Our school at a glance

Students

At the time of the 2011 census 118 students were enrolled at Bexhill Public School.

The school comprises five multi stage classes with a gender balance across the school.

Our students work hard to achieve their best and are a credit to their school, their teachers, their families and most importantly, themselves.

Our students are polite and respectful and make the most of their diverse learning opportunities.

We are proud of our students at Bexhill PS.

Staff

Bexhill PS has a dedicated, highly trained and experienced staff who provide and facilitate quality teaching and learning opportunities to develop student skills and knowledge in a safe, engaging and inclusive environment.

We actively encourage our students to achieve their personal best in all aspects of school life.

Staffing includes a full time teaching principal, assistant principal and three classroom teachers, a Reading Recovery, Library and Learning Assistance teacher, and a school administrative manager (SAM).

Part time staff include a Release from Face to Face (RFF) teacher currently teaching music, a school administration officer and a general assistant, who tends to maintenance and maintaining school grounds.

All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

Significant areas of focus during 2011 included:

☆ Student Wellbeing initiatives
☆ Learning Support program
☆ Whole school social skills program –‘You Can Do It’
☆ Student Leadership initiatives
☆ Movie making/Video Literacy project
☆ ICT program
☆ Public Speaking - ‘Young Communicators Award’ and Debating Skills program
☆ Art Smart program
☆ Environmental Education programs and initiatives
☆ Small Schools’ Choir and School Choir
☆ Interrelate and Life Education
☆ Small Schools Dance Ensemble
☆ Dance and Drama initiatives
☆ Premiers Spelling Bee linked school program
☆ Transition programs for Kindergarten and year 6/7
☆ Premier’s Sporting Challenge
☆ PSSA sport and knockout carnivals
☆ Bright Sparks gifted and talented program
☆ Premier’s Reading Challenge
☆ Fundamental Skills program
☆ Tennis program

Messages

Principal’s message

The 2011 annual report provides an overview of our school year; our programs and achievements. Evaluation of our goals for 2011 and identification of major target areas for 2012 is also included.

As a learning community we aim to achieve excellence by supporting and challenging all students within 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 PS has a proud academic, sporting and cultural history including 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 has ensured a most successful 2011.

Thank you also to our P&C committee, parents and wider community for their wonderful support and assistance throughout 2011. Their hard work, interest and support are acknowledged and 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

2011 was yet another successful and busy year for the P & C of Bexhill Public School. I would like to thank the community members for their support and assistance with our fundraising endeavours this year; in particular the Trivia night and the Bunnings barbeque fundraiser.

Throughout the year we have been able to contribute to the school in many and varied ways, from hands on activities with the students, fundraising activities, to financial donations of funds to purchase resources necessary to improve our children’s learning environment.

The financial contributions amounted to over $9000.00 and included:

Text book and library purchases, literacy and maths resources, student insurance, contribution to the photocopier and air conditioning in the canteen; a fabulous effort by the P&C and school community.

The P & C also contributed to the school through the running of events during the year including the Inter-school Sports and Cultural days, special focus days and the weekly canteen.

Eloise James
P & C President

Student representative’s message

Even though Bexhill is a small school it has everything to offer; great teachers, great kids, great learning and great fun.

School Captains – Georgia M and Olivia
Vice captains – Zoe and Brody
SRC members for 2011 were:
Year 3- Sophie P and Charlotte
Year 4- Cooper and Ryan C
Year 5- Savarnah, Jake, Alex, Jade G
Year 6- Megan and Jack W

The SRC had a busy and successful year of fundraising, organizing and running school assemblies, speeches, 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.

Fundraising activities included:

Biggest Morning Tea, Girls’ Night In for cancer research, Flood Relief casual day, Crazy Hair Day for Leukaemia, sausage sizzle for Lismore Soup Kitchen, the Bexhill Cup and fundraising activities to assist with resources for our school.

We also organized games and assisted with activities.

Thanks to Mrs Craigie for her support and for giving us ideas to think about and take back to our classes for discussion, and to act upon.

Georgia and Olivia
Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>57</td>
<td>70</td>
<td>73</td>
<td>64</td>
<td>69</td>
</tr>
<tr>
<td>Female</td>
<td>52</td>
<td>62</td>
<td>59</td>
<td>48</td>
<td>49</td>
</tr>
</tbody>
</table>

Student attendance profile

Non attendance is closely monitored and followed up when left unexplained.

If attendance does not improve NSW Department of Education guidelines are followed.

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 2011 class size audit conducted on Wednesday 17 March 2011.

<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>KINDER/1 M</td>
<td>K</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>YEAR 1/2 C</td>
<td>1</td>
<td>9</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>17</td>
<td>26</td>
</tr>
<tr>
<td>YEAR 3 K</td>
<td>3</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>YEAR 4/5 T</td>
<td>4</td>
<td>16</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>9</td>
<td>25</td>
</tr>
<tr>
<td>YEAR 5/6 C</td>
<td>5</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>20</td>
<td>25</td>
</tr>
</tbody>
</table>

Structure of classes

In 2011 there was a year 3 class and four multi age classes where students were catered for at their ability level. This allowed for curriculum differentiation, subject acceleration and learning support for individual students.

Management of non-attendance

Our student attendance is above the state and regional average.

When students are absent without explanation a reminder proforma note is sent to the parents to complete and return to school. This promotes the importance with which Bexhill places on good attendance and its positive impact on our students’ education.
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>3</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>School Learning Support Officer</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<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>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>

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

In 2011 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>

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: 30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
</tr>
<tr>
<td>Balance brought forward</td>
</tr>
<tr>
<td>Global funds</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>School &amp; community sources</td>
</tr>
<tr>
<td>Interest</td>
</tr>
<tr>
<td>Trust receipts</td>
</tr>
<tr>
<td>Canteen</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
</tr>
</tbody>
</table>

| **Expenditure**                     |
| Teaching & learning                 |
| Key learning areas                  | $33220.18         |
| Excursions                           | $4959.85          |
| Extracurricular dissections          | $17791.75         |
| Library                              | $885.52           |
| Training & development               | $976.94           |
| Tied funds                           | $38839.38         |
| Casual relief teachers               | $12518.67         |
| Administration & office              | $44668.56         |
| School-operated canteen              | $0.00             |
| Utilities                            | $12039.46         |
| Maintenance                          | $5129.80          |
| Trust accounts                       | $7121.70          |
| Capital programs                     | $5830.91          |
| **Total expenditure**                | $183982.72        |
| **Balance carried forward**          | $39433.33         |

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

Activities and Achievements

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

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 which enhance their skills, talents and social development. Examples included:

- Art Smart Workshops
- Student participation in the Lismore Show
- Creative Arts Camp
- Animation Day
- Lucinda Awards- 5/6 students (see Movie Making)
- Small Schools Choir participation in the Performing Arts Festival in Lismore.
- School Choir who performed at special assemblies, school concert and visits to retirement homes
- Establishment of a Small Schools Dance Ensemble which brought together talented dancers from small schools to perform at a number of venues
- Annual school concert performances and weekly assembly items

Sport

This year has been a most exciting year on the sporting front with many new initiatives being introduced including fundamental skill development sessions aimed at improving the children’s knowledge and skills of various sports, with a strong emphasis on sportsmanship.

Also, a number of students represented our school at district, zone and regional PSSA level. Achievements for 2010 included:

- Ten students representing the school at Zone swimming trials with two students competing with the Northern Rivers (NR) region at the North Coast carnival.
- Participation in PSSA Knockout teams including Boys Cricket, Boys and Girls Soccer, Girls Netball and Boys and Girls Softball.
- Participation in the NR team selections for AFL, Boys and Girls Soccer, Girls Hockey, Boys Rugby League and Girls Netball with five students being successful.
- Students, K-6, participation in the First North (FN) Cross-Country carnival with six students representing Bexhill at the Zone Cross-Country Carnival. Two students also represented the school at the Regional Cross-Country carnival.
- Two Individual Champions at the FN Athletics Carnival
Bexhill Public School being awarded the Highest Overall Point score trophy and the Large School Ball Games trophy at the FN District Athletics carnival.

Fifteen students representing our district at the Zone Athletics Carnival with three students being selected to represent at the Regional carnival and one student taking out an Individual Championship.

All students participating in the Premier's Sporting Challenge where they recorded their physical activity over a ten week period.

Bexhill PS received a ‘Gold Level Accreditation’, which demonstrated a high level of participation, both at school and after school hours.

Hosting a Commonwealth Games Day for FN Schools. Students participated in both an opening and closing ceremony and modified games during the day.

Specialist sporting programs being introduced including AFL Auskick and a tennis coaching program.

We are fortunate to have fantastic resources such as the Sam Trimble Oval (in walking distance) and two tennis courts which can cater for these different sports.

All students participating in the Intensive Swimming Program improved in water confidence and swimming skills.

Students being involved in Jump Rope for Heart where they practised skills over a five week period culminating in a ‘jump off’ afternoon which raised $1452.70.

Other

In the University of NSW International Competitions and Assessments for Schools (ICAS) noteworthy results included:

- English – 2 High Distinctions, 3 Distinctions, 4 Credits
- Writing – 2 Distinctions, 2 Credits
- Science- 2 High Distinctions, 1 Distinction, 3 Credits
- Computers- 2 Distinctions, 3 Credits
- Mathematics- 2 High Distinctions, 2 Distinctions, 4 Credits

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)

Literacy – NAPLAN Year 3

![Percentage in bands: Year 3 Writing](chart.png)
Numeracy – NAPLAN Year 5

Progress in literacy

Progress in numeracy
Minimum standards

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

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 2011

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

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2011

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

Significant programs and initiatives

Aboriginal education

Bexhill PS is a member of the Dare to Lead coalition of schools and has a small number of students of Aboriginal or Torres Strait Islander descent.

The school plans and integrates 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,
- Immersion in local Aboriginal history of the Bundjalung people and participation in NAIDOC Day activities in Lismore.
- Implementing the new Aboriginal Education Policy and acknowledging Aboriginals, past and present at formal assemblies and functions.

NAIDOC DAY - Ayden receiving the Aboriginal Young Men's Leadership award for being an Outstanding Role Model

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.

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, work together, 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 student 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.

**Connected learning**

All five classrooms have functioning interactive technology, and a dedicated computer room is used for specific skills teaching and learning.

Our new library provided by the Building the Education revolution (BER) project also has Connected Classroom facilities.

Connected Learning has had a significant and positive effect on our teaching and learning programs facilitating engaging and relevant student learning opportunities, including video link interactions with other schools.

Staff have undertaken, and are committed to, ongoing school based training and sharing of expertise.

**Enrichment Programs and Initiatives**

**Movie Making Project**

Senior students were involved in the production of a movie; the theme for 2011 being 'Almost Nearly Never'.

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. Initiatives included:

- Becoming the first school in the Lismore City Council area to become Waste Accredited, receiving a $500 grant for our efforts.
- Staff and students using effective waste wise processes including composting for the gardens, food scraps for the chickens and active recycling of paper and plastics.
• Years 4, 5 and 6 classes being involved in the DET Climate Clever Energy Savers program where students researched an energy saving proposal for the school. Funding of $2000 was provided to support the purchase of energy saving initiatives in and around the school.

• MAD Water team, Year 6 students, Olivia, Georgia, Megan and Jordyn being successful, for two consecutive years, with their Water Smart and Waste Wise proposals receiving the Rous Water/Lismore Council prize of $2000.

First North Writing Project
Students; Georgia, Megan, Sophie L and Olivia and students from other First North Group of schools, were mentored by a UK author to write and publish short stories which were collated and presented in book form at a formal launch. This program was highly motivating and enriching for participating students and will be continued in 2012.

Newspapers In Education
Year 4/5 participated in this program researching, designing and publishing a page for the Northern Star; winning the prize for both the Peoples' Choice Award and the Best Teacher Award.

Social Skills Program
The successful K-6 social skills program titled 'You Can Do It!' continued. All classes focused on acquiring the skills of Organisation, Resilience, Persistence, Confidence and Getting Along With Others.

Young Communicators Program
The Public Speaking Competition 'Young Communicators Award', which develops students' confidence and skills in preparing and delivering a speech. This is now an annual event.

Young Communicators

Debating
Senior students participation in a state run Debating workshop at Alstonville which provided them with some excellent strategies and experiences.

Premier’s Spelling Bee
Years 3-6 participation in a school Spelling Bee. All four students capably represented our school in the local finals of the Premier’s Spelling Challenge at Alstonville PS.
Progress on 2010 targets

Target 1

Literacy - Reading and Comprehension

To lift performance in the comprehension levels of students to match their technical reading skills, as highlighted in the 2009 SMART data analysis.

Our achievements include:

• Improved results in school data
• Improved NAPLAN results in Reading as shown in the included NAPLAN graphs.
• Evidence of Quality Teaching and best practice in all planning and assessment documentation pertaining to reading and comprehension aspects of the curriculum

Future Directions

Reading and comprehension will continue to be a focus as an integral part of the school’s identified literacy priority focus, as indicated in the 2012-2014 School Plan

Priority Area 2:

Mathematics

Improve performance in numeracy so that an increased percentage of Year 3 students are placed above band 4 in NAPLAN and an increased percentage of Year 5 students are placed above band 6 in NAPLAN.

Our achievements include:

• Positive student attitudes towards mathematics
• Increased staff confidence in the explicit programming and teaching of mathematics using the North Coast mathematics scope and sequence document
• Improved school data performance across all stages, K-6.
• Improved NAPLAN results from Year 3 to year 5 as shown in the 2011 NAPLAN graphs

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 2010 our school carried out evaluations of the following areas.

Educational and management practice

School Management

Background

In 2011 the school sought the opinions of parents, students and teachers about school management and overall satisfaction with the school.

Findings and conclusions

Student Survey

1. My classroom is an interesting place to learn.
2. Teachers talk to us about our work and find ways to help us improve.
3. The school makes sure everyone is treated fairly through negotiation and the school behaviour code.
4. The school expects me to do my best.
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. I try to do my best and take pride in my learning.
8. My teachers find new ways to help me understand.
9. I understand the rules of our school and why we have them.
10. I know what I need to do in my classroom and how the school day is organised.

Parents indicated that the school has worked hard to communicate the management structures of each class and the school through class teacher information booklets, the school newsletter and the school sign. Parents overall indicated a high level of satisfaction at the management structures in place within the school.
Educational and management practice

Curriculum

Science

Background

As identified in the Key Learning Area cycle of evaluation Science has been a focus for evaluation in 2011.

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

Findings and conclusions

Student Survey

1. It is important to learn about science.
2. I enjoy science.
3. I like doing ‘hands on’ activities.
4. I have improved in my science understandings this year.
5. I am good at working scientifically.
6. I am good at designing.
7. I am good at making and constructing.
8. I am good at hypothesising.
9. My teacher makes science interesting and enjoyable.
10. I am given extra help when I need it.
11. I like to work with others to solve scientific problems.
12. I take pride in my bookwork.
13. I enjoy using technology in science.

The results were most positive and pleasing and reinforced noted improvements in the quality and deeper understanding of scientific applications and processes. Students also indicated an increased level of enjoyment and understanding in science.

Parents also indicated an interest in the inclusion of information and strategies, relating to student science and learning, being presented in the school newsletter and for facilitation of parent workshops in the future.

Our environmental and sustainability science programs were most appreciated and valued by the community.
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.

• The school and P&C is working hard to improve the standards and resourcing of classroom facilities and school grounds.
• The school is well connected to its community and welcomes and appreciates parent involvement.
• Parents are encouraged to contact the school to discuss concerns about their child.
• The school teaches and promotes core values through its Wellbeing policy and K-6 social skills program.
• The school offers and encourages active participation in a variety of learning opportunities.
• Students believe that the school expects them to do their best at all times and consequently they take pride in their achievements.
• The school promotes its uniform policy.
• Bexhill has committed teachers who have high expectations for student achievement.
• The school’s Wellbeing policies and procedures encourage positive student behaviours.
• Staff are all engaged in professional learning and critical reflection to improve their skills. They are also regularly engaged in professional dialogue with colleagues to inform their teaching practice.

Professional learning

Staff at Bexhill are actively encouraged to pursue professional learning opportunities to enhance and support student learning. Professional learning activities are designed to achieve the targets outlined in our school plan. Teaching and SASS staff participated in the following:

• Emergency Care and CPR
• Asthma and Anaphylaxis training

• Leadership; including Regional and State Primary Principal Council conferences
• Principal being a member of the Principal Council Student Welfare Reference Group and Teaching Principal Council representative
• Connected classroom technologies
• Notebook training (technology software)
• Numeracy workshops
• Literacy workshops, including ‘Prioritising Grammar’ and Persuasive Writing workshops.
• Autism training
• Keep Them Safe training
• Best Start training and analysis
• Smart Data analysis workshops
• Athletics training
• Contract maintenance
• SAM toolkit training
• SLSO online training
• Weekly staff meetings where professional dialogue, reading and sharing of skills was shared. A number of the above professional learning opportunities are undertaken in collaboration with our First North Community of Schools Group.
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

LITERACY

Outcomes for 2012–2014

- Improved comprehension skills of students to match their technical reading skills, as highlighted in the 2011 SMART data analysis, with school average growth to be at, or above, the state growth average in Year 5 NAPLAN.

- Improved performance in writing, K-6, including GAT’s students, with a focus on understanding the purpose of texts and with an school average growth to be at or above state average growth in Year 5 NAPLAN.

- Improved performance in the application of spelling strategies in relation to student writing.

- To improve Literacy outcomes for all students through a balanced literacy session, with a focus on explicit teaching.

2012 Targets to achieve these outcomes include:

- All classrooms will embed quality Literacy practice into daily teaching routines.

- All students, not on an individual learning plan, will achieve at, or beyond, state average in external NAPLAN assessments.

- All students will be tracked on the Literacy K-10 Continuum

Strategies to achieve these targets include:

- Training of all staff in the use of the Best Start Literacy Continuum

- Implementation of the Best Start Literacy Continuum as a tracking and evaluation tool

- Staff professional learning to support best practice, implementing learning from ‘Prioritising Grammar’ and ‘Open to Persuasion’ training

- Targeted and focused explicit teaching strategies and assessments included in teaching and learning programs, as identified in the schools Programming and Whole School Scope and Sequence policies.

- Utilizing support staff, including Reading Recovery and STL, to effectively target and support students with identified needs

- Training of volunteers to assist with the Multilit program for identified students

- Provision of writing opportunities for students outside the classroom

School priority 2

NUMERACY

Outcomes for 2012–2014

- Improved student performance in Numeracy K-6

- Maintain high numeracy outcomes for students who are at, or beyond stage expectations

2012 Targets to achieve this outcome include:

- All students, not on an individual learning plan, will achieve at, or beyond, state average in Numeracy in the NAPLAN assessments

- All classrooms will embed quality Numeracy practice into daily teaching routines

- All staff will implement the North Coast Numeracy Scope and Sequence continuum

Strategies to achieve these targets include:

- Explicit programming and teaching in all classrooms using the North Coast Mathematics Scope and Sequence document
• Modelled and explicit teaching of inferential comprehension skills for mathematical problem solving tasks

• Shared staff learning and planning using technology; especially associated with the North Coast document and Notebook resources

• Training of all staff in the implementation of the Numeracy Continuum and Early Learning Plans in Numeracy

• Teaching and learning programs will demonstrate specific targeting of areas identified in the NAPLAN data analysis and school based data

• All staff participate in NINA which will focus on balanced numeracy plans and lessons including best practice modelling led by the Numeracy consultant

• Audit and upgrade of resources to support numeracy learning

• Establishment of a school management committee

• Principal to work with executive staff to further develop leadership and management skills

• Identify and co-ordinate school succession plans

### 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
- Melinda Hill-Teacher
- Nadine Toniello - Teacher
- Janet Mapstone - Teacher
- James Clarke - Teacher
- Eloise James - P&C President

### School contact information

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: [http://www.schools.nsw.edu.au/asr](http://www.schools.nsw.edu.au/asr)
Spelling Bee Champions
The text is not clearly visible due to the image quality. It appears to be a series of characters, possibly "improve."