>1</td>
<td>1</td>
<td>12</td>
</tr>
</tbody>
</table>

Staff information

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

Ms Helen Sturman was the Teaching Principal

Mrs Deborah Gilchrist was employed as the Temporary Relief Teacher. She taught 4 half days per week covering Primary Literacy, Primary COGS and Maths. Mrs Gilchrist enhanced our music program by implementing the Voices For life program. She also ran the ESL program.

Mrs Linda Griffin was employed as a Maths/ Technology teacher for one ½ day per week. Mrs Griffin also ran the library within the school.

The teaching staff was assisted by Mrs Jaclyn Thompson who was their Teachers’ Aide. Mrs Thompson was also employed as the General Assistant.

SASS duties were covered by Mrs Deidre McKinnon in a permanent part time role.

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>Support Teacher Learning Assistance</td>
<td>0.042</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Total</td>
<td>1.21</td>
</tr>
<tr>
<td>Primary General Assistant District Scheme</td>
<td>0.18</td>
</tr>
<tr>
<td>Two adults-School Administrative Manager Supp PP6</td>
<td>0.358</td>
</tr>
<tr>
<td>Primary School Administrative Manager Level 1</td>
<td>0.496</td>
</tr>
<tr>
<td><strong>Total Non Teacher Entitlement</strong></td>
<td>1.034</td>
</tr>
</tbody>
</table>

Staff retention

100% staff retention was achieved in 2008.

Staff attendance

Staff have access to leave entitlements such as sick leave.

In 2008, 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.

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>
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>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>72,779.18</td>
</tr>
<tr>
<td>Global funds</td>
<td>43,240.55</td>
</tr>
<tr>
<td>Tied funds</td>
<td>67,788.48</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>3,083.80</td>
</tr>
<tr>
<td>Interest</td>
<td>8,248.32</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>24,613.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>219,753.33</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>9,371.68</td>
</tr>
<tr>
<td>Excursions</td>
<td>2,833.41</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>1,012.76</td>
</tr>
<tr>
<td>Library</td>
<td>458.29</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1,364.61</td>
</tr>
<tr>
<td>Tied funds</td>
<td>42,024.98</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>100.57</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>13,997.73</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>4,118.06</td>
</tr>
<tr>
<td>Maintenance</td>
<td>1,712.56</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>29,536.60</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>106,531.25</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>113,222.08</td>
</tr>
</tbody>
</table>

A full copy of the school's 2008 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 2008

All students participated in educational enhancing activities. Opportunities were provided so all Key Learning Areas were covered.

Achievements

Arts

Senior students entered the Lions Peace Poster Competition with Josh Griffin winning the Zone stage. All students entered art works in the Ardlethan and District Show. Students were successful in the floral, painting, photographic, craft and recycling sections.

All students participated in the West Wyalong Eisteddfod in the verse speaking, public speaking instrumental and choral singing. Many students won their individual sections, the infants won the Armstrong Toyota Perpetual Trophy and the seniors took out the instrumental section for the fourth year.

Sport

All students participated in PSSA swimming, athletics and cross country. Senior boys participated in the PSSA AFL competition.

Students participated in the Wallendbeen Baldry Shield Small Schools Sports Carnival. Kate Turner was successful in the Senior girls section, winning the 800m trophy as well as the Senior Girl Champion.

The PP6 relay team was successful in the athletics. They qualified for the final in the 4 x 100m relay at the State PSSA carnival. The school won the handicap trophy at the Regional PSSA Athletics Carnival. Kate Turner took out the 11 years girl's championship.
The school’s cross country team was successful at the Regional PSSA cross country. Henry Grinter won the 8/9 yrs age group; Josh Griffin won the 12 yrs boys group. The school won the handicap trophy.

**Debating and Public Speaking**

Primary students participated in the NSW Premier Debating. They won one out of three encounters.

Kate Turner, Josh Griffin, Joseph Grinter and Lily Day entered the NSW Regional Multicultural Public Speaking competition. Kate and Joseph both received a Highly Commended.

Four senior students entered the NSW State Spelling Bee Zone finals.

**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 & Year 5**

All students performed above state and regional average in all aspects of literacy. All students performed better in reading and language than writing.

**Numeracy – NAPLAN Year 3 & Year 5**

All students performed above state and regional average in all aspects of literacy. All students well in all areas of numeracy.
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.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008

<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>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<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>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

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.

Multicultural education

Harmony Day was celebrated with an International Day.

International cultures and their customs were an important part of our HSIE and Literacy programs.

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 Sunnies for Sight Day and Clean up Australia Day. A collection for Stewart House was also carried out this year. Funds raised on these occasions are for those less fortunate than us.

Respect and responsibility is promoted within the school on a regular basis with students participating in 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. Once a month we have a healthy cooking session which is the basis for lunch that day. Our vegetable garden promotes growing and eating your own vegetables.

Peer Tutoring

Primary students are involved in a peer tutoring program which enables them to develop their responsibilities while contributing to the learning of the younger students.
Progress on 2008 targets

Targets have been met in all areas, some targets will be continued with in the next three year plan.

Targets

To improve confidence, self esteem and motivation of all students.

To improve students’ literacy skills generally and by at least one skill band in BST.

To improve general health and fitness of all students from 2006 to 2008.

To improve environmental awareness in all students, through the creation of an environmentally friendly culture.

Our achievements include:

- Highly Commended to Kate Turner and Joseph Grinter in the State Region Finals of the Multicultural Public Speaking Competition.
- Participation in Debating Challenge and associated Workshops, success in two of the three inter school debates.
- Participation and successes in the Eisteddfod, Armstrong Toyota Perpetual Trophy, Diane and Colin McIntosh Small School Choir Shield, First in Instrumental Section.
- Students confidently and effectively using technology
- All students have progressed 10 PM Reading levels
- Jolly Phonics implemented
- Implementation of appropriate program with scope and sequence for a K -6 environments
- Two band growth in NAPLAN results for year 5 student.
- Above state and regional averages in NAPLAN results in Literacy and mathematics.
- The decrease in the use of electricity and gas
- The use of Recycled water within the school environments
- The establishment of a recycling centre for families who do not have a recycling bin with the council.
- Reduction of paper consumption with the introduction of recycling bins in the classroom, and the use of electron records

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 2008 our school carried out evaluations of Leadership and Mathematics.

Educational and management practice

Leadership

Background

As 2008 saw changes to the roles of the leaders at Beckom Public School it was decided to evaluate leadership within the school. The intension was to determine the effects these changes had made as well as to establish future directions for the leadership roles within our school.

Findings and conclusions

Due to focus group discussions all families were represented in findings. 100% of students completed surveys and all staff completed surveys.

A focus group discussed all aspects of leadership, students and staff completed surveys to indicate the current situation in relation to leadership as well as their feelings towards change.

The overall consensus was that the school had leaders who motivated and inspired the students. That everyone at the school is treated fairly and most of the time contributions made by individuals were valued.
Future directions

Beckom Public School intends to:
- Ensure that all students, staff and parents are encouraged to take leadership roles within the school community.
- Provide school leaders with the opportunity to develop a deeper understanding of the school.
- Develop ways for School leaders to inspire and motivate learners, to improve everyone’s learning and to be open to new ideas.

Curriculum

Mathematics

Background
One of targets for 2009 is to improve our Working Mathematically scope and sequence as well as students outcomes. To ensure we understand the current situation we surveyed the parents, students and staff. While developing a scope and sequence for working mathematically the future directions of mathematics within the school will be considered.

Findings and conclusions
Students, parents and staff agreed that mathematics is a very important key learning area and that the majority enjoy mathematics. Equipment and resources at our school are adequate with the infant students enjoying the computer programs the most. The students felt their talents and achievements were not celebrated sufficiently and the parents felt they were not given enough feedback on their children’s progress. Most parents also felt they did not understand the 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 and staff celebrates the successes within mathematical lessons.
- Provide opportunities for students to work mathematically during all lessons.

Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Staff agreed that Beckom Public School is a place where learning occurs, everyone has fun and there is a reasonable amount of comradeship.

Some families completed the survey which asked “Our school is a place where…”

The majority of responses agreed that our school is a place where everyone feels welcome, where their children feel safe and are happy. There were a few indications that the playground can cause conflict.

The students answered the question “My school is a place where…”

Their responses varied from a place where we have fun and learn to a place where there is some bullying. Some students said it is a place where everyone gets along well and learns lots, others said it is a place where we have friends.

The majority of those completing the survey agreed that they did not get upset too often, they feel happy about coming to our school and they do not feel lonely.

Professional learning

Teachers Professional Learning was focused on Technology, Gifted and Talented Students, as well as Principal development.

Teachers attended training sessions on Interactive Whiteboards, Moodle development, technology as well as Programming for Gifted and Talented Students.

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
Improved 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%.

Targets for 2009

Target 1
Classroom teachers display Higher order thinking practices during 50% of lessons. 75% GAT students are achieving at their potential by attaining A or B.

Strategies to achieve this target include:
- Provide staff with professional learning for identifying and understanding GAT students including planning for curriculum differentiation.
- Update school GAT policy
- Identify and understand GAT students
- Scope and sequence for introduction of HOT strategies K-6
- Staff training in use and techniques in HOT strategies
- Develop a plan to improve the operation of the class and enhance students outcomes
- Provide opportunities for students to reach their potential
- Develop units of work which have improved accommodate GAT students
- Pre test before teaching a unit of work to ensure we are teaching new and challenging aspects of the unit.
- Professional learning provided for development of HOT strategies
- QT Coding of lessons focused on HOT
- Develop and implement school self assessment strategies.
- Provide opportunities for moderation of work samples for staff and students
- Develop a small school network for moderation of work samples

Our success will be measured by:
- Curriculum evidence in programs
- Policy updated

- Staff Training and Development undertaken in GAT
- HOT strategies evident in TAR visits in 50% of lessons
- Plan developed with links to student improvement in NAP plan, yr 3 & 5
- Evidence of intellectual quality imbedded in T/L programs
- Units developed which have adjusted outcomes, learning activities and assessments tasks which are appropriate to students levels.
- Students self assess work samples A-E
- Small school network meets to moderate work samples A-E

Target 2
90% students achieve at or above C level in writing
Students in year 3 will achieve the state average or above in writing and year 5 will show a 2 band growth from year 3.

Strategies to achieve this target include:
- NAPLAN results used to develop literacy teaching strategies
- Staff development and training in Accelerated Literacy
- Develop Accelerated Literacy strategies to be used in small schools network day.
- Develop Boys and Literacy strategies with Boys and Literacy Narrative writing days
- Staff, student and parental training for a “Brain Based” Classroom
- Develop a series of Boys and literacy days in school term 2 & 3
- Develop rubrics for text types for self assessment strategies.
- Provide opportunities for moderation of work samples for staff and students

Our success will be measured by:
- Staff use Smart package and areas identified for improvement in writing and spelling
- Student achievements are up to stage levels
- Identified areas of improvement evident in teachers programs
- Students participate in Literacy Days
• Evidence of intellectual quality embedded in T/L programs
• Consistent assessment practices developed
• Quality Teaching (QT) 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 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.

Improvement 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.

**Strategies to achieve this target include:**
- Plan developed to address needs in the use of working mathematically strategies
- Teachers programs show evidence of Quality Teaching (QT) strategies using Higher Order Thinking (HOT)
- Establish a Scope and sequence for Working Mathematically outcomes
- Develop a Consistent Teacher Judgement with small school network
- Staff use moderation sessions to establish a consistent judgement of A-E assessments.

**Our success will be measured by:**
- Student achievements are up to stage levels
- HOT strategies is evident in TARS visits
- Scope and sequence of outcomes in being used in programming
- Students are participating in maths days 50% with ICT
- 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.

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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: