

2021 Annual Report

Banora Point Public School



Banora Point

Primary School

1129

Introduction

The Annual Report for 2021 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 Strategic Improvement 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 2021 Annual School Report for Banora Point Public School. It has been my privilege to lead this outstanding school community again in 2021. After a challenging 2020, 2021 once again saw our school face the obstacles and challenges that come with the Covid-19 pandemic.

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.

Best ever school results indicate that our focus on ownership of and purpose for learning is working. I congratulate our students for their ongoing resilience and compassion in 2021 and their commitment to the opportunities provided by our school.

I thank our teaching and administrative staff for their tireless efforts to support our students and school community. I am proud to work alongside such a caring, devoted and professional staff group.

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 continued to embrace live streaming of school events and engaged with the school through technology. It has not been easy, however, our parents and carers supported our kids in this way for a second year running.

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



BPPS has a deliberate focus on the development of character and has identified 5 values; Integrity, Citizenship, Compassion, Persistence and Creativity.

School vision

A collaborative and harmonious community empowering successful learners.

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 on the Far North Coast of NSW.

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 school seeks to enable and empower our children to be leaders of their own learning who contribute to a better world. The school provides a range of opportunities for our children to engage and explore and achieve in a variety of academic, sporting, cultural and social activities. Students enjoy a happy, safe and inclusive environment and the community collectively celebrates student success.

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



BPPS was very pleased to secure a permanent 'Crossing Supervisor' position in 2021. Welcome Ms Dianne McGuire.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 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: Student growth and attainment

Purpose

BPPS students are supported to make a strong start at school in the early years with evidenced based practices; including the deliberate focus on phonemic awareness/decoding and targeted (learning) support to ensure this foundation is in place.

As students grow they 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.

Evidenced based practices and inclusive 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.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Literacy
- Numeracy

Resources allocated to this strategic direction

English language proficiency: \$8,157.14
Low level adjustment for disability: \$184,420.15
Socio-economic background: \$100,000.00
Literacy and numeracy intervention: \$54,179.12
Professional learning: \$31,633.69
Literacy and numeracy: \$15,061.48

Summary of progress

Effective Reading Instruction - All staff K-2 received extensive training and development in the development of effective reading instruction by the end of 2021. This has enabled staff to develop a primary focus on assisting students to develop a strong phonemic awareness and decoding base. K-2 staff have also worked together to support students to develop vocabulary, fluency and comprehension as their phonemic awareness and decoding has consolidated throughout 2021.

Student Engaged Assessment - Staff continued to work collaboratively in stage teams developing teaching and learning programs across all stage teams which featured daily learning targets, checking for understanding, using data with students, models/critique/descriptive feedback throughout the year. Student-led conferences were held in T1 however, COVID restrictions and disruptions meant that there were no celebrations of learning in 2021.

Project Based Learning - All classroom teachers began implementing high quality project learning experiences in all classrooms after extensive planning with colleagues from Week Five Term Two, however, these experiences were cancelled with the disruption of COVID and remote learning in Terms Two and Three.

Effective Numeracy Instruction - A number of BPPS staff attended a series of online NSW DoE professional learning workshops in Semester Two 2021. These sessions assisted staff to explore and develop evidence based Numeracy teaching strategies in their classrooms, in line with the DoE Numeracy direction and new syllabus to be trialed at BPPS from T1 2022. These practices and strategies were subsequently shared with colleagues in stage team meetings for the benefit of all classrooms.

Whole School Mathematics Policy - The school plans to participate in the implementation of the new K-2 syllabus from Term One 2022. Until staff are familiar with the new materials/content/teaching strategies, the formation of a new policy will be held over.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Reading - NAPLAN - Top Two Bands - uplift of 3% from 45.3% in 2019 to 48.3% in 2021	Reading - NAPLAN - Top Two Bands - uplift of 2.53% from 45.3% in 2019 to 47.83% in 2021
Reading - NAPLAN - Expected Reading Growth - uplift of 1.5% from 68.4% in 2019 to 70% in 2021	Reading - NAPLAN - Expected Reading Growth - uplift of 6.6% from 68.4% in 2019 to 75% in 2021
Reading - NAPLAN - Top Three Bands ATSI - uplift of 0.3% from 64.7% in 2019 to 65% in 2021	Reading - NAPLAN - Top Three Bands ATSI - uplift of 6.73% from 64.7% in 2019 to 71.43% in 2021
Numeracy - NAPLAN - Top Two Bands - uplift of 3% from 33.5% in 2019 to 36.5% in 2021	Numeracy - NAPLAN - Top Two Bands - decrease of 1.4% from 33.5% in 2019 to 32.1% in 2021
Numeracy - NAPLAN - Expected Numeracy Growth - uplift of 9% from 51% in 2019 to 60% in 2021	Numeracy - NAPLAN - Expected Numeracy Growth - uplift of 9.94% from 51% in 2019 to 60.94% in 2021
Numeracy - NAPLAN - Top Three Bands ATSI - uplift of 7% from 31.3% in 2019 to 38.3% in 2021	Numeracy - NAPLAN - Top Three Bands ATSI - uplift of 25.84% from 31.3% in 2019 to 57.14% in 2021
Improvement as measured by the School Excellence Framework Learning • SCHOOL PERFORMANCE MEASURES - The school achieves excellent value-added results; significantly above value added by the average school	Banora Point PS has achieved outstanding results in 2021, which are significantly above average and 'like' schools. Students value added from Years 3-5 is excelling.



Student wellbeing is a focus at BPPS.

Strategic Direction 2: Explicit teaching practice employing positive learning culture

Purpose

All staff are supported to work and grow together to best support the learning of all students K-6.

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

Staff support and guide students to reflect, consolidate, contribute 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 engagement with ownership of and purpose for learning.

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.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student Culture/Wellbeing
- Professional Learning/Coaching

Resources allocated to this strategic direction

Professional learning: \$8,500.00

Socio-economic background: \$36,785.01

Aboriginal background: \$64,320.24

Literacy and numeracy intervention: \$10,000.00

QTSS release: \$108,978.70

Summary of progress

CREW Culture

All teaching/non-teaching staff united for the Term One School Development Day to collectively write the BPPS staff agreements. This document is designed to draw commitment from staff to refer to and model the shared values at BPPS every day in their interactions with each other. Most classroom teachers began to trial structured CREW sessions at least twice weekly. The school engaged a third party to measure relational strength, however, the data collection was challenging and with the COVID disruption, this project was abandoned in 2021.

Positive Behaviour For Learning (PB4L)

Staff have continued to deploy the agreed school behaviour management process in 2021. This process was last reviewed in 2019 and will require a refresh with full staff engagement in 2022 to ensure all staff have full buy-in and knowledge of the behaviour management processes used in the school.

Data shows that the incidence of student playground incidents decreased in 2021 as compared to 2020. The total number of negative playground incidents reduced by 38%. This is a big improvement. However data shows that the incidence of classroom incidents remained the same in 2021 as compared to 2020.

While the school continues to have a relatively small number of suspensions for the size of the enrolment base at Banora, the increase in short suspensions will require monitoring in 2022.

High Quality Professional Learning

100% of staff at Banora completed Performance Development Plans linking evidenced need, school targets and resources, teaching standards and personal professional goals. All teaching staff can articulate and point to evidence of improved pedagogy and practice. The school needs to improve data collection in regards to staff satisfaction in relation to professional learning opportunities provided.

****NB** 2021 was a disrupted year with long periods of remote learning due to COVID-19.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Attendance - percentage of students with attendance of 90% or higher - an uplift of 2% from 76.1% in 2020 to 78.1% in 2021	Attendance data for 2021 shows a decline in the percentage of students attending school for 90% of the time from 76.7% in 2020 to 73.8% in 2021. **NB: 2021 school year was disrupted significantly with remote learning due to COVID.
ATSI Attendance - percentage of ATSI students with attendance of 90% or higher - an uplift of 2.5% from 68.9% in 2020 to 71.4% in 2021	Attendance data for 2021 shows a decline in the percentage of ATSI students attending school for 90% of the time from 68.9% in 2020 to 62.5% in 2021. **NB: 2021 school year was disrupted significantly with remote learning due to COVID.
Tell Them From Me (TTFM) 'Positive Wellbeing' data shows positive uplift of 1.1% from 87.47% in 2020 to 88.57% in 2021	TTFM 'Positive Wellbeing' data for 2021 shows an uplift in the percentage of students reporting 'Positive Wellbeing' data from 87.47% in 2020 to 88.3% in 2021.
ATSI - Tell Them From Me (TTFM) 'Positive Wellbeing' data shows positive uplift of 2% from 81% in 2020 to 83% in 2021	TTFM 'Positive Wellbeing' data for 2021 shows an uplift in the percentage of students reporting 'Positive Wellbeing' data from 87.47% in 2020 to 88.3% in 2021.
Improvement as measured by the School Excellence Framework Teaching • LEARNING AND DEVELOPMENT - The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of timely and effective feedback between teachers. (coaching)	The 2021 school year was disrupted significantly with remote learning due to COVID. This disruption impacted the school in such a way that it was not possible to implement 'coaching' as was planned. The school plans to deploy coaching in 2022, all going well.



Magnificent vegetable garden - highly engaging for our Year Two students

Strategic Direction 3: Transparent, evidence based decision making

Purpose

Transparent and evidence based decision making enables a school wide ***culture of progress, improvement, high expectations*** and a shared sense of responsibility for the growth, happiness and success of all students.

All stakeholders including students, teachers, leadership and community refer to evidence as the basis of decision making, ensuring growth and progress for all.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Systematic Quantitative Data Collection
- Systematic Qualitative Data Collection

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$30,000.00

Summary of progress

Limited progress was made on this strategic direction in 2021 as the school year was significantly disrupted with significant periods of remote learning due to COVID-19. Additional Learning and Support teachers were employed for the implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets. In 2022, this initiative will continue with the employment of additional Learning and Support teachers to support the delivery of evidence-based literacy and numeracy programs and data driven practices.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Agreed whole school consistent collection of quantitative school based data for Literacy	Limited progress made on with the impact of COVID.
Agreement across all stakeholders in the community of identified qualitative data to be collected across a full school year	Limited progress made on with the impact of COVID.
Improvement as measured by the School Excellence Framework Teaching • DATA SKILLS AND USE - The learning goals for students for students are informed by analysis of internal and external progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.	100% of student learning goals can be linked to available internal and external progress and achievement data. While progress towards student learning goals is monitored, the school needs to fully develop systematic and consistent school wide collection of high quality and valid assessment data. Less progress was made on this measure that anticipated, however, the school was heavily impacted through a disruptive year of remote learning caused by COVID-19.



Class 2C produced this beautiful collaborative artwork 'The Seagull and the Crane' in 2021. The artwork is on display in the school's front office.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$489,019.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Banora Point Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLaSPs) <p>The allocation of this funding has resulted in: all students with additional needs, demonstrating progress towards their personalised learning goals. All PLaSPs were regularly updated and responsive to student learning needs and progress ensuring students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLaSP reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$136,785.01</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Banora Point Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Professional Learning/Coaching • Literacy • Student Culture/Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement CREW programs across the school. • employment of additional staff to support LST program implementation. <p>The allocation of this funding has resulted in: employment of an additional teacher to work as a Literacy and Numeracy LaST with students performing below the expected stage level (4 days per week) and a one day allocation for well-being (involving CREW programs).</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to engage the literacy and numeracy LaST to support our trajectory towards achieving targets. Next year, the school will diversify the role of the additional staff member to include literacy and numeracy intervention along with well-being/CREW programs.</p>
<p>Aboriginal background</p> <p>\$64,320.24</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Banora Point Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p>

<p>Aboriginal background</p> <p>\$64,320.24</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Culture/Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of teacher to work as a mentor with students to build cultural and leadership capacity. • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: employment of specialist additional staff to support Aboriginal students. an increase (>50%) in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. Tell Them From Me data indicated 90% of Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students with this funding will be: engaging a focused Aboriginal identified position to deliver a local language program and continue to build leadership and cultural capacity in Aboriginal students.</p>
<p>English language proficiency</p> <p>\$8,157.14</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Banora Point Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in: engagement of a teacher to model strategies, with the aim of increasing teacher confidence and practice in their classrooms. Students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to teachers in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$184,420.15</p>	<p>Low level adjustment for disability equity loading provides support for students at Banora Point Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of additional staff to support teachers to differentiate the

<p>Low level adjustment for disability</p> <p>\$184,420.15</p>	<p>curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</p> <p>The allocation of this funding has resulted in: the school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities led by the LST co-ordinator.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs to support and implement targeted programs.</p>
<p>Professional learning</p> <p>\$40,133.69</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Banora Point Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy • Numeracy • Student Culture/Wellbeing • Professional Learning/Coaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging specialist educators to unpack evidence-based approaches to teaching. Teachers explore modelled, interactive, guided and independent best practice. <p>The allocation of this funding has resulted in: increased capacity of all teachers to embed effective practices in the explicit teaching of Literacy and Numeracy, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students with this funding will be: personalised and targeted professional learning in the form of coaching (mentoring and co-teaching).</p>
<p>Literacy and numeracy</p> <p>\$15,061.48</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Banora Point Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in: implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan. Differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p>

<p>Literacy and numeracy</p> <p>\$15,061.48</p>	<p>After evaluation, the next steps to support our students with this funding will be: teacher release to present home reading workshops for Early Stage 1/ Stage 1 parents to increase participation in the home reading program. Extending reading instruction training across years 3-6.</p> <p>This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples and teacher observations.</p>
<p>QTSS release</p> <p>\$108,978.70</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Banora Point Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Professional Learning/Coaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in: teachers using learning targets and a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. All teachers provided students with the opportunity to use student engaged assessment against learning targets.</p> <p>After evaluation, the next steps to support our students with this funding will be: Assistant Principals to lead improvement in an area where teachers need support, such as literacy or numeracy and new syllabus implementation.</p>
<p>Literacy and numeracy intervention</p> <p>\$94,179.12</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Banora Point Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy • Professional Learning/Coaching • Systematic Quantitative Data Collection <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p>This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples and teacher observations.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>Literacy and numeracy intervention</p> <p>\$94,179.12</p>	<p>funding will be: engagement of additional LaST staff using flexible funding to extend intensive small group intervention programs.</p>
<p>COVID ILSP</p> <p>\$201,582.94</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy. <p>The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals. Revision of school learning and support processes.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	320	331	320	293
Girls	287	275	254	243

BPPS accumulated a large number of Out Of Zone (OOZ) enrolments in the years 2008 to 2016. By 2017 53% of the 631 students enrolled were OOZ. By 2018, the NSW government implemented a strict monitoring of OOZ enrolments. This situation has led to BPPS enrolling approximately 70 students per year, as compared to 90-100 in the years 2008 to 2016.

This situation continues to impact the total number of enrolments at BPPS as each year goes by, with total enrolments for 2021 down to 536. This is down on 584 for 2020 and 603 for 2019. This downward trend will likely continue with 7 grades of 70 students pointing to an enrolment of less than 500 in the coming years.

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.2	94.5	95.4	93.3
1	94.2	92.5	95.9	93.4
2	93.4	92.1	94	92
3	93.2	94.8	95	92.3
4	93.3	91	94.7	91.5
5	92.9	93.4	95	92
6	92.4	92.1	94.7	89.5
All Years	93.2	92.9	95	92
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

NSW student attendance data in 2021 (and 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 an extended period in Terms Two and Three. 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.

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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.



Traditional Aboriginal culture and practice is treasured and honored at BPPS.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.88
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

BPPS used the five School Development Days to develop staff expertise and or collective efficacy; the effective coming

together and collaboration of staff to learn with and from one another. Significant funds were used to support three stage planning days' for each stage team. These days provided staff the opportunity to work in small, intimate teams to consolidate their pedagogy, planning and practice for high quality student outcomes K-6. The disrupted nature of the school year due to remote learning (COVID-19) impacted the coaching initiative and led the school to adjust professional learning plans to more of support than challenge as staff worked and supported each other through a difficult year.



Staff gathered for a meal on the Term One SDD 2021 - the day we wrote our 'staff agreements'

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	604,885
Revenue	5,949,750
Appropriation	5,745,486
Sale of Goods and Services	4,892
Grants and contributions	198,839
Investment income	133
Other revenue	400
Expenses	-6,190,495
Employee related	-5,552,465
Operating expenses	-638,030
Surplus / deficit for the year	-240,746
Closing Balance	364,139

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.

Significant funds were carried forward to 2022. This can be attributed to the impact of remote learning and COVID; with limitations on the professional learning able to be undertaken in 2021.

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	489,019
Equity Total	393,683
Equity - Aboriginal	64,320
Equity - Socio-economic	136,785
Equity - Language	8,157
Equity - Disability	184,420
Base Total	4,008,504
Base - Per Capita	141,501
Base - Location	0
Base - Other	3,867,004
Other Total	450,256
Grand Total	5,341,462

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.

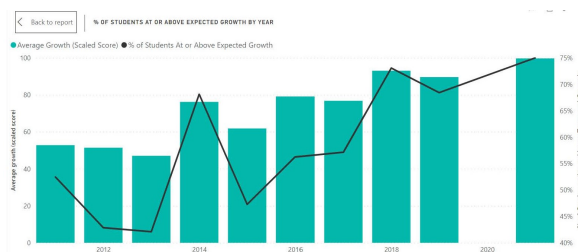
The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2021 NAPLAN 'value added across schools' data reveals complete transformation of school performance in recent years, with BPPS now among the top 'value add' public primary schools in NSW.

BPPS observed 'expected Reading growth' (two bands in two years Y3 to Y5) of 77% in 2021, above SSSG and State at 64% and 63% respectively. This best ever school result consolidated 'expected Reading growth' of 74% and 68% in 2018/19. Average 2018/19/21 BPPS 'expected Reading growth' is 73%, up 20 points from the 2011-17 average BPPS 'expected Reading growth' at 53%.

Outright Y5 BPPS Reading performance 2018/19/21 exceeds all previous performance to 2017; with the 2021 Y5 Reading mean score at 523.

'Expected Numeracy growth' has also improved over 2018/19/21 with average growth of 61%, up 5% from an average of 56% 2011-2017. Our 2021 Y5 Numeracy mean score was also above SSSG and State for the first time since 2014; and a result of 507, is the 2nd best result ever at the school for Y5 Numeracy.



Expected Reading Growth refers to the percentage of students who grow by two full bands between Y3 and Y5. BPPS has improved significantly in recent years.

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 2021 was overwhelmingly positive. Due to COVID again impacting the school year in 2021, 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 again adjusted 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. Again, almost 100% of families successfully completed this process within days.

The BPPS Parents and Citizens Association continued to be an important contributor to our school in 2021, despite COVID restrictions ruling out major events.

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. Data shows this advocacy is building year on year.

Teacher feedback from professional learning opportunities at Banora Point Public School, demonstrated that teachers were satisfied with the professional learning opportunities given. Stage Planning Day evaluations showed that 100% of teachers involved saw it as valuable planning time, CREW (team building) time and would like to see the days extended in 2022.



After several years of fund raising, the Parents and Citizens association have successfully led the installation of our new \$120,000 play equipment.

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.