

Bexley Public School Annual Report



2016



7406

Introduction

The Annual Report for 2016 is provided to the community of Bexley Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Steven Mead

Principal

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Message from the Principal

In 2016, Bexley Public School continued the journey of improving the academic, physical and social outcomes of our students through our current school planning cycle. Consultation with staff, students and the community were at the core of the development of this plan and ongoing evaluation involving these stakeholders has ensured a continued focus on the goals and desires of our school community.

Our school has continued to have great success in improving the academic outcomes of our students through the Early Action for Success initiative as well as an increased focus on explicit teaching and the use of student data to differentiate teaching and learning.

This year we have continued to strengthen the partnership with our community and have highlighted the key role they play in maximising the learning opportunities for our students in partnership with us.

Our students enjoyed increased opportunities in the arts, sport and academic pursuits and resulted in excellent achievements in each of these areas by students from our school.

I certify that the information provided in this report is the product of a rigorous school self-assessment and review processes undertaken with staff, student leaders and the community and provides a balanced and genuine account of the school's achievements and areas for development.

Steve Mead

Principal

School background

School vision statement

Bexley Public School is a school where staff, students and our community work together to provide quality learning in a caring environment.

- Our students will be independent and confident in setting high expectations for themselves.
- Our students will strive for excellence in the pursuit of academic success.
- Our students will display strong morals and values based on respect, integrity and the inclusion of others.
- Our students will develop resilience and understand their responsibilities and connections with the society we live in.
- Our students will be happy and engaged learners who develop an active and healthy lifestyle.
- Our students will be proud to call Bexley Public School their school.

School context

Bexley Public School has an enrolment of 300 students. The school is located in the southern suburbs of Sydney. Students come from a diverse range of cultural backgrounds. 84% of students come from 30 different language backgrounds other than English.

A dynamic and committed team of experienced classroom and specialist teachers, school learning support officers and school administration staff work together to provide quality education at Bexley Public School.

The school is currently part of the Early Action For Success initiative (EaFS). This project aims to maximise student achievement in literacy and numeracy, particularly in students from Kindergarten to Year 2. As part of this initiative, we have an Instructional Leader and an interventionist teacher working with our teachers to improve curriculum implementation and effectively use data.

Our school provides 'Quality Learning in a Caring Environment'. It reflects our whole school community striving together to achieve improved learning outcomes for our students in a school environment which is responsive to the individual needs of students and their families. The school currently has a focus on increasing student achievement through positive engagement in learning and highlighting effective pedagogy for student success.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the area of **Learning**, key achievements include;

- Demonstrated commitment within the school community to strengthen and deliver on school learning priorities.
- Positive, respectful relationships evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning.
- Well-developed and current policies, programs and processes to identify, address and monitor student learning needs.
- Consistent implementation of a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.

- Quality teaching and professional practice evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development.
- Students care for self, and contribute to the wellbeing of others and the wider community.
- Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.
- Curriculum provision is enhanced by learning alliances with other schools and organisations.
- Teachers involve students and parents in planning to support students as they progress through the stages of education.
- Systematic policies, programs and processes to identify and address student learning needs.
- Extra-curricular learning opportunities which are significant, support student development, and are strongly aligned with the school's vision, values and priorities.
- Individual student reports include descriptions of the student's strengths and areas of growth.
- Parents are updated on the progress of their children.
- Explicit processes to collect, analyse and report internal and external student and school performance data.
- The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels
- The school achieves value-added results.
- Students showing expected growth on internal school performance measures.

In the area of **Teaching**, key achievements include;

- Teachers routinely review previous content and preview the learning planned for students in class.
- Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices.
- The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence-based practice.
- Teachers incorporate data analysis in their planning for learning.
- The school leadership team engages the school community in reflecting on student performance data.
- The school leadership team builds the collective capacity of the staff and school community to use data to inform strategic school improvement efforts.
- Executive, staff, faculty/stage, team and other meetings are used to review the curriculum and to revise teaching and learning programs.
- Staff regularly evaluate teaching and learning programs including the assessment of student outcomes.
- Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups.
- Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice.
- Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice.
- The school identifies expertise within its staff and draws on this to further develop its professional community.
- Teachers actively share learning from targeted professional development with others.
- There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas.

- Teachers are actively engaged in planning their own professional development to improve their performance.
- The school evaluates professional learning activities to identify and systemically promote the most effective strategies.
- Teachers draw on and implement evidence–based research to improve their performance and development.
- Teachers understand and implement professional standards and curriculum requirements.
- Staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes.
- Teachers demonstrate currency of content knowledge and teaching practice in all their teaching areas.
- Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals.
- Teachers work beyond their classrooms to contribute to broader school programs.

In the area of **Leading**, key achievements include;

- The school solicits and addresses feedback on school performance.
- Leadership development is central to school capacity building.
- The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students.
- Staff have purposeful leadership roles based on professional expertise.
- A broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community.
- Staff are committed to, and can articulate the purpose of, each strategic direction in the school plan.
- Monitoring, evaluation and review processes are embedded and undertaken routinely.
- Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan.
- The school uses evidence–based strategy and innovative thinking in designing a school plan that delivers ongoing improvements in student outcomes.
- The school successfully fosters collaboration with key stakeholders in the development of the school vision, strategic directions and annual plans.
- Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.
- Succession planning, leadership development and workforce planning are designed to drive whole–school improvement.
- Longer–term financial planning is integrated with school planning and implementation processes.
- Opportunities for students and the community to provide constructive feedback on school practices and procedures.
- Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement.
- Practices and processes are responsive to school community feedback.

Our self–assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Students achieving success as learners.

Purpose

Bexley Public School aims to provide teaching and learning programs that explicitly teach our students to develop literacy and numeracy skills which allow them to experience success. As a result of feedback for, about and of learning experiences provided at Bexley PS, our students will be able to set and achieve their own goals. These goals will incorporate high expectations of themselves in pursuit of achieving their personal potential. Through this process, our students will strive for excellence in the pursuit of academic success.

Overall summary of progress

Bexley Public School achieved the project milestones for the 2016 school year within 'Assessment for Planning'. Ongoing rigorous professional learning in the effective analysis of student work to create and analyse effective student data has continued. The creation and use of the interactive writing tool for our 3–6 students to compliment the K–2 Early Action for Success tool this year has been an excellent addition to our analysis tool kit. Classroom observations have also been a key contributor to our success in this area.

We have also achieved our milestones in 'Literacy and Numeracy Experts' through systematic and targeted professional learning. A key element of our achievements in this area in 2016 was our EAL/D Mathematics project focussing on the challenge of vocabulary in Mathematics for our students, especially in problem solving tasks. Through ongoing training in L3 and the involvement of our staff in TEN (Teaching Early Numeracy) training, we have continued to develop the expertise of our teachers.

The milestones outlined for 2016 in 'High Expectations' were achieved. Staff were involved in professional learning and workshop activities focussing on the aspects of 'Establishing a Culture of High Expectations'. This was complemented by revisiting the School Excellence Framework and identifying areas for improvement moving forward.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students achieving their negotiated learning goals, which are based on all syllabus documents, the literacy and numeracy continuum and general capabilities framework.	3–6 staff developed a school based Writing Analysis Tool to compliment the K–2 Early Action for Success Writing Analysis Tool. Staff completed training in L3 and TEN impacting on classroom practice and effective identification of student learning goals. K–2 staff were involved in 5 weekly data meetings analysing student progress against the continuum documents.	\$20,250
Differentiated learning tasks, using formative assessment strategies, learning intentions and success criteria are used by 100% of teachers K–6.	All staff analysed student work against the relevant Writing Analysis Tool to set 'next step' goals. 3–6 Staff developed modelled writing proformas through the completion of Professional Learning Modules as part of our 3–6 Writing Project. Evaluation of proformas continued throughout further meetings. K–2 staff analysed class based assessment through data meetings to support students in creating learning goals.	\$10,350
80% of all students K–6 will be achieving minimum standards as reflected through PLAN data.	Increased student achievement in all aspects of literacy and numeracy K–2 is reflected in data collection as part of Early Action for Success.	\$1,350

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
80% of all students K–6 will be achieving minimum standards as reflected through PLAN data.	Increased performance from students 3–6 as evidenced by NAPLAN performance data. Staff analysis of PLAN and NAPLAN data continues to support the increased achievement of students	\$1,350

Next Steps

Focus areas for 2017:

- Refining the process for establishing, monitoring and displaying student goals in line with the school's commitment to 'Visible Learning'.
- Evaluating and modifying accordingly planning proformas utilised in 3–6 Literacy Sessions.
- Identifying links between assessment strategies and student learning through 'Visible Learning'.
- Collecting and reviewing evidence against the School Excellence Framework in domains directly related to 'Students Achieving Success as Learners.'



Strategic Direction 2

An inclusive and effective learning environment.

Purpose

Positive, respectful relationships across the school community underpin a productive learning environment and support student's development of strong identities as learners. Building school systems and processes that establish an effective educational community will increase community engagement, collaboration and connection. For the school to achieve its strategic directions, we need to be committed to establishing practices and processes that develop a culture of high expectations.

Overall summary of progress

Bexley Public School achieved the project milestones within 'Student Wellbeing and Engagement'. Our continued focus on Positive Behaviour for Learning (PBL) has seen the implementation of the matrix across all areas of our school. Community consultation through a forum led to revision of some aspects of our matrix in response to feedback. Our community were also involved in other aspects of our system development including the design of our 'mascots'. A new reward and recognition system has been drafted and revised with all stakeholders for implementation in 2017.

We achieved our milestones in 'Supporting All Learners' through a focus on ensuring our school systems reflected the needs of students, especially in the area of effective intervention. Professional learning in developing effective Individual Learning Plans along with partnership programs for transition to high school were also contributors to our achievements in this area.

The milestones outlined for 2016 in 'Reflective Practice' were achieved. The school approach to gathering information from all stakeholders to inform school planning continued this year. We actively engaged with our community to increase the completion of the 'Tell Them From Me' survey. Our school executive again completed the self-evaluation for our school against the School Excellence Framework after holding discussions with all staff. Community forums held throughout the year by our Community Engagement staff member also provided great insight into areas of focus for our school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
PBL data will reflect an increase in positive student behaviour in all learning areas identified in our school matrix.	<p>Monthly data collection and analysis by PBL team members highlights an increase in positive student behaviour. Whole staff Professional Learning in the analysis of this data supported this analysis.</p> <p>School PBL Matrix is finalised and all lessons completed. Lesson implementation has led to redevelopment of some lessons.</p> <p>The Continuum of Response was developed and professional learning about its effective use to address behaviour of concern was undertaken.</p>	\$10,350
Student, Staff and Parent responses to the 'Tell Them From Me Survey' will demonstrate an increase from 2015 Baseline data in the specific areas of 'Positive Sense of Belonging, 'Positive Relationships', 'Valuing School Outcomes' and 'Positive Behaviour at School.'	<p>Tell Them From Me Surveys reflect an overwhelmingly positive response in the key areas identified by the school.</p> <p>Employment of a Community Engagement Officer has contributed to the achievement of goals in this area.</p> <p>Community forums held for the PBL launch provided additional opportunities for community feedback.</p>	\$9,000
Student learning is supported through effective school systems	A new school recognition and reward system was developed for implementation next year.	\$8,550

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
which are responsive to school community feedback.	<p>Staff professional learning in developing Individual Learning Plans was supported with allocated time for development of plans.</p> <p>Peer Support training was completed by staff to ensure effective support of students in the area of 'Resilience'.</p> <p>The School Learning and Support and School Wellbeing Procedures were reviewed and updated documents were drafted.</p>	\$8,550

Next Steps

Focus areas for 2017:

- Complete all aspects of the final year of the 'Implementation Phase' of PBL including signage, a levelled rewards system and lesson review.
- Further develop the depth of understanding of school and community about the 'Wellbeing Framework'.
- Student data will be moved across to a new online management system to better meet school needs.



Strategic Direction 3

Teachers and leaders having maximum impact.

Purpose

We will promote excellence, so that teachers and school leaders have the maximum impact on student learning at Bexley Public School. Through a focussed school effort in supporting teacher growth, we will develop the best possible teachers to maximise student achievement. By effectively building knowledge and commitment, we will succeed in effective implementation of school systems, priorities and learning programs across the school.

Overall summary of progress

Bexley Public School achieved the project milestones within 'Quality Teaching Practice'. Our focus within this area aligned very closely with elements of Strategic Direction One. Through targeted professional learning, staff effectively used the 3–6 Writing Analysis tool to inform content focus areas. Peer observation of literacy sessions also led to an identified change in the approach across the school.

We achieved our milestones in 'Informed and Connected' through differentiated professional learning and seeking community feedback. By aligning common goals from staff PDPs, identified teachers ran additional professional learning sessions which were well attended by staff. A review of the school's reporting process was also completed reflecting overall satisfaction with the school's current approach. The milestones outlined for 2016 in 'Leading Learning' were achieved.

There was a close correlation with elements of 'Reflective Practice' in Strategic Direction 2. Collaborative practice through the alignment of staff goals contributed to the achievement of staff Professional Development Plans. Our 3–6 staff were involved in the completion of Module 1 and Module 2 of a focused writing program. School executive and staff were released from class to work together setting and reviewing goals throughout the year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Individualised Professional Learning Plans for 100% of staff directly reflecting targeted standards identified in Australian Institute for Teaching and School Leadership (AITSL) Self Assessment Tool (SAT).	Staff utilised The AITSL Self Assessment Tool and Professional Learning Plan Professional Learning to set 2016 goals. Staff were involved in the evaluation of the AITSL Self Assessment Tool informing the redevelopment of the tool.	\$1,350
100% of staff display progression on the AITSL Self Assessment Tool with peer review.	All staff were involved in a process of lesson observations aligned to their professional goals. These observations were conducted by identified peers. Optional professional learning sessions targeting teacher professional goals had excellent attendance.	\$1,440
Formal observation of educational experiences for students will reflect an increase in the effective implementation of QT Elements in classroom practice from baseline data obtained in 2015.	Identification and coding of Quality Teaching elements within lessons was incorporated into lesson observations as part of the Professional Development Plans.	\$1,350
100% of student achievement in Literacy and Numeracy will be accurately recorded and reported reflecting consistency in teacher judgment in accordance with	Stage meetings held and work samples analysed to inform future teaching. Engaging in professional dialogue to map work samples to the relevant syllabus and continuum.	\$3,600

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
school and NSW DoE Policy.	Updated PLAN bi-termly. Executive meetings to analyse data for trends and anomalies. Ongoing Professional Learning around consistent teacher judgment in plotting students and reporting achievement. Professional Learning to use relevant data to inform teaching. One on one data meetings with Instructional Leader.	\$3,600

Next Steps

Focus areas for 2017:

- Extension of Early Action for Success into Year 3.
- Lesson observations focussed on 'Feedback' as part of Visible Learning.
- Continuation of the EAL/D Mathematics project.
- Refined processes for goal setting, observation and review aspects of staff Professional Development Plans.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Indigenous students were supported on a needs basis. Staff were resourced to complete Personalised Learning Plans for our students. The whole school attended a performance by Troy Allen, where all students had the opportunity to learn about indigenous culture and artifacts.	\$1,842
English language proficiency	EAL/D students were supported within the school K–6 through 11 days a week of ESL time. This was staffed with two full time EAL/D staff and one teacher for the additional day per week. Support was provided in individual, small group and whole class settings. Our school had a focus on the Vocabulary of Problem Solving in Mathematics for EAL/D Learners led by our EAL/D staff. This initiative focussed on all students in Year 2–6 through a team teaching approach with excellent results as identified by State Office.	\$249,101
Low level adjustment for disability	Learning and Support Teachers were employed across 7 days. Student Learning Support Officers were employed to support students with additional needs who do not have targeted funding. A speech therapist was employed one day a week during Semester 2 to work with identified students.	\$173,518
Quality Teaching, Successful Students (QTSS)	Our QTSS Allocation was utilised by Executive and other staff members to mentor and support staff with a range of initiatives. These included data analysis, increasing technology skills, leading the development of effective learning plans for students and engaging effectively with the PDP Process. Collaborative meetings and observations as part of the PDP Process were supported with QTSS funding.	\$19,700
Socio–economic background	Additional classroom teacher time has been utilised to support classroom programs. Funds were allocated for professional learning in L3K and L3 Stage 1 to support student outcomes. Students have had access to specialist programs in The Arts including music for K–2 students and percussion for our 3–6 students. Student participation in School Camps and excursions has been maximised. Occupational Therapy Project was implemented to support Kindergarten in their transition to school. Purchase of additional resources aligned with specialist programs.	\$46,879

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	157	155	168	144
Girls	136	147	148	162

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94	94.7	92.1	93.4
1	92.4	92.8	92.5	92.4
2	96	96.9	94.2	93.9
3	92.8	94.7	92.5	93
4	93.7	95.6	94.6	94.7
5	94.1	94.3	92.9	93.6
6	95.5	94.9	91.4	93.3
All Years	94.1	94.8	92.9	93.5
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Class sizes

Class	Total
KS	18
KM	18
KL	19
1A	23
1S	24
2G	22
2D	25
3/4E	27
3/4K	26
4/5V	26
5R	27
5/6GH	28
6H	28

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.05
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.8
Teacher of ESL	2.2
School Administration & Support Staff	2.82
Other Positions	0.11

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There is one Aboriginal staff member at Bexley Public School.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	95
Postgraduate degree	5

Professional learning and teacher accreditation

The teaching staff at Bexley Public School participated in a number of professional learning activities designed to build the capability of staff to achieve some of our key priorities as set out in our School Plan.

Staff have also been involved in professional learning programs that have built the capability of early career teachers, current teachers and aspiring and current school leaders.

During 2016, two New Scheme Teachers were accredited as proficient. Whole School Professional development has included workshops in the following areas:

- The school plan
- The School Excellence Framework including Self Assessment
- High Expectations– Positive Behaviour for Learning
- L3
- TEN– Report Writing
- Early Action For Success priorities
- Effective use of Writing Analysis Tools
- CPR
- Anaphylaxis
- Developing effective Individual Learning Plans
- Professional Goal Setting
- Data Analysis including PLAN and NAPLAN

Attendance of staff at optional professional learning sessions aligned to staff Personal Development Plans was outstanding. These professional learning sessions included;

- Analysis of High Expectations in our school context
- The 'Vocabulary Rich Classroom'

- Office 365 and its application to our learning
- Hovercams
- Sway – its use as a technology tool

Individual staff members also attended extensive professional learning opportunities directly related to school priorities, accreditation and attainment of the professional goals.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	644 398.43
Global funds	227 708.66
Tied funds	385 891.14
School & community sources	110 632.51
Interest	11 505.17
Trust receipts	9 093.10
Canteen	0.00
Total income	1 389 229.01
Expenditure	
Teaching & learning	
Key learning areas	38 565.81
Excursions	45 000.25
Extracurricular dissections	42 436.38
Library	19 591.31
Training & development	1 151.50
Tied funds	248 180.45
Short term relief	95 237.98
Administration & office	73 825.10
School-operated canteen	0.00
Utilities	35 064.92
Maintenance	24 975.61
Trust accounts	10 400.00
Capital programs	12 354.79
Total expenditure	646 784.10
Balance carried forward	742 444.91

The information provided in the financial summary includes reporting from 30 November 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	781 681.33
(2a) Appropriation	742 444.91
(2b) Sale of Goods and Services	5 045.45
(2c) Grants and Contributions	33 784.22
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	406.75
Expenses	-414 028.32
Recurrent Expenses	-414 028.32
(3a) Employee Related	-328 685.23
(3b) Operating Expenses	-85 343.09
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	367 653.01
Balance Carried Forward	367 653.01

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	2 148 848.54
Base Per Capita	17 114.56
Base Location	0.00
Other Base	2 131 733.98
Equity Total	471 340.83
Equity Aboriginal	1 842.02
Equity Socio economic	46 879.31
Equity Language	249 101.36
Equity Disability	173 518.14
Targeted Total	53 319.99
Other Total	160 111.95
Grand Total	2 833 621.31

