Bexhill Public School
Annual School Report
2012
Our school at a glance

Students
At the time of the 2012 census 115 students were enrolled at Bexhill Public School, comprising five multi stage classes.
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.

We are proud of our students at Bexhill PS.

Significant programs and initiatives
Significant areas of focus during 2012 included:

- Student Wellbeing initiatives
- Learning Support program
- Social skills program – ‘You Can Do It’
- Student Leadership initiatives – SRC, Sports Leadership
- Movie making project
- Crunch and Sip Program
- First North Writing Project
- Live Life Well At School
- 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
- Performing Arts Dance program
- 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 2012 annual report provides an overview of our school year; our programs and achievements. Evaluation of our goals for 2012 and identification of major target areas for 2013 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.

Our 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 ensured a most successful 2012.

Thank you also to our P&C committee, parents and wider community for their wonderful support and assistance throughout 2012. 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, Principal

P & C Message

The P & C Committee at Bexhill Public has once again had a very busy and productive year together with the families of the school, with their fund raising efforts. The aim for the P & C was to assist in funding the works needed at the main entrance of the school to make it safer for our families.

Throughout the year we have held a Cookie Dough fund raiser, Pie Drive, two Bunning’s barbeques and another really successful and entertaining Trivia Night; along with our Mother’s and Father’s Day stalls.

We have great pleasure in being able to say that through all these efforts we were able to contribute in excess of $10,000 to our school during 2012 through paying for a new front fence and excavation works and materials to create a new staff car park area.

I would like to thank the P & C Committee for their continual commitment to the school and its students, and I look forward to another successful year in 2013

Eloise James, P&C President

Student representative’s message

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

School Captains – Zahri and Jake
Vice captains – Savannah and Kai
SRC members for 2012 were:
Year 3 - Krystal and Georgia
Year 4 - Kurt and Will
Year 5 - Heidi, Luke, Seth and Harrison
Year 6 - Taylah and Jordan

The SRC had a busy and successful year of fundraising, organising and running school assemblies, speeches, newsletter items and special activity days.

We, the four captains, attended the Student Leadership forum in Brisbane in Term 1 which was inspirational.

Our first main task at school 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 organised games and assisted with activities during the year.

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.

Jake and Zahri, School Captains
Savannah and Kai, Vice Captains

ANZAC Day
School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.7</td>
<td>96.1</td>
<td>95.8</td>
<td>88.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>96.2</td>
<td>95.5</td>
<td>94.2</td>
<td>95.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>95.1</td>
<td>96.6</td>
<td>93.9</td>
<td>92.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>96.0</td>
<td>96.5</td>
<td>94.0</td>
<td>94.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>93.5</td>
<td>95.5</td>
<td>95.9</td>
<td>94.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>94.2</td>
<td>95.4</td>
<td>93.8</td>
<td>95.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>96.0</td>
<td>97.1</td>
<td>96.4</td>
<td>96.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>93.5</td>
<td>95.1</td>
<td>96.1</td>
<td>94.9</td>
<td>94.4</td>
<td></td>
</tr>
</tbody>
</table>

Note: Attendance rates for central schools are for K-6.

Management of non-attendance

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 regular attendance and its positive impact on our students’ education.

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

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

Staff information

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

Bexhill PS continues to benefit from a highly dedicated and focused staff. Throughout the year all staff undertook leadership roles, sharing their expertise and expanding and developing their skills as educators. Staff maintain a strong focus on the improvement of student outcomes through quality teaching.

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>.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.2</td>
</tr>
<tr>
<td>Teacher of RFF</td>
<td>.21</td>
</tr>
<tr>
<td>Counsellor</td>
<td>As needed</td>
</tr>
<tr>
<td>School Administrative &amp; Support</td>
<td>1.706</td>
</tr>
<tr>
<td>Total</td>
<td>7.916</td>
</tr>
</tbody>
</table>

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

In 2012 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</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>39433.33</td>
</tr>
<tr>
<td>Global funds</td>
<td>80745.25</td>
</tr>
<tr>
<td>Tied funds</td>
<td>48287.22</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>69037.49</td>
</tr>
<tr>
<td>Interest</td>
<td>2158.23</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>4989.23</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>205217.42</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 11792.55   |
| Excursions                 | 20037.98   |
| Extracurricular dissections| 16466.81   |
| Library                    | 973.40     |
| Training & development     | 2993.97    |
| Tied funds                 | 45093.55   |
| Casual relief teachers     | 9631.39    |
| Administration & office    | 37747.93   |
| School-operated canteen    | 0.00       |
| Utilities                  | 12200.20   |
| Maintenance                | 27996.63   |
| Trust accounts             | 5116.80    |
| Capital programs           | 0.00       |
| **Total expenditure**      | 190051.21  |

| **Balance carried forward**| 54599.54  |

A full copy of the school’s 2012 financial statement is tabled at the annual general meeting of the P&C parent body, with monthly statements being tabled at P&C meetings. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

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

Achievements

Arts

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
- Performing Arts dance group, with 40 students participating Years 4-6.
- Animation Day
- Movie Making project
- 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
- Participation of Zahri, Jack M and Samantha in the Opera House Choir
- Weekly assembly items
- Whole school Concert musical ‘Summer Holidays’ which involved all students and staff and included two performances
- School Christmas Tree performances
**Sport**

This year has proven to be a most rewarding year on the sporting front. Students have been involved in a range of new and annual events all aimed at improving knowledge and skills of various fundamental skills and aimed at improving the children’s knowledge and skills of various sports, with a strong emphasis on sportsmanship.

Achievements for 2012 included:

- 23 students represented Bexhill and the First North District (FN) at the Swimming zone carnival; where we had three student champions on the day. From there 8 students went onto represent at a Regional level.
- Students participated in selection trials for cricket, AFL, soccer, rugby union, hockey, rugby league, netball.
- A number of students gained selection into Northern Rivers team: Harrison (AFL), Samantha (Netball), Cameron (Rugby Union), Jack S (Soccer), Isaac (Soccer), Jade (Hockey), Denni-Lee (Hockey), Charlotte (Hockey), Alex (Softball)
- From the Northern Rivers teams, we also had a number of students represent at a State level. This is a massive achievement for such a small school. North Coast representatives included: Jack S (Soccer), Jade (Hockey), Samantha (Netball), Jake (Athletics), Ky (Athletics) and Denni-Lee (Hockey).
- Bexhill also participated in the PSSA knock out carnivals in cricket, soccer, touch football and netball. This year the boys Soccer and Touch Football teams were particularly successful.
- Students, K-6, participation in the First North (FN) Cross-Country carnival with 12 students representing Bexhill at the Zone Cross-Country Carnival. Two students, Lucas M and Kai S also represented the school at the Regional Cross-Country carnival.
- Bexhill PS was particularly successful at the FN Athletics Carnival finishing the day with the Marching trophy, Aggregate Overall Trophy, the Average Total trophy, Relay trophy and the Ball Games trophy. 21 students gained selection for the FN carnival and 4 students represented at the Northern Rivers zone. The FN District relay team qualified for the State Championships; two runners being from Bexhill PS.
- Specialist Programs:
  - Active After School Program – being offered twice a week to all students for the purpose of engaging students in an active lifestyle. Sports offered during the year included: table tennis, bike riding, games, basketball, golf and skateboarding.
  - Premier’s Sporting Challenge – Bexhill Public School achieved the ‘Diamond Award’, for their regular engagement in physical activity; the highest level possible
  - Jump Rope for Heart – the school was able to raise $863.20 for this worthy cause.
  - PACE Indigenous Rugby League Program
  - Hockey, Milo cricket, NRL and soccer skill development programs
  - AFL and Touch Football Gala days for 3/4 students
  - The Auskick program
We are fortunate to have fantastic resources such as the Sam Trimble Oval (in walking distance) and two tennis courts that can cater for a range of sports.

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**: 1 Distinction, 1 Credit
- **Science**: 1 Distinction, 2 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)
Grammar and Punctuation – NAPLAN Year 3

Writing – NAPLAN Year 3

Numeracy – NAPLAN Year 5

Spelling – NAPLAN Year 5

Note: School averages for Writing are not displayed due to the change in the Writing scale from Narrative to Persuasive in 2011.
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.

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.

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.

Respect and responsibility
Bexhill PS is respected by its community for providing students with a learning environment which is 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, helps 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.

Enrichment Programs and Initiatives

Movie Making Project
Senior students were involved in the production of a movie; the theme for 2012 being 'History In The Making'. Our resourceful students were able to use materials and the surrounding environment to
produce and perform 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 Junior Landcare school.

Specific initiatives included:
- Receiving a Mayoral Encouragement award for our ongoing excellence as a Waste Wise and Water Smart school.
- 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.
- Senior students participation in the Green Team Initiative organised by Dorroughby Field Centre
- 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. Projects nominated included timers for air conditioning, blinds for windows and insulation and rotating air vents for the office block roof.
- MAD Water team, Year 4 students, Charlotte, Jasmine, Lucy, Sophie and Denni-Lee being successful with their Water Smart proposals and receiving the Rous Water 5 Star Award; the first school to achieve this status in the Lismore area.

First North Writing Project
Bexhill students, Jack M, Seth, Samantha and Jade 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 2013 with a mentoring Australian author.

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

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

Young Communicators Program
The Bexhill P.S. Public Speaking Competition 'Young Communicators Award' promoted students' confidence and skills, K-6, in preparing and delivering a speech. Senior finalists represented the school at the Multicultural Speaking awards in Coffs Harbour.

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

Premier’s Spelling Bee
Students Years 3-6 participated in our school Spelling Bee. Both senior and junior finalists capably
represented our school in the local finals of the Premier’s Spelling Challenge at Alstonville PS.

**Progress on 2012 targets**

**Target 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 included:**

- 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

**Our achievements included:**

- Utilising SMART data and school based data to inform and improve both the teaching and learning of reading and comprehension skills
- 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

**Target 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 included:**

- 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

**Our achievements included:**

- Explicit programming and teaching in all classrooms using the North Coast Mathematics Scope and Sequence document
- Modeled 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 participated in NINA which focused on balanced numeracy plans and lessons, including best practice modelling led by the Numeracy consultant
- Resources audited and upgraded to support numeracy learning
Target 3

LEADERSHIP and MANAGEMENT

Outcomes for 2012–2014

• Best practice planning, management and administration of school finances, staff and resources.
• Effective succession plans in place.

2012 Targets to achieve this outcome include:

• Executive staff and school administrative staff will be effectively trained in their respective roles in the leadership, management and administration of the school

Our achievements included:

• Professional learning for the above staff utilising North Coast Leadership Centre opportunities leadership, finance and budgeting and administration.
• Utilising online learning including the SAM Toolkit modules.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of learning and literacy; with a focus on spelling and comprehension.

Learning

Background

Developing and improving student learning skills is a core purpose at Bexhill Public School, with the goal of every student achieving their fullest potential.

Students, parents and staff were surveyed on their perceptions of the way learning occurs in our school.

Findings and conclusions

• 96% of parents and 95% of students believed that Bexhill’s classrooms are almost always or usually interesting places to learn.
• 88% of parents acknowledged that teachers talk with them about their child’s learning. This would imply that to reach the further 12% of parents, we need to further publicise processes and opportunities for discussion with teachers e.g. parent information evenings and more explicit information in our newsletters.
• 95% of parents, 98% of students and 100% of staff believe that the school almost always, or usually, has high expectations for learning. These expectations are reflected in the fact that 97% of students and staff felt that Bexhill students show pride in their learning. 100% of teachers indicated that students are required to reflect on their learning and engage in self assessment.
• 89% of students and 65% of parents were aware that samples of work over time are frequently used to demonstrate and support learning.
• 89% of parents and students had a strong awareness of the collegial nature of teaching and learning in the school.

Future directions

• Continued promotion of the range of opportunities for parents to access information about their child’s learning.
• Include in newsletters information about the range of programs and staff in place to support students learning collaboratively with their classroom teacher.

Literacy – Spelling and Comprehension

Background

The teachers at Bexhill PS have acknowledged that improvement of spelling skills is a long term goal; not one that will be achieved within a 12 month period. This year we have trialled a range of explicit spelling programs.

In addition, school plans have included close scrutiny of the way comprehension develops in
students. We continue to look closely at the pervasive impact of improved comprehension across all Key Learning Areas, and how to develop programs which best promote this improvement. Students, parents and staff were surveyed on their perceptions of students’ spelling and comprehension development.

Findings and conclusions

• 80% of students indicated there had been moderate to huge improvement in their spelling development this year. When asked how they had achieved this, most students made reference to using explicitly taught strategies as a way they learn to spell new and unfamiliar words.

• 65% of parents felt their children had made a moderate to huge improvement in their spelling.

• Teachers indicated a need for further focus on the development of inferential and evaluative comprehension skills. This included the teaching of explicit strategies to students, information sessions for families and sustained professional learning for staff.

Future directions

• Staff to select a school wide, consistent explicit spelling program to be used alongside investigation, training and implementation of the “Spelling Matrix” program.

• The staff have committed to undertaking a year-long course of professional learning through the program “Focus on Reading”, which focuses on research based learning around the development of comprehension skills.

Parent, student, and teacher satisfaction

In 2012 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 with high expectations for student achievement.

• The school’s Wellbeing policies and procedures encourage positive student behaviours.

• All staff are engaged in professional learning and critical reflection to improve their skills and 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. Staff participated in the following during 2012:

• Mandatory Professional Learning schedule; including Emergency Care, CPR, Asthma and Anaphylaxis training, Child Protection, Anti Bullying Policy and Student Wellbeing Policy reviews and Work Health and Safety updates

• Connected classroom technologies

• Notebook training (technology software)

• Numeracy workshops, including the Balanced Numeracy Session

• Literacy workshops, including ‘Prioritising Grammar’ and Persuasive Writing workshops.

• Autism training including Positive Partnerships training

• Aboriginal Education Policy

• Best Start training and data analysis

• Smart Data analysis workshops

• Active After School co-ordinator training

• Leadership training

• SAM toolkit training

• SLSO online training
In addition to School Development Days staff participated in weekly Professional Learning meetings which included professional dialogue, reading and sharing of skills. A number of the above professional learning opportunities were undertaken in collaboration with our First North Community of Schools Group.

Raising funds for SES

School planning 2012—2014

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

School priority 1

Outcome for 2012–2014

Increased levels of overall Literacy achievement for all students

2013 Targets to achieve this outcome include:

- All Year 5 students will achieve at, or above state levels of growth in NAPLAN reading, writing, spelling, grammar & punctuation.
- All students will achieve stage appropriate growth along the Literacy Continuum by the end of 2013.
- All teaching staff will indicate and model improved capacity in the explicit teaching of literacy skills.

Strategies to achieve these targets include:

- Sustained, focused program of professional learning, in preparation for the NSW English Syllabus for the Australian Curriculum, in 2014.
- Investigation, planning and implementation of a more rigorous whole school spelling program
- All students to be tracked on the Best Start K-2 and Literacy Continuum 3-6.
- Trialling of ‘Big Scrub’ literacy programming tool
- Teachers utilising assessment data to inform programming in all areas of Literacy, including analysis of 2012 NAPLAN data to target specific areas for further development
- Continued focus on, and explicit teaching of, spelling, comprehension, grammar and punctuation in all classrooms

School priority 2

Outcome for 2012–2014

Increased levels of overall Numeracy achievement for all students

2013 Targets to achieve this outcome include:

- All Year 3 & 5 students will achieve at or above state levels of growth in NAPLAN overall Numeracy in 2012.
- An increase in the number of students achieving at, or above, stage appropriate growth along the Best Start and Numeracy Continuum by the end of 2012.

Strategies to achieve these targets include:

- Implementation of the Balanced Numeracy Session in all classrooms.
- Use of stage appropriate school based technology numeracy resources to support the balanced Numeracy Session.
- Explicit teaching of, and sustained practice in, mathematical metalanguage and problem solving strategies.
• Continued staff participation in ‘lesson study’ activities with colleagues.
• All students to be tracked along the best Start and Numeracy Continuums to inform explicit and systematic teaching and learning.

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
Elaine James  P&C President
All staff participated in the preparation of this report.

School contact information
Bexhill Public School
12 Withers St Bexhill NSW 2480
Ph: 02 66284223
Fax: 02 66284248
Email: bexhill-p.school@det.nsw.edu.au
Web: www.bexhill-p.schools.nsw.edu.au
School Code: 1217

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: