



BEACON HILL PRIMARY SCHOOL

Annual Report 2008

School Address: Tristram Road, Beacon Hill

School Code: 3971

Email: beaconhill-p.school@det.nsw.edu.au

Phone: 9451 6328

Fax: 9975 4631

Website: www.beaconhill-p.schools.nsw.edu.au

Principal's message

The students at Beacon Hill Primary School are encouraged and supported by their teachers within a caring environment. They take pride in wearing their uniform, representing their school at interschool, zone, regional and state events, successfully completing their class work and showing respect.

We have a strong and clear purpose on teaching the academic skills and processes of learning. Teachers work together to ensure the teaching and learning programs meet the needs of the students in the context of our curriculum requirements.

Parents play a significant role in ensuring the children come to school ready for the day's lessons. We are fortunate to have the involvement of parents in many facets of the school including helping in the classroom.

As a premier school on the beautiful Northern Beaches, we are proud of the high achievement of the Beacon Hill children in all that they do.

I certify that 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.

Wayne Stevenson



Our achievements

The Arts

Visual Arts

All students attend visual arts lessons each week and complete artwork based on the subject matter of people, other living things, objects, places and spaces and events.

Subjects are related to the topics being studied in each stage or class or current events.

Being an Olympic year we did fantastic *Olympic art* including mascots, Olympic rings and the Olympic torch.

Some of our year 6 students attended an indigenous art workshop with Warringah Council for the local Guringai Festival where they were tutored by a local Aboriginal artist. The children had a most productive and informative day and completed some excellent artwork.

Music

Music in 2008 was inspired by the Musica Viva program which complements the K-6 music syllabus.

The performing artists were internationally renowned instrumental/folk/jazz group *Mara* and a chamber music quintet named *The Chambermaids*. The interactive style of music ensured a memorable and exciting musical experience for all children at Beacon Hill Primary School.

Choir

All Beacon Hill students are encouraged to take the opportunity to join senior or junior choir. In June 2008 the senior choir took part in the prestigious Arts North Primary Music Festival held in the Opera House. Not only is this an amazing privilege but an exciting time for students.

Junior choir comprised 68 children from Kindergarten, Year 1 and Year 2 who enjoy music and love to sing. The songs range from The Wiggles, Queen, James Blunt and more traditional songs.

Dance

The Junior Dance Group consisted of 14 Year 4 girls whilst the Senior Dance Group consisted of 16 Year 6 girls and boys. Both dance groups performed routines in the Sydney North Dance Festival. In Term 4, preparations began for 2009's JRock performance.

Other performances throughout the year included the K-6 assembly and the junior dance group performed for the Kindergarten Orientation Day.

The Junior and Senior Dance Groups enjoy the support of an enthusiastic parent/community group.

Band

The intermediate and concert (senior) bands were combined in 2008. The jazz band, which caters for experienced players of brass, percussion and bass instruments, continued and an increased focus was given to woodwind and horn ensembles to provide enrichment opportunities for those students.

Our annual band camp was held in February which increased the musical skills of all students.

The bands participated enthusiastically in school functions such as Education Week, Grandparents Day, Kindergarten Orientation Day, ANZAC Day and various assemblies.

Our term concerts give all of the bands events to work towards and provide a great opportunity for parents to hear the progress of the bands. Small ensembles and soloists are included in some of these concerts.

The year concluded with the school community *Carols by Candlelight* and our term 4 concert and AGM.

The ongoing willingness of parents to support the bands program, in particular those on the band committee, has been invaluable. The dedication of the band directors, Jenny and Geoff Power is greatly appreciated by the school community.

Japanese Lessons

The Japanese program aims to develop basic Japanese conversation skills and an appreciation of Japanese culture. Over 50 students from Year 1 to Year 6 participated in weekly lessons held before school. There were five separate classes consisting of two beginner classes and three classes graded by language level.

All students were given the opportunity to participate in special cultural lessons related to origami, Japanese cooking or ikebana (Japanese flower arranging).

The students' cultural projects were exhibited at the Japan Foundation's annual art and craft exhibition. Some students also took part in the performance program.

A highlight of the year was our *Japanese Celebration* concert. All students participated in a skit with their class. They also gave a combined presentation of a song. In addition, the cultural projects were displayed.

Sport

Beacon Hill students participated and performed successfully on the sporting field. Our participation with Manly Primary Schools Sport Association (PSSA) for our Friday interschool sport remained strong with much enthusiasm and participation in softball, netball, cricket, Eagletag, beach volleyball, soccer and rugby league. This year we also continued our involvement in Warringah PSSA zone in swimming, cross country, athletics carnivals and sport trials.

Home sport activities were planned to prepare students for sports carnivals and to help build skills needed to participate in PSSA sports. Year 6 students were able to develop leadership skills in running a variety of tabloid activities. Swimming and beach sports were offered to non-PSSA students to develop these skills.

Stage 2 had the opportunity to participate in cricket coaching sessions and Stage 3 in golf coaching. Six students were selected to represent Beacon Hill in the Cromer Golf Club Student Gala Day where they demonstrated a high standard of skills.

A number of Stage 2 and 3 students successfully participated in the Junior Development Tennis Primary Schools Challenge. Beacon Hill was very proud of their achievements and team spirit.

All students K-6 were involved in the school gymnastics program, building on previous learning experiences, learning new skills and using new pieces of equipment.

Our sporting highlights for 2008 included the rugby league team who were undefeated all season, being runners up in their winter competition. In the summer PSSA competition our senior boys cricket team played in the finals as did the senior girls beach volleyball team. Both teams were runners up. A great effort by all students and coaches.

In the zone athletics carnival, Beacon Hill came first overall with the junior girls relay team winning convincingly. We were also honoured to have the junior girls champion, *Maddie Jones* and the 11 years girls champion, *Amber Castleman* on the day. At the zone swimming carnival, Beacon Hill was proud of *Luke Nasko*, who was the junior boy champion on the day.

Students from Beacon Hill who represented Warringah zone at the Sydney North area carnivals and sport trials included 3 swimming, 4 cross country, 14 athletics, 1 softball and 1 hockey. Two of our athletics

sports people, *Maddie Jones* and *Riley Cross* are representing Sydney North area at the state athletics carnival.

Individual successes representing the Sydney North area at the state championships include *Hayden Elvy* in softball, *Amber Castleman* in netball and *William Brown* whose team came second place in hockey.

We thank our coaches, parent helpers and officials who have again been very supportive and dedicated in 2008.

Gifted and Talented Programs

Chess

We had an intermediate and a rookies team entered in this year's Primary Schools Competition in Terms 2 and 3. The intermediate team won their division in the competition. We again entered into the Northern Beaches Chess Championship Day and our entrants did quite well in a day of strong competition.

Mr Bruce Gray ran our chess club and adjudicated the Terms 2 and 3 matches. The chess club continues to attract new players from a variety of grades. In Term 3 the annual BHPS Chess Championship Day was held. It attracted 15 entrants and quite a high level of chess ability was shown. Mr Gray kindly donated the trophy for the championship.

In mid Term 4 we entered the Manly Warringah One Day Chess Teams Tournament where the students performed well. We have appreciated the time and enthusiasm Mr Gray has put into chess at the school in the last several years.

Tournament of Minds

Two teams of seven students from Years 4, 5 and 6 participated in the Tournament of the Minds challenge. Our teams submitted work in the disciplines of language/literature and social science. The students collaboratively solved a long term problem over a six week period and presented their solution to a panel of judges. A spontaneous challenge was also to be solved on the day.

The social science group presented a highly satisfactory presentation which was entertaining. They followed the rules and worked well as a team. They showed great ideas and communication in the spontaneous challenge.

The language/literature group presented a creative and imaginative presentation using fantastic props. The group responded logically to both the long term and spontaneous challenge.

The students developed their skills in group work, leadership, time management, cooperation, effective communication and problem solving.

Debating

In 2008 Beacon Hill students were involved in debating programs at both school and district levels. Students in Years 4, 5 and 6 were taught debating skills in class and participated in classroom debates.

Two teams of Year 5 and 6 students participated in the Premier's Debating Competition. Students showed great enthusiasm and dedication in preparing for their inter-school debates. The two debating teams were taught debating skills and strategies during weekly lunchtime sessions.

Our school participated in the Sydney North District Debating camp gaining a broad range of debating skills and knowledge.

Extensions Studies Program

Nine Year 6 students participated in the extension program for gifted and talented students. These students attended once a week for a semester in either a mixed group or a boys only group.

The program provided learning experiences that are beyond the Stage 3 level with all students benefitting from having their intellectual abilities challenged and achieving in a new context.

Maths Olympiad

This year all Year 5 and 6 students were involved in a series of challenging problem solving activities, developing their skills and thinking practices. A group of 30 students represented Beacon Hill School in the Australian Schools Mathematical Olympiad, had their scores recorded as a team entry. Participation in the Maths Olympiad successfully promoted problem solving using a wide range of strategies.

Anita Wu achieved very pleasing results coming in the top 25% of the competition.

Key evaluations

Educational and management practice

Teaching

Background

In 2008 we wanted to know what teachers thought about their teaching. They were asked to reflect on their current teaching practice and to complete the department's SchoolMap Best Practice Statements survey.

