2009 Annual School Report
Bexhill Public School

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

Students
During 2009 there were between 130 and 139 students enrolled at Bexhill Public School.
The school comprised six multi stage classes with a gender balance across the school.

Staff
All teaching staff meet the professional requirements for teaching in NSW public schools.
Bexhill has a dedicated, highly trained and experienced staff.
It includes a full time teaching principal and assistant principal, four classroom teachers, a Reading Recovery, Library and Learning Assistance teacher and a school administrative manager (SAM).
In a part time capacity we have a music teacher, Release from Face to Face (RFF) teacher, a school administration officer and a general assistant, who tends to maintenance and maintaining school grounds.

Significant programs and initiatives
Significant areas of focus during 2009 included:

- Student Wellbeing
- Learning Assistance (LAP)
- Values Education
- Student Leadership
- Movie making/Video Literacy project
- ICT program
- Public Speaking
- Bright Sparks Program
- Environmental Education

Student achievement in 2009

Literacy
In 2009 fourteen Year 3 students and thirteen Year 5 students completed NAPLAN (see School Performance for 2009)

Numeracy
In 2009 fourteen Year 3 students and thirteen Year 5 students completed NAPLAN (see School Performance for 2009)

Messages

Principal's message
The 2009 annual report provides an overview of our school year; our programs and achievements.
Evaluation of our goals for 2009 and identification of major targets areas for 1010 is also included.
As a learning community we aim to achieve excellence by supporting and challenging all students within in a co-operative, creative and caring environment. Our values are based on excellence and equity and emphasise responsibility, respect, pride and positive relationships.
School programs encourage students to develop as active, effective learners and contributing members of society and guide students in taking responsibility for their learning, behaviour and social interaction with each other.
The core values of Bexhill Public School are underpinned by a learning platform which affirms all students can learn.
Bexhill Public School has a proud academic, sporting and cultural history and a strong focus on developing students' social and emotional skills.
I take this opportunity to acknowledge and thank the teaching and support staff for their commitment to the students of Bexhill Public School. Their energy, commitment and enthusiasm have ensured a most successful 2009.
Thank you also to our parents and wider community for their wonderful support and assistance throughout 2009. Their hard work and support are much appreciated.
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 Craigie

P&C Message
2009 was yet another successful year for the P & C of Bexhill Public School. I would like to thank the community members for their support in our fundraising endeavours this year.
Throughout the year we have been able to contribute to the school in many and varied ways, from hands on working bees to complete tasks needed around the school, fund raising activities, to financial donations of equipment and resources necessary to improve our children’s learning environment.

P&C of Bexhill Public School
Financial contributions amounting to over $9000.00 included:
Text book purchases, Student Insurance, soft fall for the playground, Literacy resources, chain mesh fencing for rainforest area, air conditioning for the First Aid Room, additional classroom readers and storage bins.

The P & C also contributed to the school through the running of events during the year such as the Cross Country, Disco and the weekly canteen.

Bev Riley
P&C President

Student Representative Council message

Even though Bexhill is a small school it has everything to offer; great teachers, great kids, great learning and great fun.
SRC members for 2009 were:
Year 3- Taylah and Jake
Year 4- Jack and Sophie
Year 5- Lachlan, Isabella, Brody and Tom
Year 6- Corey, Ben, Maddy, Tahlia and Jessica.
The SRC had a busy and successful year of planning meetings, fundraising, organising school assemblies, speeches, writing newsletter items and special activity days.
Our first main task was to review the school’s Wellbeing and Discipline Policy from a student perspective. At our regular meetings we also discussed ideas and plans which we took to the parents and teachers for consideration.
At the start of the year we aimed to raise money for the Black Saturday Bushfires. We had a Mufti Day, asking for a gold coin donation and the school community responded generously to the tragedy.
Another great success was Footy Friday where we raised money for Cancer. Everyone dressed up in their favourite sports team jerseys or colours. Everyone had heaps of fun and there were lots of laughs.
Our last fundraiser for the year was Mo-vember which was for Men’s Cancer. With the help of Mr Bonner, we made some brown felt moustaches to sell. There were a number of styles to choose from (some very wacky ones) It was hilarious seeing teachers and students wearing them around.
In Term 4, members of the Withers family (the family donated the land for the school in ) came for a special lunch. They were amazed by how much the school had changed. We held a special assembly for them as well.
Thanks to Mrs Craigie for her support and giving us ideas to think about and take back to our classes for discussion.

Tom Miller and Tahlia Brice

Student enrolment profile

Student enrolments have continued to steadily increase since 2005.

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>54</td>
<td>55</td>
<td>57</td>
<td>70</td>
<td>73</td>
</tr>
<tr>
<td>Female</td>
<td>52</td>
<td>56</td>
<td>52</td>
<td>62</td>
<td>59</td>
</tr>
</tbody>
</table>

Student attendance profile - Student attendance remains above the regional and state average

![Student attendance graph]
Management of non-attendance
When students are absent without explanation a reminder pro-forma note is sent to the parents to complete and return to school.
The Principal will interview parents of students with concerning levels of absenteeism.
Further concern is referred to the Home School Liaison Officer (HSLO).

Class sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.
The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

Structure of Classes
In 2009 there were six multi classes where students were catered for at their ability level. This allowed for curriculum differentiation, subject acceleration and learning support for individual students.

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>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>4</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>RFF + PT</td>
<td>0.552</td>
</tr>
</tbody>
</table>

School Administrative & Support Staff (SASS)

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Administrative Manager</td>
<td>1</td>
</tr>
<tr>
<td>School Admin Officer</td>
<td>0.406</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.3</td>
</tr>
</tbody>
</table>

In 2009 there were no Indigenous staff employed at Bexhill Public School.

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>33%</td>
</tr>
</tbody>
</table>

<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>KI/1 K</td>
<td>1</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>KI/1 K</td>
<td>K</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>K/YR 1 - M</td>
<td>1</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>K/YR 1 - M</td>
<td>K</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>Yr 1/2 C</td>
<td>1</td>
<td>6</td>
<td>22</td>
</tr>
<tr>
<td>Yr 1/2 C</td>
<td>2</td>
<td>16</td>
<td>22</td>
</tr>
<tr>
<td>Yr 3/4 CR</td>
<td>3</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>Yr 3/4 CR</td>
<td>4</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>Yr 4/5 T</td>
<td>4</td>
<td>14</td>
<td>25</td>
</tr>
<tr>
<td>Yr 4/5 T</td>
<td>5</td>
<td>11</td>
<td>25</td>
</tr>
<tr>
<td>Yr 5/6 B</td>
<td>5</td>
<td>5</td>
<td>28</td>
</tr>
<tr>
<td>Yr 5/6 B</td>
<td>6</td>
<td>23</td>
<td>28</td>
</tr>
</tbody>
</table>
Financial summary

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

Date of financial summary: 30/11/2009

**Income**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>26,771.97</td>
</tr>
<tr>
<td>Global funds</td>
<td>74,373.43</td>
</tr>
<tr>
<td>Tied funds</td>
<td>42,528.74</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>45,157.74</td>
</tr>
<tr>
<td>Interest</td>
<td>1,316.12</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>6,319.75</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>196,467.75</td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>22,662.90</td>
</tr>
<tr>
<td>Excursions</td>
<td>10,108.01</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>20,521.62</td>
</tr>
<tr>
<td>Library</td>
<td>2,151.99</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>4,167.76</td>
</tr>
<tr>
<td>Tied funds</td>
<td>40,611.42</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>14,400.76</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>35,489.12</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>11,624.04</td>
</tr>
<tr>
<td>Maintenance</td>
<td>5,226.05</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>6,084.25</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>173,047.92</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>23,419.83</td>
</tr>
</tbody>
</table>

School Performance 2009

Activities and Achievements

The students of Bexhill PS pride themselves on their achievements and participation in the following areas.

- The SRC ran weekly assemblies featuring class performances and displays of work which parents and friends were invited to attend.
- Five students, Tahlia, Hayley, Isabella, Jessica and Brittney sang in the Northern Rivers Opera House Choir which performed at the Opera House in Sydney.
- A number of students participated in the Small Schools Combined Choir at the Lismore Performing Arts Festival and the Lismore Show.
- A specialist music teacher provided a focused music program including guitar lessons, to students in Years 2-6.
- A dance group performed at the Lismore Performing Arts Festival.
- Students had the opportunity to attend theatre performances during the year, in Lismore.
- Year 5/6 students participated in a movie making project which was a great learning experience. This culminated in a special viewing session at the Star Court Theatre in Lismore.
- Four senior students were involved in a three day Art Smart workshop with other students in the First North Learning Community.
- Three senior students attended the Performing Arts Camp at Lennox Head, for a week specialising in their individual areas of expertise.
- All students participated in the choral and drama performances for our Annual School Concert.

Creative and Practical Arts (CAPA)

CAPA is a valued key learning area where all students are encouraged to experience and participate in a variety of creative and performing arts to enhance their skills, talents and social development.
Sport

Bexhill’s physical education (PE) and Sport’s program emphasises skills development in sport and PE, participation and sportsmanship for all students. Achievements for 2009 included:

A number of Bexhill students participated in PSSA swimming, cross country and athletics at school, district, zone, and regional level.

- In swimming, nine students; Lizzy, Bridget, Tyler, Jess J, Georgia M, Jake, Jack W, Lyall and Lucian represented the school at regional PSSA level.
- Four students; Olivia, Kai, Coen and Tom M represented the school in the regional PSSA Cross Country.
- Six students Lizzy, Tom M, Jock, Brody and Ben represented the school at Regional level in PSSA athletics.
- Individual champions at the Eureka Athletics carnival were Cody Halliwell, Brody Roberson and Tom Miller with a number of students taking out places in all events. Brody also broke the Junior 200m record by 0.2 sec.
- Participation in PSSA Knockout teams included Boys Cricket, Boys and Girls Soccer and Girls Netball.
- Students also trialled for Northern Rivers team selection in soccer, softball, touch football, AFL, Rugby and netball.
- All students who participated in the Intensive Swimming Program in Term four four demonstrated improved water confidence and swimming skills
- All students participated in skills development classes in preparation for athletics and major and minor games during Wednesday rotations and in class lessons.

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)

Literacy – NAPLAN Year 3

Reading – Y3

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average mark, 2009</td>
<td>405.7</td>
<td>428.9</td>
<td>423.7</td>
</tr>
</tbody>
</table>

Writing - Y3

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average mark, 2009</td>
<td>426.8</td>
<td>426.2</td>
<td>423.5</td>
</tr>
</tbody>
</table>

Spelling – Y3

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average mark, 2009</td>
<td>401.4</td>
<td>423.5</td>
<td>423.9</td>
</tr>
</tbody>
</table>

Grammar and Punctuation – Y3

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average mark, 2009</td>
<td>441.0</td>
<td>430.1</td>
<td>426.7</td>
</tr>
</tbody>
</table>
### Numeracy – NAPLAN Year 3

<table>
<thead>
<tr>
<th>Skill band distribution</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Number in band</td>
<td>0</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Percentage in band</td>
<td>0.0</td>
<td>6.3</td>
<td>37.5</td>
</tr>
<tr>
<td>School average 2007 - 2009</td>
<td>1.8</td>
<td>3.6</td>
<td>30.9</td>
</tr>
<tr>
<td>LSG average 2009</td>
<td>4.4</td>
<td>10.1</td>
<td>18.0</td>
</tr>
<tr>
<td>State average 2009</td>
<td>5.2</td>
<td>10.9</td>
<td>19.6</td>
</tr>
</tbody>
</table>

### Literacy – NAPLAN Year 5

#### Reading – Y5

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Number in band</td>
<td>0</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Percentage in band</td>
<td>0.0</td>
<td>26.7</td>
<td>13.3</td>
</tr>
<tr>
<td>School average 2007 - 2009</td>
<td>1.9</td>
<td>9.4</td>
<td>17.0</td>
</tr>
<tr>
<td>LSG average 2009</td>
<td>5.2</td>
<td>10.7</td>
<td>21.3</td>
</tr>
<tr>
<td>State average 2009</td>
<td>6.1</td>
<td>11.9</td>
<td>21.4</td>
</tr>
</tbody>
</table>

#### Writing – Y5

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Number in band</td>
<td>0</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Percentage in band</td>
<td>0.0</td>
<td>26.7</td>
<td>13.3</td>
</tr>
<tr>
<td>School average 2007 - 2009</td>
<td>1.9</td>
<td>9.4</td>
<td>17.0</td>
</tr>
<tr>
<td>LSG average 2009</td>
<td>5.2</td>
<td>10.7</td>
<td>21.3</td>
</tr>
<tr>
<td>State average 2009</td>
<td>6.1</td>
<td>11.9</td>
<td>21.4</td>
</tr>
</tbody>
</table>

#### Spelling – Y5

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Number in band</td>
<td>0</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Percentage in band</td>
<td>0.0</td>
<td>26.7</td>
<td>13.3</td>
</tr>
<tr>
<td>School average 2007 - 2009</td>
<td>1.9</td>
<td>9.4</td>
<td>17.0</td>
</tr>
<tr>
<td>LSG average 2009</td>
<td>5.2</td>
<td>10.7</td>
<td>21.3</td>
</tr>
<tr>
<td>State average 2009</td>
<td>6.1</td>
<td>11.9</td>
<td>21.4</td>
</tr>
</tbody>
</table>

#### Grammar and Punctuation – Y5

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Number in band</td>
<td>0</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Percentage in band</td>
<td>0.0</td>
<td>26.7</td>
<td>13.3</td>
</tr>
<tr>
<td>School average 2007 - 2009</td>
<td>1.9</td>
<td>9.4</td>
<td>17.0</td>
</tr>
<tr>
<td>LSG average 2009</td>
<td>5.2</td>
<td>10.7</td>
<td>21.3</td>
</tr>
<tr>
<td>State average 2009</td>
<td>6.1</td>
<td>11.9</td>
<td>21.4</td>
</tr>
</tbody>
</table>

### Numeracy – NAPLAN Year 5

<table>
<thead>
<tr>
<th>Skill band distribution</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Number in band</td>
<td>0</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Percentage in band</td>
<td>0.0</td>
<td>6.3</td>
<td>37.5</td>
</tr>
<tr>
<td>LSG average 2009</td>
<td>4.4</td>
<td>10.1</td>
<td>18.0</td>
</tr>
<tr>
<td>State average 2009</td>
<td>5.2</td>
<td>10.9</td>
<td>19.6</td>
</tr>
</tbody>
</table>

### Note: State growth scores are for students in DET schools only.

#### Average progress in reading for matched students*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>50.0</td>
<td>93.4</td>
<td>92.5</td>
</tr>
<tr>
<td>LSG</td>
<td>83.5</td>
<td>88.3</td>
<td>92.7</td>
</tr>
<tr>
<td>State</td>
<td>86.6</td>
<td>87.5</td>
<td>88.4</td>
</tr>
</tbody>
</table>

#### Average progress in writing for matched students*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>67.6</td>
<td>62.4</td>
<td>30.1</td>
</tr>
<tr>
<td>LSG</td>
<td>71.3</td>
<td>68.4</td>
<td>57.9</td>
</tr>
<tr>
<td>State</td>
<td>76.1</td>
<td>69.3</td>
<td>57.7</td>
</tr>
</tbody>
</table>

#### Average progress in numeracy for matched students*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>55.2</td>
<td>80.1</td>
<td>89.0</td>
</tr>
<tr>
<td>LSG</td>
<td>77.7</td>
<td>73.3</td>
<td>92.4</td>
</tr>
<tr>
<td>State</td>
<td>80.4</td>
<td>77.3</td>
<td>93.4</td>
</tr>
</tbody>
</table>
Minimum standards

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

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

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009

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

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>93</td>
</tr>
<tr>
<td>Spelling</td>
<td>93</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>87</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Student progress is tracked from Year 3 to Year 5 if the student remains at the same school.

Significant Programs and Initiatives

Aboriginal education

The school has a small number of students of Aboriginal and Torres Strait Islander descent. The school plans activities aimed at developing better understanding and awareness about Aboriginal Australia, Aboriginal history, culture, achievements and contemporary issues. This planning included:

- considering special learning, cultural and social needs of students,
- incorporating Aboriginal perspectives where possible, in all teaching programs,
- inquiries about local Aboriginal history of the Bundjalung people,
- participation in NAIDOC celebrations, with valuable assistance from a school family; and
- raising of the Aboriginal flag and observing the Welcome to Country protocol at school assemblies and special events.

Multicultural education

Multicultural perspectives are integrated into teaching programs across key learning areas, such as English, HSIE and creative arts to ensure that our students develop the skills, knowledge and attitudes essential to be part of a culturally diverse society.

2009 Citizenship Award

Jess and Ebony serve up Croc and Kanga Pies for NAIDOC week.
Respect and responsibility
Bexhill PS is respected by its community for providing students with a learning environment which both safe and caring.

It has strong policies and procedures which support fair and equitable access to learning and management of student behaviour in line with the school’s Wellbeing and Discipline Policy.

As part of school programs core values are being developed and encouraged through our learning and welfare programs. Students are expected to work and participate to the best of their ability, to work together and respect each other and take responsibility for individual actions.

Students are encouraged to support each other and participate as responsible and active citizens of our school and community in a number of ways.

Linking fundraising activities, organised by the SRC, to curriculum areas, helped to raise awareness of themselves and others less fortunate.

Parents, families and community members were regularly invited to share special days, activities and performances which gave relevance to the school being an integral part of our local community.

Enrichment Programs and Initiatives
Movie Making Project
Senior students were involved in the production of a movie; the theme for 2009 being “Light and Dark”.

Our resourceful students were able to use materials and the surrounding environment to produce an engaging, polished movie.

Students gained valuable literacy, creative, organisational, technical and performance skills in the production of the movie, culminating in a screening at the Star Court Theatre in Lismore.

To enhance the project a group of students also participated in a Digital Animation day where they developed new skills used in the production of our movie. This project was partially funded by an Arts Council Grant.

Environmental Education
Bexhill has a strong environmental sustainability focus and is a registered Landcare school.

As part of Wednesdays Groups all students participated in gardening activities to investigate seed propagation and the plant cycle. An extensive vegetable patch and fruit orchard has been established, including a chicken pen where food scraps are recycled each day.

Students also studied and practised waterwise strategies and their application at school and at home.

We were also successful in our application for two environmental grants for a water tank and garden resources.

Newspapers In Education
Year 4/5 participated in this program researching, designing and publishing a page for the local newspaper. Their page won the prize for the Peoples Choice Award

As part of a First North Community of Schools initiative, Bright Sparks enrichment group, senior students participated in debating workshops to further develop their skills.

Four outstanding spelling students participated in the Premier’s Spelling Bee after winning our in school competition.

Progress on 2009 targets
Target 1

Literacy: demonstrated achievement by all students in writing; particularly in the areas of spelling, grammar and punctuation.

Our achievements include:

- overall improvement of writing as shown in school based assessments,
- development of assessment and reporting rubrics and plans which assist staff in explicit teaching of writing conventions, and
- increased opportunities for students to publish their writing.

This target will be continued into 2010, to consolidate a strong focus on the writing process, using revised strategies. (see Target 1 for 2010)
**Target 2**

*Numeracy: improved measurable achievement by all stage 2 and 3 students in the numeracy areas of measurement and problem solving (working mathematically)*

Our achievements include:

- more focused and strategic class programs, using the NC Mathematics Scope and Sequence plan with links to web resources,
- staff uptake of professional learning opportunities,
- improved overall student performance and enjoyment in problem solving tasks as shown in school based assessments.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of Writing and Curriculum Implementation and Learning.

**Educational and management practice**

**Curriculum**

**Writing**

**Background**

As identified in the School Management Plan the teaching and learning of writing has been a focus for evaluation in 2009.

Therefore it was important to evaluate perceived strengths and areas for further development from a teacher, student and parent perspective.

Parent, student and staff surveys were developed and completed to assist in this process.

**Findings and conclusions**

**Student Survey**

1. My teacher tells me why I am doing writing tasks.
2. Writing is an important subject.
3. My writing has improved this year.
4. My spelling has improved this year.
5. My handwriting has improved this year.
6. My word processing has improved this year.
7. I enjoy writing, especially…….
8. I like writing at home.
9. I know about different text types.
10. My teacher helps me if I ask.

**Parent Survey**

1. Writing is an important subject for my child.
2. I am provided with useful verbal and written reports about my child’s progress in writing.
3. I like to see examples of my child’s writing being published (eg) in newsletter.
4. My child has developed new skills in writing this year.
5. The spelling program supports the writing program.
6. My child’s spelling has improved this year.
7. My child enjoys writing, especially …. 
8. I understand the different types of writing my child does (eg) reports, procedures, reviews.
9. I understand how writing is taught at BPS.
10. I would like to know more about the teaching and learning of writing through parent workshops.

# 79% of families responded to the survey.
Future directions

The results of these surveys were most positive and pleasing and reinforced noted improvements in the quality and quantity of writing work samples. Students also indicated a high level of enjoyment with the writing process.

The continued teaching and learning of writing for a number of purposes will remain a focus.

Parents have indicated an interest in the inclusion of information and strategies, relating to student writing and learning, being presented in the school newsletter.

Both parents and students would like further opportunities for examples of students’ writing to be published.

We will continue to publish student writing on a more regular basis in the school newsletter, and also participate again in Newspapers In Education, in the Northern Star newspaper.

Other opportunities for student writing, such as online educational blogs and book raps, will be investigated.

Management

Curriculum Implementation and Learning

In 2009 the school sought the opinions of parents, students and teachers about learning and overall satisfaction with the school.

Surveys were completed during term 4 2009 which asked parents, primary students and staff their opinions on a range of issues relating to school life and learning at Bexhill Public School.

Their responses are presented below.

Student Survey
1. My classroom is an interesting place to learn.
2. Our school has good equipment that helps me to learn.
3. The school expects me to do my best.
4. I try to do my best and take pride in my learning.
5. In class, there is a balance between working on my own and working with other students.
6. I try to do things in my classroom that are new and different.
7. Samples of my work over time help me to see how I have improved.
8. My teachers find new ways to help me understand.

Parent Survey
1. The school knows about the families and community which it serves
2. School leaders have a positive influence on school culture
3. The school often praises and rewards individuals for achievement and effort
4. The students are the main concern at BPS
5. Parents support what is happening at the school
6. I am proud of my child’s school
7. The school encourages new students and their families to be involved in school activities
8. The school appreciated having my child as a student
9. The school encourages students to achieve their best
10. The school encourages everyone to learn
11. The school caters for the learning needs of all students
12. The school is continually finding ways to improve what it does
13. When necessary, the school makes important changes to what it does.
Professional learning

Staff at Bexhill are actively encouraged to pursue professional learning opportunities to enhance and support student learning.

During 2009 staff were involved in professional learning activities and projects in the following areas:

- Emergency Care and CPR
- Leadership
- Connected classroom technologies
- Notebook training (technology software)
- Numeracy workshops
- Literacy workshops
- Autism training (Positive Partnerships)
- Quality Teaching
- Institute of Teachers Workshops for beginning teachers
- Best Start training

Our success will be measured by:

- improvement in writing standards, as measured by stage outcomes and assessment rubrics
- improved NAPLAN results in Years 3 and 5,
- improved understanding and application of punctuation and grammar conventions, as measured in written assessment tasks,
- improved spelling accuracy of words based on NC Spelling strategies,
- students valuing writing as a means of communication; and
- positive student engagement and enjoyment with writing activities.

School development 2009 – 2011

Our school develops a Management Plan each year where we identify some improvement targets for the plan which we will work on together to achieve.

Targets for 2010

Target 1

Priority Area: Literacy

To further develop and improve students' independent writing skills, with a particular focus on punctuation, spelling, grammar conventions and sentence structure.

Strategies to achieve this target include:
We will know that the target has been achieved when:

- the Aboriginal Education and Training Policy has been effectively implemented at Bexhill PS,
- Bexhill PS has a functioning planning group for Aboriginal education and training; and
- we have an ongoing partnership with the local Aboriginal community.

**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 Craigie, Principal
Angela Koch, Assistant Principal
Bev Riley, P&C President
Melinda Hill, teacher
Janet Mapstone, teacher
James Clarke, teacher
Nadine Toniello, teacher

**School contact information**

Bexhill Public School
12 Withers St, Bexhill NSW 2480
Ph: 02) 66 284223
Fax: 02) 66 284248
Email: bexhill-p.school@det.nsw.edu.au
Web: www.bexhill-p.schools.nsw.edu.au

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: