

Byron Bay Public School Annual Report



2018



1470

Introduction

The Annual Report for **2018** is provided to the community of Byron Bay 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.

Mrs Linda Trigg

Principal

School contact details

Byron Bay Public School

17 Kingsley St

Byron Bay, 2481

www.byronbay-p.schools.nsw.edu.au

byronbay-p.school@det.nsw.edu.au

6685 6557

Message from the Principal

It is with considerable pleasure that I present the Annual Report for 2018. We believe in excellence, opportunity and success and like our motto, 'Aspire to Achieve' in all areas. This report reflects these values through the achievements of students and staff in all aspects of school and community.

We hosted visits from Rob Stokes, the Minister for Education, the Honorable David Hurley, Governor of NSW and Frank Potter, our Executive Director, who all left singing our praises.

Our building upgrade came to fruition with the announcement of ten new, futures focused classrooms. Both staff and parent representatives were key stake holders in the design process. The Bennett Group were awarded the contract. Work has commenced and should be completed by the end of 2019.

This year the quality of the educational landscape has been further enhanced by the dedication and professionalism of the school staff who encourage and support students to explore their true potential as individual learners. Students are eager to learn and engage in a raft of educational opportunities provided by the school community.

We maintain the highest standards of student behaviour and students' commitment to achieving their personal best through learning. Student achievement is acknowledged and celebrated. Congratulations to the students for their achievements throughout 2018. They have much to be proud of.

Our students agreed that what they learn at school is important and that they always try to do their best at school. They are active and involved young citizens of whom we can be immensely proud. Their enormous school spirit and engagement with learning add to the fabric of the school, building a true sense of community.

The effort of all staff is to be commended. They work very hard to meet the needs of all students in their classroom and to implement strategies that will improve our core business of teaching and learning and the delivery of a progressive, 21st Century, futures focused education for all students.

Parents and volunteers are thanked for their ongoing support of students and staff. Our parent survey indicated that they would definitely recommend Byron Bay Public School to neighbours, friends and visitors. The P&C has an excellent partnership with the school and does much to promote and support school endeavours.

The partnership that exists between parents, teachers and community is a wonderful feature of school life.

As you read the pages which follow you will gain an appreciation of our successes and the challenges we plan to meet. I look forward to working with the school community in 2019.

School background

School vision statement

We believe in excellence, innovation, opportunity and success for our students.

We are a dynamic school community committed to delivering a broad range of quality learning experiences, in a nurturing environment where all students have the opportunity to achieve their personal best.

Students will become successful learners, displaying confidence and creativity, along with the knowledge and skills to become active and informed citizens of the future, living and working successfully in the 21st Century.

School context

Byron Bay Public School is located on the Far North Coast of NSW and is nestled in the centre of town. The school opened in 1892. It provides a unique teaching and learning environment that proudly serves families from a diverse range of socio-economic, ethnic and cultural backgrounds. There are 665 students and 26 classes.

The school's motto, 'I Aspire, I Achieve' and the ensuing belief in excellence, innovation, opportunity and success is a driving force within the school community. The school is proud of its longstanding reputation for good work, good behaviour and students wearing their uniform with pride.

The school provides a very supportive and positive educational environment which addresses the learning needs of all students. We have high expectations consistent with each student's ability and the belief that all students can achieve their personal best. While the emphasis is on literacy, numeracy and future focused teaching and learning, a broad range of extracurricular programs operate, including sport, dance, choir, band, public speaking, cultural, environmental, leadership and philosophy initiatives.

The development of technology is ongoing, with opportunities for students to engage in future focused learning, including robotics and coding programs.

The school's dedicated staff are committed to providing rich and varied programs to ensure that all students receive a quality education. We foster positive relationships, personal effort and a positive attitude to learning. Positive Behaviour for Learning (PBL) strategies based on the core values of being 'Respectful, Responsible and Fair' are embedded into all aspects of school life.

We value and promote strong partnerships with our families, the local community and educational networks. The school is welcoming and friendly. The school enjoys a strong partnership with the P&C who financially support educational programs and provide an avenue for whole school community input into school decision making. Parents are actively involved in school life.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

In the domain of learning, the focus has been on curriculum, learning culture and wellbeing. Staff engaged in the phased implementation of Formative Assessment. In the area of curriculum, there has been a shift from implementing specific writing programs eg Seven Steps to Successful Writing, to implementing research based frameworks eg Visible Learning and Growth Mindset. Teaching and learning programs were monitored for consistency across the whole school and DoE personnel utilised to provide support for future directions. Differentiation was identified as an area that needed to be consistently recorded in programs. An increase in ILPs for gifted and talented students ensured these students were appropriately challenged to improve their learning. Students demonstrated a greater awareness of their learning progress and where to next. The school is collecting and analysing information to inform and support improved student outcomes. In the area of wellbeing, Sentral continues to be used to record and track both positive and negative student behaviour. TTFM surveys were used to reflect student, staff and parent views on student wellbeing and engagement. Positive Behaviour for Learning (PBL) continued to support student wellbeing through the implementation of the 2018

In the domain of teaching, the focus has been on collaborative practices and Future Focus Learning as a priority with the introduction of Growth Mindset and the continuation of Visible Learning and STEM. In the area of collaborative practice, teachers work together in teams to improve the significance and quality of teaching and learning. Staff worked in year and stage teams, as well as project groups across the school to plan, teach and evaluate in order to improve teaching practice. The Future Focused Learning programs are designed to embed explicit systems across the school by way of modelling effective practice enabling improvement in student outcomes.

In the area of staff learning and development, professional learning was aligned to school priorities and professional needs. Mentoring by experienced teachers provided early career teachers with support to enable improvement in the quality of teaching practice. An Executive Leadership Mentoring Program supported staff professional learning and performance development plans. Teachers were actively engaged in identifying and planning their own professional development. Professional learning on Growth Mindset and Visible Learning has enabled teachers to provide students with opportunities to develop strategies to become proactive learners.

In the domain of leading, the focus has been on school management, resourcing and leadership. The change to the Learning, Management and Business Reform administration platform has transformed our practices in relation to financial management, student administration and wellbeing. School resourcing has continued to be a priority as we move our learning further towards the futures focused skill set our students require. Technology and its use as an enabler to support innovative teaching practices has been a school wide focus to best meet the needs of the students, with equity of access K–6. Changed teaching practice has been evident as a result of the provision of these resources. The school has productive relationships with local schools, community organisations, local businesses, universities and external agencies. The school community is committed to the school's strategic directions and practices in order to achieve our educational priorities. We acknowledge and celebrate a wide variety of student, staff and community achievements. In the area of leading, the school's leadership strategy promotes succession planning and distributed leadership, both across the school and our community of schools. We recognise that succession planning and leadership development are central to the development of school excellence. Staff and students have purposeful leadership roles based on areas of expertise and interest.

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

Learning—committed to the pursuit of excellence.

Purpose

To work together in an effective learning community where students aspire to and achieve success, as demonstrated by growth in their learning.

Overall summary of progress

Corwin trainers provided professional learning on the Visible Learning Foundation Day which was attended by all staff, with professional learning focusing on learning intentions, success criteria, feedback and goal setting, as well as mind frames. Staff focused on embedding each of these aspects of Visible Learning into their classroom practice. Visible learning coaches were appointed to support each stage. As a result, all students K–6 continued to set reading and writing goals. Students were further supported by the phased introduction of mathematics goals.

Our Learning and Support Teachers (LAST) implemented an in class model of support based on data analysis from a number of sources including NAPLAN, consistent teacher judgement, assessment tasks and PLAN data. Students in the middle bands were identified and programs developed to support them. Each group within Stage 1, 2 and 3 were supported over a ten week period and the students improved their writing outcomes. Classroom teachers were able to build on the concepts taught by the LAST. There was more collaboration between LAST and classroom teachers.

Staff were provided with professional learning on Positive Behaviour for Learning (PBL) by Lara Hutton (PBL Assistant Principal) to further embed PBL lessons into classroom practice. The PBL committee revised the school's PBL plan to reflect tier 2 interventions in the classroom. PBL is evident throughout the school, both in classrooms and the playground.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students in the top 2 bands of NAPLAN by 8% in literacy and numeracy.	0.2 FTE The Project 0.2 FTE STEM Facilitator \$25 550	Yr 5 literacy and numeracy results, in the top 2 skill bands, are as follows: reading 46%, writing 12%, grammar & punctuation 31%, spelling 30% and numeracy 24%. There has been a 10% increase in Yr 5 writing in the top 2 skill bands. Yr 3 literacy & numeracy results, in the top 2 skill bands, are as follows: reading 58%, writing 40%, grammar & punctuation 45% and spelling 48%.
Increase the percentage of Aboriginal students in the top 2 band of NAPLAN in literacy and numeracy by 30%.	\$9 550	Only 2 Aboriginal students sat the Year 3 NAPLAN tests. Due to limited numbers and privacy issues their results can not be published. No Year 5 Aboriginal students sat the NAPLAN tests.
Students show one year's growth for one year's learning (variety of data).	0.84 FTE K–2 Literacy & Numeracy 0.7 LAST \$6 000	Executive and staff are reviewing data and having regular conversations about what constitutes a years worth of growth for all students, including those with varying learning and support needs. This growth is reflected for all students on their individual student reports.
Data reflects an increase in positive and respectful behaviour (TTFM and Sentral referrals).	\$14 150	PBL programs were revised with the lesson focus on a physical location of the school. Students are demonstrating positive, respectful behaviour. There was a noticeable increase in teachers

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Data reflects an increase in positive and respectful behaviour (TTFM and Sentral referrals).		recording positive incidents on Sentral.

Next Steps

- Inclass model of support for the Literacy and Numeracy K–2 teacher and the LAST teacher to continue and become embedded practice. Extend program to include middle students in Kindergarten.
- Synthetic phonics professional learning for Yr 1 teachers.
- Identify Visible Learning Impact Coaches and provide professional learning through Corwin for Impact Coaches and Executive (Evidence into Action days 1 and 2). Whole school Visible Learning in term 2.
- PBL coach to work with PBL team to further analyse Sentral data. Professional learning on K–6 behaviour expectations. PBL team to revise Sentral systems for more specific data collection.
- RAM Aboriginal Education funds to be used to support Aboriginal students to show growth from Year 3 to Year 5 results in Literacy and Numeracy.

Strategic Direction 2

Teaching – Quality Teaching.

Purpose

To ensure the school has high performing teaching staff whose capacities are continually building, enabling every student to experience high quality learning.

Overall summary of progress

This strategic direction supported a systematic plan with a whole school approach to developing Future Focused Learning, Visible Learning, the PDP process, along with maintenance and accreditation.

With collaborative practice, teachers' planned integrated learning units K–6, focusing on the incorporation of growth mindset and STEM initiatives. 35 staff participated in James Anderson's Growth Mindset professional learning and were reflective of how the process is beneficial to student outcomes. Growth Mindset strategies were implemented in classes and communicated to parents through the school newsletter. Science scope and sequences were updated to include STEM and evident in teaching programs. Robotics mentoring sessions occurred K–6 with additional resources purchased by the P&C.

Staff attended Corwin's Visible Learning Foundation day, enabling the systematic approach to implementing Visible Learning across the school. Teaching programs embedded learning intentions and success criteria into classroom practice. Teachers and students K–6 were actively engaged in identifying personal writing goals.

All staff have participated in professional learning on the maintenance aspect of the Australian Professional Standards for Teaching and accreditation processes. A system of identifying and recording Teacher Identified Professional Development (TIPD) was implemented to assist in meeting NESA accreditation requirements. Stage supervisors liaised with their team to identify PDP goals and common areas of professional development. Professional learning was aligned to meet the needs of PDPs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff initiation and success in meeting individual PDP goals that are aligned to school goals.	QTSS FTE 1.119 \$43 028	PDPs incorporate an agreed K–6 school goal, a stage based goal and personal goals. Staff have achieved their goals through the PDP process.
Teaching and learning programs include future focused learning.	0.2 FTE STEM Facilitator 0.2 FTE The Project \$31 500 \$10 000 P&C	All staff have engaged in initial growth mindset practices. STEM lessons have been embedded in the K–6 science scope and sequence for all staff to access. Students are engaged with futures focused learning.
Classrooms are using visible learning components, as evident through student feedback and visible learning evidence sets.	\$26 250	Visible learning evidence sets, plus staff and student feedback confirm that components of visible learning eg goal setting and feedback are being used in all classrooms.

Next Steps

- Future focused learning – develop a year based growth mindset scope and sequence.
- STEM mentors identified and one day per week release for STEM leader.
- Visible Learning – implement reading goals and mathematics goals K–6. Impact coaches identified and to meet regularly. Learning dispositions agreed upon and a sequence of learning developed in conjunction with Growth Mindset.
- PDP's – centrally located on Google Docs.

Strategic Direction 3

Leading–Partners in Learning.

Purpose

To work collaboratively, supporting a culture of high expectations, community engagement, planning and leadership, resulting in measurable whole school improvement.

Overall summary of progress

Staff are committed to the implementation of the 2018–20 School Plan which is reflected in teaching and learning programs, professional learning, the performance and development plan (PDP) process and school activities.

A Community Partnerships Liaison Group was established to enhance community engagement and to develop a more effective, collaborative consultation and feedback process. This was achieved via parent representation on school committees, increased teacher presence at P&C meetings, community information sessions, surveys, meetings, forums and open discussions. There were more opportunities for the school community to provide regular feedback to the school. The school and community worked in partnership to enhance teaching and learning opportunities, both within and beyond the classroom.

Staff have worked in collaboration with the high school to provide a comprehensive Yr 6–7 Transition Program, offering a range of opportunities, including extension mathematics, science workshops, sport coaching programs, mindfulness workshops and the development of consistent teacher judgement in writing. We worked in close partnership with the high school. As a result of this joint collaboration, we received a community partnerships grant to further enhance our Yrs 5–7 Middle Schools Transition Program. We have maintained ongoing communication with five local preschools who were highly engaged in our school transition process.

The BOMBB leadership development initiative and the school's Executive and Aspirants Mentoring Program have aligned professional learning needs to key priorities in the School Plan. Coaching, mentoring, resource sharing and collegiality have been central to this process. The professional learning needs of staff were identified, planned and catered for, then monitored and evaluated through the PDP process.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff will have an understanding of the school plan and commitment to its implementation as evidenced through professional learning, meetings and teaching and learning programs.	\$10 000	All staff have a copy of the current school plan in the front of their program, they have engaged with the school plan and are committed to its implementation. Key components of the school plan are embedded in the PDP process. Project teams have been aligned to the school plan and drive its implementation. Executive staff monitor progress on milestones.
BOMBB leadership professional learning activities reflects the school's strategic directions.	\$9750	BOMBB AP collegiate aligned professional learning to school plans. Aspiring leaders were identified and supported. Toni Hughes provided leadership mentoring for all executive.
School leadership activities and PDP's are aligned to the school plan.	\$17 000	PDPs are aligned with the school plan through whole school, stage based and individual goals. School project teams have been aligned with the priorities outlined in the school plan. School leadership activities are aligned to school priorities.
Regular collection of feedback data that is used to inform strategic decision making.	\$2 000	TTFM surveys plus additional parent, student and staff surveys, along with external provider surveys have all been completed and data used to inform future directions.

Next Steps

- Implement the 2019 Year 6 to 7 Transition Grant Initiative, focusing on student engagement, staff professional learning and collaborative efficacy..
- Review the BOMBB leadership initiative, keeping a focus on leadership, professional learning and collaboration.
- Work in collaboration with the school community to enhance the landscape of the school as we move forward with the new building project.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	RAM funds \$8 366	All students had a personalised learning plan (PLP) which enabled the achievement of their goals. Teachers, parents and students worked collaboratively to develop the PLP's. They received extra learning support through an individualised learning assistance program. The 'Connecting to Country' professional learning initiative enabled us to better support our Aboriginal students. Student data reflected enhanced learning outcomes for Aboriginal students. The school community are increasingly aware of Aboriginal culture, local sites of significance and Aboriginal history.
English language proficiency	RAM funds \$28 373	Students with English as an additional language received additional, personalised support to access the curriculum. They developed confidence in using the English language and their reports reflected progress on the English as a Second Language learning progression scales. A specialist ELP teacher was employed to implement this program.
Low level adjustment for disability	RAM funds \$118 284 plus 0.7 FTE Learning & Support Teacher	Students needing additional learning support were identified and supported in their learning. School Learning Support Officers were employed to support student learning in class. An intensive learning support program, in literacy and numeracy, was implemented in each stage to further support identified students. Staff completed professional learning on the disability standards, Positive Behaviour for Learning (PBL) and supporting students with additional learning needs.
Quality Teaching, Successful Students (QTSS)	1.119 FTE (\$112 067) Plus additional school funds see Strategic direction 2	The 1.119 FTE staffing allocation, as well as additional school funds were used by the executive team to implement a mentoring program for staff to improve the quality of teaching and learning in all classrooms and to provide additional support with accreditation processes and the Performance and Development Framework. Opportunities for collaborative practices in the school to jointly plan and observe lessons, develop units of work and assessment tasks and to work together to assess and analyse data, have been utilised.
Socio-economic background	RAM funds \$22 577 – see Strategic direction 1	Students were supported and had access to programs available to all students across the school. Access to excursions, uniforms and resources, additional transition and enrichment programs and the implementation of wellbeing & engagement programs were supported through this funding.
Support for beginning teachers	\$13 786	One beginning teacher in her first year was supported with the provision of a mentor, targeted professional learning and additional release time. Professional learning focused on identified areas of need.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	365	370	355	351
Girls	296	297	309	290

The student enrolment profile indicates that our numbers fluctuate slightly but are reasonably consistent. There are more males than females.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.7	91.8	92.2	90.2
1	92.4	91.4	90.2	89.2
2	93.1	91.9	91.9	88.4
3	92.5	92.2	92.3	90.6
4	92.9	90.2	91.7	90.9
5	92.6	92.3	90.1	90.5
6	91.5	91.9	91.9	87.1
All Years	92.7	91.7	91.5	89.6
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

Overall, student attendance rates are sound. This is a reflection of the commitment shown by the large majority of students and their parents and their level of engagement in school life. Attendance data indicates we are slightly below state average. Non-attendance is monitored by classroom teachers and the school's Learning & Support Team.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	25.4
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.2
School Counsellor	1.6
School Administration and Support Staff	4.26

*Full Time Equivalent

Six members of staff at Byron Bay Public School have Aboriginal heritage.

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	25

Professional learning and teacher accreditation

In line with the school's strategic planning 2018–20, teacher professional learning continued to be of critical importance to school improvement. We spent \$60 583 on professional learning.

Staff were provided with access to both internal and external professional learning programs. They participated in five staff development days, regular professional learning meetings, lesson observations, network meetings and professional learning delivered by external providers.

Professional learning focused on whole school and stage specific targets, as well as individual needs.

Focus areas for professional learning included: visible learning; growth mindset; positive behaviour for learning (PBL); writing with a focus on learning intentions, goal setting and explicit success criteria; curriculum implementation; Planning Literacy and Numeracy (PLAN 2), the learning progressions & data analysis; Scout; technology in teaching and learning;

STEM (science, technology, engineering & mathematics) education; inquiry based learning; Philosophy – a Way to Teach; the Australian Teaching Standards, accreditation & career development, along with formative assessment, reporting and consistent teacher judgement. Staff also completed mandatory training. All staff participated in combined BOMBB professional learning.

The Performance Development Framework was a focus for professional learning. All staff successfully completed an individualised Professional Learning Plan and through targeted professional learning, including observations and collegial discussions to support professional development, achieved their professional learning goals. An executive mentoring program supports staff professional learning and performance development plans.

Executive staff worked collaboratively with our partner schools, sharing expertise, leading and participating in combined professional learning activities, building capacity of staff across the Lighthouse Valley Learning Community.

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	258,896
Revenue	5,929,536
Appropriation	5,484,739
Sale of Goods and Services	35,496
Grants and Contributions	404,490
Gain and Loss	0
Other Revenue	0
Investment Income	4,811
Expenses	-5,747,579
Recurrent Expenses	-5,747,579
Employee Related	-5,117,807
Operating Expenses	-629,772
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	181,957
Balance Carried Forward	440,853

At the beginning of 2018, we were identified as having a glitch in the new system and the department was unable to confirm our opening balances. It took some time before this was rectified. We rolled onto the SAP/SALM financial management system in term 2 which changed long standing modes of operation. Both principals and office staff had significant training on the new systems which are now fully operational. School expenditure is overseen by the Finance Committee.

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	4,386,104
Base Per Capita	128,397
Base Location	14,038
Other Base	4,243,669
Equity Total	177,600
Equity Aboriginal	8,366
Equity Socio economic	22,577
Equity Language	28,373
Equity Disability	118,284
Targeted Total	165,748
Other Total	410,964
Grand Total	5,140,416

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

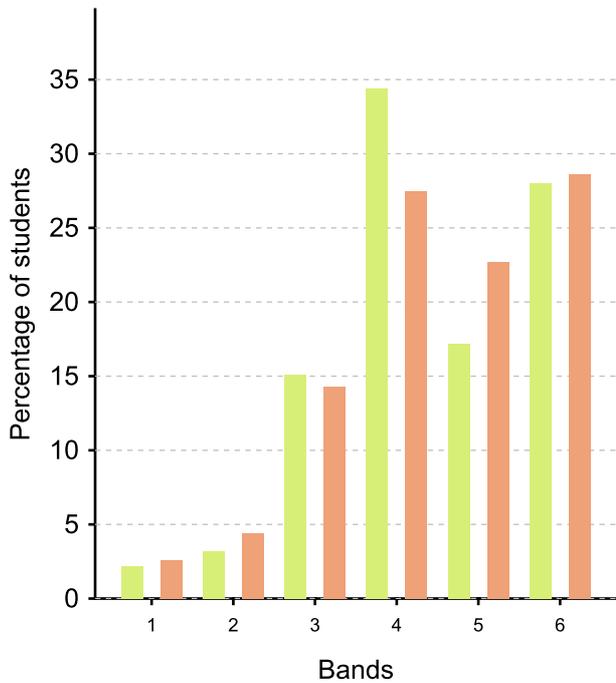
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

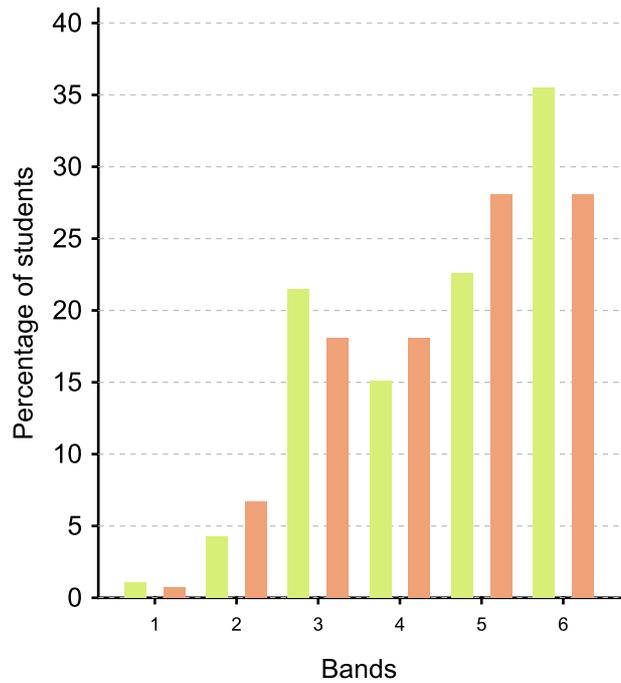
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

Our literacy NAPLAN data is reflected in the graphs.

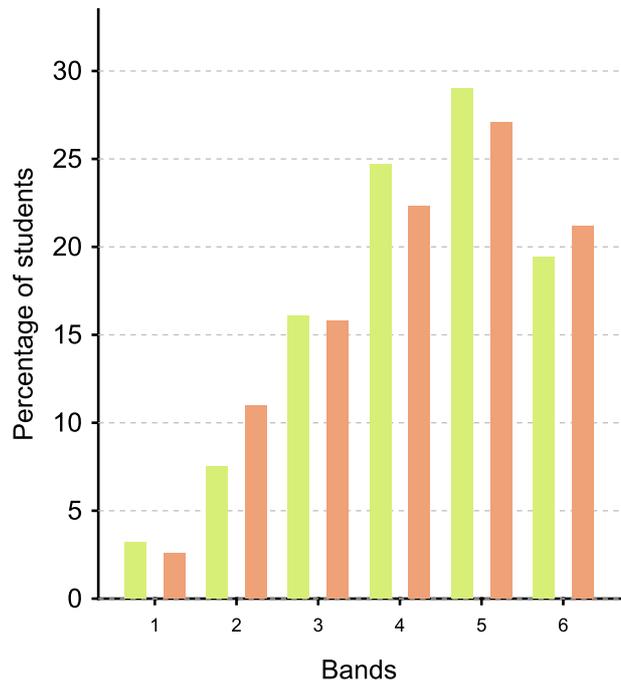
Percentage in bands:
Year 3 Grammar & Punctuation



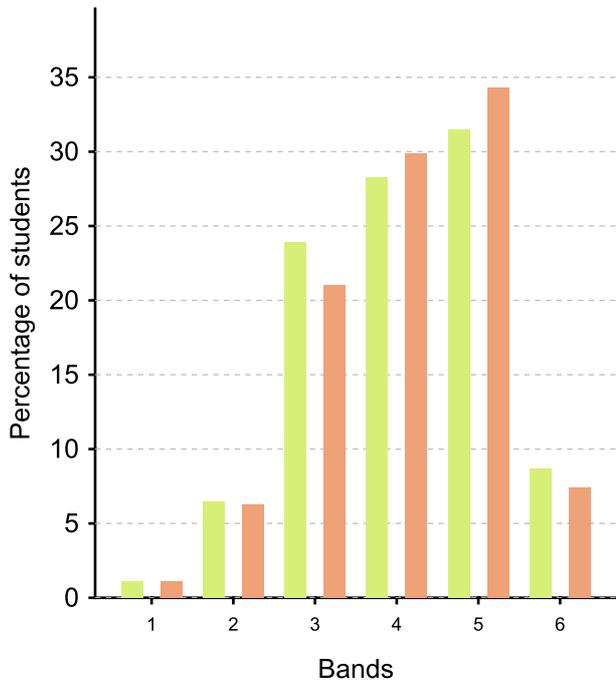
Percentage in bands:
Year 3 Reading



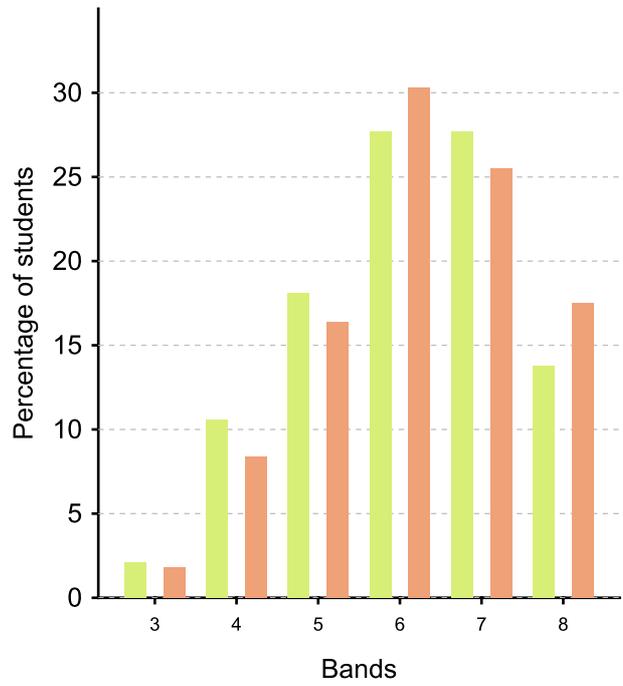
Percentage in bands:
Year 3 Spelling



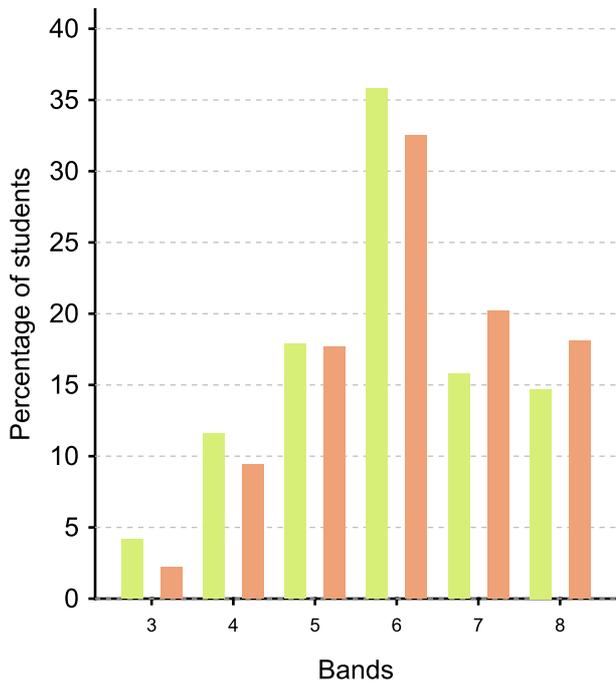
Percentage in bands:
Year 3 Writing



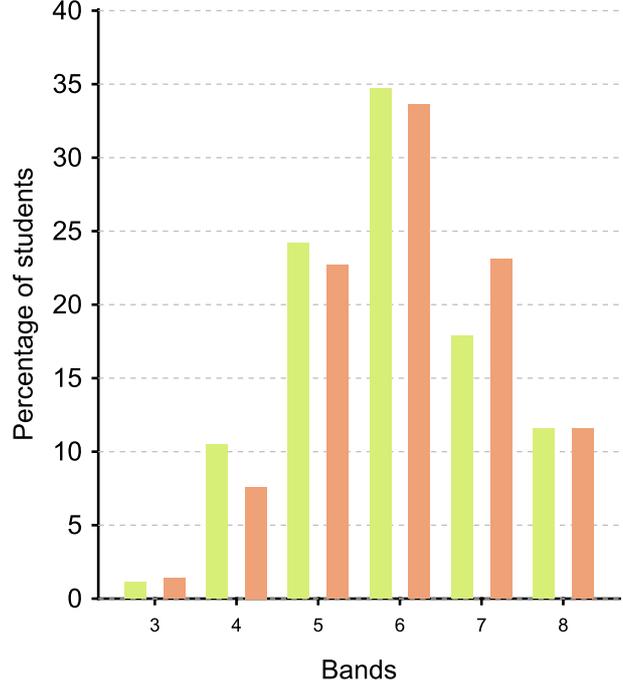
Percentage in bands:
Year 5 Reading



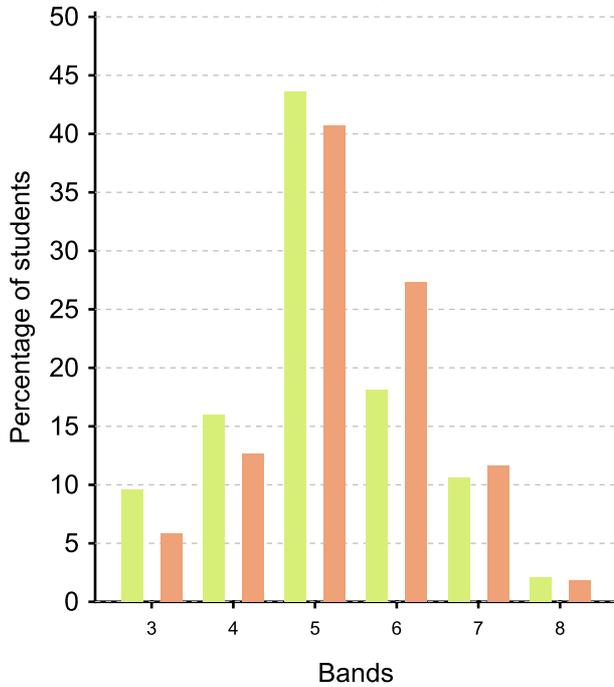
Percentage in bands:
Year 5 Grammar & Punctuation



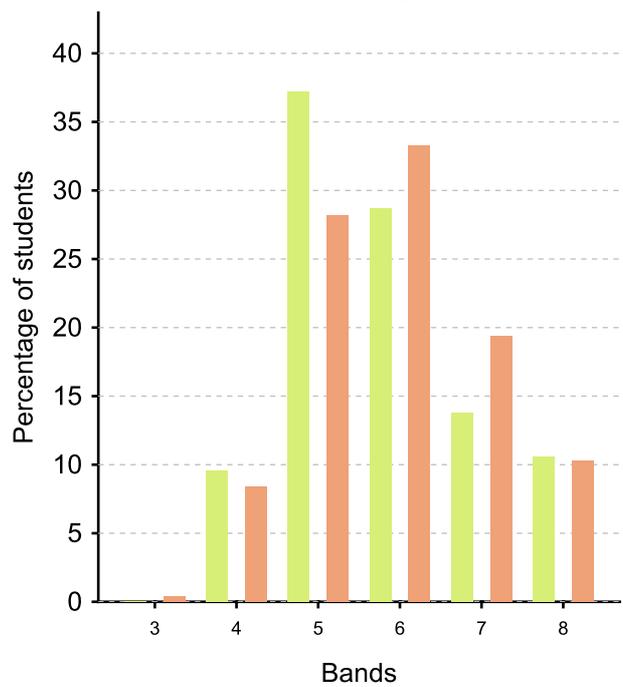
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing



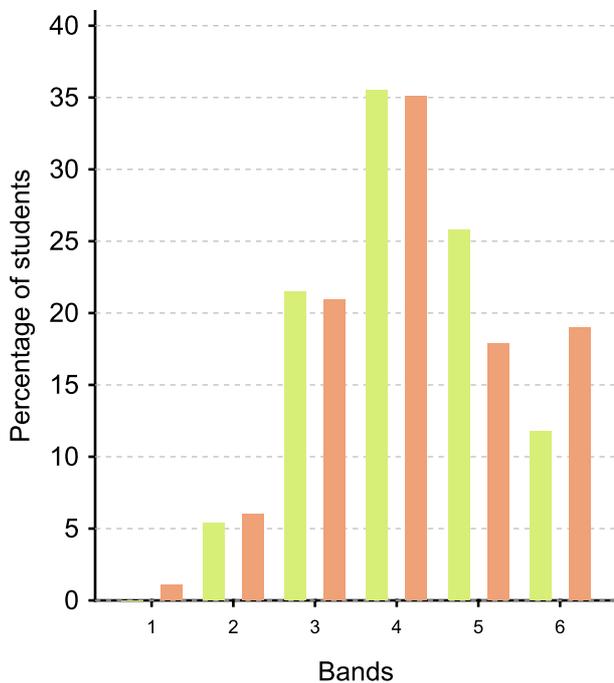
Percentage in bands:
Year 5 Numeracy



Our numeracy NAPLAN data is reflected in the graphs.

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.

Percentage in bands:
Year 3 Numeracy



Yr 5 literacy and numeracy results, in the top 2 skill bands, are as follows: reading 46%, writing 12%, grammar & punctuation 31%, spelling 30% and numeracy 24%. There has been a 10% increase in Yr 5 writing in the top 2 skill bands.

Yr 3 literacy & numeracy results, in the top 2 skill bands, are as follows: reading 58%, writing 40%, grammar & punctuation 45% and spelling 48%.

Only 2 Aboriginal students sat the Year 3 NAPLAN tests. Due to limited numbers and privacy issues their results can not be published..

No Year 5 Aboriginal students sat the NAPLAN tests.

Parent/caregiver, student, teacher satisfaction

This year our focus was on student well-being. The Staff Surveys indicated: 100% made student well-being a priority; 100% are implementing the Positive Behaviour for Learning (PBL) initiative which is consistent throughout the school. The tiered fidelity inventory conducted by an external PBL provider indicated that the school has made good progress in this area and that student well-being is central to our school values of being respectful, responsible and fair.

Of the Yrs 3–6 students who were surveyed, 97% of students have friends at school; 93% thought that their

teachers cared about them; 95% feel safe at school and think that what they learn at school is important; 92% were proud of the school. 99% had learnt about anti-bullying and 97% knew what was expected of their behaviour.

34 respondents completed the Parent Survey: 97% thought that the school encourages a sense of pride in achievement and a sense of self worth; 97% indicated that staff are respectful toward students, 88% indicated that their child enjoyed going to the school. 97% agreed that the school acknowledges and celebrates multiculturalism and Aboriginal culture. 88% indicated that the teachers care about how their child is going, that they provide a stimulating learning environment and make school work interesting and enjoyable. 91% agreed that their child was able to learn how to solve problems, to question and to make good decisions. 91% indicated that the school provides a safe and supportive environment both within the classroom and the playground.

Policy requirements

Aboriginal education

Welcome (Jingi Walla)! Byron Bay Public School respects and acknowledges Aboriginal and Torres Strait Islander People as the first custodians of Australia. We acknowledge the traditional custodians of the land, the Arakwal people from the Bundjalung Nation on which our school resides. Byron Bay (Cavanbah) which means 'meeting place' has a rich Aboriginal history.

Fourteen Aboriginal children (Jarjum) were enrolled at Byron Bay Public School in 2018. At Byron Bay Public School, we strive to build and maintain positive connections with our Aboriginal families and members of the Arakwal community. We respect the role Aboriginal culture has played in our country.

Recognition of the Arakwal people as custodians of country is embedded in daily practice. Acknowledgement of Country is part of school assemblies and we fly the Aboriginal flag alongside of the Australian flag on a daily basis. We recognise and value the cultural knowledge of local Aboriginal families, elders and Aboriginal staff.

We have an Aboriginal Education Committee that consists of teachers across all stage groups and executive. The role of the Aboriginal Education Committee is to build whole school staff & student awareness of the Aboriginal Education Policy's aim, 'to educate all Australians about Aboriginal Australia.' The committee organises teacher cultural information packs for classroom use. They also organise our special whole school assemblies, including National Sorry Day, National Reconciliation Week and National NAIDOC Week.

The Personalised Learning Pathways (PLP) process in 2018 ensured that opportunities were provided for Aboriginal students, their parents and teachers to engage meaningfully around student, parent and

teacher aspirations, expectations and evidence of progress. PLPs were negotiated between students, parents and teachers for each Aboriginal student. They provided critical reference points for planning, teaching and learning and monitoring student achievement. Teachers in collaboration with parents and carers monitored student progress towards these personal goals. PLP's were established in term 1 and reviewed in term 3. This process continues to build teachers capacity and further support student achievement of outcomes. Additionally during term 4, a program was designed to support Aboriginal students to ensure they successfully met all of their PLP goals. The program consisted of intensive support for one day a week for seven weeks. Literacy, numeracy, art, Aboriginal culture and identity were incorporated to further support students. Aboriginal students and a buddy also participated in a cultural awareness program at 'The Pass' with National Parks and Wildlife Ranger, Delta Kay.

The school continues to provide programs designed to educate all students about Aboriginal history, cultures, perspectives and contemporary Aboriginal Australia. Teaching about Aboriginal culture and heritage allows students to celebrate and respect our shared Indigenous history. National Aboriginal and Islander Day Observance Committee (NAIDOC) Week, Reconciliation Week and Sorry Day are recognised and supported in each classroom, as well as at whole school assemblies. Aboriginal students are provided with opportunities to lead these assemblies with the support of the Aboriginal Education Committee, School Captains and Vice Captains.

We work in partnership with our Aboriginal families and the local Aboriginal community. We continue to strengthen our relationships and look forward to working together as we furthering the process of reconciliation in the future.

Multicultural and anti-racism education

Multicultural education is an important cross curriculum perspective. Our classrooms and school practices are culturally inclusive. Knowledge, skills and attitudes about Australia's multiculturalism and the contribution of people and cultures from around the planet to Australia's heritage are taught in all grades.

In our school community, students and families from many different nations reside either as permanent or temporary residents.

Our school's enrolment of over 650 students, includes 19.5% that use a home language other than English.

There are students from twenty-seven different language backgrounds.

In 2018 the school celebrated Harmony Day K-6, impressing upon students the importance of learning about other cultures and respecting our similarities and differences. Staff endeavour at all times to ensure our school is an anti-racism environment. Our anti-racism contact officer (ARCO) is available to members of the

school community who may have concerns related to issues of racism. In 2018 there were no reports of racism to the ARCO.