Findings and conclusions

- Between 86% and 100% of teachers who responded to the survey confirm the school's current teaching practice.
- Of high importance, teachers believe they provide teaching programs consistent to the department's policies, they ensure the intended learning outcomes are clear to the students, their classroom learning environment is happy with clear expectations of positive behaviour and attitudes, and the assessment tasks reflect student achievement.
- Many teachers found the department requirements about reporting to take considerable time to complete, whilst assessment information could be better utilised to inform teaching.

Future directions

In light of the findings, target 2 will focus on:

- A consistent approach to utilising assessment information about student learning outcomes to create more child-centred learning programs;
- Improving teaching strategies to include more ability group structures and finding ways to tailor the curriculum to cater for individual differences; and
- Embedding explicit teaching strategies such as drop everything and write and hands-on maths activities.

Curriculum

Curriculum - Integrating the Key Learning Areas

Background

During 2008, we wanted to further develop a coordinated school approach to connecting Key Learning Areas (KLAs) to enhance student learning outcomes. Teachers felt a need to integrate the teaching of text types with the Human Society and Its Environment (HSIE) and Science and Technology (SciTech) units of work. This need arose due to cross-grade composite classes, whereby units and text types to be covered were numerous. Teachers also wanted to develop a scope and sequence plan which would enable improved quality teaching of specified units.

Findings and conclusions

Once the HSIE/SciTech scope and sequence plan had been implemented for one semester, the teaching staff was surveyed. Findings included:

- 80% of teachers found the depth of teaching had improved using the new HSIE/SciTech scope and sequence plan;

- The majority of teachers agreed that focussing on one HSIE or SciTech unit at a time was a more successful model;

- During 2008 there were no cross-stage classes to determine the success of the model, however surveyed teachers believed that the HSIE/SciTech scope and sequence plan would cater for the needs of students in such a class;

- More than 75% of teachers strongly agreed that they could integrate the teaching of text types more easily with the HSIE/SciTech scope and sequence plan;

- Teachers have reported an increase in student learning outcomes to date, due to the implementation of the HSIE/SciTech scope and sequence plan and expect continued student learning improvements; and

- Teachers agreed that there was improved organisation of an increased quantity of quality resources for KLA units.

Future directions

- Continue to implement and monitor the HSIE/SciTech scope and sequence plan, particularly in regard to any future cross-stage classes;

- Continue to purchase and evaluate quality resources to supplement the teaching and learning programs within the HSIE/SciTech scope and sequence plan;

- Provide increased professional learning opportunities for teachers to integrate Smartboard technologies into the HSIE/SciTech scope and sequence plan (see Target 1); and

- Monitor the alignment of the HSIE/SciTech scope and sequence plan and the Assessment scope and sequence plan, to ensure continuity of teaching and learning within the curriculum. (See Target 2)

Other programs

Science and Technology

In the Australian Schools Science Competition, 27 students from Years 3-6 participated. Students from Beacon Hill achieved 2 distinctions, 7 credits and 18 certificates of participation.

Computer Education

Teachers continued to plan and implement engaging Information and Communication Technology (ICT) lessons using the school computer skills scope and sequence plan. Student ICT tasks involved a diverse range of technology skills in the context of KLA topics. Increased ICT skills were evident in the increasing complexity of related activities, such as collaborative

text construction via wireless keyboards by Stage 1 students and animation projects, utilising 'claymation style' models, by senior students.

The school has further upgraded the backbone of the school network, with an additional classroom being connected to the network via wireless technology. Students and staff continue to access the network. This is a step forward in 'best practice' as students and staff have their own hard drive space, data backup and secure Internet browsing and email. The network continues to be monitored and maintained remotely by the DET. This is allowing the staff and students access to the latest software applications and online workstation maintenance. More PCs are running more of the time, enabling students to complete their ICT tasks in either the ICT Centre or their own classroom.

Hardware (PCs for new classes) and software continued to be purchased and installed to facilitate the implementation of the computer skills scope and sequence and the programming of ICT lessons.

The school website was completely revamped and launched in the latter half of the year and is being regularly updated with increased content covering school events and achievements. The Web Team Internet Club continued this year, giving students lunchtime access to teacher training, allowing them access to their own web page and an avenue to provide online content for the school intranet, such as a 'Student News' bulletin board.

24 students from Years 3-6 participated in the Australasian Schools Computer Skills Competition, allowing them to demonstrate their outstanding mastery of a broad range of computer skills. Our students were awarded 5 distinctions, 5 credits and 14 certificates of participation.

Peer Reading

Background

Students from Years 1-5 were selected, after reading assessments, to participate in the Peer Reading Program. The program is designed to improve students' reading and comprehension skills. All of the Year 6 students were trained as tutors and matched to an individual student.

The program ran three days a week during Term 2. At the conclusion of the program, all students were reassessed and all showed improvement on their initial results with many demonstrating greater individual reading and comprehension skills.

