Bexley Public School

Annual Report

2017

7406

Introduction

The Annual Report for 2017 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.

Scott McCardell

Principal

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Message from the Principal

As Bexley Public Schools new Principal I look back on 2017 as a year of transition and growth. It has been an exciting year of academic successes, cultural change and sporting excellence for individuals and teams. Quality and explicit teaching has continued to be the focus of our efforts ensuring consistent and measurable growth in both literacy and numeracy. We proudly celebrate the wealth of opportunities our school can provide for students in our community.

Each child at Bexley Public School is valued as an individual with unique learning styles, interest and needs. We recognise that each child is different and we celebrate diversity within our school, by providing an inclusive and supportive environment for all, which is positively supported by the school community. High expectations for student behaviour and participation ensure a focus on student learning outcomes.

2017 saw the year open with the continuation and expansion of the targeted professional learning for teaching staff in transformative practices as part of the NSW Department of Education's Early Action for Success initiative. In classrooms we saw evidence of collaboration, creativity, critical reflection and communication. A focus on student individual growth overarched and underpinned all we do at Bexley PS.

All staff were involved in significant evidence based professional learning in L3, L3 for Stage 1, The Writing Process, 3–6 Quality text, and TEN working in collaborative partnership for further student improvement and achievement. A strong school culture continued to develop to embrace visible learning with a growth mindset through formative assessment including learning intentions, success criteria and students reflecting on their learning underpinned by regular meetings to track student performance through PLAN, data walls and to consistently modify and adapt teachingprograms to meet all students needs based on data.

I commend and appreciate the dedicated, hard working and professional teaching, executive, administrative and support staff who are matched by the tireless efforts and commitment of so many of our parent volunteers and P&C executive. Strong and collaborative partnerships in learning underpin a great school. Our students are indeed very fortunate to be part of such an amazing school community. Thank you one and all, Bexley Public School is a great place to be.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

In the domain of Learning, the elements *Learning Culture, Wellbeing* and *Curriculum and Learning* were described as **Sustaining and Growing.** Evidence to support this assessment was collected from a range of sources including high quality teaching and learning programs addressing the individual needs of students, photographs of quality learning environments, student welfare data and school–based assessment data. To support our continuing school improvement journey, the milestones for 2018 will include whole school professional learning in refining the implementation of PBL with a focus on addressing individual issues for particular students.

In the domain of Teaching, the element of *Data Skills and Use*, *Collaborative Practice* and *Learning andDevelopment* were described as **Sustaining and Growing.** Assessment data, surveys, stage and whole–school meeting agendas and minutes and lesson and program feedback were used as evidence to support this assessment. The focus in 2018 is to continue to build teacher capacity in the use of analysing, interpreting and using student performance to monitor school learning goals using the ACARA Literacy and Numeracy Progressions.

In the domain of Leading, the elements *Leadership* and *School Resources* were assessed as **Sustaining and Growing.** Evidence to support this judgement includes the School Plan, systematic annual staff performance and development reviews and links with external agencies such as University of Sydney and Early Action For Success whom provide professional learning to help build students' specific skills. To support continued school improvement in 2018, Bexley Public Schoolwill further develop and encourage community voice and extend the use of modern communication tools to increase parent involvement.

Our self–assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/sef–evidence–guide

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

Through Early Action for Success The instructional leader at Bexley in collaboration with the schools leadership team systematically created conditions and a culture where curiosity was encouraged developing and sustaining the schools focus on improving student outcomes in literacy and numeracy.

The achievements of the project were clearly identifiable during the initial implementation and subsequently have become embedded in our pedagogy in Literacy and Numeracy teaching. Key impact has included;

• Targeting effective assessment and consistent teacher judgment through professional learning focused on writing pedagogy and implementation of proven research based teaching practises has increased teacher confidence in writing instruction and the ability to address their student's needs. Within two years we have seen dramatic improvement with students historically performing below national average to student's consecutively achieving national standards in year 3 NAPLAN writing in 2016–2017. Analysis showed that in 2014 only 22% of students scored in the top two bands compared to 48% of students scoring in the top two bands in 2016.

• K–2 delivery of targeted professional learning initiatives such as L3 Kindergarten, L3 stage 1 and Targeting Early Numeracy (TEN) have proven to be a strong catalyst for change with teachers collaboratively engaging in consistent models of practice actively sharing their success and driving as a collective change in school culture. This allowed me to establish strong ongoing collaborative practices in multiple stage teams with an emphasis on professional learning and in–class modelled support where I have motivated and engaged teachers in reflective practices to improve teaching and student learning. This change in approach has seen a sustained improvement in K–2 reading performance with kindergarten reading moving from just 16% to 74% meeting end of year reading expectations, and year 2 moving from 61% to 92% meeting end of year expectations.

• Initiating and implementing a tiered intervention system presented means of delivering tailored learning support for students in literacy and numeracy. This system aided in early identification of students off track and those having significant challenges supporting the decision process around the allocation of the most appropriate intervention. As a result the support of students has been more timely differentiated and has seen less students needing long term support.

• Teachers have embedded evidence based teaching practices that are now effectively meeting the needs of all students. The design of a 5 weekly teaching cycle with data meetings has emphasised a differentiated teaching and a learning support model that has ensured every student is achieving their expected and potential growth. The power of the instructional leadership has been that over 90% of our staff are committed to the process, this is demonstrated as 80% of K–2 students at BPS meeting the State Literacy Target and National Minimum standards in literacy and numeracy outlined within Early Action for Success. With this success

• The direct impact of this has been seen in a sustained improvement in K–2 reading performance with a shift in kindergarten reading moving from just 16% to 74% meeting end of year reading expectations, and year 2 moving from 61% to 92% meeting end of year expectations in reading.

• Within two years we have seen dramatic improvement in student performance historically performing below the national average to the vast majority of student's consecutively achieving national standards in year 3 NAPLAN writing in 2016–2017. Analysis showed that in 2014 only 22% of students scored in the top two bands compared to 48% of students scoring in the top two bands in 2017.

• The 2017 year 3 NAPLAN results in numeracy saw an immediate reduction in students scoring in the bottom two bands going from 42.5% in 2015 to just 8.6% in 2017.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	**Funds Expended (Resources)**	**Progress achieved this year**
All students achieving their negotiated learning goals, which are based on all syllabus documents, the literacy and numeracy continuum and general capabilities framework.	$15,300 L3 Professional Learning Package	Teachers have embedded evidence based teaching practices that are now effectively meeting the needs of all students. The design of a 5 weekly teaching cycle with data meetings has emphasised a differentiated teaching and a learning support model that has ensured every student is achieving their expected and potential growth.
Differentiated learning tasks, using formative assessment strategies, learning intentions and success criteria are used by 100% of teachers K–6.	$7,297 Corwin Visible Learning professional development package.	High priority given to evidence–based teaching strategies(Evidence Set 4 and 5). As part of these practices, teachers regularly review and revise teaching and learning programs, review previous content and preview learning planned for their students.
80% of all students K–6 will be achieving minimum standards as reflected through PLAN data.	$7,200 16 casual days for Data Meetings.	The direct impact of this has been seen in a sustained improvement in K–2 reading performance with a shift in kindergarten reading moving from just 16% to 74% meeting end of year reading expectations, and year 2 moving from 61% to 92% meeting end of year expectations in reading

Next Steps

Refining the process for establishing, monitoring and displaying student goals in line with the school's commitment to'Visible Learning from K–6.

Evaluating and modifying accordingly planning proformas utilised in 3–6 Literacy & Numeracy Sessions.

Enhance the ability to be able to track student growth in literacy and numeracy through the implementation of the ACARA Literacy and Numeracy progression.

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

The changes evident at Bexley Public School are numerous, however to be sustainable and successful in the long term Implementation of the PBL framework into a school is said to take between 3–5 years. At Bexley Public School, we are now at the third year of implementation and have successfully achieved all milestones mapped out from the onset. As a result of the continuous evaluative process and ongoing refinement, we have identified the following areas of positive change within the school community. These include;

• The school now has a universal approach to behaviour management and rewards and recognition. (Evidence)

• Majority of staff report a higher ratio of positive to negative contacts

• Most staff have a deep understanding of the PBL Matrix (School Expectations), the Processes and Procedures to Respond to Problem Behaviour

• Most staff can distinguish between a major and minor behaviour to determine the correct course of action

• The same PBL setting is taught regularly and explicitly across the school at the same time

• Students are being recognised and rewarded for positive choices more frequently

• Majority of staff believe PBL has had a positive impact on student behaviour and that PBL strategies and effective in reducing the number of classroom discipline problems.

• Staff are more confident when making behaviour referrals due to a deeper understanding of the procedures and behaviours

• Majority of students know what is expected of them

• Most staff believe that PBL has been implemented in such a way as to be sustainable.

The significant changes in school culture has enabled teachers to apply a consistent approach to welfare at school. Further, it has been a collaborative process involving all members of the school community. Ongoing collection of referral data indicates teachers are using the procedures more frequently than they would have in the past.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
PBL data will reflect an increase in positive student behaviour in all learning areas identified in our school matrix.	$5,400	Programs addressed the individual needs of identified groups and expectations of behaviour were explicitly taught through PBL specific lessons relating to a variety of school settings which is promoting student wellbeing and ensuring good conditions for learning.
Student, Staff and Parent responses to the 'Tell Them From Me Survey' will demonstrate an	$900 Additional professional learning	Tell Them From Me Surveys reflect an overwhelmingly positive response in the key areas identified by the school. Employment of a

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	**Funds Expended (Resources)**	**Progress achieved this year**
increase from 2015 Baseline data in the specific areas of 'Positive Sense of Belonging, 'Positive Relationships', 'Valuing School Outcomes' and 'Positive Behaviour at School.'		Community Engagement Officer has contributed to the achievement of goals in this area.
Student learning is supported through effective school systems which are responsive to school community feedback.	$300 Awards and recognition	The school community were informed and engaged throughout many aspects the PBL implementation process. This was done by hosting a PBL Community Information and Feedback Forum designed to give the community an overview of PBL and provide opportunities for them to comment on the draft matrix and Awards and Recognition System.

Next Steps

Increase communication and online presence to community about PBL and Wellbeing Initiatives

Implement a Wellbeing Program to compliment PBL

Tier 2 targeted interventions

Continue to process data to determine the most appropriate collection tool for analysis and reports

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

At Bexley Public School, professional learning has been aligned with the school plan and its impact on the quality ofteaching and student learning outcomes is evaluated regularly. Our teachers participate in professional learning thatis targeted to school priorities and their professional needs, and processes are in place for teacher's performance and development. Teachers share their learning with each other and there is a particular focus on improvingteaching methods in literacy and numeracy

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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 now have the skills and support to write authentic, measureable and sustainable goals that will enrich their teaching experience by identifying areas to develop and up skill themselves based on the SAT and the school plan
100% of staff display progression on the AITSL Self Assessment Tool with peer review.	$1,500	There is a greater willingness to present and engage in optional professional learning to achieve a PDP goal and further teacher knowledge based on self assessment.
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.		Observations have provided clear useful feedback for teachers ongoing professional development making the review process a quality session of celebrating success and identifying areas that require further development.
100% of student achievement in Literacy and Numeracy will be accurately recorded and reported reflecting consistency in teacher judgment in accordance with school and NSW DoE Policy.	Access to Instructional Leader as part of Early Action for Success $150,00 Plan updated twice a term $3,000	Targeting effective assessment and consistent teacher judgment through professional learning focused on literacy pedagogy and implementation of proven research based teaching practises has increased teacher confidence in literacy instruction and the ability to address their student's needs.

Next Steps

The process of negotiating, monitoring and evaluating student learning goals and teacher professional developmentplans will be reviewed, refined and embedded in ongoing school procedures. Student leadership initiatives will bereviewed and a strategic plan developed to formalise outcomes, structures, timelines, responsibilities and implementation procedures.

Extension of Early Action for Success and instructional leadership model into Years 3–6.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$1,542	Indigenous students were supported on a needs basis. Staff were resourced to complete Personalised Learning Plans for our students.
English language proficiency	$217,170	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.
Low level adjustment for disability	$174,137	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 and occupational therapist was employed one day a week to work with identified students.
Quality Teaching, Successful Students (QTSS)	$23,260	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.
Socio–economic background	$111,898	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 our3–6 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.

Student information

Student enrolment profile

	Enrolments			
Students	**2014**	**2015**	**2016**	**2017**
Boys	155	168	144	139
Girls	147	148	162	151

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies. Our enrolment in 2017 was 300.

Student attendance profile

School				
Year	**2014**	**2015**	**2016**	**2017**
K	94.7	92.1	93.4	93.8
1	92.8	92.5	92.4	92.4
2	96.9	94.2	93.9	94.1
3	94.7	92.5	93	95.6
4	95.6	94.6	94.7	93.6
5	94.3	92.9	93.6	96.3
6	94.9	91.4	93.3	96
All Years	94.8	92.9	93.5	94.4
State DoE				
Year	**2014**	**2015**	**2016**	**2017**
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Teachers and supervisors monitored attendance throughout the year. Teachers contacted parents when there were concerns about student attendance or lateness. Teachers and supervisors had discussions with parents about their child's attendance or lateness, first informally then the meetings became formal if no changes were made. The Home School Liaison Officer made regular visits to Bexley PS to monitor attendance and familiarise Executive in the new computer software for more effective monitoring of individual cases. A number of cases were referred to the Home School Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	10.23
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1.3
Teacher Librarian	0.6
Teacher of ESL	2
School Counsellor	0
School Administration & Support Staff	2.52
Other Positions	1

*Full Time Equivalent

EquivalentThe Australian Education Regulation, 2014 requiresschools to report on Aboriginal composition of theirworkforce.There is one Aboriginal staff member at Bexley PublicSchool.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

The teaching staff at Bexley Public School participated in a number of professional learning activities in 2017 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.

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

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 **Actual** ($)
Opening Balance	367,653
Revenue	3,144,568
Appropriation	2,967,377
Sale of Goods and Services	21,046
Grants and Contributions	152,313
Gain and Loss	0
Other Revenue	0
Investment Income	3,832
Expenses	-3,264,724
Recurrent Expenses	-3,264,724
Employee Related	-2,722,280
Operating Expenses	-542,443
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-120,156
Balance Carried Forward	247,497

The above table consists of income and expenditure broken down by funding source and is derived from the school Annual Financial Statement. The Principal of Bexley Public School, in conjunction with the school staff, develops the school management plan to address educational needs. Each aspect of the school management plan is overseen by the school executive as part of the finance committee. The day–to–day administration of the school account is carried out by the School Administration Manager. The preparation and monitoring of budgets is overseen by the Principal with staff and the community.

Financial summary equity funding

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

	2017 **Actual** ($)
Base Total	2,049,791
Base Per Capita	46,765
Base Location	0
Other Base	2,003,026
Equity Total	504,747
Equity Aboriginal	1,542
Equity Socio economic	111,898
Equity Language	217,170
Equity Disability	174,137
Targeted Total	43,721
Other Total	325,927
Grand Total	2,924,186

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

School performance

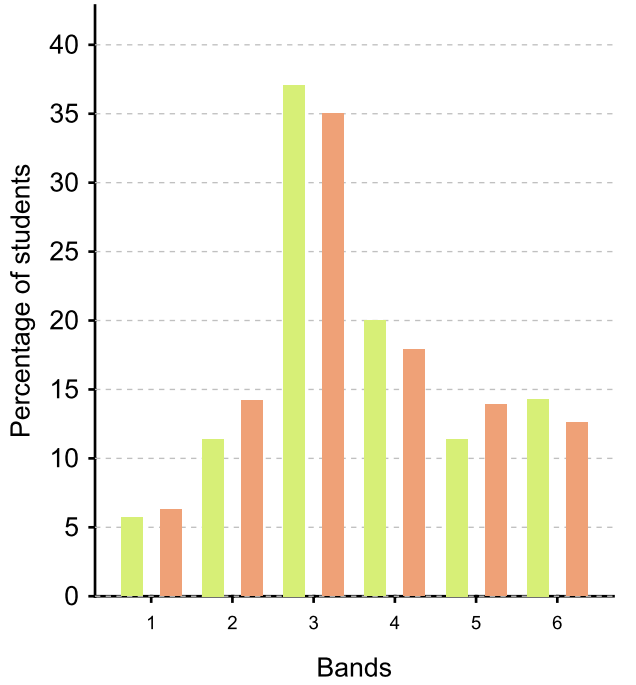
NAPLAN

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.

Year 3 In reading, there continues to be a steady increase in the top two bands with 25.7% of students in bands 5 and 6. In writing there was an increase in the two top bands with 45.7% of students in bands 5 and 6. In numeracy their has been a dramatic increase with 25.7% of students scoring in the two top bands 5 and 6.

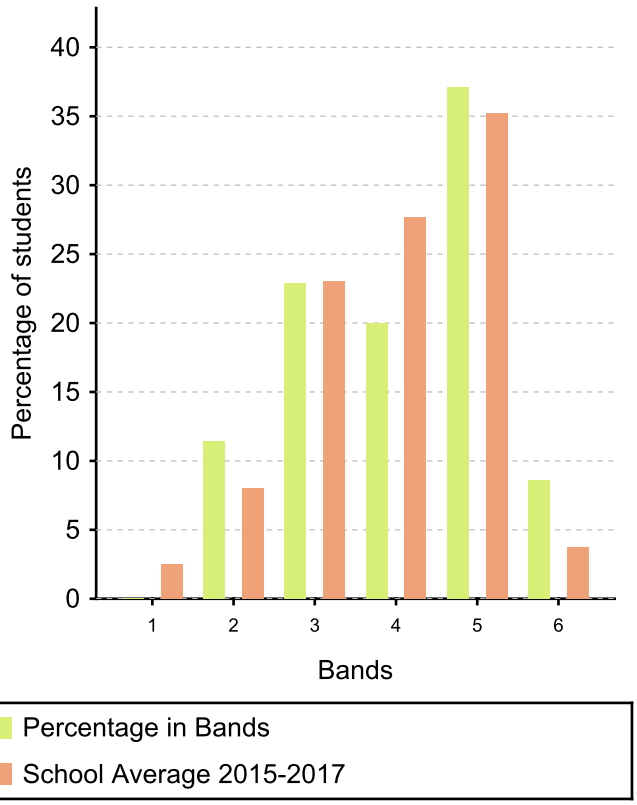
Year 5 In spelling, there was an increase in the top two bands with 30,5% of students in bands 7 and 8.. In reading, there continues to be a steady increase in the top two bands with 19.5% of students in bands 7 and 8. In writing 19.5% of students scored in bands 7 and 8.

Percentage in bands:
Year 3 Reading



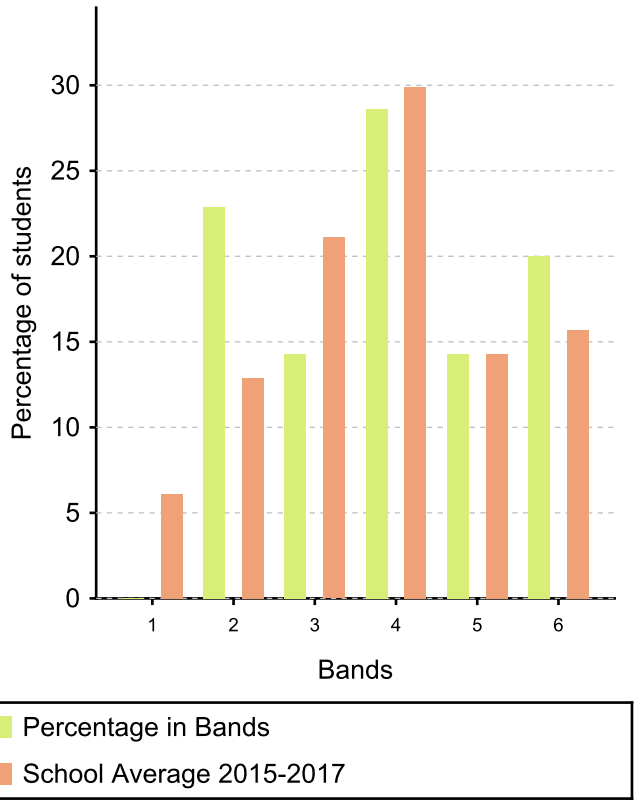
Band	1	2	3	4	5	6
Percentage of students	5.7	11.4	37.1	20.0	11.4	14.3
School avg 2015-2017	6.3	14.2	35.0	17.9	13.9	12.6

Percentage in bands:
Year 3 Writing



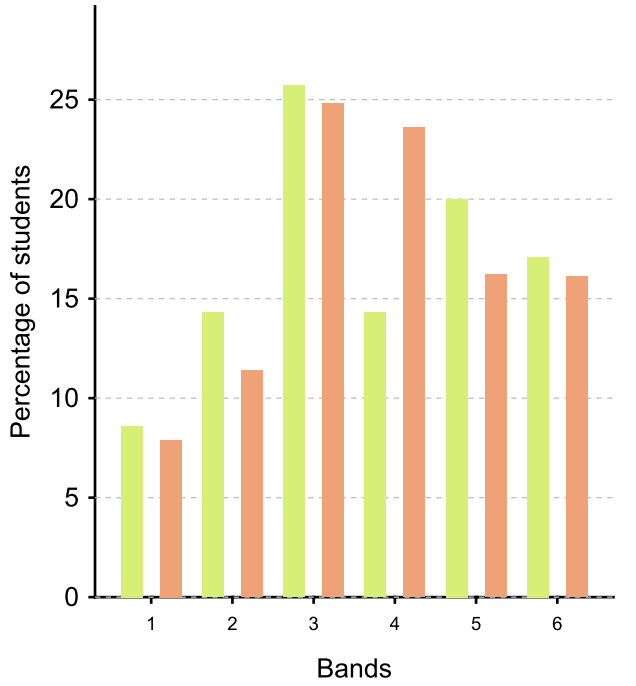
Band	1	2	3	4	5	6
Percentage of students	0.0	11.4	22.9	20.0	37.1	8.6
School avg 2015-2017	2.5	8.0	23.0	27.7	35.2	3.7

Percentage in bands:
Year 3 Spelling



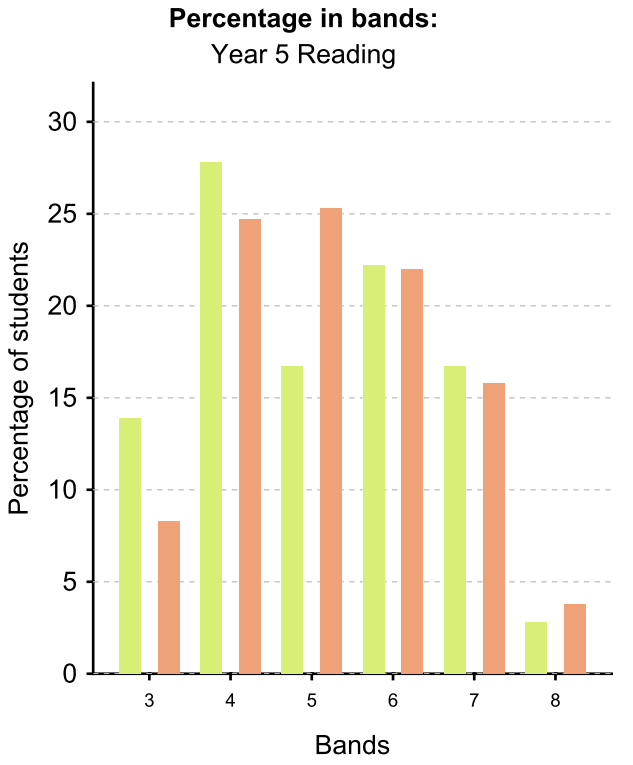
Band	1	2	3	4	5	6
Percentage of students	0.0	22.9	14.3	28.6	14.3	20.0
School avg 2015-2017	6.1	12.9	21.1	29.9	14.3	15.7

Percentage in bands:
Year 3 Grammar & Punctuation



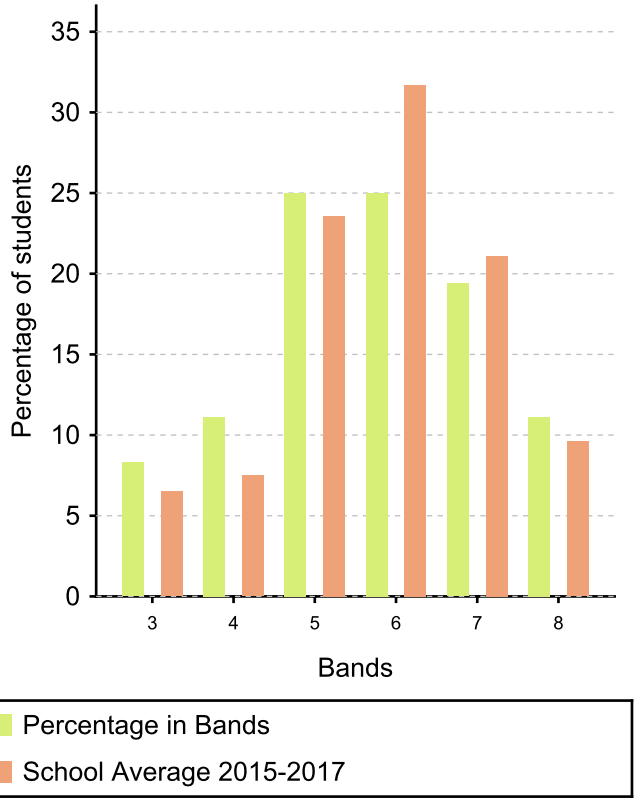
Band	1	2	3	4	5	6
Percentage of students	8.6	14.3	25.7	14.3	20.0	17.1
School avg 2015-2017	7.9	11.4	24.8	23.6	16.2	16.1

Percentage in bands:
Year 5 Reading



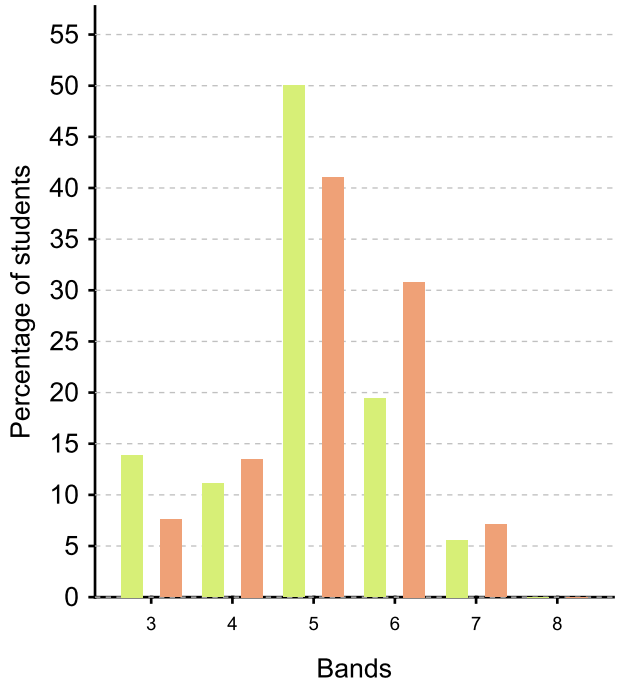
Band	3	4	5	6	7	8
Percentage of students	13.9	27.8	16.7	22.2	16.7	2.8
School avg 2015-2017	8.3	24.7	25.3	22.0	15.8	3.8

Percentage in bands:
Year 5 Spelling



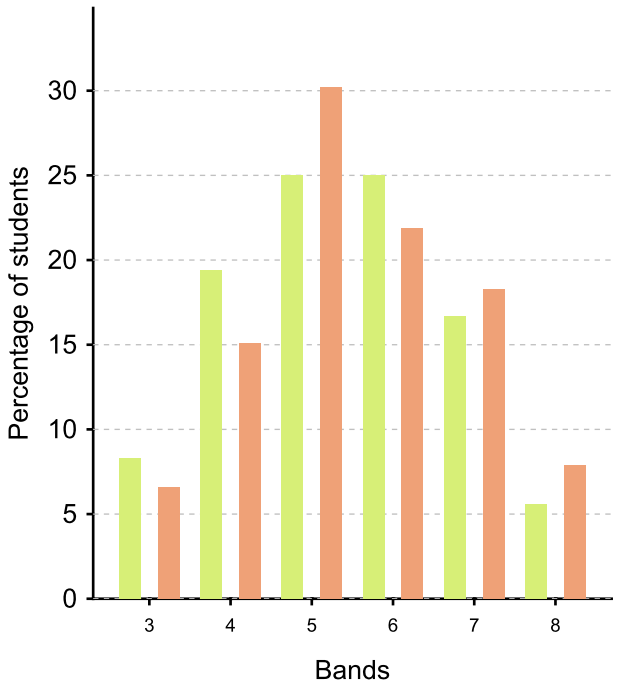
Band	3	4	5	6	7	8
Percentage of students	8.3	11.1	25.0	25.0	19.4	11.1
School avg 2015-2017	6.5	7.5	23.6	31.7	21.1	9.6

Percentage in bands:
Year 5 Writing



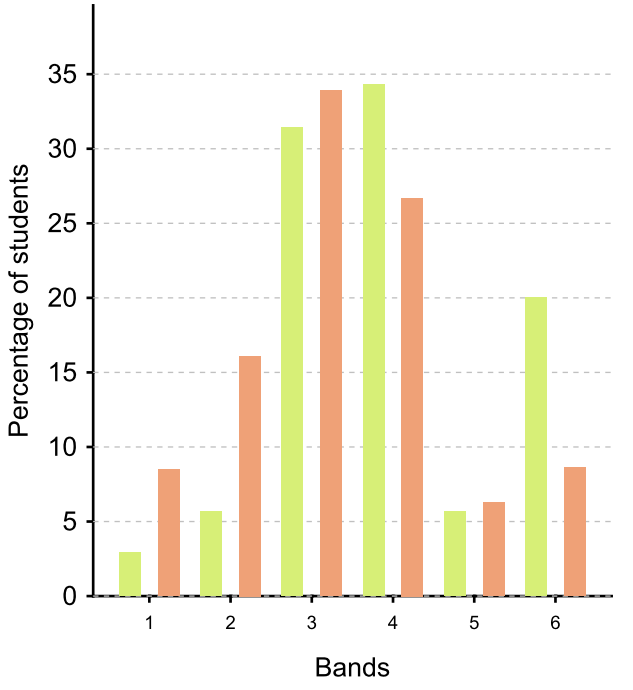
Band	3	4	5	6	7	8
Percentage of students	13.9	11.1	50.0	19.4	5.6	0.0
School avg 2015-2017	7.6	13.5	41.0	30.8	7.1	0.0

Percentage in bands:
Year 5 Grammar & Punctuation

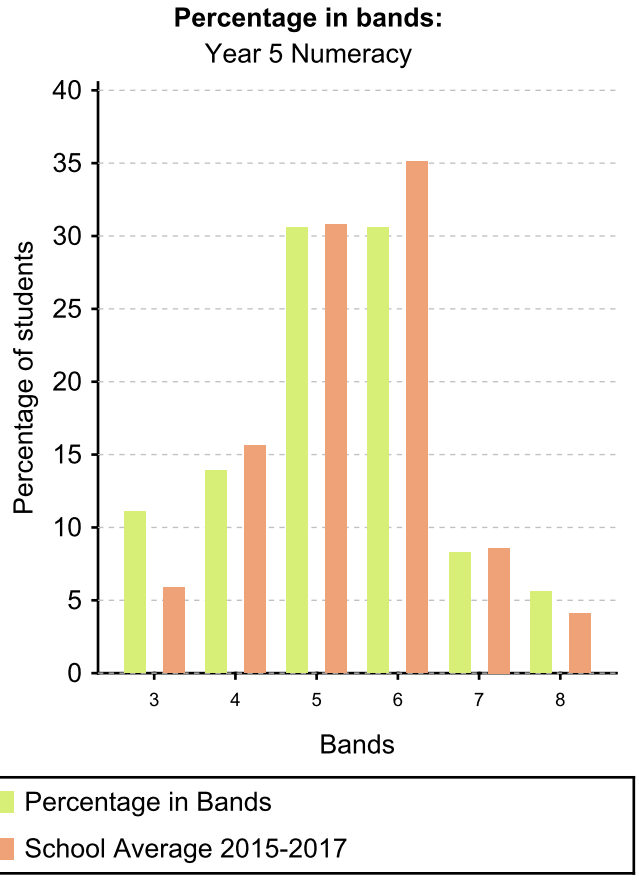


Band	3	4	5	6	7	8
Percentage of students	8.3	19.4	25.0	25.0	16.7	5.6
School avg 2015-2017	6.6	15.1	30.2	21.9	18.3	7.9

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	2.9	5.7	31.4	34.3	5.7	20.0
School avg 2015-2017	8.5	16.1	33.9	26.7	6.3	8.6



Band	3	4	5	6	7	8
Percentage of students	11.1	13.9	30.6	30.6	8.3	5.6
School avg 2015-2017	5.9	15.6	30.8	35.1	8.6	4.1

The My School website provides detailed information and data for national literacy and numeracy testing. Go to http://www.myschool.edu.au 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 at various times throughout 2017.

As part of the TTFM survey students were asked about their positive sense of school belonging. 84% had a high sense of belonging in reference to being accepted and valued by both their peers and teachers. SRC student feedback was very positive, with students stating they enjoyed their roles & responsibilities, that being their class representative built self–confidence &allowed them to make friendships across grades. Kindergarten teachers engaged in reflective practice and analysed data including PLAN data to inform planning of teaching programs.

Kindergarten and Year1 teachers implementing L3 and L31 were surveyed and provided positive feedback on the delivery of professional learning as well as the levels of mentor support. These teachers also provided open anecdotal feedback at an end of year staff meeting describing their journeys in L3 throughout the year.

The Tell Them From Me survey was completed by parents during Term 3 in 2016 and their responsesindicated that Bexley Public School demonstratedstrengths in all areas surveyed. This was particularlyevident in parents responses to feeling welcome at theschool. The responses indicated that parents felt thatthey could easily speak with their child's teacher andstaff were helpful when they had a question or problem.They also reflected that the school had highexpectations of its students and students wereencouraged to do their best.

Policy requirements

Aboriginal education

Bexley Public School fosters a culture of respect, sensitivity and inclusiveness towards all cultures within the school community including the students of Aboriginal and Torres Strait heritage. Our school celebrates Aboriginal music, art and culture in various ways. The school uses an Australian Anthem produced with Aboriginal instrumentation and voices during every school assembly. In 2017, our K–6 students and teachers participated in a range of rich learning experiences that enhanced their understanding of Aboriginal art and culture. One such example is the Indigenous Art group which was run as a part of our school based extra curricular activities ‘Interest Groups’ program. This activity group provided opportunities for participating students to create art using the indigenous colours palette and the dot painting techniques thus promoting an enhanced awareness about Aboriginal Art. .

Multicultural and anti-racism education

Our school is part of a wider culturally diverse community. Over 84% of our students come from a language background other than English. We celebrate this rich diversity on a daily basis. Initiatives which have been integral to Multicultural Education at Bexley Public School include:

• Teachers planning and teaching programs which have a strong emphasis on EAL/D pedagogy and practice.

• Community Language programs (Arabic) being closely aligned to other teaching programs

• The Kindergarten Transition program supporting students in their transition to school and the

consolidation of concepts through the use of home languages

• Teaching and learning programs having strong cross cultural priorities embedded within them

• Celebrating Bexley's diversity through the arts –dance, visual arts and song

• Translation of many documents for parents and interpreters regularly available for meetings

• Multilingual courses for parents informing them about school practice and routines

• Extending our understanding of diversity through events such as Harmony Day and Cultural Diversity Day.