

2022 Annual Report

Banora Point Public School



Banora Point

Primary School

1129

Introduction

The Annual Report for 2022 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

It has been an absolute pleasure to lead Banora Point Public School for almost 12 months. At Banora Point Public School, we care for and help each other. Our focus is on improvement for each and every student. We recognise that in order to make this happen every student is known, heard and valued.

We believe that giving genuine responsibility to our students and developing their leadership skills not only benefits the individual but makes the school stronger as a whole. I see the results every day both in their class performance and in the culture that their leadership builds within stage groups. A culture of resilience and support where our students have the agency and ability to effect change.

Building a strong foundation of literacy and numeracy skills in the early (Kindergarten to Year 2) years is a priority. During 2022 we were a new K-2 Syllabus Self Select School. Our teachers engaged in the new syllabus with enthusiasm and passion. We will continue to prioritise evidence-based practices, explicit instruction, and differentiation in all classrooms.

This year we have been able to more frequently welcome parents and community back on to our school site. Ensuring community connections are strong, will continue to be a focus at Banora Point Public School including, Welcome Breakfasts, Assemblies, Shared Lunch Days, P&C and Parent Workshops.

Thank you for the tireless efforts of the 2022 Executive Team and Staff who approach every day with a positive mindset and a determination to achieve the best possible outcomes for our students. Our school values of Citizenship, Compassion, Creativity, Integrity and Perseverance provide the fundamental backbone of our school. We will continue to aim for a culture of 'crew - not passengers' where collaboration, deep learning, goal setting, and feedback ensure continued growth for our students.

Sarah Mortimore

Principal (relieving 2022)

Message from the students

2022 has been a terrific year and before long, we'll all be off to high school. We will never forget the wonderful opportunities and memories from this school. Every week we have looked forward to leading our school with pride at our GOTCHA draws and assemblies. We leave our Banora Point Public School in the capable hands of our new, amazing leaders. Our best memories at Banora Point Public School are our excursions, team building camp days, projects, going to the GRIP Leadership Conference, running all the special assemblies and meeting new people. We will miss all the fun events like the Colour Run and many opportunities that we've had at Banora Point Public School. Most of all, we'll miss our peers and teachers who have taught us and inspired us throughout our primary school years.

2022 School Captains



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 adventure playground area, situated near the Tweed River in the suburb of Banora Point on the Far North Coast of NSW.

510 students attend Banora Point Public School in 2022. 11% of students identified as Aboriginal or Torres Strait Islander and 0.02% of students reported English as an Additional Language or Dialect.

The staff at BPPS is experienced, enthusiastic and committed to providing quality educational 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.



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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
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	Sustaining and Growing
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

Socio-economic background: \$132,288.06
English language proficiency: \$4,941.52
Literacy and numeracy intervention: \$86,533.64
Low level adjustment for disability: \$175,164.39
Aboriginal background: \$20,043.29
Professional learning: \$39,618.48
Literacy and numeracy: \$15,061.48
QTSS release: \$50,000.00

Summary of progress

As a self-select school for the implementation of the new K-2 syllabus, high-impact professional learning and staff collaboration saw successful implementation and sharing of resources to ensure the best possible student outcomes. Professional learning throughout the year focused on the science of reading, unpacking the new K-2 syllabus, collaboration, the 'why' of mathematics and the continued collection of meaningful and purposeful data. Staff were upskilled in current research and evidence-based strategies to best support quality and targeted Literacy instruction specifically in the area of decodable readers and explicit phonics lessons. Through project based learning, students were given high quality, evidence based learning opportunities designed to engage, enrich, support and challenge. Additional Learning and Support teachers were employed to provide targeted literacy and numeracy support to students, this the implementation of targeted programs to meet individual student needs.

Our next steps will be to strategically map and deliver sustained high impact professional learning for all staff in best practice, utilising the newly appointed Assistant Principal Curriculum Support positions to drive this initiative. We will continue to ensure all staff are using research based explicit teaching instruction and evaluate all data making adjustments to teaching and learning programs to meet individual student needs.

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 5.1% (2019) over 3 years to 50.4% (2022)	2022 NAPLAN data indicates 32% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target. A further uplift of 18.6% was required for the lower bound target to be met.
Reading - NAPLAN - Expected Reading Growth - uplift of 3% from 68.4% in 2019 to 71.5% in 2021	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Reading - NAPLAN - Top Three Bands ATSI - uplift of 1.3% from 64.7% (2019) over 3 years to 66% (2022)	2022 NAPLAN data indicates that 44% of Aboriginal and Torres Strait Islander students are in the top three skill bands for reading indicating the school did not achieve the system negotiated target. A further uplift of 22% was required for the lower bound target to be met.
Numeracy - NAPLAN - Top Two Bands - uplift of 5.1% from 33.5% (2019) over 3 years to 38.6% (2022)	2022 NAPLAN data indicates 22% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target. A further uplift of 17% was required for the lower bound target to be met.
Numeracy - NAPLAN - Expected Numeracy Growth - uplift of 13% from 51% in 2019 to 64% in 2022	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Numeracy - NAPLAN - Top Three Bands ATSI - uplift of 19% from 31.3% (2019) over 3 years to 50.3% (2022)	2022 NAPLAN data indicates that 40% of Aboriginal and Torres Strait Islander students are in the top three skill bands for numeracy indicating the school did not achieve the system negotiated target. A further uplift of 13% was required for the lower bound target to be met.
Improvement as measured by the School Excellence Framework Learning • STUDENT PERFORMANCE MEASURES - maintaining Sustaining and Growing	The school has self-assessed at Sustaining and Growing, in the element of Student Performance Measures indicating the annual progress measure has been achieved.

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

QTSS release: \$40,000.00

Aboriginal background: \$60,000.00

Literacy and numeracy intervention: \$10,000.00

Low level adjustment for disability: \$5,000.00

Summary of progress

Supporting the wellbeing of students and staff has been a significant focus in 2022, as has collaboration with our community after the challenges of the pandemic and the impact of the floods in February 2022. A number of programs were introduced in 2022 to support student wellbeing including K-6 Yoga with a specialised teacher, Stage 3 Boxing and Stage 3 Cooking. We continued our work with Positive Behaviour for Learning implementing visible expectations for all areas of the school. Teachers undertook professional learning around understanding behaviour to increase their understanding of behaviour, what factors may contribute towards it, and strategies to respond to behaviour across a continuum. Crew sessions and student engagement practices in classrooms resulted in students having a strong sense of belonging.

In 2023, our next steps will include; continuing our work in the Positive Behaviour for Learning and wellbeing initiatives, to streamline and embed quality processes and school-based procedures to enrich, engage and extend all students in an educational environment where all students are known, valued and cared for. We will ensure that connections are re-established with community, preschools, partner primary schools and local high schools to facilitate and ensure high-quality transition opportunities for our students. We will continue our work with student-led conferences, and see improvements in both Personalised Learning Support Plans and Personalised Learning Pathways processes, to support the learning of all students.

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 4% from 71.085% in 2021 to 75% in 2022	Student attendance of 90% or higher was 55.2%, a decrease of 15.9% from previous reporting period. This was in part due to floods and parents being vigilant in following stay at home rules, for example students having to stay at home with any common cold or influenza like symptoms.

ATSI Attendance - percentage of ATSI students with attendance of 90% or higher - an uplift of 5.4% from 67.3% in 2020 to 72.7% in 2022	33.8% of ATSI students had attendance rates of 90% or higher (approximately 2% above state) indicating that the school has not yet achieved it's target.
Tell Them From Me (TTFM) 'Positive Wellbeing' data shows positive uplift of 2.2% from 87.47% in 2020 to 89.70% in 2022	88.7% of students reporting positive wellbeing outcomes, a small increase compared to the previous reporting period, across the positive wellbeing measures. This indicates that the school is working towards its target of 89.7%.
ATSI - Tell Them From Me (TTFM) 'Positive Wellbeing' data shows positive uplift of 4% from 81% in 2020 to 85% in 2022	82% of Aboriginal students identified as having a strong sense of belonging, strong positive relationships and positive behaviour. This indicates that the school is working towards its target of 85%.
<p>Improvement as measured by the School Excellence Framework</p> <p>Teaching</p> <ul style="list-style-type: none"> • LEARNING AND DEVELOPMENT - maintaining Sustaining and Growing 	The school has self-assessed at Sustaining and Growing, in the element of Learning and Development indicating the annual progress measure has been achieved.

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

QTSS release: \$15,612.40

Summary of progress

Our focus for 2022 was to begin evaluating our teaching of Numeracy across the school; professional learning (PL) to upskill staff, teaching and learning programs, collection of meaningful data, classroom pedagogical practices, intervention and classroom support. This has involved a deep dive into current research and evidence-based strategies to best support quality and targeted Numeracy instruction. The Curriculum team has begun delivering targeted professional learning to introduce the 'why' behind the necessary shift in our current practice, in line with the research base evident in the new syllabus reform. We have implemented extra classroom support to aid smaller teacher to student ratios, which will continue in 2023. As a result, teachers are deepening their knowledge of current best practice in mathematics pedagogy. Students are beginning to develop increased connections and conceptual understanding across mathematical concepts.

Our next steps will be in meaningful data collection and utilisation, unpacking NAPLAN, Check In and BestStart assessments. In addition new data sources have been identified and will be implemented to provide a more accurate ongoing understanding of 'where our students are at ' and 'where to next'. These processes for data analysis and reflection will be directly used for responsive delivery that aligns with the new K-2 syllabus and 3-6 curriculum reform.

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
All (100%) teachers on each grade using a consistent collection of quantitative data for Numeracy and Literacy	All (100%) teachers on each grade using a consistent collection of quantitative data for both Numeracy and Literacy
SLC Data sharing of qualitative Collection of qualitative data as identified in 2021 across the school year	All students had the opportunity to share work samples during Student Led Conferences and articulate learning goals.
Improvement as measured by the School Excellence Framework Teaching • DATA SKILLS AND USE -maintaining Sustaining and Growing	The school has self-assessed at Sustaining and Growing, in the element of Data Skills and Use indicating the annual progress measure has been achieved.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$495,936.00</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 1:1 • SLSO support to assist with reaching PLSP goals. • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs). • employment of staff to provide additional support for students who have high-level learning needs: LST co-ordinator employed in consultation with class teacher to create and monitor student plans. • intensive learning and behaviour support for funded students. • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP). <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • all students with additional needs demonstrating progress towards their personalised learning goals. • all PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. • teachers had time to meet with parents and re-visit plans throughout the year. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to continue the weekly Learning and Support Team meetings to discuss funding and plans, ensuring funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs. Reviews will be in consultation with parents and stakeholders, to ensure funding is used to specifically address each student's support needs.
<p>Socio-economic background</p> <p>\$132,288.06</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"> • 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 learning and support programs across the school. • resourcing to increase equitability of resources and services. • professional development of staff through the science of reading to support student learning in literacy. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. • improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples and teacher observation.

<p>Socio-economic background</p> <p>\$132,288.06</p>	<p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> to Engage additional teaching staff using other flexible funding to extend intensive small group intervention programs.
<p>Aboriginal background</p> <p>\$80,043.29</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>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 Student Culture/Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> creation of school literacy resources embedding culture. employment of additional staff to deliver personalised support for Aboriginal students and language and culture lessons across K-6. community consultation and engagement to support the development of cultural competency. employment of specialist additional staff (LaST) to support Aboriginal students. staffing release to support development and implementation of Personalised Learning Plans. engaging an Aboriginal teacher to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> over 90% of 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 89% of Aboriginal students feel like their culture is valued at school. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> to continue engaging an Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students. Along with wellbeing programs Sista Speak and Bro Speak.
<p>English language proficiency</p> <p>\$4,941.52</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. additional staffing intensive support for students identified in beginning and emerging phase. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> to capitalise on teacher confidence and their capacity to design integrated lessons that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs).

<p>Low level adjustment for disability</p> <p>\$180,164.39</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 • Professional Learning/Coaching <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. • targeted students are provided with an evidence-based phonemic awareness intervention program to increase learning outcomes. • employment of additional LaST and interventionist teachers to support individual student need. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • 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. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment and of training of SLSOs.
<p>Professional learning</p> <p>\$39,618.48</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 <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • collaborative planning days to enable staff to develop project initiatives and Student-engaged assessment practices. • planning days around using feedback, explicit instruction and mastery of skills. • engaging a teacher to unpack evidence-based approaches to teaching reading using the evidenced based science of reading. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • student-engaged assessment practices and protocols were embedded into the teaching and learning cycle, enabling students to use quality feedback to improve the quality of their work. • increased capacity of all teachers to embed effective practices in the explicit teaching of reading, resulting in improved internal student results. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to continue personalised and targeted professional learning in the form of coaching, mentoring and co-teaching.
<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>

<p>Literacy and numeracy</p> <p>\$15,061.48</p>	<ul style="list-style-type: none"> • Literacy • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff planning, training and professional support around the new K-2 syllabus. • numeracy programs and resources, to support teaching, learning and assessment. • targeted whole school professional learning to improve numeracy. • hands on resources to support the quality teaching of numeracy. • teacher release to engage staff in Starting Strong and Working with the Big Ideas professional learning. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • increased capacity of all teachers to embed effective practices and explicit instruction, resulting in improved internal student results in numeracy. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to continue personalised and targeted professional learning in the form of mentoring, coaching and co-teaching, in conjunction with the professional development plan process.
<p>QTSS release</p> <p>\$105,612.40</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"> • Literacy • Student Culture/Wellbeing • Systematic Quantitative Data Collection <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs. • additional staffing to support staff collaboration in the implementation of high-quality curriculum. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • improved staff confidence and teaching practice. Teachers use learning targets and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. • 100% of teachers provided students with the opportunity to use self-assessment against learning targets in their Term 3 projects. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to continue utilising the expertise of the Assistant Principal Curriculum and Instruction to work with stage leaders and classroom teachers to lead improvement in literacy or numeracy results.
<p>Literacy and numeracy intervention</p> <p>\$96,533.64</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 <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>Literacy and numeracy intervention</p> <p>\$96,533.64</p>	<ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy. • 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 the following impact:</p> <ul style="list-style-type: none"> • differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. 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>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to continue engagement of additional learning and Support teachers using other flexible funding to extend intensive small group intervention programs across the school.
<p>COVID ILSP</p> <p>\$161,266.00</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 2022.</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 teacher to deliver small group intensive tuition. • providing targeted, explicit instruction for student groups in literacy, building basic phonemic awareness. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • the majority of the students in the program achieving significant progress towards their personal learning goals. • the school learning and support processes being revised to involve regular monitoring of students as they transition back into classrooms. • additional in-class support for some students has been provided so that they can continue to meet their personal learning goals will also be a priority. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student needs.

Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	331	320	293	280
Girls	275	254	243	226

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.5	95.4	93.3	89.8
1	92.5	95.9	93.4	89.0
2	92.1	94.0	92.0	90.0
3	94.8	95.0	92.3	89.6
4	91.0	94.7	91.5	87.6
5	93.4	95.0	92.0	87.4
6	92.1	94.7	89.5	88.8
All Years	92.9	95.0	92.0	88.9
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	18.56
Literacy and Numeracy Intervent	0.84
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	3.96

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	352,403
Revenue	6,185,300
Appropriation	5,994,119
Sale of Goods and Services	45,108
Grants and contributions	144,487
Investment income	1,585
Expenses	-6,093,877
Employee related	-5,600,787
Operating expenses	-493,091
Surplus / deficit for the year	91,423
Closing Balance	443,826

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.

	2022 SBAR Adjustments (\$)
Targeted Total	495,936
Equity Total	397,437
Equity - Aboriginal	80,043
Equity - Socio-economic	132,288
Equity - Language	4,942
Equity - Disability	180,164
Base Total	3,811,085
Base - Per Capita	135,436
Base - Location	0
Base - Other	3,675,649
Other Total	474,600
Grand Total	5,179,058

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.

Parent/caregiver, student, teacher satisfaction

Tell Them From Me surveys were utilised to seek feedback from students, parents and teachers in 2022.

Student results in positive relationships were 86% in 2022 which is 1% above state Norm.

Positive behaviours at school were 85% also above the NSW Government Norm of 83%.

Areas for future investigation in 2023 include; sense of belonging which has decreased to 69% and interest and motivation which has also decreased to 56%.

Since restrictions were placed on community and parent involvement, parent results have declined from 2020 to 2022.

Areas for improvement in 2023 include; more opportunities for families to be involved in the school e.g. classroom helpers, attending assemblies and special events. Also, a continuing focus on communication in a variety of forms e.g. forums, workshops, the newsletter, SchoolStream and hard copies to meet the specific needs of our community.

Teachers believe that the school is inclusive with scores of 8.4, above that of the NSW Government Norm of 8.2. Teaching strategies also scored highly 8.0 with students being clear about what they are expected to learn. Technology has again been identified as an area for improvement as in previous years and this should be addressed through the Rural Access Gap program in 2023.

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.