Findings and conclusions

Based on feedback, the students commented that their reading confidence and ability had improved and they loved working with a buddy. The Year 6 students gained leadership skills and found reward in helping someone with reading. All parents, teachers and most of the students would like to see the program continue. The parents and teachers appreciated the time, effort and patience of the Year 6 tutors.

The following recommendations were implemented:

- Greater training in leadership skills was given to the Year 6 students to assist them in helping others with a task such as reading and to deal with diverse personalities in their buddies; and
- Encouragement awards were distributed amongst the tutors to give to the tutees as part of the whole school behaviour management policy.

Suggested improvements to be made and future directions to consider include:

- Running the program throughout the year rather than for one term only;
- Monitoring the Year 6 students more closely to ensure they are giving the students 100% attention;
- Training the parents in the techniques used in this program so there is consistency in technique at school and home; and
- Selecting students that are not already involved in Rainbow Reading or STLA to give a wide range of students further reading opportunities.

Reading Recovery

Background

Reading recovery (RR) is an early literacy intervention program for Year 1 students.

The aims of RR lessons are:

- To start at whatever the individual student can do;
- To design an individual series of lessons;
- To build up individual areas of weaknesses;
- To allow the teacher to work with the student on an individual basis;
- To aim to have the student reading books and writing at the same level as his/her average peers; and
- To achieve this within 16 to 20 weeks.

This year 12 students successfully completed the program.

Student Support

The Learning Support Team (LST) continues to meet on a fortnightly basis to review and manage the individual cases that are referred by class teachers. LST referrals are tracked on the school database so that student progress can be monitored from year to year.

Approximately 40 students in Years 2-5 continue to participate in the Rainbow Reading home reading program and several more from Kindergarten to Year 5 are withdrawn for small group learning support intervention. The focus for intervention this year has been literacy, with an emphasis on phonemic awareness and word attack strategies.

The Learning Support Policy was revised in August and approved by School Council.

A Kindergarten/Year 6 buddy reading program was introduced in Term 3 and time was allocated to support a Year 2 social skills group. The ESL and RR programs contribute enormously to the success of learning support at our school and we look forward to any additional support funding that may become available in 2009.

English as a Second Language (ESL)

The K-6 ESL program provided opportunities for students to develop and extend competence in descriptive oral language, reading and written language. Within written language programs, students learn skills in text type writing, cloze, comprehension, punctuation and grammar activities. Maths problem solving skills are also a part of the Years 3 and 4 programs.

The level of commitment and enthusiasm shown by students to achieve program outcomes has been commendable. Results have been outstanding.

Student Well-being

Through the K-6 viewing of *Buddies*, an emphasis was placed on feelings and strategies to prevent teasing, rumours and bossy, aggressive behaviour. This performance was an entertaining play which focused on encouraging children to create positive relationships and the steps to being a good friend and being true to themselves.

The *Bounce Back* program continued to teach the students strategies and personal skills that underpin resiliency, through the encouragement of respect, responsibility, acceptance and cooperation in a positive, supportive environment.

The *Aussie of the Month* values program continued to develop and promote the values that guide and support a

culture of care, respect and responsibility towards ourselves, others and the wider community.

Each class had an assigned buddy class and participated in a variety of activities during the year. These included peer reading, writing, drama, craft and computers. This program encouraged positive relationships between the younger and older students at the school.

The Student Representative Council (SRC) focused on fundraising for the Children's Hospital, McGrath Foundation and Lions Club. We are proud of the students' efforts and dedication to community organisations.

Student performance

All students in Years 3 and 5 in all Australian schools sat the National Assessment Program - Literacy and Numeracy (NAPLAN) for the first time this year. The tests assess skills in literacy and numeracy across the nation.

Skill Bands

The performance of Year 3 students is reported in skill bands ranging from skill band 1 (lowest) to skill band 6 (highest). In Year 5 the skill bands range from skill band 3 (lowest) to skill band 8 (highest). These skill bands indicate increasing levels of student ability in literacy and numeracy as measured by the test. Skills typical of students in each band are described in the report to parents.

In Year 3, students in skill band 3 or above are generally achieving at or above the minimum standard.

Year 3 NAPLAN Results - Literacy

The NAPLAN test was completed by 80 Year 3 students. Overall, their performance in literacy showed 47% of students were placed in bands 5 and 6, which is comparable to the rest of the state. 50% of students were placed in bands 3 and 4 and 3% in bands 1 and 2.

In reading, students achieved close to the state average within bands 5 and 6 as well as bands 1 and 2, whilst in bands 3 and 4 our students performed 12% higher than the state average.

There were 37% of Year 3 students in bands 5 and 6 for spelling. 58% of our students were placed in bands 3 and 4, as compared to 42% in the state. In bands 1 and 2 there were 5% of our students, compared to 12% across the state.

Students' performance in writing was comparable to the state average across the top 4 bands, while Year 3 students in bands 1 and 2 performed significantly better than the state average.

In grammar and punctuation our school attained 58% of students in bands 5 and 6, which is 15 percentage points higher than the state average.

Overall, Year 3 students demonstrated competence in all areas of literacy.

Year 5 NAPLAN Results - Literacy

The NAPLAN test was completed by 56 Year 5 students. 44% of students were placed in the top two bands for overall Literacy which is 12 percentage points above the state average. There were no students placed in band 3. In band 4, there were 4% of students compared to the state average of 13%.

In reading, 42% of Year 5 students were placed in bands 7 and 8, compared with 33% of the state. 44% of our students were placed in bands 5 and 6 compared to 48% of the state and 15% placed in bands 3 and 4 compared to 19% of the state.

There were 46% of our students placed in the top two bands for spelling and 50% placed in the middle bands. Only 4% of our students were placed in bands 3 and 4, compared to 16% across the state.

Students' performance in writing was consistently better than the state average across all skill bands.

In grammar and punctuation, 43% of students were placed in bands 7 and 8 against 36% of the state. Only 7% of students were placed in bands 3 and 4 compared to the state average of 17%.

Overall, the students' growth rate in reading from Year 3 to Year 5 was most pleasing with an average of 90 points compared to 85 for the state and 79 points for like schools.

In light of the school's performance in the NAPLAN test for literacy, we will continue peer reading, Rainbow reading and the newly introduced Reading Recovery program. We will also allocate more resources to support students with specific learning needs. See Target 2.

English Competitions

Students in Years 3-5 participated in the Australian Schools Writing, English and Spelling competitions.

23 students participated in the writing competition, with 1 certificate of high distinction, 4 certificates of distinction, 4 credits and 15 participation certificates being awarded.

34 students participated in the English competition, achieving 3 certificates of distinction, 10 credits and 21 certificates of participation.

29 students participated in the spelling competition. 1 certificate of high distinction, 5 certificates of distinction, 6 credits and 17 participation certificates were awarded. These results demonstrated an increase in the number of certificates of distinction awarded from 2007.

Four students, 2 from Stages 2 and 3, represented our school at the regional finals of the Premier's Spelling Bee. All students performed particularly well.

Year 3 NAPLAN Results - Numeracy

80 students in Year 3 sat the NAPLAN test for numeracy. 36% of students were placed in bands 5 and 6 compared with 40% of the state. Only 7% of students were placed in bands 1 and 2 compared to 10% of the state.

Beacon Hill's results were comparable to the state in the area of measurement, data, space and geometry with 50% of students achieving in the middle two bands. 10% of students were placed in bands 1 and 2 compared to 14% in the state.

In number, patterns and algebra, Beacon Hill performed 5% higher than the state average in bands 5 and 6 while students' performance in bands 3 and 4 were comparable to the state average of 45%.

Year 5 NAPLAN Results - Numeracy

56 students sat the NAPLAN TEST. 38% of students achieved in the top 2 bands compared with 26% of the state. Only 9% of students were placed in bands 3 and 4 compared with 20% of the state.

Results in measurement, data, space and geometry were 10 percentage points higher than the state average within bands 7 and 8. 11% of students were placed in bands 3 and 4 compared to 23% in the state.

In number, patterns and algebra, Beacon Hill students performed 12% higher than the state average in the top two bands. Only 9% of students were placed in bands 3 and 4 compared to 20% in the state.

The majority of students in Year 5 achieved consistently higher across all bands in numeracy than the state average and demonstrated excellence in the areas of data, additional and division.

Overall, the students' growth rate in numeracy from Year 3 to Year 5 was impressive with an average of 104 points compared to 80 points for the state and 86 points for like schools.

These numeracy results affirm the current teaching and learning practice at Beacon Hill Primary School.

Mathematics

Teachers continued to implement a variety of teaching strategies into their mathematics program. A training and development day with Brian Tickle focused on activities designed to develop sound concepts, strong number sense, efficient mental computation strategies and a deep understanding of the concept of place value. Teaching and learning strategies continue to be supported through the use of Smartboards and associated interactive programs.

Count Me In Too (CMIT) maths sessions continued with parent helpers assisting in some classrooms. The Year 1 teachers participated in the CMIT Online project. This professional training and development included evaluating current programs, assessment strategies, online discussions and sharing with teachers from around the state.

Mathematics Competition

During 2008, students in Years 3-6 participated in The Australian Schools Mathematics Competition.

58 students participated in the competition and were awarded 10 distinctions, 20 credits and 28 participation certificates.

Benchmark Results

The Commonwealth Government sets minimum desirable standards for reading, writing and numeracy at particular ages. These are referred to as national benchmarks.

The performance of the students in our school in the Year 3 and Year 5 NAPLAN is compared to these benchmarks. Year 3 students meeting the national benchmarks in reading (96%), writing (97%) and numeracy (99%).

Year 5 students meeting the national benchmarks in reading (98%), writing (100%) and numeracy (100%).

Our targets

Progress on 2008 targets

Target 1. To refine existing assessment strategies and implement a K-6 assessment scope and sequence plan to monitor student progress and enhance students achievement and learning opportunities.

Our achievements include:

- Collaboration between classroom specialist teachers in order to devise a cohesive and sequential K-6 Assessment scope and sequence plan;
- Successful implementation of the K-6 Assessment scope and sequence plan by classroom and specialist teachers;
- The introduction of a computer generated K-6 database to monitor and track student progress through their primary schooling; and
- Successful delivery and utilisation of standardised and school based assessment results to inform teaching practices and place students into classes so that there is an even distribution of ability across classes.

Target 2. To further develop a coordinated school approach to connecting Key Learning Areas to enhance student learning outcomes

Our achievements include:

- Use of the integrated scope and sequence plan, without need for modification, resulting in improved teaching practice;
- Approval of the integrated scope and sequence plan by the teaching staff, as outlined by a staff survey, indicating engagement and ownership by teachers of the entire process;
- Specific assessment tasks that are incorporated into an integrated scope and sequence plan and follow the same timeframe as the corresponding units;
- Collection and collation of KLA unit resources including excursion details through unit planning and evaluation; and
- Improved organisation and increased quantity of quality resources for KLA units.

Target 3. To maximise opportunities and enhance learning outcomes for students by revising, developing and implementing a K-6 English Policy.

Our achievements include:

- Engagement and ownership of the process of reviewing the K-6 English policy by staff;
- Developing and implementing K-6 scope and sequence plans for writing including text types, reading, spelling, grammar and handwriting;
- Endorsement by staff and the School Council of the revised K-6 English policy;

- Purchasing teaching and learning resources to assist with the review and implementation of the revised K-6 English Policy;
- More efficient, detailed and effective programming by teachers using the revised K-6 English policy and K-6 scope and sequence plans for writing including text types, reading, spelling, grammar and handwriting;
- Improved teaching practice incorporating a variety of teaching and learning experiences; and
- Evaluating the implementation of the K-6 English policy via teacher survey with positive feedback received including:
 - The user friendly nature of the policy;
 - Increased reflection on English teaching practice;
 - Easy to use scope and sequence plans; and
 - Increased variety of teaching and learning experiences, including incorporating Smartboard technologies in the teaching of English.

Targets for 2009

Target 1. To expand teaching and learning opportunities through the use of interactive whiteboards and interactive classrooms,

Strategies to achieve this target include:

- Implementing a K-6 technology scope and sequence plan with a view to continually refine existing usage and support teacher skill development and implementation;
- Providing professional learning opportunities in regard to the purpose of learning objects, design and implementation of lessons using the interactive whiteboards and video conferencing;
- Implementing the use of learning objects to improve student learning outcomes and to improve efficiency of assessment outcomes;
- Teachers developing the skills required to successfully integrate the use of information and communication technology into regular classroom practice and routines to ensure that students are provided with the necessary skills to be successful in a digital world;
- Sharing networks to create a collegial teaching and learning environment within the school and the wider community of the Forest Community of Schools;
- Purchasing additional teaching and learning products which support the use of interactive whiteboards and interactive classrooms, such as *Beebots and Probots* for mathematical learning;
- Integrating interactive whiteboards and interactive classrooms in teaching practices to emphasise critical thinking, collecting, analysing and organising information skills;
- Making connections with non-traditional classrooms and other classrooms across the state, country and world to provide varied learning, such as collaborative projects and professional dialogue opportunities; and
- Exploring three dimensions from the NSW Model of Quality Teaching - *Intellectual Quality, Learning Environment and Significance* to give focus to the pedagogical intent of learning when using interactive whiteboards and in an interactive classroom.

Our success will be measured by:

- A K-6 technology scope and sequence plan will be developed and continually refined to support teachers skill development and implementation;
- Professional learning will integrate learning objects (small reusable digital resources) into the teaching and learning of all KLAs;
- Learning objects will help improve student learning outcomes and to improve efficiency of assessment outcomes;
- Teachers will become familiar and competent users of technology providing a classroom that is a technology-enabled learning environment;
- Teachers will successfully integrate the use of ICT into regular practice and routines;
- Multimedia resources will be utilised to cater for students varied learning styles and integrated into regular teaching practices;
- Established sharing networks allow teachers to share their ideas and resources within the school and within the wider Forest Community of Schools;
- Successful integration of teaching and learning products, such as *Beebots and Probots* for mathematics, to support teaching and learning in KLAs;
- Learning activities will have critical thinking, collecting, analysing and organising information and effective technology use imbedded in them;
- Interactive classroom and video conferencing facilities enable teachers to make connections with non-traditional classrooms and other classrooms across the state, country and world, providing students with varied learning opportunities and teachers with professional development opportunities;
- Flexible and adaptable learning environments will be created to enhance quality teaching and student engagement; and

- The three dimensions from the NSW Model of Quality Teaching - *Intellectual Quality, Learning Environment and Significance* will be integrated into all teaching and learning activities using interactive whiteboards to give focus to the pedagogical intent of learning.

Target 2. To improve the learning outcomes of students in literacy and numeracy by differentiating the curriculum.

Strategies to achieve this target include:

- Reviewing as a staff current practice for the teaching of writing and its conventions and number in order to refine the teaching of these using a differentiated curriculum;
- Refining assessment strategies and building programs based on need;
- Providing professional learning in the use of higher order thinking skills to assist with the development and implementation of ability groups which cater for individual student learning needs;
- Developing and introducing core learning activities which support the teaching of writing and its conventions and number utilising a hands-on approach; and
- Purchasing resources to support the quality teaching of literacy and numeracy.

Our success will be measured by:

- Engagement and ownership of the process by teachers;
- Improved teaching practice and learning opportunities for students in reading, writing and mathematics aligned with the quality teaching model;
- Improved student learning outcomes within writing and its conventions and number as evidenced in school based assessment and reporting;
- The establishment of ability based grouping within classes utilising a differentiated curriculum; and
- The creation and implementation of core learning activities which support the teaching and learning of writing and its conventions and number utilising a hands-on approach.

Target 3. To further align and integrate the school's teaching and learning programs to maximise student learning in all key learning areas

Strategies to achieve this target include:

- Collaborating with stage representatives and specialist teachers from music, dance, visual arts, drama and library to review existing teaching and learning programs;
- Identifying any clear contextual links between existing specialist programs and those taught by classroom teachers in English, science and HSIE;
- Identifying how current programs cater for the needs of middle years learning;
- Establishing a timetable in which to develop a scope and sequence plan that aligns creative and practical arts and library with the existing English/science/HSIE scope and sequence plan;
- Developing and extending the existing English/science/HSIE scope and sequence plan including creative and practical arts and library; and
- Classroom specialist teachers implementing and monitoring the revised integrated scope and sequence plan in order to highlight any strengths and weaknesses and potential timetabling clashes due to fixed school events.

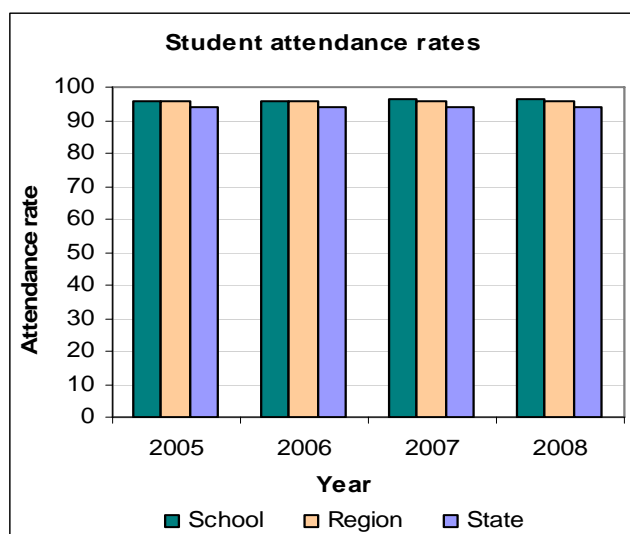
Our success will be measured by:

- Teacher engagement in, and ownership of, the consultation process;
- Clear identification of relevant links between creative and practical arts and library units of work with other teaching and learning programs;
- Development of an integrated creative and practical arts, library, English, science and HSIE program; and
- Successful implementation of a cohesive, integrated K-6 scope and sequence plan for teaching creative and practical arts, library, English, science and HSIE.

Enrolment profile

Beacon Hill Primary School had an enrolment of 495 students from Kindergarten to Year 6. In total, there were 261 males and 234 females enrolled. Students with a second language accounted for 23% of the total enrolment, with no one dominant nationality. Children generally start school in Kindergarten and progress to Year 6. The mobility of the student population was stable.

Attendance profile



Class sizes

The school's policy was used to place children into classes. Careful consideration was given to specific criteria such as academic performance in literacy and numeracy. Attitude, behaviour and social development were also considered. Classes were formed according to student enrolment patterns per year.

Roll Class	Year	Total per Year	Total in Class
KB	K	84	21
KG	K	84	21
KR	K	84	21
KT	K	84	21
1A	1	79	20
1H	1	79	20
1S	1	79	20
1W	1	79	19
2C	2	69	23
2F	2	69	23
2G	2	69	23
3B	3	81	30
3R	3	81	31
34W	3	81	20
	4	69	10
4O	4	69	29
4S	4	69	30
5H	5	57	30
5S	5	57	27
6A	6	56	28
6S	6	56	28

Staff Retention and Attendance

Staff retention at our school was relatively stable. Total staff in 2008 was 34 of which 29 were teachers. In 2008, the average daily attendance rate was 96.4% which was similar to the rate for past years.

Teacher Qualifications

All teaching staff meet the professional requirements for teaching in New South Wales public schools. 92% of teachers hold a diploma or degree while 8% hold postgraduate qualifications.

Parent Participation

The School Council met regularly throughout 2008 to monitor the school's financial position and actively contributed in the preparation and ratification of policy documents and management plans. The Council unanimously endorsed the School Plan 2009-2011, the English Policy, a Student Welfare Policy amendment, Assessment and Reporting Policy and the Learning Support Team Policy. The Council contributed to the analysis of NAPLAN data and the school self evaluation process.

In 2008, the school Parents & Citizens Association (P&C) has actively supported the school by providing resources for beneficial infrastructure and services. It is no small feat that the P&C has funded 9 new Smartboards in 2008 at a cost of \$55,500 from its reserves and annual fundraising efforts. This year the school is really looking great and the classrooms are well equipped. The parent body has also helped through participation in the curricular and extra curricular activities.

Major elements of the P&C's service activity occurs in dedicated teams in the various sub committees, ie. band, canteen, uniform shop and the Before and After School Care Centre. Our sincere thanks to Kathryn Iles, Lee Purser and Debra Gibson, Karen Carlson and Les Bobis respectively, and their committees, for their dedication. It is to the benefit of the students and parents who have access to services run by the P&C, such as a five day a week canteen, an active and successful band, an efficient and convenient uniform shop and an onsite out of school hours care facility.

Supporting and resourcing the P&C's initiative is the fundraising sub committee. They organised major fundraising events for 2008 which included a chocolate drive, sale of entertainment books, sponsored bounce, Bunnings BBQ and trivia night. In addition there were a

number of social/fundraising events such as a children's disco, mothers and fathers day stalls and an Easter bonnet parade. This is a great effort from the fundraising team and we recognise the efforts of the whole team; Juliette Squire, Anna Bowden, Fiona Brewster, Monique McDonald, Gerben van Duyl, Louise McMillan, Kim Whitehead, Meredith Dickson, Sheridan Thew, Toni Konijn and Sharon Porter.

The P&C has run efficiently in 2008 with a small but dedicated group of volunteers and teaching staff. Opportunities for parents to become more involved exist in all activities of the P&C for 2009 and all volunteers will be most warmly welcomed.

Financial statement summary

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

Date of financial summary:	30/11/2008
Income	\$
Balance brought forward	123 600.30
Global funds	306 754.39
Tied funds	133 901.09
School & community sources	257 757.56
Interest	10 862.34
Trust receipts	5 186.80
Canteen	0.00
<i>Total income</i>	<u>838 062.48</u>
Expenditure	
Teaching & learning	
Key learning areas	64 522.61
Excursions	68 407.16
Extracurricular dissections	72 401.95
Library	14 653.32
Professional Learning	48.00
Tied funds	181 214.84
Casual relief teachers	57 295.40
Administration & office	95 130.08
School-operated canteen	0.00
Utilities	49 273.37
Maintenance	22 566.14
Trust accounts	5 186.80
Capital programs	124 843.77
<i>Total expenditure</i>	<u>755 543.44</u>
Balance carried forward	<u>82 519.04</u>

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the School Council. Further details concerning the statement can be obtained by contacting the school.

\$21 507.99 of the balance carried forward is linked to the tied grants while \$37 358.79 is allocated to pay unpaid orders. The remaining \$23 652.26 is retained for general purposes and as working capital.

The school is extremely grateful to the school P&C and community, for the additional fundraising events to support projects including the installation of interactive whiteboards in every second classroom. The voluntary school contributions support extra materials and resources for science, kindergarten classrooms, computer education and the library. Thank you.

Professional Learning

All teachers attended fortnightly after school professional learning sessions and school development days which covered curriculum updates, technological advancement in education, CPR/Asthma update, reflection and sharing time.

Teachers regularly attended courses and network meetings on topics such as interactive whiteboard teaching/learning programs, leadership action research projects, English/Maths syllabus implementation and behaviour management.

