

2020 Annual Report

Banora Point Public School



Banora Point

Primary School

1129

Introduction

The Annual Report for 2020 is provided to the community of Banora Point Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

I am pleased to present the 2020 Annual School Report for Banora Point Public School. It has been my privilege to lead this outstanding school community again in 2020.

2020 saw us face many obstacles and new challenges with Covid-19. Teachers and students took on new ways of learning and acquired many new skills. Our school has continued to build and refine explicit instruction, delivering clarity of purpose and continuing 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.

I congratulate our students for their resilience and grit in 2020 and their 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 and generous contributions of our parents and caregivers. With Covid-19 restricting physical access parents and caregivers embraced live streaming of school events and utilised technology as a form of communication.

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

2020 has been both an unusual and inspiring time. It is impossible not to note the affect this year of distancing has had. More than ever, we as a collective, have come to know that we are not soloists. We do not live, love or learn, alone. We are social beings, we are villagers, we are each a cog in the machinations of our lives, homes and communities.

That really is what P&C is about: each of us contributing in various ways to our school community, and each of us with heartstrings attached to the best possible outcomes for our students. Our Association has continued to move forward this year, thanks to Members, volunteers and Office Bearers.

Whilst many things did not happen in 2020, our purpose - the welfare of Banora Point Primary School students - has remained our focus. This has enabled us to successfully continue to:

- Operate the Uniform Shop
- Introduce streamlined procedures and supporting technologies for our P&C
- Maintain connections with the school; including clothing most staff in BPPS uniforms for the "Freaky Friday" fun day
- Progress our adventure playground goal
- Carry on with limited fundraising
- Create plans and expectations for the wellbeing of our Association and students
- Welcome new Members and new volunteers

In 2020 we presented \$87,000 to Banora Point Primary School, the funds of our successful grant application. For perspective, this is enough money to buy about 16,000 thick shakes, or about 5000 visits to the skate rink. It will be spent as intended, on the provision of play equipment and beautification of the adventure playground.

We now look forward. There are so many opportunities to be made and taken, together, in 2021.

I urge you to continue to be a villager. Show your support for our students through involvement in P&C initiatives; watch how that helps them bloom, and enjoy the friendships and experience you garner along the way.

Amy Kirkup

2020 President

Banora Point Primary School Parents & Citizens Association

Message from the students

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.

Jorjie and I would like to thank all of our amazing teachers who have supported us and helped us grow over the years. Also, a big thank you to all our families who have always been there to guide, support and love us.

Thank you for being wonderful Banora Point students. We remember the fun times and the memories we have all made here together. We wish you all the best for the rest of your primary school years. No matter where it takes you, just remember, stay true to yourself and be happy. Thank you.

I have felt very privileged to be school captain of our wonderful school and hold very dear memories of my primary school years. I wish everyone good luck in the future.

Ethan 2020 School Captain

What can I say, 2020 has been an interesting year due to Covid and home schooling, then back to school with social distancing, no assemblies, no excursions…...but we've survived!!

I feel so honoured and proud to have led you through 2020. Although this year has been challenging I feel that we have all worked together and reached the end of the year stronger, smarter, more compassionate and more resilient than we may have if 2020 had turned out differently.

Jorjie 2020 School Captain

School vision

'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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

NAPLAN 2020 was cancelled due to COVID-19 and thus no data was generated for NAPLAN 2020.

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)
<p>During Term 1 Students started to engage with programs created during PBL Works Training.</p> <p>Prior to Covid-19 (March 2020) students were supported by teachers to plan and prepare for Student Led Conferences. This involved goal setting, feedback and selecting work samples to support achievement.</p> <p>Students continued to develop skills in the co-creation of rubrics and critique for quality work through viewing models of excellence. Staff continued to implement Student Engaged Assessment and aspects of Project Based Learning.</p> <p>Staff, students and parents continued to see the impact on student engagement and learning through Student Engaged Assessment Practices. In Term Three students undertook a writing project, they exhibited great pride in their work and enjoyed the meaningful and purposeful connections to real world issues.</p> <p>Students continued to articulate learning goals and initiate thinking around seeking feedback.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$5000.00)

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
<p>The school continued to drive the outstanding progress with the school wide implementation of Positive Behaviour for Learning (PB4L).</p> <p>The committee worked closely with regional consultancy to further analyse wellbeing data and develop lessons (led by students) to address identified needs. Staff deployed a range of strategies within their own classrooms to support the development of values and relationships as the basis of character.</p> <p>2020 saw the introduction and implementation of our School Values; Integrity, Creativity, Citizenship, Compassion and Perseverance. Videos and lessons were created to support our School Values and were delivered to students by their year 6 peers. The school plans to continue this work with Cyndi Gueswel, Francesca Peck and Michelle Navarre (USA) to initiate school moves to link the development of character and culture with Positive Behaviour for Learning (PB4L) in January 2021. Through this CREW initiative we intend to build on Staff and Student Crew in 2021.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$5000.00)

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 consolidated spelling knowledge and understanding with the whole school 'spelling mastery' program. Assessment data shows spelling performance is improving in the school.</p> <p>An explicit writing project was implemented during Term 3. Students drafted, edited, used student engaged assessment practices to refine and improve the quality of their work. Students produced outstanding writing pieces that were published and shared with families. Stage teams worked with instructional coach Cyndi Gueswel to refine their practices.</p> <p>All staff participate in a range of high quality professional learning as a whole group, stage groups and individual sessions to establish and consolidate teaching practices and protocols that empower students to develop ownership of and purpose for learning.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Literacy and numeracy (\$14000.00)

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.

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)
After the successful implementation of the 'student centred coaching' initiative at our school in 2019. The school engaged Cyndi Gueswel to continue to train and support staff in the coaching process in 2020. Review and refinement of coaching purpose statement occurred during Term 1. Creation of Coaching Cycle Sequence Support document to be used by all coaches to ensure a consistent approach. Unfortunately due to Covid-19 the coaching initiative was unable to take place in 2020. Teachers still reflected on the 'moves' they could make in the classroom to improve learner behaviour to more directly reflect the learning target.	\$5000

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 \$1500 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. The school also engaged Cyndi Gueswel to further progress the school's professional learning pathway to further consolidate ownership of and purpose for learning. Cyndi led the Term Three School Development Day (SDD) with a focus on deeper instruction.	\$40000

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

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

K-2 teachers continued to implement systematic synthetic phonics programs in all classes. Intervention programs were also aligned to support these programs.

\$10000

Spelling Mastery was implemented in years 3-6 again in 2020. This daily designated time enable continuity and staff reported improved spelling growth and performance as a direct result of the initiative.

An explicit, quality writing project was implemented across K-6 demonstrating growth and the benefits of Student Engaged Assessment processes.

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 implement the school wide Positive Behaviour for Learning (PB4L) initiative. The committee worked closely with regional consultancy to further analyse wellbeing data and develop lessons (led by students) to address identified needs. A culture of 'crew' was fostered across the whole school and a range of 'crew' activities were implemented in classrooms by staff. Class Norms were evident in all classrooms across the school. The school implemented an identified set of values; Creativity, Citizenship, Compassion, Integrity and Perseverance as the basis of character. Close links were drawn between PB4L and values.

\$5000

Funding Sources:
• (\$0.00)

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.

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)
<p>COVID had a large impact on the processes for strategic direction 3. In particular, our coaching cycles were postponed for the year, and the focus shifted to supporting teachers through online learning. Computer technician time was used to ensure all students had access to technology to complete learning at home. Technical support was also given to teachers to set up learning platforms.</p> <p>Executive staff used their QTSS time to work with teachers on adapting programs to online learning platforms.</p> <p>During Semester 2, we developed our External Validation submission. A committee of teachers worked together to analyse the School Excellence Framework and gather evidence that validated where our school was at. This was an invaluable process that has supported our school in evaluating past initiatives with a lense for future focus in our next school plan.</p>	

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

Evaluation	Funds Expended (Resources)
<p>New channels of communication were implemented in 2020. Teachers improved their communication with parents through the sending of daily/weekly parent emails, SeeSaw and Google Classrooms.</p> <p>The school also improved the use of the School Stream app, by adding in the additional feature of absence notifications. Parents can log into the app, explain their child's absence and the it gets emailed directly to the child's classroom teacher.</p> <p>To support our attendance procedures, a second reminder system was set up through sentral that notified parents for the second time to provide explanation for their child's absence.</p> <p>The office refined processes for the parent online payment (POP) system, to still allow for parents to make payments without needing to enter school grounds.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$68 000.00) 	<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 (\$5 000.00) 	<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 (\$61 000.00) 	<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 (\$143 000.00) 	<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

Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$143 000.00) 	<ul style="list-style-type: none"> * 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 (\$0.00) 	BPPS did not receive beginning teacher funding in 2020.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	330	320	331	320
Girls	305	287	275	254

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.6	93.2	94.5	95.4
1	94.8	94.2	92.5	95.9
2	93	93.4	92.1	94
3	94.6	93.2	94.8	95
4	92.8	93.3	91	94.7
5	94.3	92.9	93.4	95
6	93.9	92.4	92.1	94.7
All Years	93.8	93.2	92.9	95
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	22.06
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	356,564
Revenue	5,993,484
Appropriation	5,678,059
Sale of Goods and Services	116,987
Grants and contributions	187,117
Investment income	629
Other revenue	10,692
Expenses	-5,745,163
Employee related	-5,099,005
Operating expenses	-646,158
Surplus / deficit for the year	248,321
Closing Balance	604,885

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.

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	309,559
Equity Total	398,624
Equity - Aboriginal	68,480
Equity - Socio-economic	143,327
Equity - Language	5,404
Equity - Disability	181,413
Base Total	4,104,775
Base - Per Capita	145,746
Base - Location	0
Base - Other	3,959,029
Other Total	422,444
Grand Total	5,235,402

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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 2020 was overwhelmingly positive.

Due to COVID, Banora Point PS had to shift the way in which we communicated and engaged our community. Parents were kept informed through regular email and phone call communication. During Semester 2 we changed our school's Celebration of Learning to be an at-home experience, where students shared their quality work and learning journey with parents at home, and parents provided feedback to the school about the effectiveness of the learning and the quality of their child's work. Almost 100% of families successfully completed this process within days.

The BPPS Parents and Citizens Association has continued to be an important contributor to our school, even with COVID restrictions that made it difficult to meet or plan major events. 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.

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.