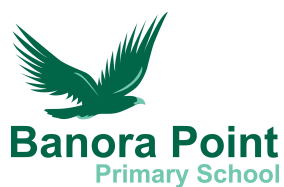


Banora Point Public School

Annual Report



2017



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Introduction

The Annual Report for 2017 is provided to the community of Banora Point 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.

School contact details

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Message from the Principal

I am pleased to present the 2017 Annual School Report for Banora Point Public School as an account of the school's operations and achievements throughout the year. It has been my privilege to join this outstanding school community in 2017. Our school has a determined and persistent focus on improvement through explicit teaching and authentic learning. School results indicate that our focus on improving Reading and Numeracy are working in the younger years and that we have more work to do in Stages Two and Three.

I congratulate our students for their active and enthusiastic participation in opportunities provided at our school and the care they show towards each other on a daily basis. I thank our teaching and administrative staff for their tireless efforts to support our students and school community. I would also like to acknowledge the ongoing, generous contributions of our parents and caregivers. 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.

Paul Taylor

Principal

School background

School vision statement

Our school is a supportive place of learning that works collaboratively and harmoniously with its community to engage minds and empower success for students as future focused learners.

School context

Banora Point Primary School operates under the banner "Engaging Minds, Empowering Success". The school is set in park like grounds with a large oval and rainforest area situated near the Tweed River amongst the residential suburb of Banora Point.

The staff at BPPS is experienced and committed to providing quality education programs that meet student needs and develop the talents of each individual child.

Our banner reflects a contemporary school with future focused learners and educators. The school provides a range of opportunities to explore and extend learning experiences so that children can achieve in a variety of academic, sporting, cultural and social activities. Success is celebrated by the school community. The school provides a happy, safe and tolerant environment for its students.

Our school plan outlines the goals and strategies we have developed to achieve this in close consultation with our school community.

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.

Learning

Banora Point PS has a positive learning culture; with student, staff and parents sharing in an ongoing commitment to learn, reflect and improve and to support and encourage learners to take the next step. Positive respectful relationships are evident among students and staff and this promotes good conditions for learning for all. Wellbeing has been identified as a priority at the school and the school has committed to implementation of Positive Behaviour for Learning in 2018. This program is a research based, comprehensive and inclusive framework designed to support the social and emotional development of all students. Management of student behaviour is consistent and thorough records are maintained. Curriculum and learning have been our central focus in 2017 with a comprehensive BiU reading comprehension and numeracy professional learning program implemented. A focus on feedback, high student engagement, and innovative use of digital learning tools have led to a more learner focused learning experience. Staff use evidence to inform their decision making about how learners can be best supported to make the next step. Banora Point PS staff use internal and external data to monitor, track and report on student and school performance. Students are beginning to develop their ability to use assessment and reporting processes to reflect and build on their own learning. In recent years student performance at Banora Point has declined on both internal and external measures in Literacy and Numeracy. Reading, writing and spelling will continue to be areas of focus for the school. The development of student engagement will continue to be a central focus.

Individual learning needs are well catered for via the school's Learning Support Team. Students with high learning needs are identified early. Parents are engaged in planning and supporting the learning directions via the use of IEPs. PLPs have been successfully implemented to support and enable effective learning opportunity for our Aboriginal student population.

Teaching

Teachers at Banora Point provide effective classroom practice. Staff are building provision of explicit, specific and timely

feedback to students. Staff use performance data and student and staff feedback to evaluate the effectiveness of teaching practice. Analysis of student performance data is provided to the community on a regular basis. Teachers take responsibility for changes required in practice to achieve improved student learning outcomes. The school's leadership team use data / evidence as the basis of decision making. Teachers collaborate within and across stages to ensure consistency of curriculum delivery; including strategies for differentiation and consistency of teacher judgement. The school has emerging systems to enhance collaboration, classroom observation and the modelling of effective practice and feedback. Inter-school relationships are accessed effectively to assist with staff development. Teachers at Banora Point share learning opportunities with others and staff draw on and implement evidence based research to improve practice. Teaching staff demonstrate and share professional standards with expertise, and are developing their knowledge of contemporary pedagogy / teaching practices and curriculum content / standards. Staff work beyond their classrooms to contribute to the broader development of the school and rely on evidence based teaching strategies.

Leading

School leadership seeks and addresses feedback on school performance. The community is committed to the school's strategic directions and practices. The school enjoys productive relationships with educational institutions, leaders and schools. School planning, implementation and reporting aligns to local and system priorities and ensures responsiveness to changing needs. School strategic directions are observed in the work of staff each day. Evaluation and review processes are embedded and undertaken routinely. Physical learning spaces are beginning to be used flexibly and technology is increasingly available to all students and staff. The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget to provide a safe environment that promotes and stimulates learning. Management practices and processes are increasingly designed to provide streamlined, flexible processes to deliver services and information to our community and to strengthen parental engagement. Our self-assessment process will further assist the school to refine the strategic priorities in our school plan leading to further improvements in the delivery of education to our students.

Our self-assessment 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

Engage and empower all students to achieve success

Purpose

Provide a broad range of high quality programs to engage students and enrich their learning experiences with an emphasis upon pedagogy that empowers optimum success for all students.

Key aspects of all programs include explicit instruction, differentiated expectations and intensive intervention where required – all in the belief that all students can learn as long as “they are not expected to do so in the same way or on the same day”.

Overall summary of progress

In 2017 we continued to implement and enhance existing programs within the school. L3 continued implementation in ES1 with staff attending PL and meeting all requirements. MacqLit continued to function within our LaST timetable and a successful Reading Recovery implementation supported select Year 1 students consolidate foundation literacy skills. These programs and practices will continue to be monitored and consolidated in 2018. Ongoing development of formative assessment and future focused pedagogy will remain areas of focus moving forward.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|-------------------------------|--|
| Student and parents surveys from 30 participants indicate high levels of engagement and challenge | N/A | 'Tell them from me' surveys for students have been completed and show: <ul style="list-style-type: none">• 87% of students feel they have positive relationships at school• 94% of students feel that they do not get into trouble at school• 95% of students indicated they value their education and try hard in learning• 95% of students indicated their education will benefit them socially and economically and will have a strong bearing on their future |
| 85% of students participating in the Griffith University speech therapy program require no further speech intervention | N/A | This program targets students in ES1 and S1 in most need. The program has been successful this year with all students successfully completing the program in 2017. |
| 100% of students demonstrate improvement in multi-lit levels | \$18,000 | Students involved in the Multi-Lit program have achieved success. Teachers have been trained in the Mini-Lit program to support K–2 students in 2018. |
| NAPLAN, PLAN and class teacher based literacy and numeracy targets met | N/A | Data analysis and school based assessments show signs improved performance in the early years, there is still much more to do. Year 3–6 will seek to build more consistency in the provision of Literacy / Numeracy through collaboration and implementation of agreed programs. |

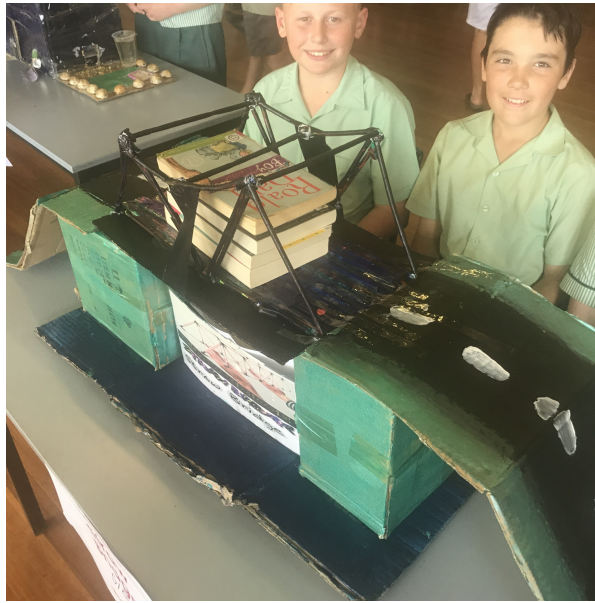
Next Steps

The school will continue to lead a tight focus in supporting all students to develop foundation literacy and numeracy skills in the early years through explicit instruction and evidence based practice. The school's Learning Support Team will continue to support identified needs through the effective deployment of support and available resources.

The school has undertaken a comprehensive analysis of available data and has identified declining percentages of BPPS students achieving in the top two bands in spelling, reading and writing in both Year Three and Year Five over

years.

Moving forward the school will seek to empower and engage all students to develop ownership of and purpose for learning through student-led assessment and real world, project based learning.



Strategic Direction 2

High quality, collegial educators and leaders equipped to ensure success for all students.

Purpose

Equip teaching and non-teaching staff with the capacity to embed a culture of future focused educators with a vision of preparing students as future focused learners.

Central to this goal is a commitment by all staff to an environment that fosters high quality teaching and commitment to excellence with a focus upon reflective practice and collegial support.

The DoE performance and development policy will guide this strategic direction.

Overall summary of progress

All staff (100%) completed personal Performance and Development Plans (PDPs) that included setting goals, identifying professional learning and gathering proposed evidence. These plans were formed by all staff and negotiated with supervisors in Term One.

Nine teachers requiring accreditation maintained Proficient Teacher Standard throughout 2017, and three beginning teachers have commenced working towards their accreditation requirements. All supervisors reported improved attainment of the NSW Teaching Standards through observations, discussions, feedback, reflection and refinement of goals set. PDPs show BPPS teachers are flourishing and reflecting on their practice and using evidence to support decision-making. In 2017 staff were afforded many opportunities to further develop their practice, with a focus on explicit instruction, reflective practice and data driven practices.

Collaboration has continued to be an area of development in 2017, with teams working together to plan, assess and incorporate future focused pedagogy. We value Professional Learning as a staff and look to support further staff growth through future professional learning.

In 2017 all staff engaged with our BiU professional learning pathway. This included teams of Comprehension and Numeracy with executive as leaders of these committees.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|-------------------------------|---|
| 100% of teaching staff's PDP is goal driven and shows plans for future personalised professional learning | N/A | All teachers successfully completed goal driven PDPs. |
| 10 executive and aspiring executive attend PL and networking opportunities and work collegially with colleagues from a variety of schools | \$5000 | Executive attended a variety of PL opportunities including 'managing difficult situations' and 'future principals.' |
| 100% of teachers use reflective practice as a tool to refine and improve teaching pedagogy | N/A | All teachers completed collegial observations as part of their PDP. |
| 100% of executive staff use coaching skills to build capacity of colleagues and teams | \$1000 | Staff continued NCISI conversation with neighbouring school leaders. PDP process follows coaching questions as part of the evaluation and annual review process. |
| 100% of stage teams refine and have varied assessment practices that are an integral part of the teaching and learning cycle | \$3000 | The school has implemented professional learning servicing formative embedded assessment practices to become an integral part of teaching and learning programs and assessment practices. |

Next Steps

Continued implementation of:

- Personal Professional Development Plans (PDPs) for all staff – linkages drawn to the NSW Teaching Standards
- Explicit practice in the provision of literacy and numeracy foundation skills
- Development of student-led assessment practices at a classroom and whole school level
- Development of authentic learning experiences providing much needed purpose for learning beyond the teacher
- Deployment of improved technology access for all learners K–6
- Development of staff knowledge and implementation of flexible learning spaces K–6



Strategic Direction 3

Contemporary, inclusive and connected learning community.

Purpose

Sustain commitment among all school leaders to include and liaise with a broad range of our school community in the implementation of school programs.

This includes parents, colleagues from otherschools, leadership groups and the wider community.

Overall summary of progress

Continued opportunities to enhance leadership learning within and across our school boundaries have been very successful. Numerous staff members have continued to be involved in the North Coast Initiative for School Improvement, allowing teachers and leaders to work across schools. Opportunities for parents to be involved in parent forums has continued this year with events such as EngQuest held in Term Three. The school will continue to seek to build parental engagement within the learning process and our school through a variety of forums, parent / student / teacher conferences and celebrations of learning.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|-------------------------------|--|
| 100% of school leader's PDPs indicate increased engagement in specific leadership learning activities. | \$1000 | Executive shared goal has aligned with 2016 Plan and has led to cross stage collaboration. |
| Increased school connectedness evidenced by parent attendance and participation in forums. | \$450 | Parents attended a variety of events / forums including: <ul style="list-style-type: none">• EngQuest• Robotics Celebration Evening• Safe on Social• Banora Rocks |
| Effectiveness of leadership workshops evidenced by evaluations completed on MyPL@Edu | N/A | All Professional Learning opportunities have been non-registered courses through MyPL@edu with evaluations completed online. Evaluations identify PL is effective. |
| Effectiveness of new communication methods evidenced by participation & usage rates. | \$10000 | Community feedback shows the website is cumbersome and could be improved. Continued use of communication methods prove to be successful with 1800 users now using our School Stream app. Notifications are sent weekly. Communication via electronic signage, School Interview booking links, Who's on Location and SMS daily message attendance are used everyday. The school's and P&C Facebook pages are also gaining momentum with 358 and 238 users engaged respectively. |

Next Steps

In 2018, the school will investigate a full refresh the website. The school will look at adding functions such as online consent forms and absentee notices and full integration between the app and the website. The newsletter will be delivered as a smooth flowing digital product in 2018 – a move away from a downloadable PDF file. This will facilitate a better user experience and thus more effective communication and engagement in the content of school news and information.



| Key Initiatives | Resources (annual) | Impact achieved this year |
|--|--------------------|---|
| Aboriginal background loading | \$57,978 | <ul style="list-style-type: none"> • 85% of targeted ATSI cohort reached an appropriate reading level for Kindergarten • 100% of the focus group further extended L3 pedagogy on familiar reading (building success and working from the known) and using the text as the stimulus for guided writing. • 100% of students showed improvement in writing skills including composition and maintenance, HRSW and increasing known writing vocabulary. • 100% of indigenous students have PLPs completed • Continued successful transition to secondary school for indigenous students • Increased engagement of indigenous families at informal Yarns and NAIDOC celebrations • Continued access to local indigenous community members and local culture |
| English language proficiency | \$1233 | <ul style="list-style-type: none"> • Identified students are assessed against the EALD scales for English language proficiency • Students are supported by a teacher in class or for specific withdrawal programs • Class programs are adjusted and in class support provided |
| Low level adjustment for disability | \$133,788 | <ul style="list-style-type: none"> • All students requiring adjustments and learning support are catered for within class programs • Additional teacher support and learning support officers are employed to support identified students • Selected Kindergarten and Stage 1 students participated in intensive speech program implemented in consultation with Community Health and Griffith University • SLSO support provided for Kindergarten students to assist transition to school |
| Socio-economic background | \$117,270 | <ul style="list-style-type: none"> • Support for families and students are coordinated through the Learning and Support Team • Families are connected to support programs in the local area • Learning and financial support is provided identified families and students • Further purchase of classroom resources and interactive technologies for all students • Access to contemporary quality literature for all students • Participation in the full range of educational programs available for all families |



Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2014 | 2015 | 2016 | 2017 |
| Boys | 327 | 319 | 319 | 330 |
| Girls | 290 | 311 | 302 | 305 |

Banora Point Primary School had 635 students and 25 classes in 2017.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2014 | 2015 | 2016 | 2017 |
| K | 95.8 | 94.6 | 94.9 | 93.6 |
| 1 | 95.1 | 94.1 | 94.8 | 94.8 |
| 2 | 95.6 | 94.1 | 94.6 | 93 |
| 3 | 95.8 | 94.2 | 94.8 | 94.6 |
| 4 | 94.8 | 94.8 | 95.3 | 92.8 |
| 5 | 94.9 | 94.7 | 94.8 | 94.3 |
| 6 | 95.3 | 93.3 | 94.1 | 93.9 |
| All Years | 95.4 | 94.2 | 94.8 | 93.8 |
| 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

Student attendance continues to be strong at Banora Point Primary School in 2017 with an attendance rate of 94%. This result is consistent with previous years.

Non-attendance requires parents and caregivers to provide a written explanation. Absences for injury and illness are recorded as Sick while absences for family domestic circumstances and special cultural and religious occasions are recorded as Leave.

The school uses an SMS system to message parents

and carers of students who have not presented to the school. This SMS system allows parents to respond and explain student absences in writing. We have built capacity in our school community to advise of an absence ahead of time to allow us to record the absence before the event.

When there are concerns about student attendance the classroom teacher will discuss with the parents and make contact with the Stage Assistant Principal and Deputy Principal for ongoing monitoring. The parents or the caregiver discuss strategies the school can employ to improve the student's attendance. Continued non-attendance will result in a referral to the Department of Education's Home School Liaison

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|-------|
| Principal | 1 |
| Deputy Principal(s) | 1 |
| Assistant Principal(s) | 4 |
| Head Teacher(s) | 0 |
| Classroom Teacher(s) | 23.69 |
| Teacher of Reading Recovery | 0.92 |
| Learning & Support Teacher(s) | 0.9 |
| Teacher Librarian | 1.2 |
| Teacher of ESL | 0 |
| School Counsellor | 1 |
| School Administration & Support Staff | 4.06 |
| Other Positions | 0 |

*Full Time Equivalent

Five permanent members of our staff are of Aboriginal descent.

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 | 30 |

Professional learning and teacher accreditation

Support was provided for three beginning teachers with the appointment of mentors and a structure of lesson observations and reflective feedback. Three teachers received the 'Strong Start, Great Teaching' beginning teacher funds. One teacher completed their maintenance accreditation at proficient level and two teachers are working towards voluntary accreditation at Highly Accomplished and Lead level.

Professional learning was provided in mandatory areas at staff meetings and School Development Days including student attendance, Child Protection, Code of Conduct, CPR / emergency care and anaphylaxis. Other areas covered at these professional learning sessions as part of our professional learning plan included Bump It Up data analysis and intervention strategies, CESE distributions with specific focus on the What Works Best document and the School Excellence Framework and school and self-evaluation processes. The school also made major commitments toward K-6 Comprehension with whole staff training as well as ongoing Professional Learning for our L3 Kindergarten teachers. Ongoing professional learning in PLAN and PLAN2 will continue for all Stage 1 teachers in 2018 with this being extended into Years 3-6 to look at learning continuums and progressions. Additional teachers attended MacqLit and MiniLit professional learning which included undertaking a program review for K-2 Learning and Support. Ten teachers attended Mathematical Mindsets Conference offered to Numeracy committee staff. Our teachers participated in a voluntary Instructional Rounds project with ten voluntary staff member. Feedback and the focus of this session revolved around feedback and purposeful pathways for improvement for students in the classroom. Ongoing professional learning to understand and address the Premier's Priorities, Evaluative Thinking, student led assessment practices and quality teaching and learning practices will continue to be explored as part of our comprehensive Bump It Up plan.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

| Receipts | \$ |
|--------------------------------|------------------|
| Balance brought forward | 101,296 |
| Global funds | 388,548 |
| Tied funds | 544,475 |
| School & community sources | 212,207 |
| Interest | 2,491 |
| Trust receipts | 33,178 |
| Canteen | 0 |
| Total Receipts | 1,180,899 |
| Payments | |
| Teaching & learning | |
| Key Learning Areas | 64,720 |
| Excursions | 15,545 |
| Extracurricular dissections | 78,613 |
| Library | 10,983 |
| Training & Development | 0 |
| Tied Funds Payments | 237,302 |
| Short Term Relief | 118,859 |
| Administration & Office | 89,179 |
| Canteen Payments | 0 |
| Utilities | 38,790 |
| Maintenance | 27,888 |
| Trust Payments | 7,501 |
| Capital Programs | 3,695 |
| Total Payments | 693,074 |
| Balance carried forward | 589,121 |

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.

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

| | 2017 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 0 |
| Revenue | 682,935 |
| Appropriation | 597,683 |
| Sale of Goods and Services | 909 |
| Grants and Contributions | 84,262 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 80 |
| Expenses | -419,465 |
| Recurrent Expenses | -419,465 |
| Employee Related | -211,603 |
| Operating Expenses | -207,862 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 263,470 |
| Balance Carried Forward | 263,470 |

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

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 | 4,053,133 |
| Base Per Capita | 94,905 |
| Base Location | 0 |
| Other Base | 3,958,228 |
| Equity Total | 310,269 |
| Equity Aboriginal | 57,978 |
| Equity Socio economic | 117,270 |
| Equity Language | 1,233 |
| Equity Disability | 133,788 |
| Targeted Total | 96,000 |
| Other Total | 247,717 |
| Grand Total | 4,707,118 |

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.

2017 BPPS Y3 Top Two Band Performance (Proficiency). While the Punctuation and Grammar result was improved, spelling, reading and writing all require improvement:

- Reading – BPPS performance has declined and remains below state (since 2014)
- Writing – BPPS performance has declined and remains below state (since 2014)
- Spelling – BPPS has further declined and remains below state (since 2012)
- P&G – BPPS is back in-line with state for 1st time in 6 years

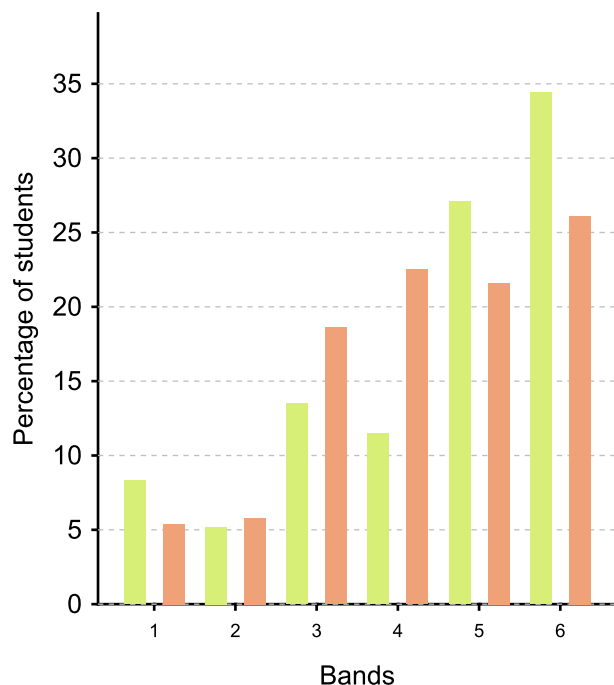
2017 BPPS Y5 Top Two Band Performance (Proficiency). While the Punctuation and Grammar result was improved, spelling, reading and writing all require improvement:

- Reading – BPPS performance has improved marginally on 2016 but has slipped further behind the state (below since 2012)
- Writing – BPPS performance has declined ion

2016 and remains below state (since 2012)

- P&G – BPPS is in-line with state for 1st time in 6 years
- Spelling – BPPS significant decline in spelling performance in recent two years and below state (since 2015)

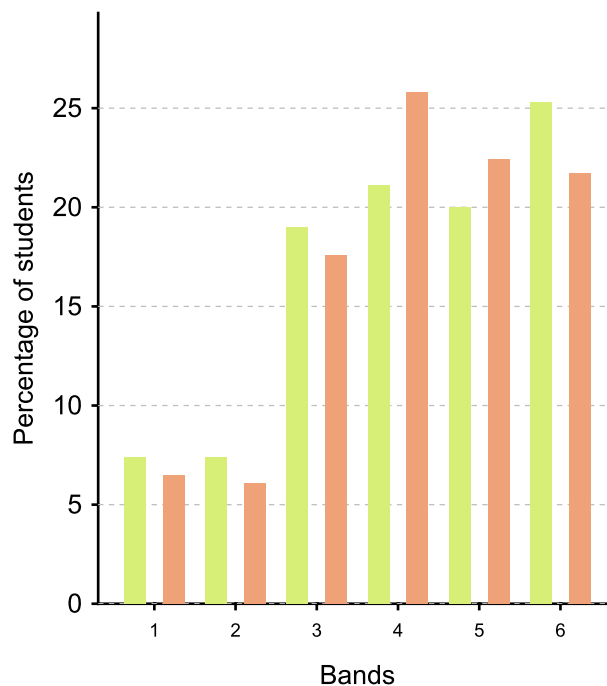
Percentage in bands:
Year 3 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 8.3 | 5.2 | 13.5 | 11.5 | 27.1 | 34.4 |
| School avg 2015-2017 | 5.4 | 5.8 | 18.6 | 22.5 | 21.6 | 26.1 |

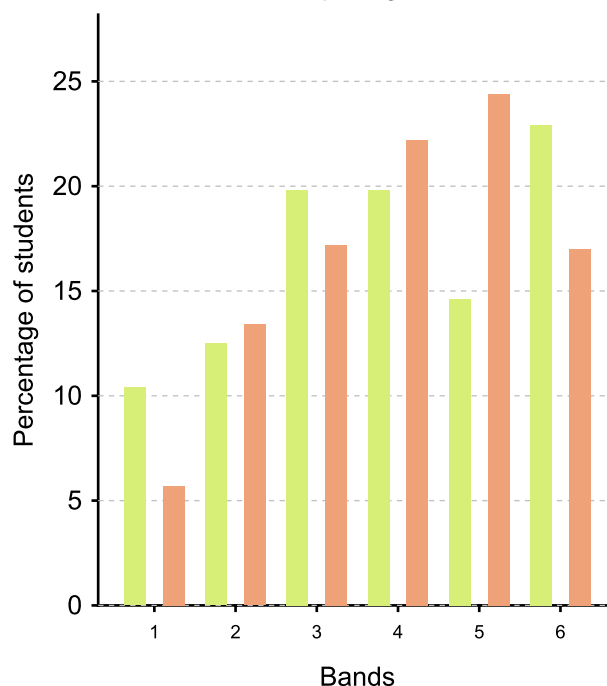
Percentage in bands:
Year 3 Reading



Percentage in Bands
School Average 2015-2017

| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 7.4 | 7.4 | 19.0 | 21.1 | 20.0 | 25.3 |
| School avg 2015-2017 | 6.5 | 6.1 | 17.6 | 25.8 | 22.4 | 21.7 |

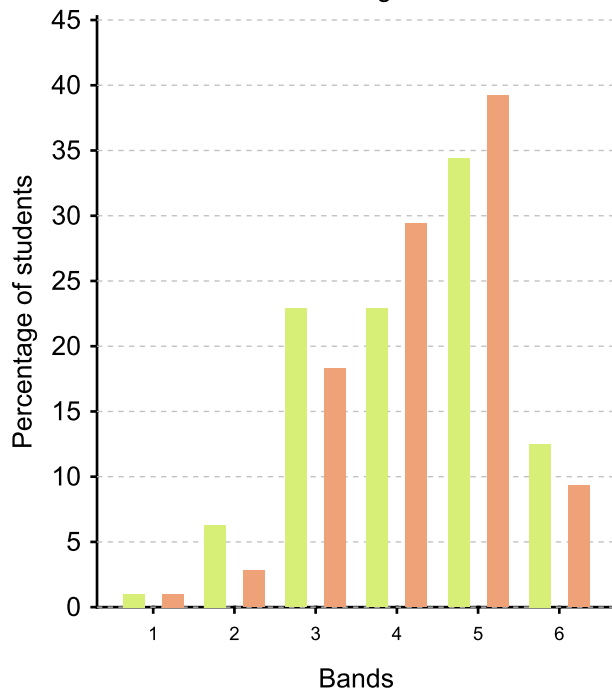
Percentage in bands:
Year 3 Spelling



Percentage in Bands
School Average 2015-2017

| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|------|------|------|------|------|------|
| Percentage of students | 10.4 | 12.5 | 19.8 | 19.8 | 14.6 | 22.9 |
| School avg 2015-2017 | 5.7 | 13.4 | 17.2 | 22.2 | 24.4 | 17.0 |

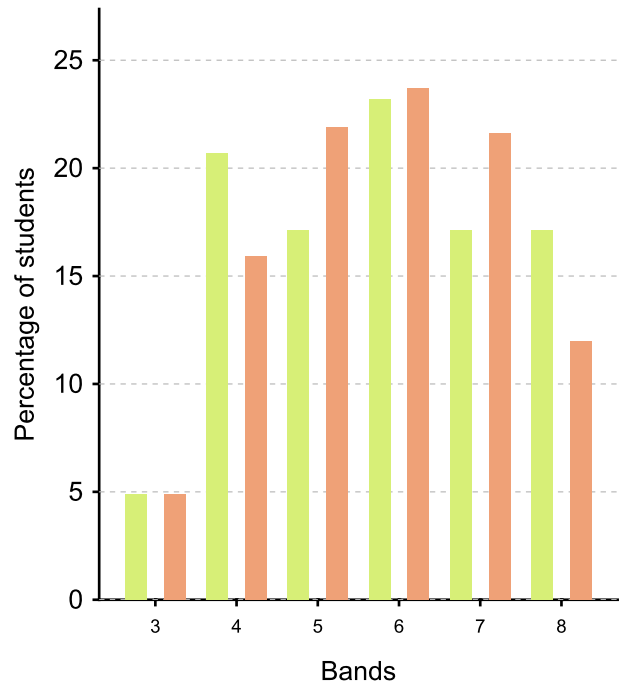
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2015-2017

| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 1.0 | 6.3 | 22.9 | 22.9 | 34.4 | 12.5 |
| School avg 2015-2017 | 1.0 | 2.8 | 18.3 | 29.4 | 39.2 | 9.3 |

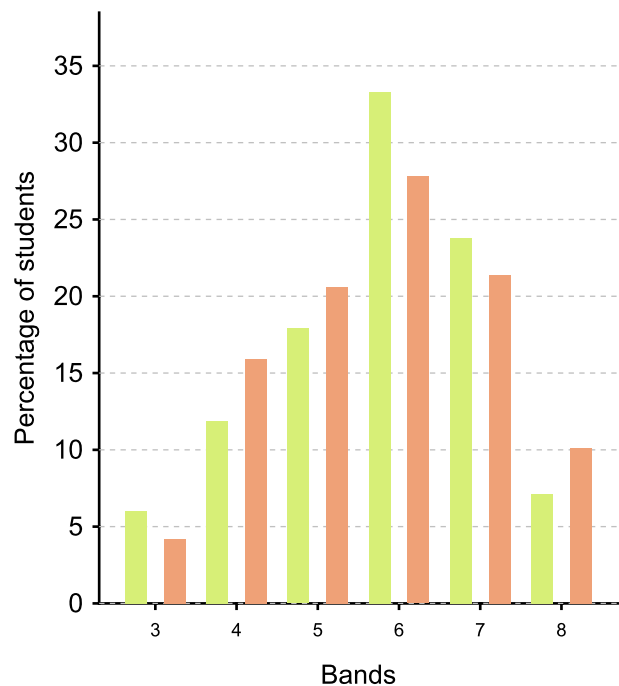
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|------|------|------|------|------|
| Percentage of students | 4.9 | 20.7 | 17.1 | 23.2 | 17.1 | 17.1 |
| School avg 2015-2017 | 4.9 | 15.9 | 21.9 | 23.7 | 21.6 | 12.0 |

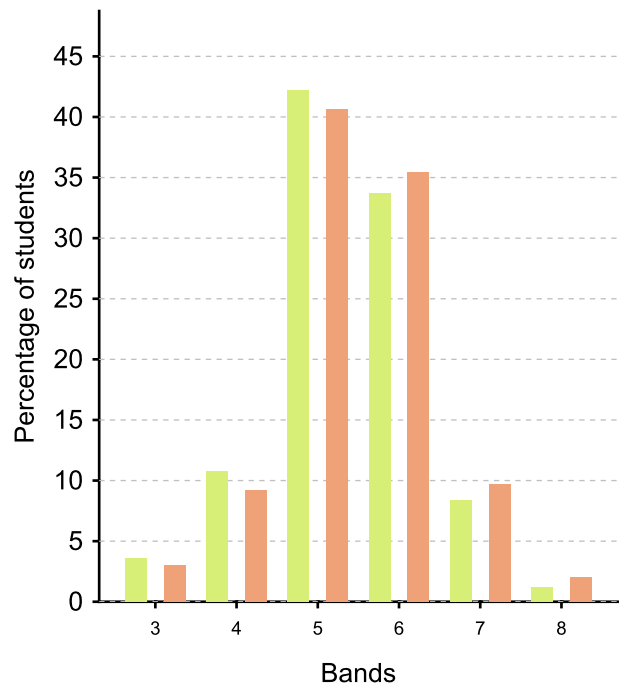
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2015-2017

| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|------|------|------|------|------|
| Percentage of students | 6.0 | 11.9 | 17.9 | 33.3 | 23.8 | 7.1 |
| School avg 2015-2017 | 4.2 | 15.9 | 20.6 | 27.8 | 21.4 | 10.1 |

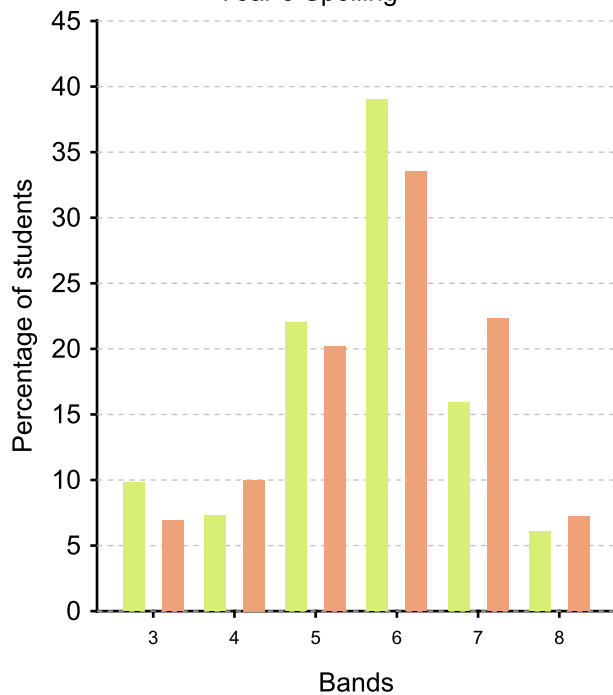
Percentage in bands:
Year 5 Writing



| |
|--------------------------|
| Percentage in Bands |
| School Average 2015-2017 |

| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|------|------|------|-----|-----|
| Percentage of students | 3.6 | 10.8 | 42.2 | 33.7 | 8.4 | 1.2 |
| School avg 2015-2017 | 3.0 | 9.2 | 40.6 | 35.4 | 9.7 | 2.0 |

Percentage in bands:
Year 5 Spelling

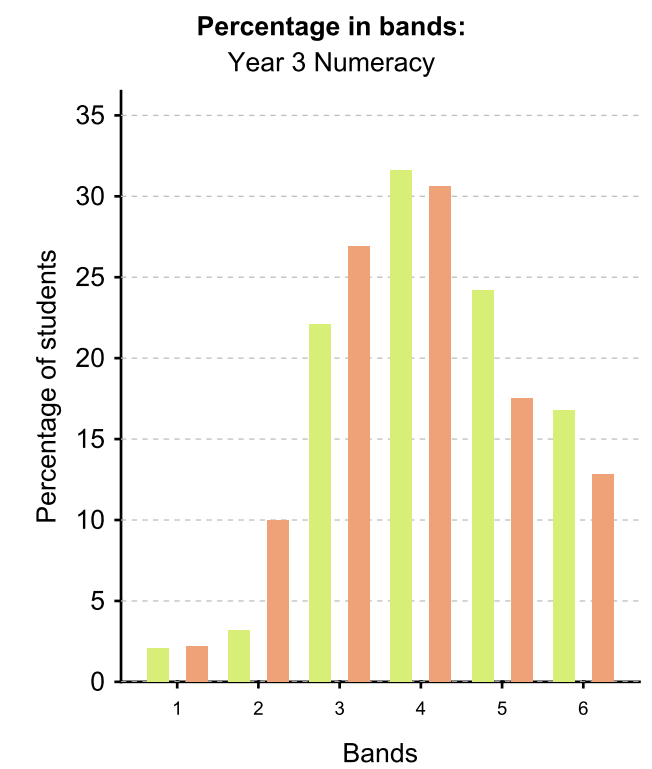


| |
|--------------------------|
| Percentage in Bands |
| School Average 2015-2017 |

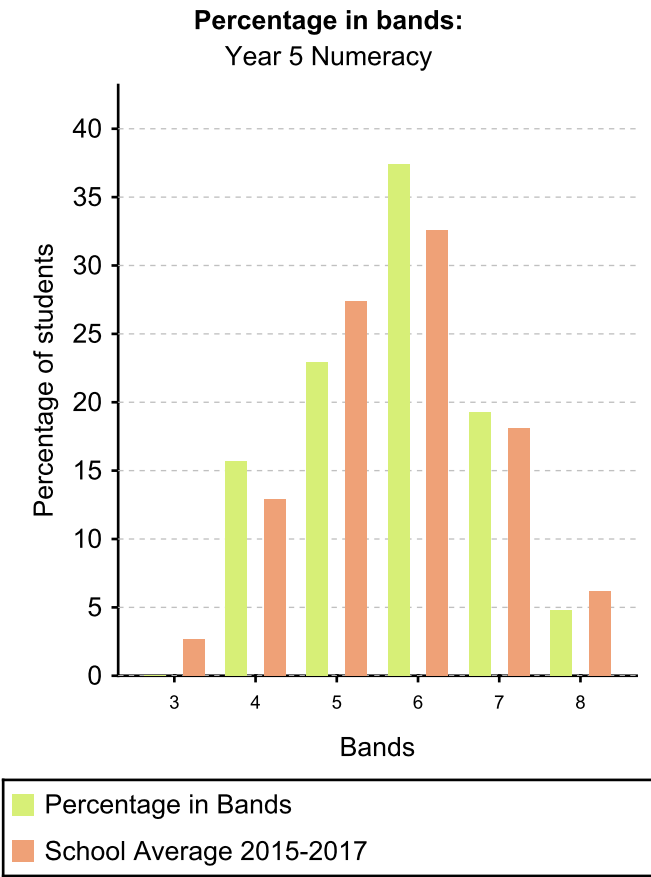
| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 9.8 | 7.3 | 22.0 | 39.0 | 15.9 | 6.1 |
| School avg 2015-2017 | 6.9 | 10.0 | 20.2 | 33.5 | 22.3 | 7.2 |

2017 BPPS Y3 Numeracy Top Two Band Performance (Proficiency). A significant improvement in 2017 over 2016. BPPS is back in-line with state for 1st time since 2012.

2017 BPPS Y5 Numeracy Top Two Band Performance (Proficiency). A poor result in 2017, down on 2016 and gap below state has further widened (since 2012).



| Band | 1 | 2 | 3 | 4 | 5 | 6 |
|------------------------|-----|------|------|------|------|------|
| Percentage of students | 2.1 | 3.2 | 22.1 | 31.6 | 24.2 | 16.8 |
| School avg 2015-2017 | 2.2 | 10.0 | 26.9 | 30.6 | 17.5 | 12.8 |



| Band | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 0.0 | 15.7 | 22.9 | 37.4 | 19.3 | 4.8 |
| School avg 2015-2017 | 2.7 | 12.9 | 27.4 | 32.6 | 18.1 | 6.2 |



Parent/caregiver, student, teacher satisfaction

Policy requirements

Aboriginal education

Our school is strongly committed to improving and enhancing educational learning outcomes for Indigenous students. We value the connections we have with our Aboriginal families and the wider community and are continually striving to strengthen this link.

Respect for the role Aboriginal culture plays in our country is also reflected strongly in many of our educational programs and school calendar of events, which include:

- all students continuing to participate in teaching and learning activities which reflect mandatory Aboriginal perspectives in all areas of the school curriculum
- an ongoing commitment to cater to the learning needs of our Early Stage One students through targeted support programs in Literacy.

Our 2017 results reflect the success of Aboriginal programs in our school, with targeted students meeting benchmark outcomes in literacy. Whole school events such as NAIDOC celebrations continue to show strong parental and community involvement. This year's NAIDOC celebrations culminated in a K–6 Cultural Day, where Aboriginal culture was showcased in a range of ways. Informal “Yarn” meetings with our parent community were attended by parents and staff, with the mutual sharing of ideas and information proving highly beneficial for all involved. Personalised Learning Plans are implemented K–6 with parents, students and teachers committed to student learning and success at school.

Multicultural and anti-racism education

Our school has a strong commitment to and reputation in providing inclusive educational opportunities for all students regardless of background. Families from diverse backgrounds are supported with the use of Personalised Learning Plans for students where appropriate, invitations to parent forums including Yarns for indigenous families, significant events such as NAIDOC Week celebrations being planned in consultation with local families and staff attendance of local AECG meetings. Ongoing cultural awareness learning for staff is also provided as part of our professional learning plan. In 2017, Banora Point Primary School hosted a Cultural Study Tour from China where we welcomed 20 students who participated in a five-day classroom integration program. Our school is welcoming and inclusive of these programs and is valued by our school community.