

Banora Point Public School

Annual Report



2018



1129

Introduction

The Annual Report for **2018** 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.

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Message from the Principal

I am pleased to present the 2018 Annual School Report for Banora Point Public School.

It has been my privilege to lead this outstanding school community in 2018. Our school has a determined and persistent focus on improvement. We are building and refining explicit instruction, delivering clarity of purpose and we are very determined to build student engagement. We are proud of the culture of the school where our children care for and encourage each other to grow and shine.

School results indicate that our focus is working. In 2018 both Year 3 and Year 5 NAPLAN Reading results returned to above state average for the first time in 5 years.

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. The staff of this school go above and beyond and I am proud to work alongside such a dedicated and professional staff.

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.

P. Taylor

Principal

School background

School vision statement

'A collaborative and harmonious learning community supporting, engaging and challenging all learners to achieve success.'

School context

Banora Point Public 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 in the suburb of Banora Point.

The staff at BPPS is experienced, enthusiastic and committed to providing quality education opportunities 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 inclusive 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 students, 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 continued to be a priority for our school. BPPS commenced implementation of the strategic, whole school approach Positive Behaviour for Learning (PB4L) in 2018. This comprehensive program is a research based and inclusive framework designed to support the social and emotional development of all students. Management of student behaviour is consistent and thorough records are rigorously maintained. Curriculum and learning have seen continued focus in 2018 with a deep and sustained emphasis on school-wide pedagogy designed to engage, challenge and empower learners through student engaged assessment practices and project-based learning. A carefully designed professional learning program has been implemented K–6. A focus on explicit feedback, high student engagement, and innovative use of digital learning tools are contributing factors. 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 developing their ability to use assessment and reporting processes to reflect and build on their own learning. Student reading performance at Banora Point in 2018 is improved, though writing has declined on both internal and external measures. Reading, Spelling, Writing and Mathematics will all continue as focus areas for the school. During 2018 the school completed in-depth professional learning which targeted reading comprehension; unpacking all elements in depth both as a whole staff and in stage teams. 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 engagement and 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 is implementing systems such as stage planning days and Executive RFF – all of which are designed 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 more flexibly and up to date 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 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:

Strategic Direction 1

Engage and empower all students to achieve success

Purpose

BPPS students are provided a wide range of high quality, evidence based learning opportunities designed to engage, enrich, support and challenge. Explicit instruction, differentiated expectations and intensive intervention underpin the development of foundation literacy and numeracy skills and all learning K–6.

An emerging contemporary learning design and culture supports students to **own their learning** through deep reflection, self assessment (evidence) and goal setting. As students grow they are carefully guided to **develop learning purpose** through deep engagement in authentic, engaging real world learning tasks with real audiences; working collaboratively, thinking critically, seeking feedback and applying and developing creative/agile thinking to produce work of quality. Students use technology proficiently, confidently and creatively to support, accelerate and **empower their learning/growth**.

Students **flourish socially and emotionally**; experiencing a sense of purpose, achievement, connection, inclusion, resilience and capacity to contribute to their peers, classroom, school and wider community.

Overall summary of progress

In 2018 BPPS 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 Reading Recovery implementation supported select Year 1 students consolidate foundation literacy skills
- All staff K–6 engaged in a rich professional learning program throughout 2018 developing practice designed to build reading comprehension skills, student engagement, challenge and empowerment

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
BPPS NAPLAN performance meets BiU targets	\$12,000	BPPS met State mandated BiU target
Internal assessment measures (including PLAN) evidence sustained growth for all students	N/A	Data analysis and school based assessments show progress in Reading, Numeracy and some growth in Spelling. Writing performance requires improvement.

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. Data analysis shows that while there has been improvement in Reading performance in 2018, there is yet more work to be done in Spelling, Writing and Mathematics. Moving forward the school will seek to consolidate pedagogy and practice so as to support and guide students to develop deep engagement through ownership of and purpose for learning.



Strategic Direction 2

A collaborative team with high expectations transforming learning

Purpose

Teachers at BBPS **take ownership of their personal professional learning and growth**; developing their capacity to empower and lead learning across the school community. They independently and collaboratively reflect and build on improved classroom practice and embed changes for improvement in the design of student learning and transparent learning culture.

Staff support and guide students to reflect, consolidate and flourish in stimulating, challenging and evolving learning environments. A focus on **evidence based practice**, differentiated curriculum, explicit instruction/feedback and student led, authentic real-world connected learning sequences underpin student learning purpose and engagement.

Staff leverage technology to enable and transform personal professional growth, to empower student learning and collaboration K–6. Staff work together to lead a calm, caring and consistent school-wide approach student wellbeing.

Overall summary of progress

All staff (100%) completed personal Performance and Development Plans (PDPs) in 2018. This included setting goals, identifying professional learning and gathering evidence. These plans were formed by all staff and negotiated with supervisors in Term One.

Three teachers maintained accreditation Proficient Teacher Standard during 2018, and a further three beginning teachers continued working towards their accreditation requirements. Two staff began their journey towards Highly Accomplished. All supervisors reported attainment of the NSW Teaching Standards through observations, discussions, feedback, reflection and refinement of goals set. 2018 PDPs show BBPS teachers reflect on their practice and use evidence successfully to support decision-making.

In 2018 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 2018, with teams working together to plan, assess and incorporate contemporary pedagogy. We value Professional Learning as a staff and look to support further staff growth through future professional learning.

In 2018 all staff K–6 successfully engaged with a comprehensive professional learning program that focused on the development of student engagement through student engaged assessment. Specifically staff worked on building understanding of learning targets, models of excellence/critique and building a classroom wide culture of effective feedback, public sharing of work and student-led conferences. All in all these strategies support students to reflect on their learning, their progress and their future learning goals. Our work in this area was supported by Ms Cyndi Gueswell who traveled from Colorado, USA to work with our staff face to face on three occasions in 2018. Many staff also voluntarily opted-in for weekly virtual coaching sessions with Cyndi too.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of teachers with evidence that clearly links to NSW Professional Teaching Standards in their Performance & Development Plans .	\$20,000	100% of staff developed, implemented and evaluated PDPs with clear goals. Staff were able to point to evidence supporting their progress and links to NSW Professional Teaching Standards.
Increased proportion of teachers reporting professional growth as a result of learning opportunities provided & access to quality resources.	N/A	Surveys from targeted professional learning opportunities offered at BBPS in 2018 indicate 80–90% reported professional learning and growth as a result of their engagement across a range of survey questions.

Next Steps

In 2019 BBPS will look to consolidate our contemporary pedagogy designed to put our children at the centre of learning.

We will continue to build our knowledge and skills in linking explicit learning targets, models of excellence/critique/ a culture of feedback and student–led conferences through collaborative planning/implementation/evaluation where we implement agreed teaching practice. Our school will implement an instructional coaching initiative in 2019 designed to support staff learning in this area through observation and feedback. Ours school will also look to build understanding of how student–engaged assessment practices as described above are the fuel for powerful real world linked project based learning processes.



Strategic Direction 3

Strong, supportive and transparent leadership

Purpose

School and community leadership enables a school wide **culture of progress, improvement, high expectations** and a shared sense of responsibility for the growth, happiness & success of all students. Proactive community engagement and positive connections with local schools and the wider education community support transparent decision making (evidence) and actions ensuring all learners are well supported, engaged and challenged to achieve & thrive.

Overall summary of progress

BPPS has continued to enhance leadership and learning across our school boundaries. In August 2018 the school worked in collaboration with Banora Point HS and Centaur PS to stage the event 'iOnTheFuture5 into The Deep' held at BPHS. The event attracted 550 participants from 115 schools from the NSW South Coast to Qld's Gold Coast. The event showcased student engaged assessment and project based learning and featured education luminaries such as Larry Rosenstock from High Tech High, Mark Scott Secretary NSW DoE and Libby Woodfin EL Education.

BPPS also collaborated with Bilambil PS, Tweed Heads South PS and Dungay PS in the development of student engaged assessment practices and student-centred instructional coaching training. This high level, high quality training was delivered by Ms Cyndi Gueswell from EL Education in Colorado USA.

BPPS sought to lead the school community engagement with the introduction of student led conferences. This saw a dramatic increase of the numbers of parents attending half year 'parent teacher interviews' with our children requesting parents be there to hear their story of progress from them.

BPPS also engaged parents in a range of 'celebrations of learning' in the second semester:

- Class 2AJ published their book 'Local Endangered Frogs'
- All 6 Stage Two classes showcased their two-voice poems to well attended parent audiences
- Classes 5/6E and 5/6R launched their 'Outdoor Fauna and Flora Museum' in the school front garden and
- Class 5/6M launched their publication 'The Tweed By Kids For Kids'

These celebrations of learning had a big impact on our community. Students stood tall and proud as they shared their efforts and reflected on their process of learning. Parents were proud and celebrated student achievement with joy and happiness.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased evidence of school performance, culture & engagement as a result of strong leadership. Local business, organisations, schools & families of BPPS are increasingly engaged year on year in the learning our school leads.	N/A	Increased school performance (NAPLAN), increased parent engagement at 'student-led conferences' (near 100% attendance K-6) and other events such as 'Meet The Teacher' and 'Carnivale'

Next Steps

BPPS will continue to build opportunities to engage parents more successfully in school processes. In 2019 the school will seek to adjust the format of parent engagement opportunities:

- Term One 'Meet The Teacher' evenings will be less formal with students taking more responsibility for showing parents their classroom and meeting their teacher
- Students will continue to be supported to lead student-led conferences, where they will articulate learning goals, progress and the evidence they have to support their statements

- Termly Principal Awards assemblies in the final week of the term where student achievement is celebrated among the whole community



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$66,759	<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	\$2,261	<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	\$175,589	<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	\$111,872	<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

Socio-economic background	\$111,872	all students * Participation in the full range of educational programs available for all families
Support for beginning teachers	\$35,000	All three teachers were well supported. This enabled them to consolidate classroom practice and knowledge and understanding of processes.



Student information

Banora Point Primary School had 615 students and 24 classes in 2018.

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	319	319	330	320
Girls	311	302	305	287

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.6	94.9	93.6	93.2
1	94.1	94.8	94.8	94.2
2	94.1	94.6	93	93.4
3	94.2	94.8	94.6	93.2
4	94.8	95.3	92.8	93.3
5	94.7	94.8	94.3	92.9
6	93.3	94.1	93.9	92.4
All Years	94.2	94.8	93.8	93.2
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Student attendance continues to be sound at Banora Point Primary School in 2018 with an attendance rate of 93%. 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(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	23.17
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.1
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	4.06

*Full Time Equivalent

Five permanent members of our staff identify as 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	0

Professional learning and teacher accreditation

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

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.

In 2018 BPPS undertook an ambitious professional learning program to build student engagement. Our focus was to build both student ownership of and purpose for learning through the development of student engaged assessment practices and project based learning. All staff attended two full days of stage based / small group training in the core practices of developing learning targets, using models of excellence, critique and feedback and student-led conferences. PPS engaged the services of Cyndi Gueswel – former Managing Director of Program for EL Education USA. Staff were provided further opportunity to refine their practices as Cyndi visited again in the second semester. Staff teams were given the opportunity to plan collaboratively with Cyndi and to engage in the development of learning sequences designed to engage, challenge and empower learners.

Additional teachers attended MacqLit and MiniLit professional learning which included undertaking a program review for K-2 Learning and Support. All staff attended the iOnTheFuture 'Into The Deep' Conference on Saturday August 25th further developing deeper learning knowledge and practices. Ongoing professional learning to understand and address the Premier's Priorities, student engaged assessment and project based learning and to refine these through an

ambitious student based coaching initiative will continue our focus to build student engagement in 2019.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	263,470
Revenue	5,588,688
Appropriation	5,236,120
Sale of Goods and Services	23,232
Grants and Contributions	327,923
Gain and Loss	0
Other Revenue	0
Investment Income	1,412
Expenses	-5,681,459
Recurrent Expenses	-5,681,459
Employee Related	-4,959,307
Operating Expenses	-722,152
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-92,771
Balance Carried Forward	170,699

Banora Point PS implemented a range of new mandatory financial and human resource tools in 2018. These included; Learning Business Management Resource (LMBR), eFPT staff budgeting tool and a new SAP Human Resources system. The school looks forward to consolidating our use of these systems over time with further use and professional learning so as to maximize all available resources for the benefit of all students K-6.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	4,087,350
Base Per Capita	122,789
Base Location	0
Other Base	3,964,560
Equity Total	356,481
Equity Aboriginal	66,759
Equity Socio economic	111,872
Equity Language	2,261
Equity Disability	175,589
Targeted Total	160,437
Other Total	310,744
Grand Total	4,915,012

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

2018 BPPS Y3 Top Two Band Performance (Proficiency).

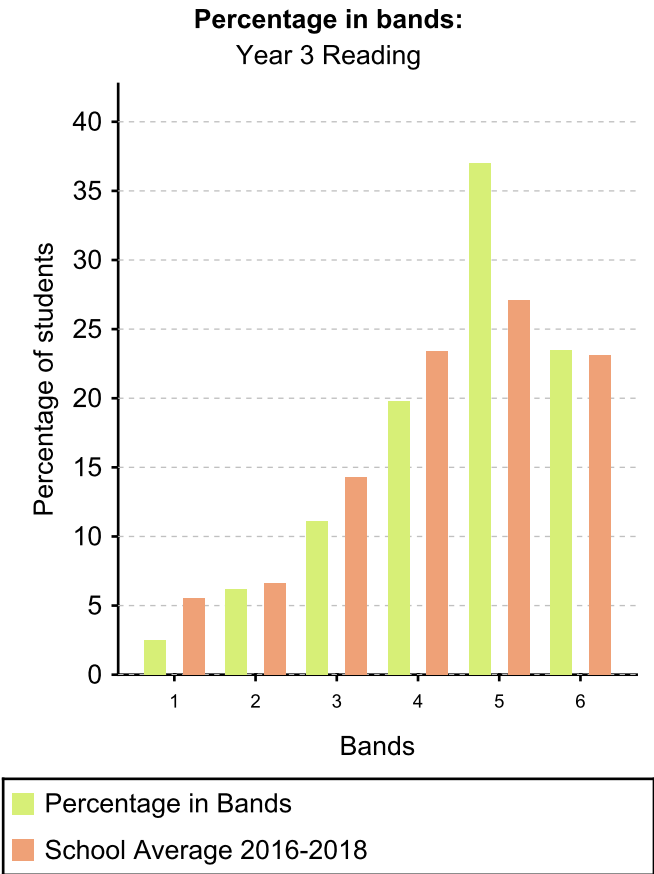
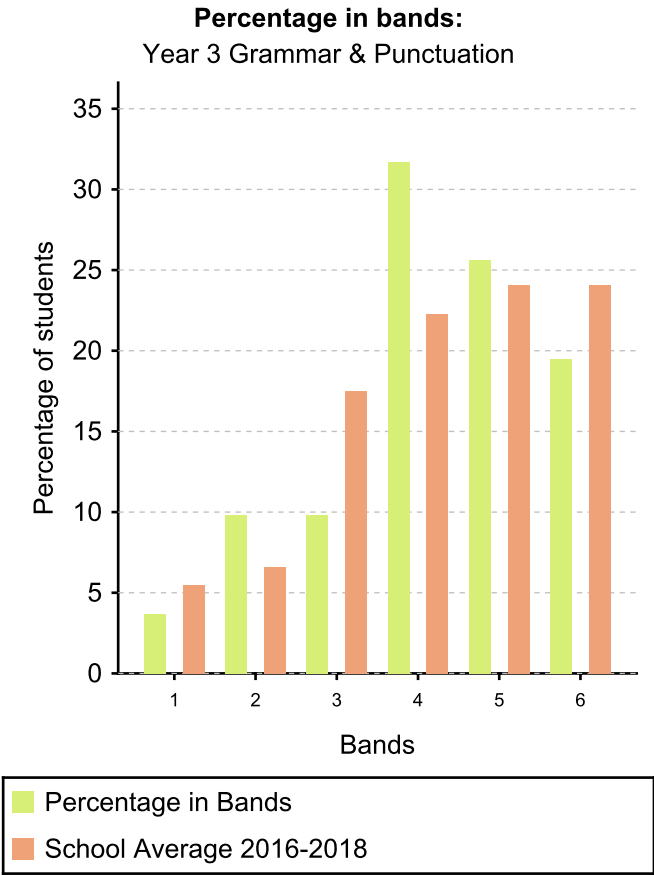
In 2018 Year 3 Reading and Punctuation and Grammar results went back above state average for the first time in at least 5 years. The Year 3 Spelling result was improved though Year 3 Writing was down.

2018 BPPS Top Two Band Performance (Proficiency).

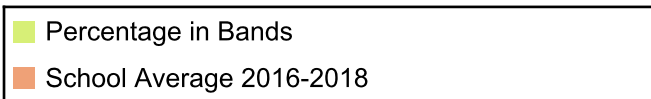
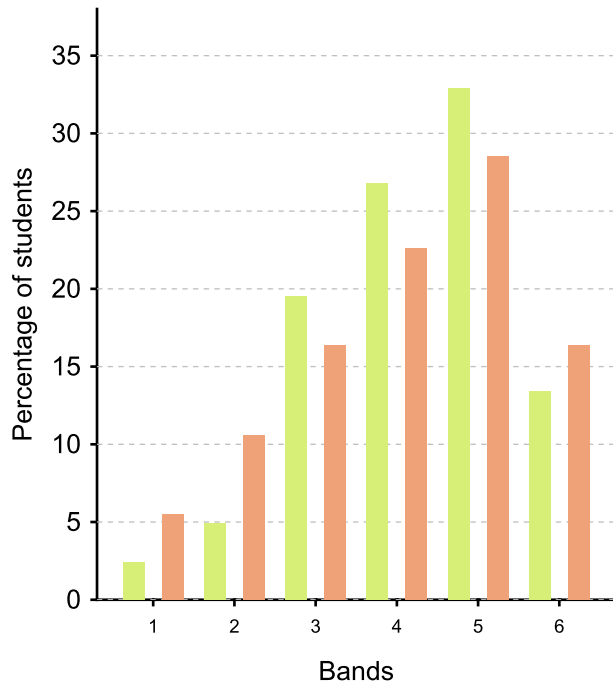
In 2018 the Year 5 Reading results were above state average for the first time in at least 5 years. Punctuation and Grammar and Writing were down on 2017 while the Year 5 Spelling result showed improvement.

2018 Average Scaled Growth 2018

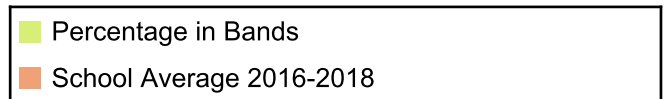
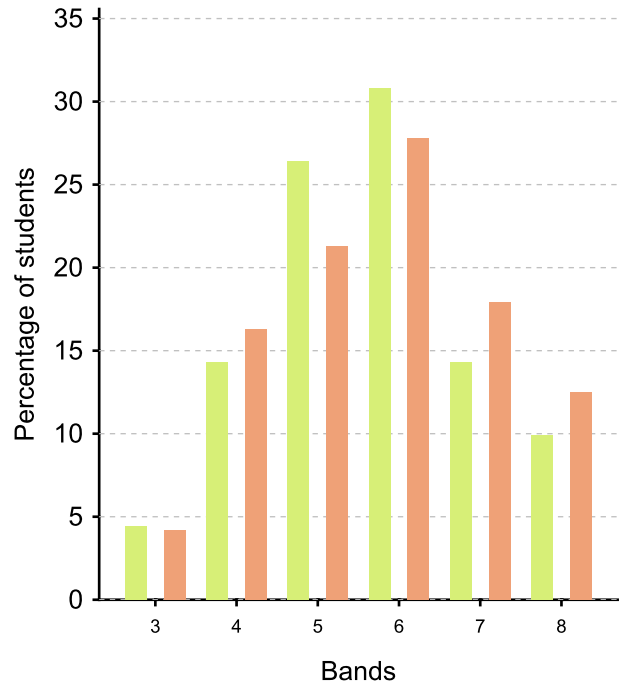
In 2018 BPPS Year 5 results showed our school 'average scaled growth' to exceed 'similar schools' and 'national average' in Writing, Reading and Punctuation and Grammar. 2018 BPPS Year 5 results show our school growth in Spelling to be below 'similar schools' and 'national average'.



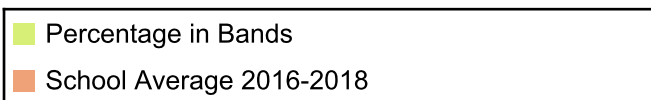
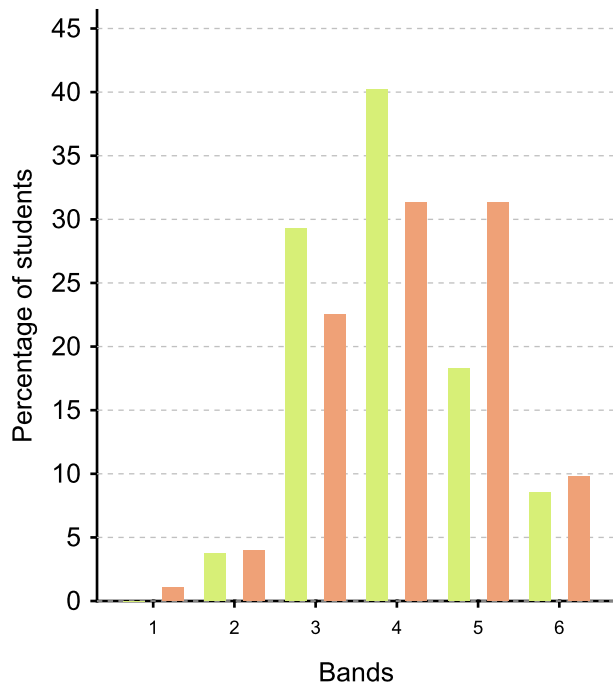
Percentage in bands:
Year 3 Spelling



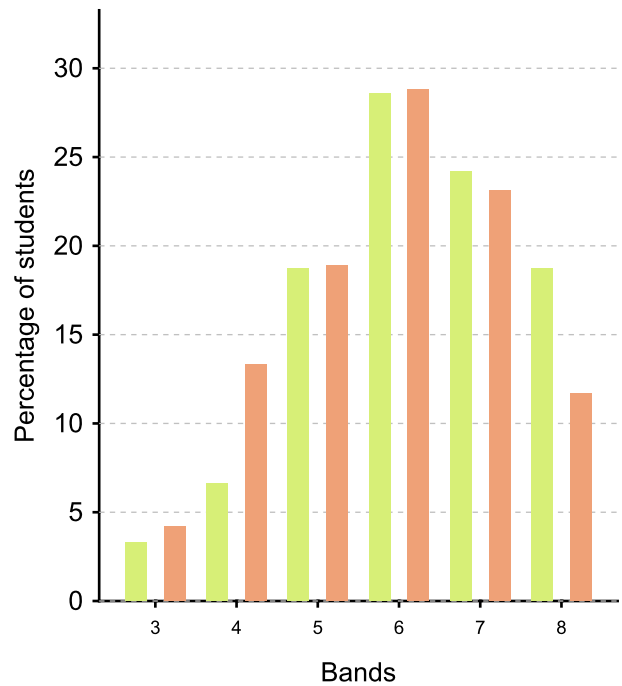
Percentage in bands:
Year 5 Grammar & Punctuation



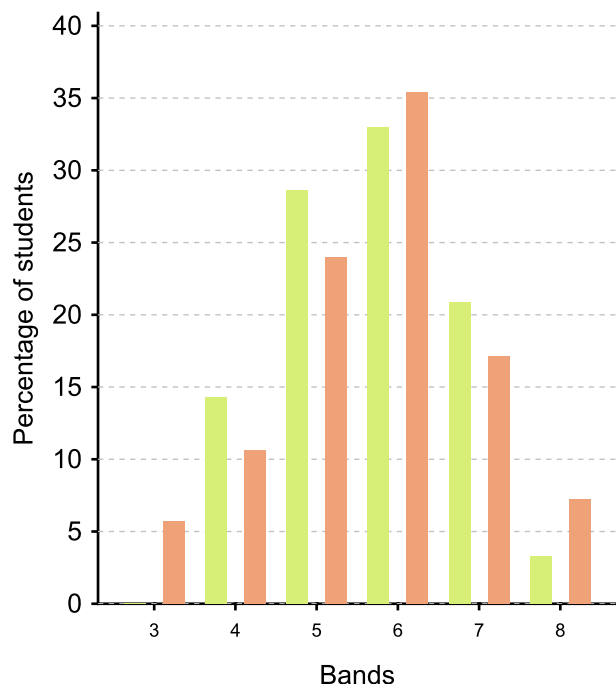
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Reading

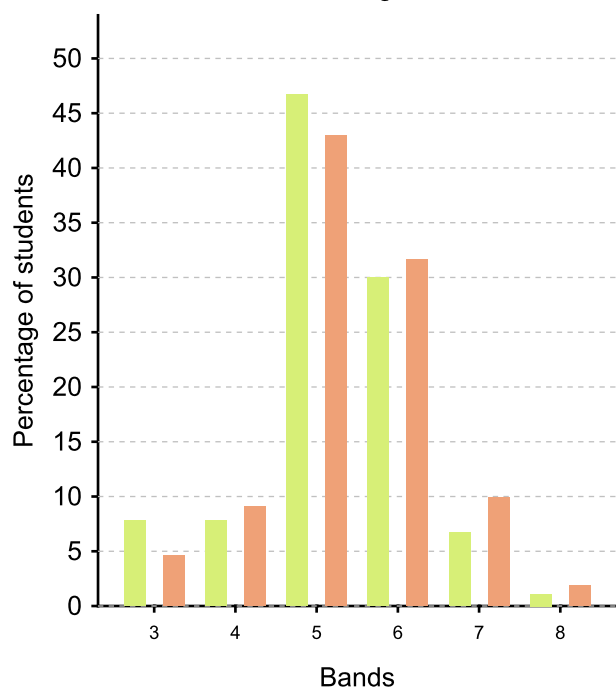


Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2016-2018

2018 BPPS Y3 Top Two Band Performance (Proficiency).

In 2018 Year 3 Numeracy results were down on those from 2017.

2018 BPPS Top Two Band Performance (Proficiency).

In 2018 the Year 5 Numeracy results were above state average for the first time in at least 5 years.

2018 Average Scaled Growth 2018

In 2018 BPPS Year 5 Numeracy results showed our school 'average scaled growth' to exceed 'similar schools' and 'national average'.

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.

BPPS is a Bump it Up (BiU) school. BiU schools are given departmental support to boost the percentages of students in the top two bands (proficiency). BiU schools are 'scored' using a method of averaging the percentage of Year 3 and Year 5 students in the top two bands for Reading and Numeracy over the previous two years.

BPPS achieved a BiU 'score' of 30.73 in 2016, 35.85 in 2017 and 41.64 in 2018. With this result BPPS has met targets.



Parent/caregiver, student, teacher satisfaction

At Banora Point PS we provide parents with access to relevant information about student achievement, in class learning and extra curricula activities. We also provide opportunities for the school community to provide feedback on school practices and procedures. Parents are regularly invited to attend meetings which allow them to engage with teachers and executive staff to discuss the renewed implementation of updated school policies and procedures.

The BPPS Parents and Citizens Association is an important element where our school seeks parent endorsement and feedback about school policy.

Student feedback from the Tell Them from Me survey shows that BPPS students have a very strong sense of advocacy at our school, a very strong sense of belonging and high expectations of success.



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 2018 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. Our school is welcoming and inclusive of these programs and is valued by our school community.