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 15 October 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	781 681.33
(2a) Appropriation	742 444.91
(2b) Sale of Goods and Services	5 045.45
(2c) Grants and Contributions	33 784.22
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	406.75
Expenses	-414 028.32
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SURPLUS / DEFICIT FOR THE YEAR	367 653.01
Balance Carried Forward	367 653.01

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community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

School-based assessment

The school has continued its implementation of the Early Action for Success strategy as a key initiative to improve students' results and performance in literacy and numeracy. The strategy relies upon the development of high quality leadership combined with a focus on capacity building through the instructional leadership model.

A cohesive framework for whole school improvement has been the key feature underpinning the growth and success in the school's student performance and high quality professional practice.

Embedding the EAfS key elements of a tiered teaching and intervention system, the tracking and monitoring of student learning to inform teaching, and the delivery of high quality targeted professional learning has played a crucial role in the school's improvement in student outcomes.

Student achievement has been measured, monitored and tracked using the NSW Literacy and Numeracy Continuum.

Significant achievements of this initiative have included:

Kindergarten students at or above expectations in;

Reading in 2014 = 16%

Reading in 2016 = 74%

Kindergarten students at or above expectations in;

Writing in 2014 = 36%

Writing in 2016 = 71%

Kindergarten students at or above expectations in;

Comprehension in 2014 = 6%

Comprehension in 2016 = 77%

Kindergarten students at or above expectations in;

Numeracy in 2014 = 92%

Numeracy in 2016 = 98%

Year 1 students at or above expectations in;

Reading in 2014 = 77%

Reading in 2016 = 83%

Year 1 students at or above expectations in;

Writing in 2014 = 46%

Writing in 2016 = 75%

Year 1 students at or above expectations in;

Comprehension in **2014** = 41%

Comprehension in **2016** = 86%

Year 1 students at or above expectations in;

Numeracy in **2014** = 93%

Numeracy in **2016** = 94%

Year 2 students at or above expectations in;

Reading in **2014** = 61%

Reading in **2016** = 75%

Year 2 students at or above expectations in;

Writing in **2014** = 64%

Writing in **2016** = 66%

Year 2 students at or above expectations in;

Comprehension in **2014** = 70%

Comprehension in **2016** = 82%

Year 2 students at or above expectations in;

Numeracy in **2014** = 91%

Numeracy in **2016** = 98%

NAPLAN

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.

Students in Year 3 and Year 5 continued to show a positive trend in all areas of literacy.

In Year 3, Reading, Writing and Grammar and Punctuation were all the highest they have been at Bexley Public School in the last 5 years. Spelling saw a large increase from last year's performance and is trending towards the Department of Education average.

In Year 5, we also saw the highest performance and a continued upward trend in all areas except writing. Our achievement in Reading, Grammar and Punctuation and Spelling were all the highest achievement for the school in the last 5 years. Writing performance for Year 5 students was the only area that saw a small decline in achievement. This decline was also reflected in the achievement of all NSW students.

This information refers to the data from the last 5 years as this is what is available to schools.

Students in Year 3 and Year 5 showed a positive trend in all areas of numeracy in 2016.

Year 3 performance saw an increase from our 2015 performance and achievement was higher than 2012, 2013 and 2015. This upward trend was more significant in the area of Number, Patterns and Algebra.

The performance of our Year 5 students continued an upward trend evident in recent years that has seen a significant increase in student performance in the last 5 years. This is reflected across all areas of Numeracy assessed.

Student performance in NAPLAN in 2016 saw an increase in student achievement levels across all areas. When compared to the average achievement of our students over the last three years, there was a significant reduction in the number of students achieving in the lowest bands of NAPLAN in Year 3 and Year 5. As a result of this change in student achievement, the school also experienced an increased number of students achieving in the higher bands than compared to the 3 year average.

The average growth for our students in all areas was well above the average growth for both Department of Education (DoE) Schools and non DoE schools. Some of these growth figures included;

Average growth in **Reading** was **102** for **our school** compared with **79.6** for **DoE Schools** and **80.1** for **all students**.

Average growth in **Spelling** was **84.7** for **our school** compared with **78.2** for **DoE Schools** and **77.6** for **all students**.

Average growth in **Grammar & Punctuation** was **101.5** for **our school** compared with **79.6** for **DoE Schools** and **80.1** for **all students**.

Average growth in **Numeracy** was **113.1** for **our school** compared with **92.6** for **DoE Schools** and **91.7** for all students.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Students, teachers and parents were invited to participate in the Tell Them From Me survey during the latter part of 2016.

The Tell Them From Me survey was completed by 97% of students in Years 4, 5 and 6. The survey showed that students at Bexley Public School continue to have higher rates of participation in school sports and extra curricula activities.

The number of students who identify having positive relationships with their peers was slightly below the NSW norms and will form part of our focus in 2017.

Data collected through the survey indicated that the number of students subjected to physical, social, or verbal bullying, or are bullied over the Internet was in line with NSW norms.

The Tell Them From Me teacher survey highlighted the strengths of our school as identified by those who responded as Learning Culture, Inclusivity and Teaching Strategies.

Two key aspects identified within Learning Culture were that teachers set high expectations for student learning and that they are effective in working with students who have behavioural problems.

In Teaching Strategies, staff highlighted their efforts to link learning with prior experiences and the use of multiple teaching strategies.

The inclusive nature of Bexley Public School was reflected in staff responses in relation to Inclusivity.

Staff identified the success of the school to include students with special learning needs in class activities and establish clear expectations for classroom behaviour.

Areas for improvement in the teacher survey were in the areas of technology and parent engagement.

In our ongoing commitment to increasing Parent Engagement, staff identified we could increase our efforts in asking parents to review and comment on students' work.

The number of parents who responded to the Tell Them From Me Survey saw an increase from 2015.

Of the responses that were collected, parents identified the strengths of the school in all areas surveyed as above other NSW Government Schools. This was especially evident in the areas of 'School Supports Positive Behaviour' and 'Safe School'.



Policy requirements

Aboriginal education

During 2016, Bexley Public School continued to recognise and celebrate Aboriginal culture. All classes continue to embed cross-curriculum priorities encompassing Aboriginal and Torres–Strait Islander histories and cultures into their teaching and learning programs.

To celebrate Reconciliation Week, held in May each year, students attended a performance by Troy Allen. This performance engaged students in dance, song and other cultural activities of the people. Students and teachers learnt about the Aboriginal flag and the Torres Strait Island flag, various clothes, cultural rituals, body painting, hunting and building tools, and performed the dances of these first Australians.

Our Aboriginal students were supported in their learning by the development of Personalised Learning Plans.

Understanding Indigenous history and culture continues to be an important aspect of Bexley Public School's teaching and learning experiences.

Multicultural and anti-racism education

Bexley Public School has a culturally diverse community. Approximately 85% of the students at come from a language and cultural background other than English. Our school promotes an inclusive environment for staff, students and our community. The maintenance of first language learning is encouraged and is supported through our Community Languages Program.

In 2016, significant cultural events such as Harmony Day, NAIDOC Week and National Reconciliation Week were recognised and celebrated by the school community with various assemblies, activities and colourful displays. English as an Additional Language or Dialect teachers worked closely to support students through team teaching and withdrawal of students to support their learning needs.

In 2016, our school was involved in an EAL/D Project. The project involved EAL/D staff working with class teachers and other specialist teachers to facilitate language rich discussions in the classroom. Teachers

provided support in identifying specific vocabulary in Maths word problems; offered student friendly definitions; established Maths word walls; modelled the problem solving process using the 'think aloud' method; discussed different strategies and scaffolded language based responses, both spoken and written.

Multicultural perspectives, cultural awareness and cultural harmony are promoted through various units of work across many curriculum areas in all stages.

Bexley Public School has an Anti-Racism Contact Officer (ARCO) who promotes our school's values of cooperation, respect, care and safety to encourage cultural harmony within the school community.