Bexley North Public School

Annual School Report

2012
Our school at a glance
For 89 years, Bexley North Public School has provided a quality education for its students. It sits in leafy grounds with considerable physical amenities and offers programs that develop all aspects of a student’s potential. Academic programs are rigorous and successful and programs in physical education, the creative arts and interpersonal skills ensure that students leave us as well-rounded individuals, confident in their capabilities. There is a strong connection between the school and its community and the students demonstrate the school motto of ‘Play the Game’ whilst at school and long after they leave.

Students
The students at Bexley North Public School are characterized by their open and friendly manner in dealing with others, their confident acceptance of difference in background and capabilities, and their genuine pleasure in learning and the opportunities the school offers. They exemplify our values of being responsible, respectful and safe learners.

The student body comprises 85% from a Non English Speaking Background (NESB). The school has a major intake at kindergarten and a significant intake at year 3 level from the local K-2 Bardwell Park Infants School. Students are enrolled in all years from within the school enrolment drawing area.

The student leadership this year has been dynamic with many innovations. The student body achieved at a very high level in many activities this year as has been highlighted in this annual school report.

Staff
Bexley North PS has a staff of 25 teachers and five school administration staff (SASS). The staff work as a collegial team to ensure school targets are met and students are provided with quality teaching. The teachers were involved in many professional development initiatives, with Literacy and Numeracy as their main focus. As a result, significant improvements were noted for all students in 2012.

The executive consist of four hard working Assistant Principals who are responsible for stage groups and target areas within the school plan. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
Team Leadership for School Improvement
Connected Classroom Project
Enrichment Programs
Kindergarten Best Start Program
Public Speaking and Debating
Premiers’ Spelling Bee Challenge
Premier’s Reading Challenge
Number Crunchers
Transition to School and to High School Programs
Student Parliament
Performing Arts Programs

Student achievement in 2012
Literacy – NAPLAN Year 3
The literacy component of NAPLAN assesses Reading, Writing, Spelling, and Grammar and Punctuation. In 2012 a total of 59 Year 3 students
sat the NAPLAN literacy test. The results indicated that:

- in all areas of literacy, Bexley North Public School students performed well above the state and Sydney Region;
- the school’s average improved in all areas of literacy over 2011 performances;
- the percentage of students achieving the top skill band increased in all areas of literacy from 2011;
- reading continues to be the area of greatest success for Bexley North Public School students, due to the well-developed intervention programs for reading, the strong support of parents for the home reading program and the many parent volunteers for classroom reading who provide invaluable reading practice for early literacy learners.

In Reading, the school’s average score was 457.1. The State DEC average score for reading was 419.6. In Reading, 57.6% of Year 3 students were in Bands 5 and 6. Year 3 students scored 37.5 points overall above state average.

In Writing, the school’s average score was 443.2. The State DEC average score for writing was 418.7. In Writing, 72.8% of Year 3 students were in Bands 5 and 6. Year 3 students scored 24.5 points above state average.

In Spelling, the school’s average score was 475.5. The State DEC average score for Spelling was 422.9. In Spelling, 72.1% of students were in Bands 5 and 6. Year 3 students scored 52.6 points overall above state average.

In Grammar and Punctuation, the school’s average score was 471.2. The State DEC average score for Grammar and Punctuation was 426.0. In Grammar and Punctuation, 67.1% of students were in Bands 5 and 6. Year 3 students scored 45.4 points overall above state average.

Numeracy – NAPLAN Year 3

The numeracy component of NAPLAN assesses data, space and geometry, patterns and algebra, measurement and number. In 2012, a total of 60 Year 3 students sat the NAPLAN test in Numeracy. The results showed that the school’s overall numeracy in Year 3 had improved and the percentage in the top band increased.

In Numeracy, the school’s average score was 444.8. The State DEC average score for Numeracy was 400.2. In Numeracy, 65% of students were in Bands 5 and 6. Year 3 students scored 44.6 points overall above state average.

Literacy – NAPLAN Year 5

In 2012, a total of 60 Year 5 students sat the NAPLAN test in Literacy. The results indicated that:

- Bexley North Public School students performed well above the state average.
- Bexley North students performed above state and Sydney Region averages in all strands of literacy;
- the percentage of students in the top skill band increased in reading and spelling. Remained steady in Grammar and punctuation and decreased in writing.

In Reading, the school’s average score was 512.2. The State DEC average score for Reading was 492.4. In Reading, 36.7% of students were in Bands 7 and 8. Year 5 students scored 19.8 points above state average.

In Writing, the school’s average score was 525.4. The State DEC average score for Writing was 479.8. In Writing, 41.7% of Year 5 students were in Bands 7 and 8. Year 5 students scored 45.6 points above state average.

In Spelling, the school’s average score was 524.3. The State DEC average score for Spelling was 502.9. In Spelling, 45% of students were in Bands 7 and 8. Year 5 students scored 21.4 points overall above State average.

In Grammar and Punctuation, the school’s average score was 525.3. The State DEC average score for Grammar and Punctuation was 496.5. In Grammar and Punctuation, 45% of students were in Bands 7 and 8. Year 5 students scored 28.8 points overall above State average.

Numeracy – NAPLAN Year 5

The numeracy component of NAPLAN assesses data, space and geometry, patterns and algebra, measurement and number. In 2012, a total of 60 Year 5 students sat the NAPLAN test in Numeracy. The results showed that the school’s overall numeracy in Year 5 had improved and the percentage in the top bands increased.
In Numeracy, the school’s average score was 517.2. The State DEC average score for Numeracy was 493.6. In Numeracy, 45% of students were in Bands 7 and 8. Year 5 students scored 23.6 points overall above State average.

Messages

Principal’s message

Our students’ achievements in the 2012 school year are considerable and their potential is great. It is our duty as educators to ensure their belief in their own potential and their optimism for their future.

Our students are well-rounded individuals because that is how we have prepared them. They have ideas and can present them persuasively – with confidence and reason. They are creative – they write imaginatively and enthusiastically. They are artistic and musical. They can act and sing and dance. They play sport and win and lose equally well. They speak another language, play and care for each other. They are the product of a strong public education system.

Education’s greatest resource is its teachers and I pay tribute to the work and dedication of my staff in 2012.

The year was greatly enhanced by the generous and sustained support of our parent community and I look forward to their continued support in 2013.

I extend my best wishes to the students and families who left us at the end of 2012. The school is richer because of them, and I hope our paths will cross in the future.

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.

Karen Shehata

P & C and/or School Council message

In 2012 the P&C committee were highly organised and engaged. Communications and Fundraising were the main activities as well as community working bees and supporting the school through voluntary services. The P&C raised over $20,000 over the course of the year.

Fundraising by the P&C continues to provide the school with much needed funds to benefit all students. This year we enjoyed the Trivia Night, the welcome BBQ, Mothers and Father’s Day stalls, Kindy T- towels and Year 6 bag production, the Halloween Disco, the Easter raffle, and the election day BBQ and cake stall. Our new school sponsor also contributed to the funds raised this year and both Raine & Horne Bardwell Park and the school have benefitted from the arrangement.

This year the P&C funds have provided new smartboards for both the library and a classroom, paid for reading resources, supported the School Parliament song contest, paid for half of a new ride on mower and purchased the new outdoor marquee for use at sports carnivals and outdoor events.

Communications and reaching out to the school community has been an important activity. The P&C now has a website which will enable future members to access information and documents. This year has also seen the creation of a BNPS P&C Facebook page as another avenue to communicate in a friendly accessible way with parents at the school. Feedback from parents and carers indicate that there has been an increased awareness of P&C activities and therefore an increase in participation.

2012 has been a busy year for our Before and After School Care subcommittee. The National Quality Framework requirements were very detailed and the parent committee and Staff were under extra pressure this year to produce detailed reporting in order to qualify for this new government standard. The Executive committee and BASC committee were involved in pulling this together and we would like to acknowledge their effort and commitment.
The BNPS school community has many active members and I would like to acknowledge those that contribute both within and outside of the P&C, the Band Committee, the Strings committee, the people who get involved in reading, book covering, spreading mulch, painting walls and concreting benches. It is the collaboration between teachers, parents and students that really creates a great school and we can all be proud of BNPS. Thank you to all for your contribution of time, effort and financial support this year.

Thea Butler
P&C President 2012

Student representative’s message

There have been many accomplishments and experiences during 2012 for the Student Parliament.

With the help of Mrs Shehata, Ms Ball and the ministers, I was able to introduce a school song. I personally think that this is an excellent achievement and one that will last for a long, long time. I also initiated a suggestion box to BNPS. Several motions were passed in Caucus and School Parliament this year, many of them came through the suggestion box, and all of them were great!

I would like to thank those people, who last year at the Parliament Elections for 2012, voted me as Prime Minister. This year has been of immense value as it has taught me so much, and offered me so many great experiences. I have strengthened my leadership abilities, my teamwork, and my confidence. But not only this, I also had the opportunity to be a representative for the school in activities like the Official Opening of the School Year, the ANZAC Service, the Remembrance Day Service and many more.

I will miss Bexley North Public School incredibly next year. I have learned that as you grow older, complete more days, years and stages at this fantastic school, it seems less of a school. And over time, it feels more like a home. As corny as it sounds, we have all grown to be family. I will miss all the great teachers and all my amazing friends.

Sophie Lynn
Prime Minister

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

Student enrolment at Bexley North Public School has grown consistently over recent years. The school is well regarded in the local area and typically has a waiting list of students who live outside the local catchment area. In 2012, at the time of their annual census of students, Bexley North had an enrolment of 451 students. The following table illustrates the growth in total school enrolment between 2007 and 2012.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>194</td>
<td>225</td>
<td>237</td>
<td>222</td>
<td>219</td>
<td>224</td>
</tr>
<tr>
<td>Female</td>
<td>194</td>
<td>189</td>
<td>188</td>
<td>207</td>
<td>224</td>
<td>227</td>
</tr>
</tbody>
</table>

Student attendance profile

Student attendance has been relatively steady at Bexley North Public School in recent years. The attendance rates are better than state and regional levels and this can be attributed to the importance families place on their child’s education and the student’s engagement with...
their learning programs and opportunities provided by the school.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>K</td>
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<td>95.3</td>
<td>95.6</td>
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<tr>
<td>1</td>
<td>95.6</td>
<td>95.5</td>
<td>94.4</td>
<td>94.9</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>96.0</td>
<td>95.6</td>
<td>94.7</td>
<td>95.4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>95.2</td>
<td>95.8</td>
<td>96.5</td>
<td>95.5</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>95.4</td>
<td>95.6</td>
<td>95.0</td>
<td>96.1</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>95.3</td>
<td>97.0</td>
<td>95.5</td>
<td>95.3</td>
<td></td>
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<tr>
<td>6</td>
<td>95.0</td>
<td>94.5</td>
<td>97.2</td>
<td>93.7</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>95.6</td>
<td>95.4</td>
<td>95.6</td>
<td>95.6</td>
<td>95.4</td>
</tr>
</tbody>
</table>

Management of non-attendance

Bexley North Public School has an attendance policy in line with government regulations. The relationship between regular attendance at school and successful learning is emphasized in communications with families and student report cards on attendance and punctuality, along with all other aspects of learning. Records of all absences, both partial and whole day are kept and checked for patterns of low attendance. When these patterns are identified, the school works with families to improve attendance and, if low attendance continues, the case is referred to the Home School Liaison Officer.

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>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>14</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>2</td>
</tr>
<tr>
<td>Permanent Part Time Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
</tr>
</tbody>
</table>

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

There were no Indigenous teachers on the staff on Bexley North Public School in 2012.

Staff retention

Staff retention at Bexley North Public School is high, with most staff staying more than five years. This stability supports program continuity and helps create a sense of community. The majority of those teachers who leave the school do so because of retirement, promotion, long service or maternity leave.

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>20</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>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>93553.10</td>
</tr>
<tr>
<td>Global funds</td>
<td>272024.68</td>
</tr>
<tr>
<td>Tied funds</td>
<td>147791.59</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>249348.64</td>
</tr>
<tr>
<td>Interest</td>
<td>6046.06</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>14923.85</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>783687.92</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>585836.28</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>43664.68</td>
</tr>
<tr>
<td>Excursions</td>
<td>51705.51</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>114218.94</td>
</tr>
<tr>
<td>Library</td>
<td>3289.56</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>14570.48</td>
</tr>
<tr>
<td>Tied funds</td>
<td>93385.01</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>58103.94</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>112633.81</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>44991.26</td>
</tr>
<tr>
<td>Maintenance</td>
<td>34543.08</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>14730.01</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>585836.28</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>197851.64</td>
</tr>
</tbody>
</table>
A full copy of the school’s 2012 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 2012

Bexley North Public School produced an impressive array of outstanding achievements across a range of educational and extra-curricular activities in 2012.

Achievements

Arts

All students at Bexley North Public School from Years 2 – 6 learn the recorder and participate in music classes. Students from Years 3 – 6 were part of the Instrumental Music Festival at the Opera House in June. They combined with several hundred keen recorder players from throughout NSW.

The School has an outstanding Concert Band and Training Band that have performed on many occasions, such as the ANZAC ceremony at Earlwood-Bardwell Park RSL, Education Week performances and Christmas Concerts.

The creative arts continued to be a dynamic and vital part of Bexley North Public School in 2012 with students participating in weekly dance, drama, music and visual arts lessons.

In addition, the music ensembles in the school continued to flourish with additional students joining the training band and 20 students in concert band, as well as more students joining our string and recorder ensembles. The junior and senior choirs also boasted large numbers, with over 50 students.

The dance program remained strong in 2012 and performed for a large audience at Westfield Hurstville for Education Week, as well as at the end of year concert.

Public Speaking and Debating

The public speaking and debating program in 2012 provided the students with the opportunity to develop and enhance their communication skills and confidence, whilst developing their critical thinking capabilities.

Public speaking is an ongoing class activity that culminates in a school competition for Stages 1, 2 and 3. In Stage 1 each class nominated a speaker as representative for the school competition. In Stages 2 and 3 representatives from each class took part in a ‘speak-off’. The top five speakers moved through to the public speaking finals from which the school representatives for the St George District Public Speaking Competition were chosen.

At this competition one student won the Stage 1 St George District Competition and went on to compete in the Sydney Regional Competition. One student in Stage 2 and one student Stage 3 were awarded highly commended. The speaking skills and confidence of the students have continued to improve.

The school included debating in its public speaking program in 2012 for students in Stage 3. Through this program, students gain the skills and knowledge needed to be successful debaters. The talented speakers selected for the teams competed against other local schools and progressed to the final rounds. The team was proud of their achievement in making it to the semi-finals. Each member of the team demonstrated outstanding knowledge, oratory and rebuttal skills.
The debating team competed in the Sydney Regional Debating Competition and were successful in entry to the Interzone finals. One student won the Multicultural Public Speaking competition and represented the St George District Public Speaking in the regional competition.

**Student Parliament**

The 2012 student parliament worked hard to create change within the school community by acting on behalf of their peers and proposing initiatives to make Bexley North Public School even better. They initiated the new school song which is now sung at all parliament assemblies and school functions. They initiated weekly announcements focusing on social skills and caring for our playground, as well as acting on the suggestions of their peers and ensuring toilets and facilities were well cared for and maintained. They monitored littering of the playground, ensuring that children placed their waste in bins and that they were wearing a hat whilst in the playground. They maintained the Friendship Stop for children who are lonely in the playground.

The student parliament also successfully ran several assemblies and special services including ANZAC Day, Harmony Day and Remembrance Day, Olympathon.

They also ran several fundraisers, supporting charities including the Cancer Council, Red Shield Appeal and children in Africa.

**ICAS – International Competitions and Assessments for Schools**

Bexley North Public School continued to participate in the ICAS program run by the University of NSW. The competitions in English and Mathematics were open to students in Years 3-6 and many students achieved outstanding results.

- 108 students competed in English, achieving 2 High Distinctions, 13 Distinctions, and 33 Credits;
- 102 students competed in Mathematics, achieving 1 High Distinction, 15 Distinctions, and 35 Credits;

**Sport**

Our school aims to make physical activity an enjoyable experience for all students from K-6. Every student participates in sport and fitness programs including: soccer, cricket, netball, softball, oz tag, athletics, gymnastics, swimming, fitness and dance.

The highlights of 2012 were:

Swimming: 5 students represented Botany Bay PSSA at Area Carnival.

Athletics: 7 students represented Botany Bay PSSA at Area Carnival.

Rugby League: 2 students were selected as Botany Bay representatives.

Rugby Union: 1 student was selected as a Sydney East representative.

Boys’ Soccer: 1 student was selected as a Sydney East representative.

Boys’ Softball: 2 students were selected as Sydney East representatives.

**Other**

**Language other than English (LOTE) - Italian**

Students in Years 1 to 6 participated in Italian language classes.

The aim of the Italian program is to enable students to develop communication skills, focus
on language systems and gain insight into the relationship between language and culture, leading to lifelong personal, educational and vocational benefits.

**Connected Learning**

In 2012, the school continued to focus on the use of ICT to support student learning. Staff and students became more proficient in the use of Blogs, Wikis and software to create resources for electronic whiteboards. The use of video conferencing was used by several classes to connect to other schools and to enrich Science programs.

**Buddy Program**

The buddy program was designed to give support to Kindergarten students by pairing them with a mentor from the senior school. Each week the classes spent time together for activities such as games, craft, reading and story writing. Year 5 and 6 students learnt responsibility, cooperation and how to interact with the younger students. The rapport that developed between the two groups of students enabled Kindergarten to settle into school routine quickly and gave them an insight into acceptable school behaviour. It also allowed Kindergarten to complete activities such as Easter hats for the K-2 Easter Hat Parade that they would not normally have the skills to do. Due to the ongoing success of this program it will continue into 2013.

Kindergarten farm excursion

**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)

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**Reading – NAPLAN Year 3**

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
</tr>
<tr>
<td>Number in Bands</td>
</tr>
<tr>
<td>Percentage in Bands</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
</tr>
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</table>

**Spelling – NAPLAN Year 3**

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
</tr>
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<tbody>
<tr>
<td>Band</td>
</tr>
<tr>
<td>Number in Bands</td>
</tr>
<tr>
<td>Percentage in Bands</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
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Grammar and Punctuation – NAPLAN Year 3

Average score, 2012

<table>
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<tr>
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<th>School</th>
<th>SSG</th>
<th>State DEC</th>
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<tbody>
<tr>
<td>1</td>
<td>471.2</td>
<td>454.2</td>
<td>426.0</td>
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</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
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<th>3</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td>Number in Bands</td>
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<td>3</td>
<td>9</td>
<td>11</td>
<td>6</td>
<td>30</td>
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<tr>
<td>Percentage in Bands</td>
<td>0.0</td>
<td>5.1</td>
<td>15.3</td>
<td>18.6</td>
<td>10.2</td>
<td>50.9</td>
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<tr>
<td>School Average 2008-2012</td>
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<td>4.7</td>
<td>10.7</td>
<td>23.2</td>
<td>25.1</td>
<td>33.9</td>
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<tr>
<td>SSG % in Bands 2012</td>
<td>2.3</td>
<td>5.0</td>
<td>10.2</td>
<td>17.9</td>
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<td>8.7</td>
<td>13.7</td>
<td>19.3</td>
<td>20.9</td>
<td>31.0</td>
</tr>
</tbody>
</table>

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

Writing – NAPLAN Year 3

Average score, 2012

<table>
<thead>
<tr>
<th>Band</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>443.2</td>
<td>432.8</td>
<td>418.7</td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>10</td>
<td>32</td>
<td>11</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>1.7</td>
<td>1.7</td>
<td>6.8</td>
<td>17.0</td>
<td>54.2</td>
<td>18.6</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>0.6</td>
<td>3.3</td>
<td>11.5</td>
<td>21.3</td>
<td>47.7</td>
<td>15.5</td>
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<td>2.2</td>
<td>6.0</td>
<td>15.4</td>
<td>22.9</td>
<td>39.2</td>
<td>14.2</td>
</tr>
</tbody>
</table>

Numeracy – NAPLAN Year 3

Average score, 2012

<table>
<thead>
<tr>
<th>Band</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>444.8</td>
<td>422.5</td>
<td>400.2</td>
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</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
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<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>0</td>
<td>4</td>
<td>6</td>
<td>11</td>
<td>17</td>
<td>22</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.0</td>
<td>6.7</td>
<td>10.0</td>
<td>18.3</td>
<td>28.3</td>
<td>36.7</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>0.6</td>
<td>6.9</td>
<td>19.1</td>
<td>23.8</td>
<td>21.3</td>
<td>28.4</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>1.4</td>
<td>5.7</td>
<td>17.5</td>
<td>28.9</td>
<td>24.3</td>
<td>22.3</td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
<td>4.8</td>
<td>10.6</td>
<td>21.1</td>
<td>26.9</td>
<td>19.9</td>
<td>16.6</td>
</tr>
</tbody>
</table>
Reading – NAPLAN Year 5

![Bar chart showing the distribution of students in different skill bands for reading in Year 5.]

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2012</td>
<td>512.2</td>
<td>515.8</td>
<td>492.4</td>
</tr>
</tbody>
</table>

Grammar and Punctuation – NAPLAN Year 5

![Bar chart showing the distribution of students in different skill bands for grammar and punctuation in Year 5.]

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2012</td>
<td>525.3</td>
<td>523.7</td>
<td>496.5</td>
</tr>
</tbody>
</table>

Spelling – NAPLAN Year 5

![Bar chart showing the distribution of students in different skill bands for spelling in Year 5.]

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2012</td>
<td>524.3</td>
<td>522.8</td>
<td>502.9</td>
</tr>
</tbody>
</table>
Megafete

Writing – NAPLAN Year 5

Average score, 2012

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>525.4</td>
<td>495.8</td>
<td>479.8</td>
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</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
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<th>3</th>
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<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>0</td>
<td>2</td>
<td>12</td>
<td>21</td>
<td>16</td>
<td>9</td>
</tr>
<tr>
<td>Percentage in Bands</td>
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<td>3.3</td>
<td>20.0</td>
<td>25.0</td>
<td>26.7</td>
<td>15.0</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>2.9</td>
<td>7.0</td>
<td>32.6</td>
<td>31.0</td>
<td>17.3</td>
<td>9.1</td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
<td>6.8</td>
<td>9.7</td>
<td>35.3</td>
<td>27.4</td>
<td>13.1</td>
<td>7.6</td>
</tr>
</tbody>
</table>

Percentage in bands: Year 5 Writing

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

Numeracy – NAPLAN Year 5

Average score, 2012

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>517.2</td>
<td>515.4</td>
<td>493.6</td>
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</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>3</th>
<th>4</th>
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<th>6</th>
<th>7</th>
<th>8</th>
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</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>2</td>
<td>3</td>
<td>13</td>
<td>15</td>
<td>18</td>
<td>9</td>
</tr>
<tr>
<td>Percentage in Bands</td>
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<td>5.0</td>
<td>21.7</td>
<td>25.0</td>
<td>30.0</td>
<td>15.0</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>1.3</td>
<td>6.7</td>
<td>22.7</td>
<td>28.4</td>
<td>20.4</td>
<td>20.4</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>2.9</td>
<td>8.4</td>
<td>20.3</td>
<td>30.2</td>
<td>18.5</td>
<td>19.7</td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
<td>6.4</td>
<td>13.2</td>
<td>24.6</td>
<td>26.7</td>
<td>14.2</td>
<td>15.0</td>
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</tbody>
</table>

Progress in reading

Average progress in Reading between Year 3 and 5*

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>77.3</td>
<td>99.7</td>
<td>103.9</td>
</tr>
<tr>
<td>SSG</td>
<td>82.7</td>
<td>76.3</td>
<td>79.6</td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
<td>74.0</td>
<td>79.2</td>
</tr>
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</table>

Average progress in Reading between Year 3 and 5*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>SSG</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>State DEC</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>
Progress in numeracy

<table>
<thead>
<tr>
<th>Average progress in Numeracy between Year 3 and 5*</th>
<th>2008-2010</th>
<th>2009-2011</th>
<th>2010-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>104.5</td>
<td>97.5</td>
<td>115.3</td>
</tr>
<tr>
<td>SSG</td>
<td>89.8</td>
<td>94.5</td>
<td>103.7</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
<td>98.2</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.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

**Significant programs and initiatives**

**Aboriginal education**

Aboriginal perspectives are an integral part of all units of work across each stage within our school. Integrated curriculum units have been developed for all stages K – 6. These units address the syllabus outcomes for Human Society and Its Environment and Science. In addition, writing text types and Creative and Practical Arts are integrated into these units. Integrated units also highlight Aboriginal values and perspectives.

Stage 2 students completed a unit of work on the First Fleet and its impact on Aboriginal culture. Significant Aboriginal sites were also studied as part of a unit on Australia.

The Welcome to Country continues to be included in all weekly assemblies and school functions.

**Multicultural education**

Bexley North Public School is committed to ensuring all students are aware of the diverse, multicultural nature of our society and are able to show empathy and understanding towards others. Multicultural perspectives are incorporated across a range of learning programs, particularly in literature and Human Society and Its Environment (HSIE).

The students are encouraged to express and share their individual cultural heritage within a cohesive and harmonious school with a commitment to the basic structures and values of Australian Democracy.
Around 85% of students have a parent or grandparent who was born overseas although almost all students have been born in Australia.

The school has maintained a focus on multicultural education in all areas of the curriculum by providing programs which develop the knowledge, skills and attitudes required for a culturally diverse society.

The English as a Second Language (ESL) teachers target first phase and second phase learners of English to support small groups of identified students from each grade to develop their reading and writing skills in English. They have also developed specific programs to address the needs of students from non-English speaking backgrounds.

All students learn Italian as part of the Community Languages Program.

Elements of the school plan focus on:
- the consistent use of good manners;
- ensuring that students know and understand the words of the National Anthem;
- students taking responsibility for maintaining an orderly classroom and a clean playground;
- students using an appropriate manner of speech when speaking to peers, parent helpers and teachers;
- appropriate behaviour on the sporting field;
- celebrating days of cultural and historical significance such as Harmony Day, ANZAC Day and Remembrance Day;
- encouraging parents to set a positive example within the school.

Students are given a wide range of roles and responsibilities to allow them to grow towards and demonstrate these values.

Other programs

Enrichment Programs

Bexley North Public School caters for all students through differentiated programs in Literacy and Numeracy. In addition, Stage 3 teachers have instigated cross stage mathematics groups. This contributed to the excellent results across NAPLAN Numeracy for Year 5.

For the past three years, students of Bexley North Public School have been selected for the Stage 2 and Stage 3 Extension classes. Teachers and parents nominate students that they believe may be gifted and/or talented. These students are tested using the ACER General Ability tests to provide further information to class teachers regarding student needs.

In 2012, Stage 3 students competed in the Regional Number Crunchers Competition. Two students went on to compete against other students in the Sydney Region Number Crunchers Grand Final at the Powerhouse Museum. Four students represented our school at the Regional Premier’s Spelling Bee Competition.

The school also ran a successful Public Speaking competition for students from Kindergarten to Year 6.
Programs for Students with Additional Needs

Bexley North Public School’s Learning Support Team (LST) met regularly in 2012 to address the educational needs of all students. The LST team consisted of the Principal, Assistant Principals, School Counsellor, School Learning Support Officer (SLSO) and individual class teachers as required. Individual class teachers and their supervisors attended meetings when students in their class/stage were being discussed.

The Learning Support Team:

- supports students’ emotional, social and academic needs and provides additional support for class teachers;
- addresses behaviour concerns;
- addresses academic concerns for all students, including those with disabilities, learning difficulties and specific gifts/talents;
- applies and reviews Funding Support and Learning Assistance Program (LAP) funds;
- applies for Intensive Reading (IR) or support class assistance; refers students for assessment; and
- accesses external agencies.

Funding Support Reviews were carried out in Term 3 for students receiving Learning Support Officer assistance. These reviews were carried out in collaboration with the school counsellor, parents and regional support teachers.

Student Teacher Learning Assistance (STLA) and Reading Recovery (RR) programs

Bexley North Public School continues to cater for all students in regard to their learning needs. The STLA teacher supports students experiencing difficulties in Literacy and Numeracy, as well as providing teachers with strategies for the classroom. The program operates in the following ways:

- withdrawal of targeted students for intensive instruction;
- consultancy and professional development with other teachers;
- team-teaching in the classroom with other teachers; and

- providing information to the Learning Support Team to monitor targeted student progress.

The Reading Recovery (RR) Program has continued to be highly successful for those students who are selected to participate in the program. In 2012, fifteen students successfully completed the program and were integrated back into their classroom for reading groups. These students will continue to be monitored by the STLA teacher and the Learning Support Team in 2013. In 2013 four students will receive Reading Recovery instruction per day.

Progress on 2012 targets

As part of the strategic planning process, the school established some targets for overall school performance for the three years ending 2014. The following summary outlines how the school performed in relation to those targets in 2012.

Target 1

- Reading level of 80% students in Kindergarten to be at Level 9 or above by 2014
- Reading level of 80% of students in Year 1 being Level 16 and above by 2014
- Reading level of 80% of Year 2 students being Level 25 and above by 2014

Our achievements include:

In November, the school completed reading records for all students K-2. The records were analysed for accuracy, fluency, self-correction and comprehension. The process showed which students were reading at or above target level and which students had still not achieved the target level for their year at school.
Across the K-2 grades just over 75% students achieved or were above the desired levels in all aspects of reading.

All students who have not yet achieved target levels will continue to have additional learning support in 3013.

**Target 2**

Increase in the percentage of students achieving expected growth or better between Year 3 and 5 in NAPLAN Literacy by 5% each year from a baseline of 75.9% to achieve 90% in 2014

Our achievements include:

In Term 4 2012, Bexley North Public School analysed growth of students in NAPLAN Literacy. The analysis showed that the school gained a scale score in growth of 90.2, as opposed to state score of 77.8.

- 78.9% of students were in the top percentile range;
- 63.8% of students gained greater than or equal to expected growth in literacy.

**Target 3**

Increase in the percentage of students achieving expected growth or better between Years 3 and 5 in NAPLAN Numeracy by 5% each year from a baseline of 69% to achieve 85% by 2014

Our achievements include:

In Term 4 2012, Bexley North Public School analysed growth of students in NAPLAN Numeracy. The analysis showed that the school gained a scale score in growth of 110.0, as opposed to state score of 96.6.

- 79% of students were in the top percentile range
- 70.2% of students gained greater than or equal to expected growth in numeracy.

**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of educational and management practice.

In 2012 the school sought the opinions of students and teachers about the school. Their responses are presented below.

**Educational and management practice**

**Background**

In 2012, teachers were surveyed about management structures at Bexley North Public School. The evaluation instrument used was the Bexley North Staff Management Survey. All members of staff received the survey and were invited to participate. A total of 22 teachers responded to the survey representing 94% of the school’s teaching staff.

Overwhelmingly the responses were positive and offered constructive suggestions for improvements.

**Findings and Conclusions**

Analysis of the responses indicated that the teaching staff is pleased with the management of the school. The survey concluded that there were good relationships between staff members, that they had confidence in the work being done by their colleagues, supervisor and principal. They believed the school to be successful in providing a holistic education for its students and that parents and students are satisfied with the school.

The survey results identified some concerns with the effectiveness of communication and accessibility to information. Almost 50% did not agree that there was good communication.

**Future Directions**

In 2013, the school will continue to investigate ways to improve communication, with an increased use of technology, to ensure all stakeholders are better informed.
Student Satisfaction

Background
The Quality of School Life survey was conducted to gain insight into student attitudes towards school, learning, teachers and relationships with other students.

