Messages

Principal’s message

Beckom Public school is a progressive and individual learning environment. The school provides a safe and positive place where parents know their students will have opportunities to achieve at their highest levels.

Beckom Public School encourages close ties with the wider school community by encouraging two way communication and involvement.

We have a strong emphasis on Quality Teaching and Learning where the dedicated staff continually reassesses the programs so they meet the needs of the individual students.

Our mottos “Believing in the free spirit of education” and “Seize the Day” are evident in all teaching and learning delivered within this unique educational setting.

This Annual school report provides an opportunity for all members of the school community to reflect and critically analyse the schools operations, managements and implementation of teaching programs and to make improvements for future outcomes.

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-Principal

P & C and/or School Council message

Where has the year gone? It has been a very busy and rewarding year for our hard working P & C.

We started our fundraising early in the year with the P & C catering for functions at the school such as The Small Schools’ Public Speaking day, PSSA Cross Country Carnivals and our annual street stall. This saw us raise valuable funds which helped with student bus travel for the major excursion to the Great Outback and the purchase of a new stove for the kitchen.

The P & C catered for morning teas throughout the year, two special days were the 4th May marking the Official Beckom School centenary and again in September with the opening of our new library.

We had many working bees through-out the year with work ranging from helping maintain the garden and school grounds, laying pavers that were purchased at the school centenary last year to making a path through one of the garden beds. Then the most challenging of all, our rabbit proof fence around the school’s vegetable garden.

Let’s not forget our popular and exciting annual picnic day. The P & C supplied a barbeque, organized games and ran a raffle. Thank you to all of those who helped on the day, there are far too many to mention.

The P & C would like to thank the parents and community for their continued support of our children and in closing we would like to thank our principal Helen Sturman and the staff for their hard work and dedication during this year.

Sally Collis –P&C President
2011 at Beckom Public School has been a year of improving, learning and developing into smarter and more educated students for everyone. Being School Captain has let me see how much everyone progresses each year. The senior students particularly, have been learning a little bit more about leadership. This year I can see that those students have made a great effort to come out of their shell and be a leader and not a follower. In 2011 the school has participated in many concerts and interactive days with students from other small schools. Also several fundraising days to go to organizations which include: Stewart House, Smiles Day, Daffodil Day, Biggest Morning Tea, Teddy Bears Picnic and many more. Overall I believe that the school leadership team, the teachers and the students have worked hard and have been rewarded for their efforts, in more ways than one.

Henry Grinter – School Captain

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.

Student enrolment profile

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:

Students and their families continually provide evidence for absences; permission is sort for long term absences such as holidays, doctor visits. Families are notified if absences are becoming too frequent.

If attendance patterns do not improve the matter is referred to the Home School Liaison Officer

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

Class Sizes

<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>K</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>K - 6</td>
<td>1</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>K - 6</td>
<td>2</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>K - 6</td>
<td>3</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>K - 6</td>
<td>5</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>K - 6</td>
<td>6</td>
<td>3</td>
<td>16</td>
</tr>
</tbody>
</table>
Structure of classes
All students were in one multistage class.

Staff information
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</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.358</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.042</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.18</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.496</td>
</tr>
<tr>
<td>Total</td>
<td>2.244</td>
</tr>
</tbody>
</table>

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

No staff identify as being indigenous.

Staff retention
One temporary part time teacher decided to relinquish her position during term 2, due to personal reasons. She was replaced by one temporary part time teacher. The GA position went to permanency. This resulted in a change of personnel in this area. There were no other staff changes.

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>
<tr>
<td>Postgraduate</td>
<td>0%</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>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>49624.96</td>
</tr>
<tr>
<td>Global funds</td>
<td>47524.76</td>
</tr>
<tr>
<td>Tied funds</td>
<td>29191.16</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>12232.49</td>
</tr>
<tr>
<td>Interest</td>
<td>2805.29</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1394.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>142772.66</td>
</tr>
</tbody>
</table>

Expenditure

| Teaching & learning                   |            |
| Key learning areas                    | 21772.03    |
| Excursions                            | 3423.21     |
| Extracurricular dissections           | 8926.14     |
| Library                               | 415.29      |
| Training & development                | 3532.86     |
| Tied funds                            | 33816.12    |
| Casual relief teachers                | 629.70      |
| Administration & office               | 16298.06    |
| School-operated canteen               | 0.00        |
| Utilities                             | 6608.22     |
| Maintenance                           | 4890.61     |
| Trust accounts                        | 1444.00     |
| Capital programs                      | 7404.55     |
| Total expenditure                     | 109160.79   |
| Balance carried forward               | 33611.87    |

A full copy of the school’s 2011 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 2011

All students participate in a variety of activities which cover all aspects of the curriculum. With guidance and encouragements students are able to achieve at their highest level.

Achievements

Debating

All Stage Three students were involved with debating this year. They attended a DEC Arts Department, debating workshop in Griffith. Year 6 students participated in three rounds of the NSW Premier Debating Challenge, with the two year 5 students taking turns. We hosted a Small Schools debating day at the Beckom Hall at which 6 PP6 schools spoke. The highlight of the year was having a representative in the Riverina Regional Debating Team. Lily Day was successful in being selected in this team.

Public Speaking

We hosted a Small Schools Public Speaking day for the Stage 2 students from six PP6 schools, at Beckom. The overall winner on the day was Jim Griffin in year 3.

Jim, Zach and Henry represented our school at the local round of the Multicultural Public Speaking Competition, run by the DEC Art department. Jim won this round and represented our zone at the Riverina/Western Division finals in Griffith.

Sport

Another successful year in the sport arena:

Cross country

We hosted the Small Schools and the Coolamon/ Ardlethan PSSA Cross Country events at our school. Successful students on the day were Emma winning the 9 yr old girls, Abbey 4th in the 9yr old girls, Oscar winning the 9yr old boys, Lily winning the 12 yr old girls and Henry winning the 12 yr old boys. All these students represented Coolamon/ Ardlethan Zone at the Riverina Cross Country. Oscar qualified to run at the State cross Country event, at eastern Creek, by placing second.

Swimming

We all participated at the Small Schools Swimming Carnival held at Ganmain Pool. Some went on to the PSSA Zone carnival in Ardlethan. We had fun.
Athletics

Small School Athletics was hosted by Marrar Public School in Coolamon. All students ran well with many first places. At the PSSA Athletics the following students qualified for the Riverina Athletics in Albury: Emalene, Henry, Emma, and Oscar. These four students qualified to attend the PSSA State athletics in the PP6 relay. The end result was 5th overall.

Cricket

Mehak was successful, in the girl’s cricket trials, being selected in the Riverina Girls cricket team. Mehak travelled to Armidale for the week long carnival gaining some wonderful experience. Representing Riverina at Sate is very pleasing.

All stage 2/3 students competed in the Coly Super 8 cricket gala day with other stage 2/3 students from the ARCONA Small schools network.

Music

All students have been participating in our school music program. Great progress has been made by Zach on the clarinet, Emalene on the flute, Jim on the guitar, Mehak on drums and Benjamin and Emma on keyboard. Our singing program has been further developed, resulting in individual performances at the end of year presentation night.

We had two outstanding performances this year: The ARCONA Small Schools, Education Week concert in the Beckom hall, and our special end of year production, Space Jump to Bethlehem.

Touch Football

We entered the Small Schools’ Touch football knock out for the first time this year. Round 1 was against Bilbul Public School in Griffith. The students improved and played a good first game being beaten narrowly.
**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)

Due to the low number of students in classes at our school, percentages do not give a meaningful picture of performance, as one child can make a difference of up to 25%. As individual students could be identified from such information, percentages will not used in this section of the report. Instead, a general overview of results will be made, as well as identification of areas of improvement.

**Literacy – NAPLAN Year 3**

Students performed better in reading than writing. They performed equally as well in spelling and grammar. All students performed above the National average in all aspects of Literacy.

**Numeracy – NAPLAN Year 3**

All students performed exceptionally well in Numeracy with all results above National and Same schools group averages.

**Literacy – NAPLAN Year 5**

Students performed better in writing than reading although all results were above National and same schools groups averages.

Students performed slightly higher in spelling than grammar. All results were above the National average.

**Numeracy – NAPLAN Year 5**

Students performed exceptionally well in

**Progress in literacy and numeracy**

Due to the cohort of students being under 10 we do not show results for Literacy and Numeracy progress.

**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.

**Significant programs and initiatives**

**Aboriginal education**

Aboriginal Education is embedded into our everyday curriculum. There are no indigenous students enrolled in our school.

Students acknowledge country at all DEC functions, celebrate NAIDOC and Reconciliation days.

All students study Aboriginal perspectives across the learning areas and on special occasions. Joint small schools days have been arranged to incorporate Aboriginal culture and beliefs.

**Multicultural education**

Multicultural perspectives continue to be integrated into units of work in COGs, resulting in a growing awareness of other cultures.
The current affairs program “Behind the news” is watched regularly by Stage 2/3 and stories relating to the multicultural nature of Australian society. These are used as a springboard for the multicultural public speaking speeches.

Our local Punjabi family continues to be welcomed into our school community. Their culture, beliefs and customs are becoming embedded into our whole school program.

**Environmental**

**Clever Climate**

The environmental challenges relating to energy usage in school was tackled head on with a program to reduce the use of energy.

Students were involved in the Clever Climate program. We investigated and gathered data relating to our present usage. We wrote a program which was implemented to reduce the use of energy. The program included affixing tinting film to the library to reduce heat loss and gain which in turn will reduce the use of reverse cycle air conditioner.

Students made signs for the school which help everyone remember when and how to turn switches on and off.

**Kids Cook Kids Grow Cooking Captains**

We implemented a program which introduced healthy cooking to our students. Through a grant we developed a new veggie patch, grew a variety of vegetables, and then cooked them.

This program built relationships with school community members and the students. The P & C were heavily involved with this program, running the cooking sessions and gardening as well as erecting the rabbit proof fence.

**Enviro-Champs**

Year 6 applied for and received a Landcare Grant for a Bird Box Project. In conjunction with the local Men’s Shed they made and erected bird boxes in the local woodlands.
Active After School Communities

This Federally funded project provides fun fitness sessions for our students, 2 hours a week, weeks a term.

Community members are trained providers.

Sports covered this year include Swimming, dancing- ballroom dancing and jazz, athletics and triathlons. The school has purchased bicycles for all students. This promotes a healthy life style with fun games and healthy snacks.

Premier Sporting Challenge.

All students participated in the premiers sporting challenge. This program provided a seeding grant which was used to train staff in softball, purchase necessary equipment and encourages individuals to participate in physical activities daily.

Country Area program

The Country Area Program supported programs in our school such as technology and music through the employment of additional staff. Additional programs were supported in a network environment. A Boys and Girls day was developed which incorporated Aboriginal Education, Environmental issues and Personal development. A Community of Schools was established which encourages Professional Development. A combined gymnastics program with Barmedman Public School.

Progress on 2011 targets

Target 1

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

Our achievements include:

- Implement school self assessment strategies.
- Provide ongoing opportunities for moderation of work samples for staff and students
- Further develop the small school network for moderation of work samples
- 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.

Target 2
90% students achieve at/ or above C level, 5 % will achieve at/or above B level and 5% will achieve at A level in writing and spelling. 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.

• Staff Professional learning in QT dimension – Intellectual quality.
• Coding of lessons focusing on Intellectual quality during writing.
• Staff development in Consistent Teacher Judgment with small school network
• Best Start Training, implementation of Best Start strategies into Kindergarten class.
• Small schools network training to embed quality teaching in ES1/S1 literacy sessions

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.

• Sequencing of activities according to SENA testing results
• Development of strategies incorporating working mathematical outcomes in all stages
• Small schools Network – Maths lessons on IWB
• CMIT online course –establish assessment based tasks with individual tracking on Number Framework
• Best Start data used –students put on continuum for sequenced activities and assessment tasks which imbed quality teaching
• Establish a Scope and sequence for Working Mathematically outcomes
• TEN training completed and implemented.

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 2011 our school carried out evaluations relating to leadership and spelling.

Educational and management practice
Leadership

Background
We have been running a strong leadership program over the past 4 years and found it was time to reevaluate the program.

Findings and conclusions
Through a parent focus group we found that 80% of parents were happy with the current program.
20% expressed a desire to see a change in the school captain program.
The majority of parents agreed that the schools leaders were developing appropriate skills and confidence.

Future directions
The leadership program will continue.
Students will become involved with the ARCONA Small Schools group activities such as Peer Training and attending the Leadership Conference.

Curriculum
Spelling

Background
Student’s internal assessment tasks were showing a need for a renewed focus on spelling.

Findings and conclusions
Through an on line survey by parents indicated that spelling was progressing well, they had limited knowledge of what was being taught and this was through access to student homework.
Students indicated they liked the way we taught spelling, they were well informed on what was being taught and what was expected of them.
They felt the lessons were appropriate to their needs and they liked the activities associated with spelling.
Staff indicated they needed more training on teaching spelling in other areas than Literacy. The majority of staff indicated they would like more Professional Development in the ways of teaching spelling.

**Future directions**

From the findings we will implement more professional development linked to spelling.

By using consultants we will write appropriate K-6 spelling programs which link in to the literacy program.

We will formalize scope and sequences of spelling and use other forms of evaluations other than dictations.

Spelling is a target within our 2012 school plan.

**Parent, student, and teacher satisfaction**

In 2011 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 in which to learn.

Students indicated they loved coming to school, were provided with many learning opportunities and enjoyed the topics covered in class.

Staff indicated they were provided with a well structured, organized work place.

Areas of improvement included:

Communication

Definition of roles and responsibilities

**Professional learning**

Professional development in 2011 focused on leadership skills for the principal, with priority given to working with staff and developing their leadership abilities.

Teaching staff concentrated on working mathematically, targeting early Numeracy and Count Me In too. SASS staff attending training for LMBR and Adobe. Learning Support Officer attended Workplace Safety courses and Sports Coaching clinics.

100% of funds were spent on professional development for the teachers, principal and SASS staff.
School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 2012–2014
Literacy – areas of focus will include developing student and staff skills and understanding of spelling and comprehension skills.

2012 Targets to achieve this outcome include:
1. 90% of students will achieve stage appropriate “C Level” in Oral Reading Fluency and Comprehension measured by internal and external assessment.
2. 90% of student will achieve stage appropriate “C level” in spelling with written text, measured by work-samples and rubric. Comprehension

Strategies to achieve these targets include:
- Engage Literacy consultant to develop 3-6 spelling strategy within P6 network
- Analyse latest NAPLAN results against previous 2 years of results and syllabus outcomes. Strategic teaching K-4 to address historic weaknesses in NAPLAN.
- Explicit teaching of spelling and grammar conventions in a sequential and structured program

School priority 2
Outcome for 2012–2014
Numeracy- areas of focus will include developing and understanding all aspects of number including working mathematically.

2012 Targets to achieve this outcome include:
1. 90% of students will achieve stage appropriate “C Level” in Numeracy with particular emphasis on Working Mathematically.
2. All students continually move along the number continuum with all students reaching or exceeding age appropriate levels, measured by TEN, SENA testing and professional judgement.
3. Students demonstrate deep knowledge and understanding of working mathematically in rich, open ended assessment tasks.

Strategies to achieve these targets include:
- Analyse latest NAPLAN results against previous 2 years of results and syllabus outcomes. Strategic teaching K-4 to address historic weaknesses in NAPLAN.
• All teachers continue participation in CMIT and TENS professional learning and class implementation.

• Engage Numeracy Consultant to develop K-6 program to implement number program across all stages [Enter text here.]

• Use SMART data to identify students’ strengths weaknesses in the number strand, use data to adjust individual learning plans IN small groups, guided sessions use Newman’s Error Analysis to enhance students deep understanding of processes associated with working mathematically

• Staff professional learning in QT dimensions with particular emphasis on Intellectual Quality and Significance in Numeracy and Working Mathematically. Additional support and professional learning in place for staff to meet the needs of students.

2. All students achieve stage appropriate technology outcomes in all KLAs.

Strategies to achieve these targets include:

• Engage technology consultant to assist in developing K-6 technology program.

• Meet with staff and develop a scope and sequence for technology skills

• Analyse, monitor and track students’ progress with ILP’s.

• Benchmark students achievements in technology against internal assessment tasks

• Use new technology such as mobile devices to promote new ways of learning.

• Use new technologies such as video conferencing with other schools to promote new methods of professional learning.

• Use new technologies such as video conferencing with other schools to promote new methods of professional learning.

• Engage in professional reading and youtube video about professional learning and evaluate the school professional learning program using current educational research.

• School-based ICT Professional Learning for SASS staff to support teachers in the collection, organisation and storage of digital work samples.

School priority 3

Outcome for 2012–2014

Technology – areas of focus will include developing and understanding all aspects of embedding technology into all KLAs.

2012 Targets to achieve this outcome include:

1. All students develop skills and knowledge, relating to technology, according to their chronological age measured by independent assessment tasks.


**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  
Sally Collis P & C President  
Henry Grinter School Captain  
Ellie Walton Parent Representative

**School contact information**

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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: