

Banora Point Public School

2019 Annual Report



Introduction

The Annual Report for 2019 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

Banora Point Public School

Pioneer Pde

Banora Point, 2486

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

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

07 5524 1444

Message from the principal

I am pleased to present the 2019 Annual School Report for Banora Point Public School. It has been my privilege to lead this outstanding school community again in 2019. Our school has a determined and persistent focus on improvement. We are building and refining explicit instruction, delivering clarity of purpose and continue to build student engagement and empowerment. We are proud of the learning culture of the school where our children care for and encourage each other to grow and shine. School results indicate that our focus on ownership of and purpose for learning is working. 2019 NAPLAN results continue to demonstrate strong literacy and numeracy performance, improving over time. I congratulate our students for their active and enthusiastic participation in opportunities provided at our school.

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 and escalating engagement 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

Message from the school community

The BPPS Parents and Citizen's Association represent the parent body both within and outside of the school. Our members consult, make decisions and take action on a range of matters. Our main goal in any of these areas is always to foster and promote the well-being of Banora Point Primary School students.

Our core group of volunteers, financial Members and office bearers have given their time and their hearts so generously throughout 2019. This year we have worked hard, with the support of the wider community, to shift the focus from raising funds to raising fun; sharing good times together, building community, and fundraising along the way.

Why the change? The success of a group of people cannot be accurately measured by a dollar figure alone. The fostering of positive relationships bring positive impacts on education, resilience, and physical growth. We hope the school community have enjoyed partaking in our community-raising; including:

- Tea and Tissues for our new Kindergarten parents
- The Battle of Banora trivia night
- Mother's and Father's Day mornings
- business networking and

- Twilight Carnivale.

We all contribute; in ways big and small. Many of our parents volunteered at this year's Carnivale and nearly all have supported financially, in some way. Thank you.

To our dedicated event conveners, our weekly school banking and uniform shop volunteers, the crew that come to meetings and our team of office bearers, thank YOU. Your effort and dedication is immeasurable and invaluable. I am proud, fortunate and grateful, to stand side by side with you.

Because of your collective time, effort and support, this year we have raised: from the Carnivale, approximately \$16k (up on last year and the year before); with the inclusion of Colour Run, school banking and other initiatives, approximately \$27k. And in the Uniform Shop, from a loss of \$7k two years ago, a profit of approximately \$15k. We are fundraising to "put the adventure back into our adventure playground". This is a long-term goal that will involve a number of elements. We sought input from student representatives and class 6J then made this their class project, delivering a sensational presentation to the P&C and school executive in late Term Four. Thank you 6J. We have since arranged a professional to create a playground draft from your submissions! AND, to get things started, the P&C have made a donation of \$30,000 to the school.

Parents, grandparents, carers, I encourage you to get involved in the P&C. We, are the custodians of our children's tomorrow, the future of this school and this association. The foundations that we lay today, this year, next year; are the foundations that future students, families and staff of Banora Point Primary School will build, grow and learn upon for years to come. It is important that we always leave things a little better than we found them, and, in the school setting, P&C is an enabler of that. And there's something in it for you, too. It's not easy to summarise but you know it when you walk past the bright outdoor area that we fundraised for last year and see students sitting, laughing and learning on our worthwhile hard work; or when you pat a parent on the shoulder as their child tries on their big-school uniform for the first time; or when you catch yourself reflecting and realise some of your dearest friendships developed from those times shared volunteering at school.

Thank you all once again for making this a wonderful year of community, fun and fundraising. We look forward to having you along with us in 2020.

Amy Kirkup 2019 BPPS P&C President

Message from the students

BPPS 2019 Girl School Captain – Evie C

This year I have had the opportunity to be school captain of our great school and I have loved every bit of it! It has helped me with my leadership skills and finding confidence I didn't know I had.

As school captain I have tried to do my best in all areas of school and also aimed to be a positive role model to all students. I have always tried to lead with respect and consideration of others. I have loved working alongside Taj, Ava and Evan. Throughout the year we have been involved in many projects and activities and it has been so nice to have been a part of such a great leadership team. I will always remember these times. For me, one of the best parts of being school captain was finding such a great friendship with our Prefect Ava.

Banora Point Primary has so many great things that I will miss next year. I will miss all our teachers who work hard every day to give us the best opportunities. I will miss our school community and spirit that I have known since I was 5 years old.

I would like to wish our future leaders all the very best. I know you will continue to lead our school with a high level of leadership.

My final message to students would be to continue to work hard, try your best, never say never and believe in the power of yet. With a positive attitude you can achieve anything!

BPPS 2019 Boy School Captain – Taj L

As we think back on our time as students here at Banora, we think back on the wonderful times we have all had. I still remember being in Kindergarten with Mr Jones and when I got my first role in Year 3 as an SRC leader.

Through the years, we have loved seeing this school develop, such as the addition of the adventure playground, the outside learning space and all the new buildings. In the past 7 years, we have looked up to the previous school captains and always dreamed of being one.

The school has had many wonderful previous leaders and Evie and I are proud to now be able to say that we have been Captains. We love this school and have loved our time here. We will head on to high school with many great memories and we thank you all for sharing them with us.

As we graduate from Year 6 I know that we can leave Banora Point Primary School proud of our achievements and cherish friendships new and old.

We would like to thank all of our amazing teachers who have supported us and helped us grow over the years. It will be very different having new teachers next year. Also, a big thank you to all our families who have always been there to guide, support and love us.

Last but not least, a big thank you to all of you. Thank you for your friendship, the fun times and the memories we have all made here together. We wish you all the best for your futures. No matter where it takes you, just remember, stay true to yourself and be happy.



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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

BPPS will undertake the NSW DoE External Validation process in 2020.

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.

Improvement Measures

BPPS NAPLAN performance **meets BiU targets**

Internal assessment measures (including PLAN) evidence **sustained growth for all students**

Overall summary of progress

As a BiU school (2016) Banora Point PS was identified as one of 137 schools across the state under performing in the top two bands. The school was set a target of 38 for 2018 and 41 for 2019 having reached a low point of 30.5 in 2016. BPPS 2018 NAPLAN data shows that both the 2018 and 2019 targets were achieved in 2018 with a score of 42. The 2019 result of 39 exceeds 2018 target of 38 and very close to the (final BiU) 2019 target of 41.

Progress towards achieving improvement measures

Process 1: Students are supported to own and develop purpose for their learning through **student-led assessment practices and project based learning**.

Evaluation	Funds Expended (Resources)
Primary Inspector, Mr Peter Lee completed a two day review of the school's progress in late T4 2019. Students and staff shared their thoughts about the changes with student engaged assessment and Project Based Learning and the impact on student engagement and learning. The Primary Inspector's feedback determined that students exhibit great pride in their work and are increasingly engaged in their work at BPPS; and are enjoying the meaningful and purposeful connections to real world issues with the project work. Feedback from The Primary Inspector included advice to draw tighter links to the syllabus across the projects K–6. Staffing changes for 2020 designed to facilitate both refinement and consolidation of explicit teaching practices and curriculum mapping K–6.	\$3500

Process 2: **Development of student social and emotional capacity** by engaging with positive behaviour for learning.

Evaluation	Funds Expended (Resources)
The school continued to drive the outstanding progress initiated in 2018 with the school wide implementation of Positive Behaviour for Learning (PB4L). The committee worked closely with regional consultancy to further analyse wellbeing data and develop lessons (led by students) to address identified	\$9000

Progress towards achieving improvement measures

needs. Feedback from region suggests the school has made outstanding progress with PB4L in 2019.

The school employed Ms Francesca Peck and Michelle Navarre from Polaris Charter Academy (Chicago USA) in T1 2019 to initiate school moves to link the development of character and culture with Positive Behaviour for Learning (PB4L). Michelle and Francesca worked with the school staff (T3 SDD brought forward) for a day to define what staff identify 'character' to be. A range of 'crew' activities were experienced by staff as strategies to deploy within their own classrooms to support the development of values and relationships as the basis of character. Through this work the school identified the values; creativity, citizenship, compassion, integrity and perseverance as the basis of character.

Process 3: *Development of student writing & spelling skills* knowledge through a clear & consistent, integrated & consolidatory K–6 program; supported by a culture of feedback & authentic learning experiences.

Evaluation	Funds Expended (Resources)
<p>BPPS continues to move forward with a strong phonics base with the K–2 focus centred around 'synthetic phonics'. Students 3–6 consolidate spelling knowledge and understanding with the whole school 'spelling mastery' program.</p> <p>Assessment data shows spelling performance is improving in the school.</p> <p>NAPLAN data shows the 2018 turnaround of spelling data has continued in 2019 with the best performance in 5 years for both Year 3 and Year 5 cohorts.</p> <p>Y3 Percentage of BPPS students achieving Top Two Bands in Spelling</p> <ul style="list-style-type: none"> • 2016 = 52% • 2017 = 28% • 2018 = 46% • 2019 = 57% • <p>Y5 Percentage of BPPS students achieving Top Two Bands in Spelling</p> <ul style="list-style-type: none"> • 2016 = 26% • 2017 = 22% • 2018 = 24% • 2019 = 34% 	\$12000

Next Steps

The school will continue to implement synthetic phonics K–2 and Spelling Mastery 3–6.



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.

Improvement Measures

Increased proportion of teachers with evidence that clearly links to **NSW Professional Teaching Standards** in their **Performance & Development Plans**.

Increased proportion of teachers reporting **professional growth** as a result of learning opportunities provided & access to quality resources.

Overall summary of progress

All teachers at BPPS participated in a range of professional learning opportunities in 2019.

All teachers had a Performance and Development Plan (PDP) identifying goals and strategies used to scaffold their development. An increasing percentage of staff are drawing links between their PDP goals and the NESA Professional Teaching Standards. These plans were formed by all staff and negotiated with supervisors in Term One.

Three teachers maintained accreditation Proficient Teacher Standard during 2019, and a further two 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. 2019 PDPs show BPPS teachers reflect on their practice and use evidence successfully to support decision-making.

In 2019 staff were afforded many opportunities to further develop their practice; with a continued focus on explicit instruction, reflective practice and data driven practices. Collaboration among stage teams and across school committees has continued to develop in 2019, with teams working together to plan, assess and incorporate contemporary pedagogy.

In 2019 all staff K–6 successfully engaged with a comprehensive professional learning program that focused on the development of student engagement through student engaged assessment practices and protocols. 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. These practices support students to reflect on their learning, their progress and evidence of growth and their future learning goals. Our work in this area continues to be supported by Ms Cyndi Gueswell who traveled from Colorado, USA to work with our staff face to face on three occasions in 2019.

Progress towards achieving improvement measures

Process 1: Pedagogy coaching – face-to-face & on-line professional learning to support/develop/refine pedagogy (ownership of & purpose for learning).

Evaluation	Funds Expended (Resources)
Ten BPPS staff participated in the 'student centred coaching' initiative at our school in 2019. The school engaged Cyndi Gueswel to initially train and	

Progress towards achieving improvement measures

support coaches work 1:1 with staff K–6 for one coaching cycle each – usually about 6–8 weeks. The cycle saw the coach initially observe student learning behaviour in the classroom, before the coach and the coachee evaluated how the observations of the coach aligned with pre-determined learning targets. Following this the coach and coachee worked on the 'moves' the teacher could make in the classroom to improve learner behaviour to more directly reflect the learning target. These moves were then implemented by the teacher and observed by the coach. Feedback from the coach then rounded out the cycle.

Process 2: BiU professional learning pathway supports staff to develop explicit practice & instruction in reading comprehension & numeracy.

Evaluation	Funds Expended (Resources)
Teaching staff were each supported with \$2000 per teacher working pro-rata at 1.0 or full time. These monies were used to enable staff to make individual decisions around which professional learning opportunities they felt might best support their growth and development (PDPs) outside of the school's professional learning agenda. Staff were encouraged to attend professional learning off site and to visit other schools successfully implementing projects and initiatives of interest. Eg: The ES1 team travelled to Sydney for two days and attended a Kindergarten Teacher conference and visited Hilltop Road PS and Merrylands East PS.	\$65,000 \$25,000
The school also engaged Cyndi Gueswell to further progress the school's professional learning pathway to further consolidate ownership of and purpose for learning. Cyndi led the Term Two School Development Day (SDD) with a focus on introducing strategies for 'deeper instruction' including 'workshop 2.0'. Cyndi also spent a full day with each stage team following the T2 SDD. Evaluation data from staff showed 100% of staff gave the SDD a 4 or 5 out of 5 with comments such as '...Explicit step by step instruction that increased your knowledge exponentially.'	

Process 3: Whole school approach(es) developed to support & enable the consolidation of writing & spelling skills K–6.

Evaluation	Funds Expended (Resources)
Spelling Mastery was implemented 3–6 again in 2019, following on from the introduction of the program in 2018. Staff reported improved spelling growth and performance as a direct result of the initiative.	

Process 4: Wellbeing policy & procedures reviewed/refreshed including the implementation of Positive Behaviour for Learning K–6.

Evaluation	Funds Expended (Resources)
The school continued to drive the outstanding progress initiated in 2018 with the school wide implementation of Positive Behaviour for Learning (PB4L). The committee worked closely with regional consultancy to further analyse wellbeing data and develop lessons (led by students) to address identified needs. Feedback from region suggests the school has made outstanding progress with PB4L in 2019.	\$10,000
The school employed Ms Francesca Peck and Michelle Navarre from Polaris Charter Academy in T1 2019 to initiate school moves to link the development of character and culture with Positive Behaviour for Learning (PB4L). Michelle and Francesca worked with the school staff (T3 SDD brought forward) for a day to define what staff perceive character to be. A range of 'crew' activities were experienced by staff as strategies to deploy within their own classrooms. Through this work the school identified the values;	

Progress towards achieving improvement measures

creativity, citizenship, compassion, integrity and perseverance as the basis of character.

Next Steps

The school will further seek to engage student learners in the leadership of Positive Behaviour for Learning throughout the school. The school will seek to consolidate analysis of available well-being data and to further refine weekly lessons delivered by student leaders. The school will also seek to develop a culture of 'crew' across the school K-6. Staff will also be led by PB4L team to draw close links between PB4L focus and identified school values identified by staff as foundational for the development of student character.



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.

Improvement Measures

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.

Overall summary of progress

BPPS continued to enhance leadership and learning and community engagement throughout 2019. In August 2019 BPPS staged the iOnTheFuture6 'More In Us Than We Know' teacher education conference. 900 teachers from 210 schools attended the event held across two sites; Saturday August 17th at Lindfield Learning Village Sydney and Sunday 18th 2019 at Banora Point PS. The event showcased student engaged assessment and project based learning with EL Education and PBL Works leadership presenting both days.

The school continued to build community engagement, bringing more parents and carers into the school more often to observe student work and progress. Student led conferences were held in Semester One for all students and all classes staged class and stage based 'celebrations of learning' in Semester Two. Both of these practices place responsibility for learning on the shoulders of the learner; with students supported to articulate their learning growth and cite evidence for their self assessment of progress. All stages reported almost that all parents and carers attended celebrations of learning. A range of local organisations, clubs and for profit businesses were engaged in student projects in 2019.

In many cases parents wept as they observed their child's progress and work, so proud were they of the effort and commitment to shaping work of quality.

Progress towards achieving improvement measures

Process 1: Creative deployment of school physical, fiscal & human resources to meet student, staff & community learning needs (Non-Teach AP, QTSS Exec RFF, Comp Tech 0.8, Staff PL Space, etc).

Evaluation	Funds Expended (Resources)
The school will seek to support the coaching initiative in 2020 with more flexibility in staffing. The arrangements in 2019 proved not to have the level of flexibility required to meet staff needs. This will mean that rather than identifying one or two staff to cover staff off class participating in 'coaching', the school will provide stage teams with an allocation of funds so as to support the staffing they choose to access when and how often.	
The school will further seek to develop functionality with the school community on the efficient management of communication through school stream; such as digital permission slips non-attendance notifications.	

Process 2: Development of improved channels of communication; including improved facilitation of student learning progress, parent feedback & whole school communication .

Evaluation	Funds Expended (Resources)
The school completed the upgrade of the school's website in 2019. The website houses links to policies, newsletters, school calendars and notes	\$5000

Progress towards achieving improvement measures

sent home.

The school developed its use of Sentral in 2019, successfully embedding the 'parent calendar' within the school stream app and the website.

The school developed its use of School Stream App in 2019, successfully uploading notes onto the platform for parents to access anywhere anytime.

The school consolidated its use of the Microsoft Sway application as the platform for the newsletter. The platform now houses digital content including images and video and also accommodates live links to online content.

Next Steps

The school will continue to align student engaged assessment practices within the reporting to parents annual framework. Student led conferences will be moved from the end of T2 to the end of T1. The school will also share celebrations of learning in the final weeks of T3. The school will also seek to build on its emerging online presence to share student success and the growth and development of the school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$67 000.00) 	<ul style="list-style-type: none"> (85%) of targeted ATSI cohort reached an appropriate reading level for Kindergarten (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	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$14 000.00) 	<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	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$178 000.00) 	<ul style="list-style-type: none"> All students requiring adjustments and learning support successfully catered for within class programs Additional teacher support and learning support officers are employed to support identified students develop literacy and numeracy foundational skills Employment of learning support officers to support students to successfully (socially) integrate in the playground SLSO support provided for each Kindergarten classroom for T1
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$117 000.00) 	<ul style="list-style-type: none"> Implementation of transformative pedagogical practice for all classroom teachers K-6 with student engaged assessment and project based learning. This approach engages and empowers all learners to develop ownership of and purpose for learning and delivers equity of opportunity within each classroom through explicit teaching practices and protocols 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
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> Support for beginning teachers (\$12 500.00) 	<p>The school welcomed one beginning teacher to start 2019. The school employed an experienced teacher to work alongside the beginning teacher for the first 5 weeks of Term One 2019. This was a highly successful strategy with the beginning teacher gaining confidence early in routines</p>

Support for beginning teachers	Funding Sources: <ul style="list-style-type: none">• Support for beginning teachers (\$12 500.00)	and structures.
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	319	330	320	331
Girls	302	305	287	275

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.9	93.6	93.2	94.5
1	94.8	94.8	94.2	92.5
2	94.6	93	93.4	92.1
3	94.8	94.6	93.2	94.8
4	95.3	92.8	93.3	91
5	94.8	94.3	92.9	93.4
6	94.1	93.9	92.4	92.1
All Years	94.8	93.8	93.2	92.9
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

BPPS has observed a slight decrease in attendance figures in recent years. BPPS attendance policy and procedure was reviewed and refreshed in 2019 with the aim of tightening the follow up of student absence. BPPS 2019 attendance is above state average.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	23.11
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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

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.

Two teachers completed their maintenance accreditation at proficient level and a further two 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.

In 2019 BPPS continued our professional learning program to build student engagement and empowerment. Our focus continues to target building both student ownership of and purpose for learning through the development of student engaged assessment practices and project based learning. Our school believes that students need the mindset, confidence and experience to make their own decisions – the basis of empowerment.

All staff attended one whole school Staff Development Day (SDD) with Cyndi Gueswel – former Managing Director of Program for EL Education USA further refining and consolidating the core practices of developing learning targets, using data with students, using models of excellence, critique and feedback and student-led conferences. Staff also worked with Cyndi for an additional stage based planning day in Semester One, honing in on project planning and explicit classroom practices.

Staff were provided further opportunity to refine their explicit teaching practices as Cyndi Gueswel visited again in the second semester. ahead of the iOnTheFuture Conference. All staff attended the iOnTheFuture6 "More In Us Than We Know" Conference on Sunday August 18th, further developing deeper learning knowledge and practices. Additional teachers attended MacqLit and MiniLit professional learning..

The school also engaged Michelle Navarre and Francesca Peck from Polaris Charter School in Chicago to begin our journey with character and crew. Staff all spent one full SDD with Michelle and Fran in Term One as a whole staff group identifying what the staff of BPPS view as character and an additional day in stage teams looking at practices that will support a culture of crew inside classrooms.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	170,699
Revenue	5,943,875
Appropriation	5,494,083
Sale of Goods and Services	100,660
Grants and contributions	342,636
Investment income	2,621
Other revenue	3,875
Expenses	-5,758,010
Employee related	-5,103,243
Operating expenses	-654,767
Surplus / deficit for the year	185,865

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.

Banora Point PS continues to implement a range of newly deployed mandatory financial and human resource tools in 2019. These include; Learning Business Management Resource (LMBR), eFPT staff budgeting tool and a new SAP Human Resources system. The school looks forward to further consolidation 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 loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	203,787
Equity Total	378,486
Equity - Aboriginal	66,771
Equity - Socio-economic	117,801
Equity - Language	13,521
Equity - Disability	180,393
Base Total	4,136,013
Base - Per Capita	142,425
Base - Location	0
Base - Other	3,993,587
Other Total	449,572
Grand Total	5,167,857

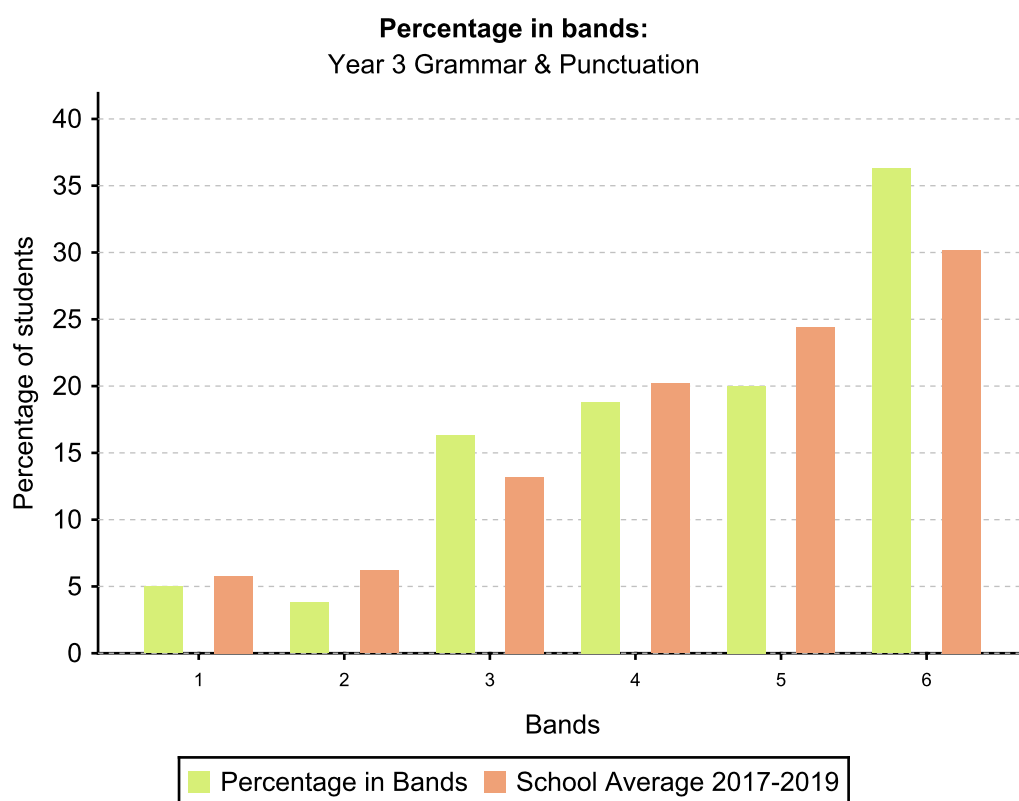
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

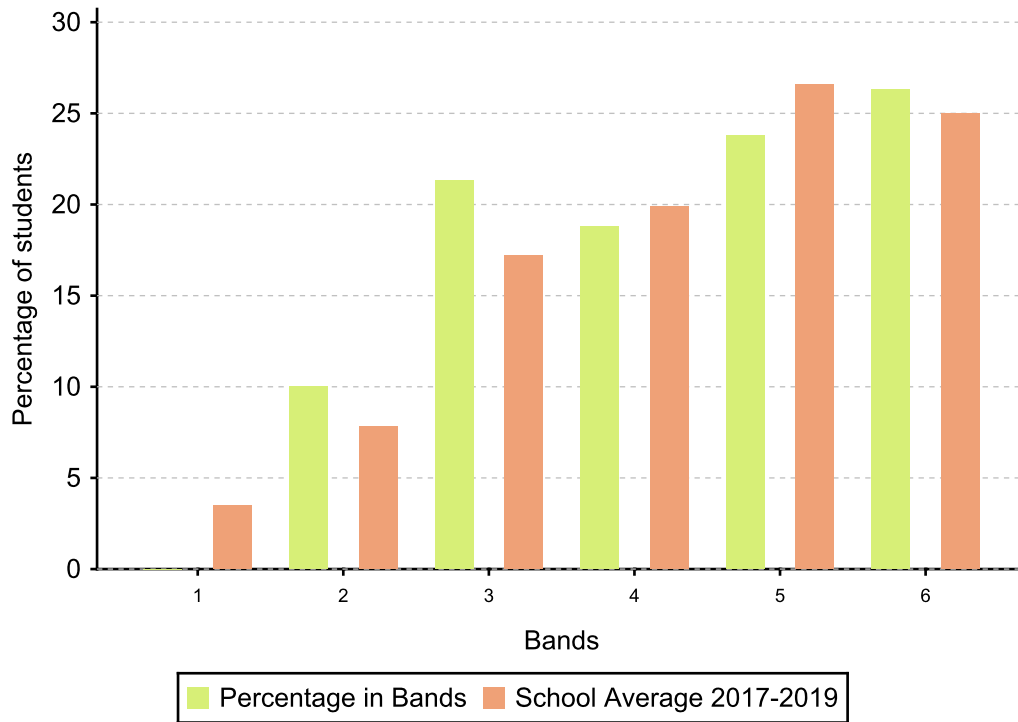
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



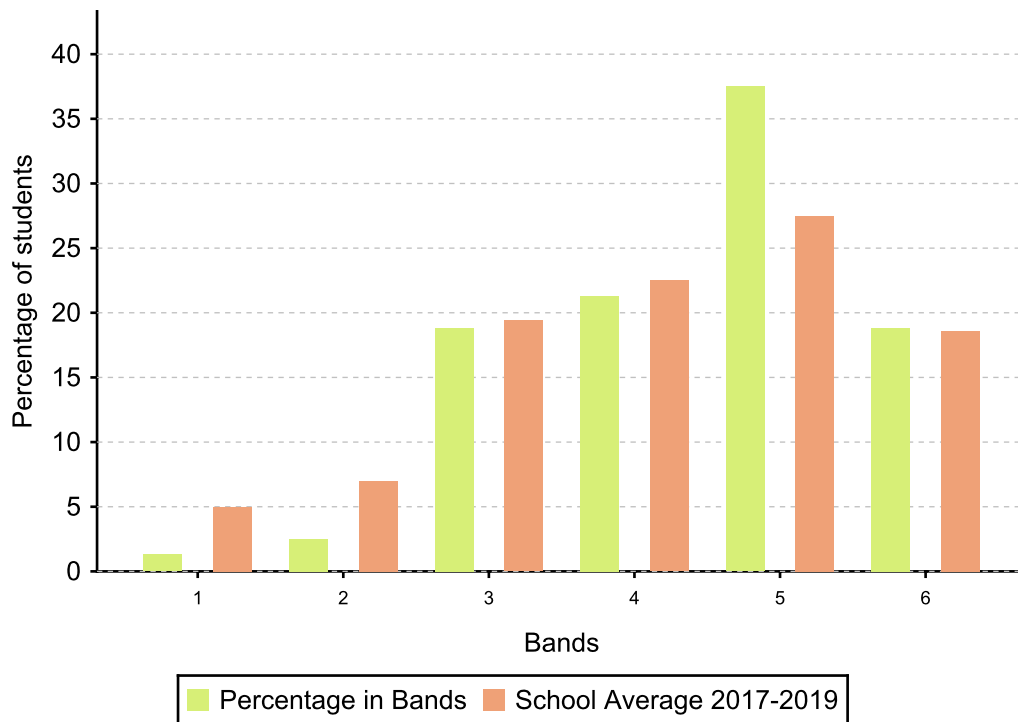
Band	1	2	3	4	5	6
Percentage of students	5.0	3.8	16.3	18.8	20.0	36.3
School avg 2017-2019	5.8	6.2	13.2	20.2	24.4	30.2

Percentage in bands:
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	0.0	10.0	21.3	18.8	23.8	26.3
School avg 2017-2019	3.5	7.8	17.2	19.9	26.6	25

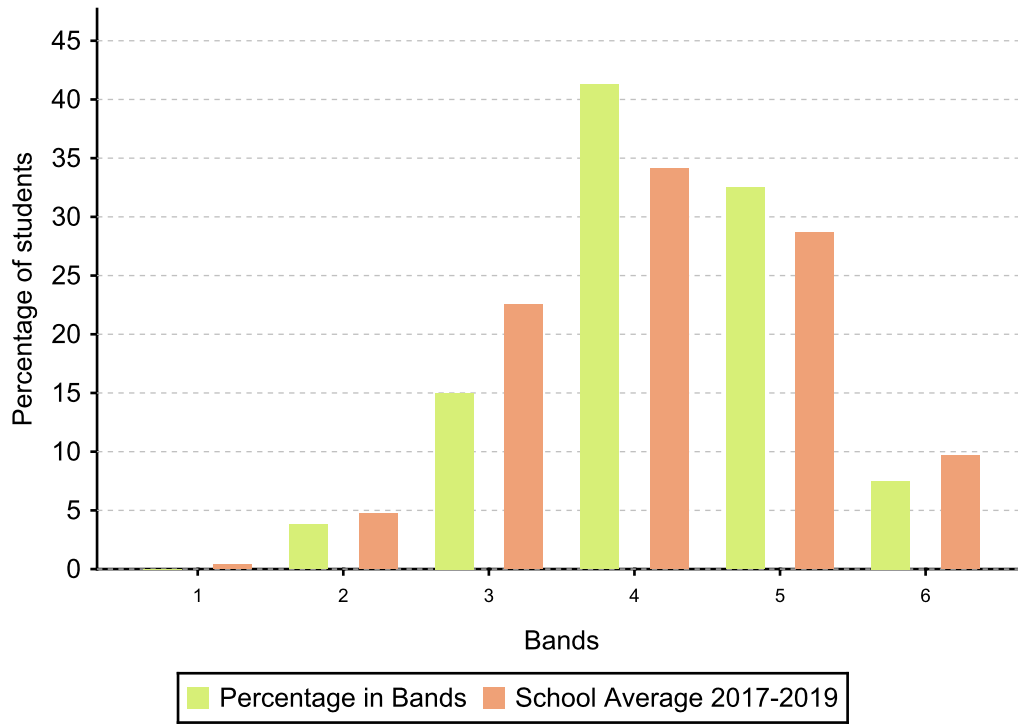
Percentage in bands:
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	1.3	2.5	18.8	21.3	37.5	18.8
School avg 2017-2019	5	7	19.4	22.5	27.5	18.6

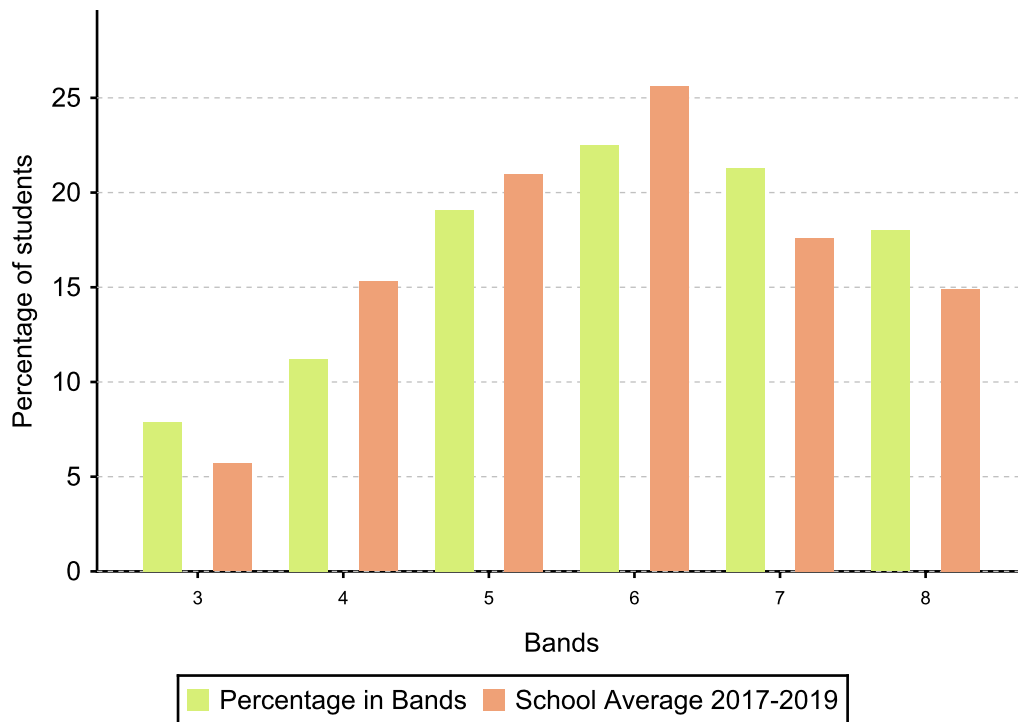
Percentage in bands:

Year 3 Writing



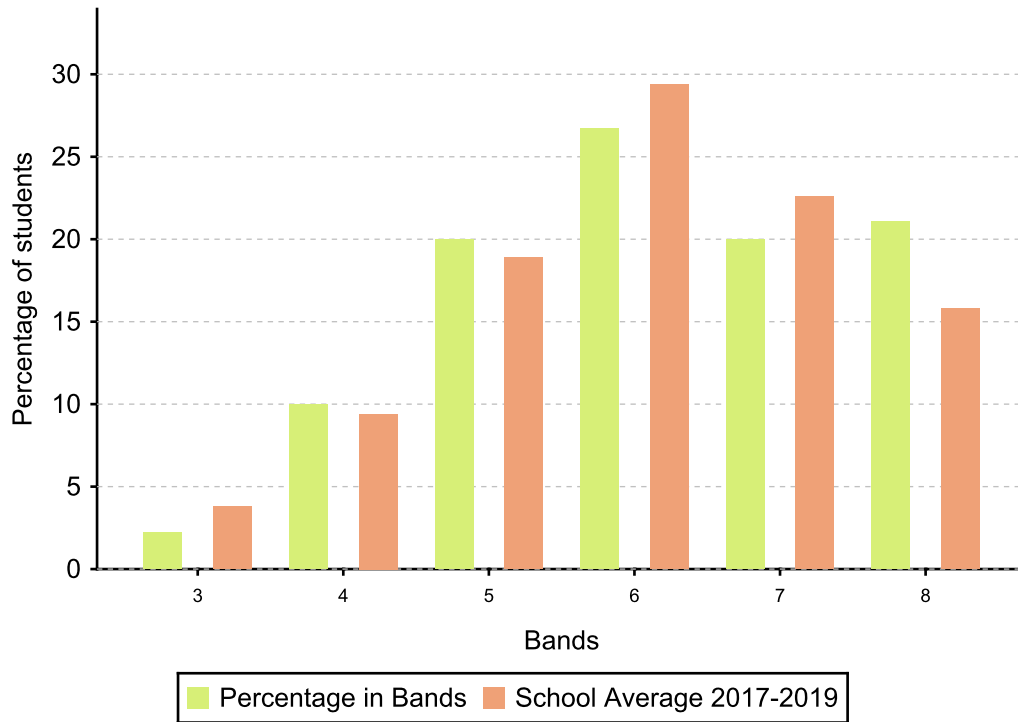
Band	1	2	3	4	5	6
Percentage of students	0.0	3.8	15.0	41.3	32.5	7.5
School avg 2017-2019	0.4	4.7	22.5	34.1	28.7	9.7

Percentage in bands: Year 5 Grammar & Punctuation



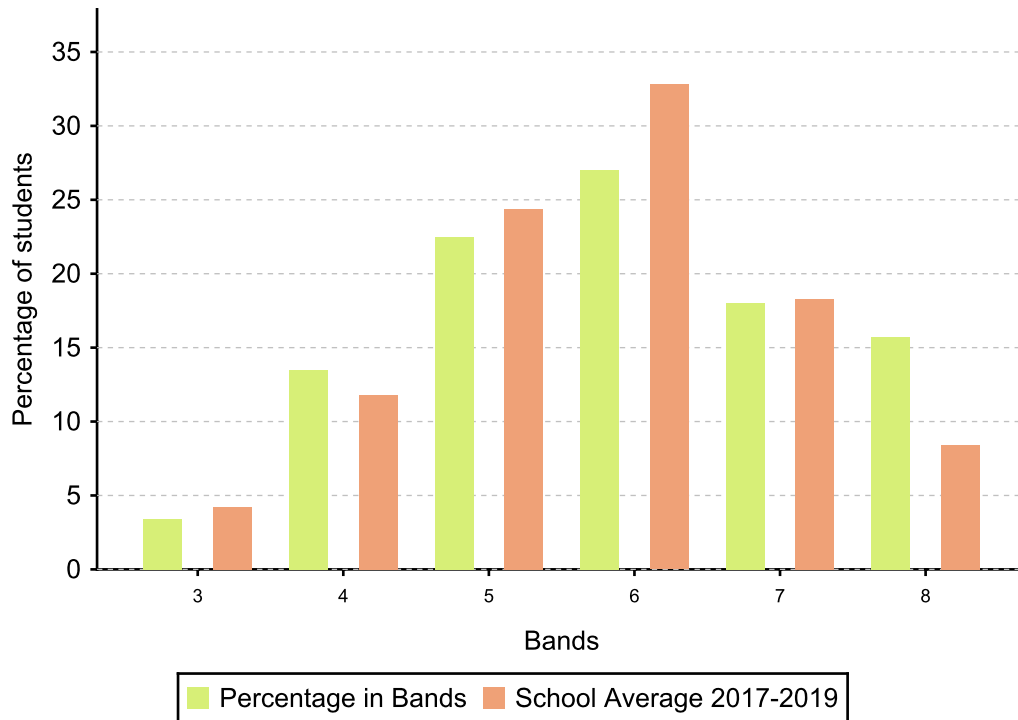
Band	3	4	5	6	7	8
Percentage of students	7.9	11.2	19.1	22.5	21.3	18.0
School avg 2017-2019	5.7	15.3	21	25.6	17.6	14.9

Percentage in bands:
Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	2.2	10.0	20.0	26.7	20.0	21.1
School avg 2017-2019	3.8	9.4	18.9	29.4	22.6	15.8

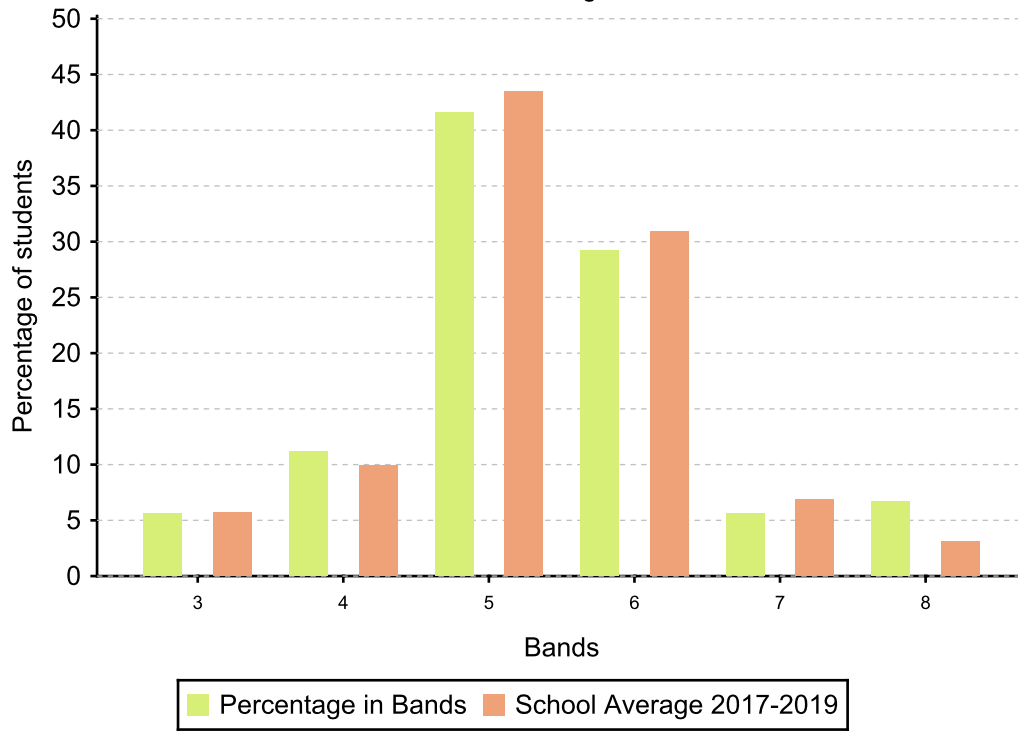
Percentage in bands:
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	3.4	13.5	22.5	27.0	18.0	15.7
School avg 2017-2019	4.2	11.8	24.4	32.8	18.3	8.4

Percentage in bands:

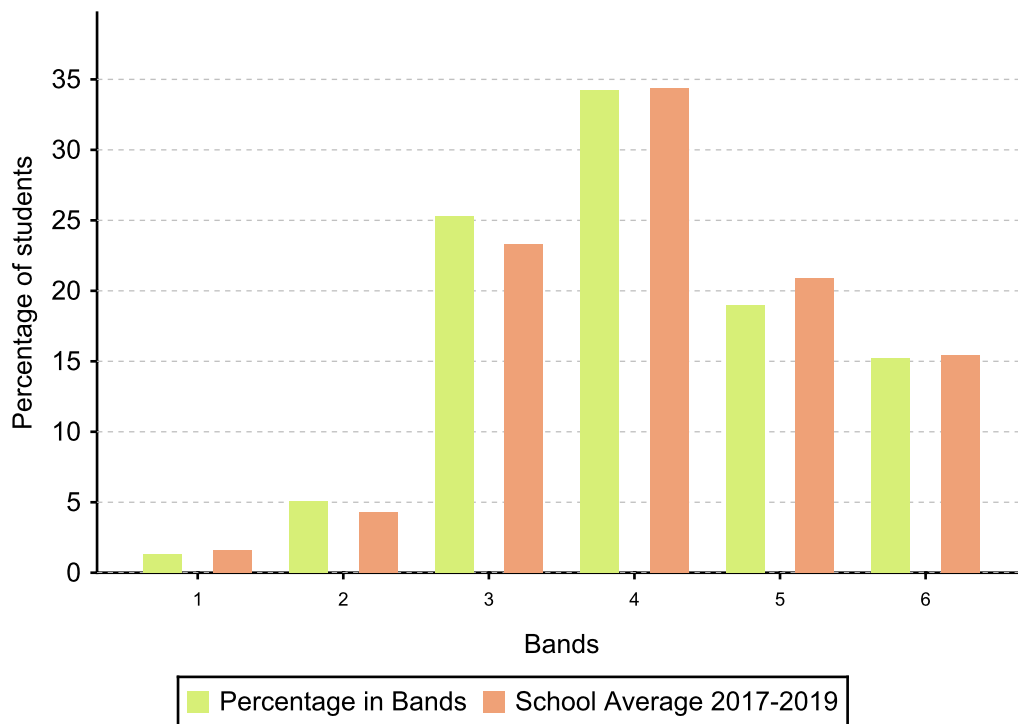
Year 5 Writing



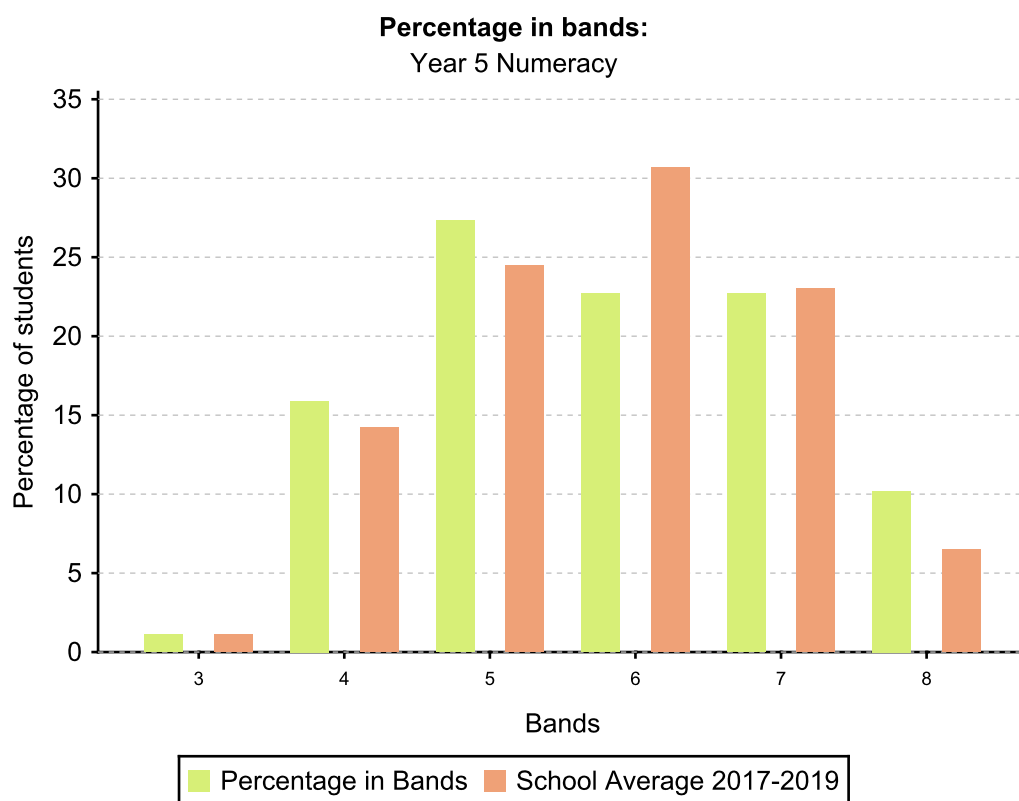
Band	3	4	5	6	7	8
Percentage of students	5.6	11.2	41.6	29.2	5.6	6.7
School avg 2017-2019	5.7	9.9	43.5	30.9	6.9	3.1

Percentage in bands:

Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	1.3	5.1	25.3	34.2	19.0	15.2
School avg 2017-2019	1.6	4.3	23.3	34.4	20.9	15.4



Band	3	4	5	6	7	8
Percentage of students	1.1	15.9	27.3	22.7	22.7	10.2
School avg 2017-2019	1.1	14.2	24.5	30.7	23	6.5

Improving Over Time

In 2019 BPPS increased the % of students in the top two bands in 8 of 10 components across both Year Three and Year Five compared to the previous three year trend at our school. This is evidence of the school's improvement and a reflection of the staff implementation of professional learning undertaken.

2019 BPPS Year 3 Top Two Band Performance (Proficiency). In 2019 BPPS Year 3:

- Spelling went above state average (and 'similar' schools) performance for the first time in at least 5 years
- Punctuation and Grammar was above state average (and 'similar' schools) for the 2nd year in a row
- Reading performance was in line with state average performance and above 'similar' schools
- Writing was below both 'similar schools' and state average

2019 BPPS Year 5 Top Two Band Performance (Proficiency). In 2019 BPPS Year 5:

- Reading, Punctuation and Grammar and Numeracy were above state average (and 'similar' schools) in 2019
- Spelling was above 'similar' schools but below state
- Writing was below both 'similar schools' and state average

2019 BPPS Average Scaled Growth. In 2019 BPPS Year 5:

- Results showed our school 'average scaled growth' to exceed 'similar schools' and 'national average' in Reading and Spelling
- Results show our school growth in Spelling to be below 'similar schools' and 'national average' for Numeracy, Writing and Punctuation and Grammar

MySchool Website – Further data is available

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.

Bump It Up

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, 41.64 in 2018 and 39.47 in 2019. BPPS BiU targets were met ahead of schedule in 2018.

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. Feedback received in 2019 was overwhelmingly positive.

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 contributor to our school. Where our school seeks parent endorsement and feedback about school policy and direction, the P&C are engaged early. 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 support and high expectation of success.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

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 2019 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.

Personalised Learning Plans are implemented K–6 with parents, students and teachers committed to student learning and success at school.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

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, 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.