Findings and conclusions
Results indicated most students held a positive view of school life, including:

- General satisfaction with school;
- A strong sense of achievement;
- Positive attitudes towards learning;
- Satisfaction in their relationship with their own and other teachers;
- Positive ratings in relation to their status, self-esteem and social integration.

More specific responses included:

- 85% agreed that they felt safe at school;
- 90% agreed that the students showed respect for the teachers;
- 80% agreed that the school acknowledged student achievement and effort;
- 85% agreed that the school appreciated having them as a student.

Future directions
The results of the survey conclusively indicated that the students were feeling positive about their educational, social and welfare experiences at Bexley North Public School.

In 2013 we will continue programs that build social cohesion in the school and maintain focus on student welfare programs that build social skills and respectful relationships.

Professional learning
Professional learning is an integral part of the school. 100% of teachers engaged in professional learning in 2012. The professional learning program develops skills and knowledge of teaching and learning, leadership, administration, technology and student welfare.

On a fortnightly basis, teachers attend professional development meetings and in 2012 our focus was on Literacy and Numeracy, with a focus on Comprehension and Writing.

Many of our teachers attended professional learning activities outside school on topics of literacy, transition and technology. Several teachers attended ESL and Executive network meetings after school.

Swimming Carnival

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 with a focus on reading comprehension and writing for every student in line with state and regional targets

2013 Targets to achieve this outcome include:

- Reading level of 80% students in Kindergarten to be at Level 9 or above by 2014
- Reading level of 80% of students in Year 1 being Level 16 and above by 2014
• Reading level of 80% of Year 2 students being Level 25 and above by 2014

• Increase in percentage of ES1 and S1 students achieving expected growth or better in Literacy by 2 or more levels against Literacy Continuum each year to achieve target of 80% by 2014

• Increase in the percentage of students achieving expected growth or better between Year 3 and 5 in NAPLAN Literacy by 5% each year from a baseline of 75.9% to achieve 90% in 2014

• Increase in percentage of Year 3 students achieving top 2 bands in NAPLAN Writing from 72.1% in 2011 to 85% by 2014

• Increase in percentage of Year 5 students achieving top 2 bands in NAPLAN Writing from 50.8% in 2011 to 65% by 2014

Strategies to achieve these targets include:

• Analysis of NAPLAN, Best Start Data and Student report data

• ES1 assessed using Best Start in beginning of Term 1 and reassessed at end of Term 4 in order to track growth

• Whole school focus on Comprehension using the 6 Super Strategies

• Whole school focus on Writing with emphasis on sentence structure, paragraphing, grammar and punctuation

School priority 2
Outcome for 2012–2014

*Increased levels of overall Numeracy achievement with a focus on meta-language and problem-solving for every student in line with state and regional targets*

2013 Targets to achieve this outcome include:

• Increase in percentage of ES1 and S1 students achieving expected growth or better in Numeracy by 2 or more levels against Numeracy Continuum each year to achieve target of 80% by 2014

• Increase in the percentage of students achieving expected growth or better between Years 3 and 5 in NAPLAN Numeracy by 5% each year from a baseline of 69% to achieve 85% by 2014

Strategies to achieve these targets include:

• ES1 And S1 Teachers to attend Best Start: Quality Teaching in ES1 and S1 Classroom: Problem Solving in Mathematics

• Quality resources support Literacy and Numeracy Programs

• Early Numeracy Strategies program established K-2.

• Data collected to track individual student growth in numeracy along Numeracy Continuum.

School priority 3
Outcome for 2012–2014

*Increased school leadership capacity to lead evidence based and strategic planning to ensure sustainable school improvement*

2013 Targets to achieve this outcome include:

• 50% of stage meetings involve an element of professional development by Executive or aspiring leaders.

• 100% of staff involved in Team Leadership for School Improvement Project
Strategies to achieve these targets include:

- Stage meeting minutes collected and evaluated to reflect increase in professional development time within meetings
- Points system used through TARS and EARS to monitor staff leadership and involvement in school initiatives and programs
- Executive identify whole school priority areas and associated targets

**Education Week Performances**

**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.

Karen Shehata  Principal
Maria Bajic  Assistant Principal
Adel Hansen  Assistant Principal
Keryl Ball  Assistant Principal (Rel)
Liane Sharp  Assistant Principal (Rel)
Thea Butler  P&C President

**School contact information**

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116 Kingsland Road,
Bexley North  2207
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Fax: (02) 9554 3514
Email: bexleynh-p.school@det.nsw.edu.au
Web: www.bexleynh.nsw.edu.au
School Code: 2308

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: