

# 2022 Annual Report

## Byron Bay Public School



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# Introduction

The Annual Report for 2022 is provided to the community of Byron Bay Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

## School contact details

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## School vision

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

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

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

## School context

Byron Bay Public School is located on the Far North Coast of NSW and is nestled in the centre of town. The school opened in 1892. It provides a unique teaching and learning environment that proudly serves families from a diverse range of socio-economic, ethnic and cultural backgrounds. In 2023 there are 520 students and 22 classes.

The school's motto, 'I Aspire, I Achieve' and the ensuing belief in excellence, innovation, opportunity and success is a driving force within the school community. The school has an outstanding reputation for quality work and high standards in behaviour. Students, parents and staff are proud of their school.

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

In 2019 a new building was completed and this features ten state of the art classrooms. The development of technology is ongoing, with opportunities for students to engage in future focused learning, including robotics and coding programs.

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

We value and promote strong partnerships with our families, the local community and educational networks. Community consultation with parents, the Aboriginal Education Consultative Group (AECG) and educational network is evident. The school is welcoming and friendly. The school enjoys a strong partnership with the P&C who financially support educational programs and provide an avenue for whole school community input into school decision making. Parents are actively involved in school life.

As a result of an extensive situational analysis that was undertaken in 2021, we have identified three key strategic directions for our school's future directions. They are:

- Student growth and attainment;
- Excellence in leadership and collaboration; &
- Wellbeing.

## 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	Delivering
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	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

**To improve student achievement, growth and performance in literacy and numeracy through establishing a culture of high expectations and evidence informed practice.**

### 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.

- Evidence-informed Teaching Practice

### Resources allocated to this strategic direction

**Professional learning:** \$42,049.90

**Per capita:** \$158,935.51

**Literacy and numeracy:** \$19,541.48

### Summary of progress

Our focus for 2022 was on the use of evidence informed teaching practices in English and Mathematics to improve student outcomes in reading, spelling, additive strategies and multiplicative strategies. Focusing on high impact professional learning from the NSW Department of Education and external organisations, all teachers engaged in and then implemented assessment and teaching strategies to enhance student learning. Professional dialogue and learning around formative assessment strategies drawn from the evidence base was a focus for stage groups and executive teams.

Teachers use a combination of student data from the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) reading assessment, PLD spelling program, Check-In Assessment and Essential Assessment to plan and embed quality practices into their everyday teaching. Teaching and learning programs were aligned to student needs.

Visible Learning has been embedded across key learning areas K-6 leading to the strengthening of high impact teaching strategies including learning intentions, success criteria, differentiated assessment criteria and SOLO (Structure of the Observed Learning Outcomes) taxonomy. The learning dispositions of collaboration, perseverance, motivation, problem solving and reflection on learning have been embedded.

Staff have actively engaged with Curriculum Reform through quality assured professional learning modules. The Assistant Principal Curriculum and Instruction (APC&I) guided planning for K-2 teachers, this included purchasing resources, developing new scope and sequences, programming, plus assessment and reporting using the new units of work from the Department of Education.

An Instructional Leader guided professional learning and mentored staff, particularly in the teaching of Additive Strategies.

Student learning outcomes are now monitored and analysed using DIBELS, PLD, Check-In Assessment and Essential Assessment, leading to teachers having a better understanding of individual student, cohort and whole school achievements. Highlighted areas of need drive future planning for the school. These programs have provided the school with a consistent approach to assessment and reporting K-6.

A review of our practices has reflected a need for continued enactment with the new K-2 English and Mathematics syllabuses with the support of the APC&I. In 2023 we will follow a similar process for engagement with the new Yrs 3-6 English and Mathematics syllabuses. This will further enhance evidence-based teaching practices across the school.

### 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
The percentage of students achieving in the top two bands in NAPLAN	NAPLAN scores indicate that the percentage of students achieving in the top two bands in reading increased by 5.5%.

Reading will increase by 7.4% points from the baseline.	
The percentage of students achieving in the top two bands in NAPLAN Numeracy will increase by 9.2% points from the baseline .	NAPLAN scores indicate that 23% of students have achieved in the top two bands in numeracy.
The number of students maintaining expected growth in NAPLAN Reading improves from the previous year.	External student achievement data is not available for this progress measure. No comparison data is available due to the cancellation of NAPLAN 2020. Internal school data on DIBELS and Essential Assessment reflects growth in student achievement.
The number of students maintaining expected growth in NAPLAN Numeracy improves from the previous year.	External student achievement data is not available for this progress measure. No comparison data is available due to the cancellation of NAPLAN 2020. Internal school data on Essential Assessment reflects growth in student achievement.

## Strategic Direction 2: Leadership and Collaboration

### Purpose

To achieve sustained whole school improvement through a culture of high expectations.

### 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.

- Quality Leadership Practices
- Collaborative Practices

### Resources allocated to this strategic direction

QTSS release: \$120,667.05

### Summary of progress

Our focus for 2022 was on developing quality leadership practices and strengthening whole school collaborative practices. Leadership practices encompassed developing leadership skills in the current executive, aspirants, staff and students. Substantial professional learning was undertaken through the Leading Evidence, Evaluation and Data Program (LEED) that is based on aspects of the What Works Best initiative. This included the situational analysis, high expectations and collaboration, explicit teaching, feedback, the use of data to inform practice and assessment. This initiative has resulted in significantly enhanced leadership skills. Structured professional dialogue, analysis of data and K-6 collaboration are central to the leadership of student growth and attainment.

Three aspiring leaders are relieving as Assistant Principals and one is continuing in their current Relieving Principal role. Other aspiring leaders have taken leadership roles on school project teams, including Sustainability, Technology, High Potential and Gifted Education, plus STEM education.

The process for the election of Student Representative Council (SRC) members was reviewed in consultation with staff, P&C and SRC students. With the revised SRC classroom representative process, quality students with greater leadership capabilities are being elected. The revised process allows for enhanced support for the inclusivity of students with either an Aboriginal or English as a second language background, a disability or transgender.

Teaching sprints continued to be implemented in order to improve student outcomes in additive strategies and multi-step problem solving with a specific focus on the vocabulary within mathematical questions. A cycle of continual improvement is ensured through pre and post data, Newman's prompts, the allocation of discussion and feedback time in stage meetings and Collaborative Practice Days. Our Consistency of Teacher Judgement (CTJ) days expanded to include Mathematics with a focus on Multiplicative Strategies, as well as formative and summative assessments.

This year we had a strong focus on improving community engagement practices. We hosted successful community events including our new End of Year Celebration, which showcased the talents of all students and was highly attended. Our weekly playgroup for preschool children, toddlers and their parents restarted again this year. The program was strengthened by the inclusion of Stage 3 School Captains and Executive, plus class SRC Representatives, who attend the session to engage with the young children and build positive relationships with the wider parent community. This has resulted in higher numbers of attendance and positive feedback from parents about the high quality of the Playgroup Program.

A review of our processes has confirmed that Teaching Sprints, Collaborative Practice Days and CTJ Days are central to whole school improvement and should be continued in 2023. Teaching Sprints, Collaborative Practice Days and CTJ Days have been a successful strategy in ensuring consistency in teaching practice, analysis of data and monitoring progress against the Strategic Improvement Plan initiatives. Collaborative practice is reflected in across stage programming, in best practice in teaching and learning, plus assessing and reporting. The skills the executive team developed through the LEED Program will continue to be embedded in our daily leadership practices. A review of our collaboration and community engagement initiatives in Term 4 revealed the need to further connect with our parent community. Ongoing Covid restrictions and compliance with guidelines impacted on the types of community engagement activities we were able to offer throughout 2022. Parent and student voice was reflected in Tell Them From Me Surveys. There is strong representation of parents on school committees, including Positive Behaviour for Learning (PBL), Sustainability and School Beautification. In 2023, we will further engage our community in school life. Parent workshops, information evenings and events will continue to be offered to parents and carers. The school executive team will work with our community of schools to reestablish the Assistant Principal's Community of Practice group in 2023.

## Progress towards achieving improvement measures

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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
The school increases its performance within the Educational Leadership element of the School Excellence Framework.	The school is sustaining and growing within the Educational Leadership element of the School Excellence Framework.
Staff display and utilise their contemporary content knowledge, as well as effective classroom practice and strategies.	All staff have been supported to enhance their contemporary content knowledge and to develop effective classroom practice and strategies through the successful implementation of the Performance & Development Process which involved high impact professional learning aligned to school goals with the provision of feedback to enhance performance.
The school examines its practice against the School Excellence Framework V2 and self-assesses at the Sustaining and Growing level of the Improvement of Practice and Accreditation themes within the Professional Standards element of the Teaching domain.	The school is meeting the Sustaining and Growing level on the School of Excellence Framework self-assessment tool, in the elements of Accreditation and Improvement of Practice.



## Strategic Direction 3: Wellbeing

### Purpose

To support the wellbeing of all students in order for them to connect, succeed, thrive & learn.

### 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.

- Evidence informed wellbeing practices.

### Resources allocated to this strategic direction

**Socio-economic background:** \$27,532.58

**Professional learning:** \$3,031.00

### Summary of progress

The focus for 2022 was on student wellbeing. Floods, COVID illness & restrictions, influenza and other contagious infections significantly impacted on student wellbeing and attendance rates. Attendance was monitored using Sentral data and SCOUT reports. Stage Teams further monitored attendance as part of their fortnightly meeting agendas. Students in need were referred to the Learning and Support Team for further follow up. Our Mindfulness and Social Skills groups commenced and ran when additional staff were available. Staff availability to run additional programs was an issue throughout Covid impacted times. Mindfulness practices became more embedded within individual classrooms. Early Stage 1 implemented the PALS Social Skills Program. The new Inclusive, Engaging and Respectful (IER) schools reform and related policies came into affect in Term 3. Professional Learning was provided around the new policies and procedures, including the Care Continuum. As a review of our school practices, the School Behaviour Support and Management Plan was developed in line with the IER. Student behaviour will now be monitored using the Care Continuum and the new suspension policy guidelines are in place. Zones of regulation are being utilised in K-6 classrooms with students being able to articulate the zone they are in and a strategy to support them. All executive were up skilled on the Critical Incident Response Model through professional learning provided by the Senior Psychologist Education. Information regarding the IER reform was communicated to parents and carers via the newsletter and P&C Meetings. Positive Behaviour For Learning (PBL) Tier 2 processes for students with complex needs continued to be enhanced through regular team meetings to implement, evaluate and monitor progress on the identified intervention. Appropriate interventions supported the learning adjustments, with a range of complex student needs being more accurately identified and catered for.

With the appointment of a School Support Officer and the use of supplementary staffing in 2023, we will be able to run Seasons for Growth, plus Rock and Water programs on a regular basis. Staff will further engage with and fully implement the IER schools reform. The School Behaviour Support and Management Plan will be finalised, communicated to all staff, students and parents and fully implemented in 2023. Feedback from teachers indicated that there was value in the Social Skills Program and as a result, it will be run consistently by our Learning Support Teacher throughout 2023. A review of attendance data reflects a need to continue to focus on this area.

### 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
The percentage of students attending Byron Bay PS 90% of the time or more, will increase by 14.5% points from the baseline.	The school is working towards achieving this target.
The percentage of students across the school reporting positive wellbeing outcomes based on Tell Them From Me, will increase by 4.5 % points from the baseline .	Tell Them From Me data indicates that the majority of students reported a positive sense of wellbeing, with expectations for success and advocacy in school, plus a sense of belonging at school.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$282,402.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Byron Bay Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Additional staffing to assist students with additional learning needs.</li> <li>• Staffing release for targeted professional learning around Tier 2 and 3 strategies.</li> <li>• Staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs).</li> <li>• Intensive learning and behaviour support for funded students.</li> <li>• Staffing release to build teacher capacity around behaviour interventions and curriculum adjustments.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The provision of additional support, including individualised accommodations and adjustment for students in need, enabling them to achieve their ILP and PLP goals. Additional School Learning Support Officer (SLSO) Program.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue with the employment of School Learning Support Officers in order to support teaching and learning focusing on complex student needs. Professional learning for staff to focus on the Care Continuum.</p>
<p>Socio-economic background</p> <p>\$27,532.58</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Byron Bay Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence informed wellbeing practices.</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Supplementation of extra-curricular activities.</li> <li>• Equitable access to specialist resources.</li> <li>• Providing students without economic support for educational materials, uniform, equipment and other items.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students were supported and had access to programs available to all students across the school. Access to food, excursions, uniforms and resources, additional transition and enrichment programs and the implementation of wellbeing and engagement programs were supported through this funding.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to support students with a range of needs, ensuring that no child is disadvantaged due to financial hardship or other challenges impacting on their school life.</p>
<p>Aboriginal background</p> <p>\$21,150.73</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Byron Bay 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</p>

<p>Aboriginal background</p> <p>\$21,150.73</p>	<p>educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Staffing release to support development and implementation of Personalised Learning Plans.</li> <li>• Tutoring Program to support identified student needs.</li> <li>• Cultural awareness activities.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All students had a Personalised Learning Plan (PLP) which enabled the achievement of their goals. Teachers, parents and students worked collaboratively to develop the PLP's. They received extra learning support through an individualised learning assistance program. Student data reflected enhanced learning outcomes for our Aboriginal students. Tell Them From Me data indicated 100% of Aboriginal students feel like their culture is valued at school. The school continued to promote awareness of Aboriginal culture, local sites of significance and Aboriginal history.</p> <p><b>After evaluation, the next steps to support our students will be:</b> This program will continue in 2023. The Assistant Principal Curriculum and Instruction (APC&amp;I) will provide additional support to this program, focusing on differentiated delivery and personalised support for Aboriginal students in all classrooms.</p>
<p>English language proficiency</p> <p>\$12,910.28</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Byron Bay Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Provision of additional EAL/D support in the classroom, as part of differentiation initiatives.</li> <li>• Engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms.</li> <li>• Additional staffing to implement Individualised plans for all EAL/D students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Additional funding was provided by the school to deliver the EAL/D Program two days per week, all year. Students with English as an additional language received additional, personalised support to access the curriculum. They developed confidence in using the English language and their reports reflected progress on the English as a Second Language learning progression scales, with students achieving expected growth. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The school will continue to provide additional funds to enable the EAL/D Program to operate a minimum of two days a week in 2023.</p>
<p>Low level adjustment for disability</p> <p>\$139,491.96</p>	<p>Low level adjustment for disability equity loading provides support for students at Byron Bay Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$139,491.96</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy and behavioural needs of identified students.</li> <li>• Engaging a learning and support teacher to work with individual students and in a case management role within the classroom and whole school setting.</li> <li>• Targeted students are provided with evidence-based intervention programs to increase learning outcomes.</li> <li>• Employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> With the provision of additional school funding, the Learning and Support teacher was employed all week, working with identified Yrs 3 - 6 students with curriculum and behavioural needs. The Multilit Program continued for Tier 3 readers. Additional SLSO time was provided to support identified needs. An intensive learning support program, in literacy and numeracy, was implemented in each grade to support identified students. A review of the Learning and Support Program revealed that students demonstrated improvement in their academic outcomes and management of behaviour.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue with the Learning and Support Program focusing on Yrs 3 - 6 students in need, in the areas of literacy, numeracy and behaviour support. The school will continue to provide additional funds to enable the program to operate all week in 2023. The Multilit Program for Yrs 3-6 students in need of individualised reading tuition, resulted in sound progress for all students involved. Consideration will be given to the Minilit Program for Yrs 1 and 2.</p>
<p>Location</p> <p>\$15,203.36</p>	<p>The location funding allocation is provided to Byron Bay Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Technology Support Officer employed two days per week to enhance technology provisions.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The school provided additional funds to enable the Technology Support Program to operate a minimum of two days a week. Technology provisions were enhanced, along with student engagement and enhanced achievement of outcomes for both staff and students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The school will continue to provide additional funds to enable the Technology Support Program to operate a minimum of two days a week in 2023.</p>
<p>Professional learning</p> <p>\$45,080.90</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 Byron Bay Public School.</p>

<p>Professional learning</p> <p>\$45,080.90</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence-informed Teaching Practice</li> <li>• Evidence informed wellbeing practices.</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Professional learning on the NSW Curriculum Reform, including both the new K-2 English and Mathematics syllabuses and their implementation.</li> <li>• Professional learning on the use of online assessment and data monitoring tools, including Essential Assessment in Mathematics and the Dynamic Indicators of Early Literacy Success (DIBELS) Programs.</li> <li>• Professional learning on the new Inclusive, Engaging and Respectful (IER) reform policies and support material, as well as Social Skills Programs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>All staff have engaged with the new K-2 English and Mathematics syllabuses. As a result, staff are becoming more familiar with the new syllabuses, including planning, timetabling, programming, assessment and reporting requirements. K-2 scope and sequences have been developed to guide the implementation of both the English and Mathematics syllabus. Appropriate resources have been purchased and distributed in alignment with the new syllabuses requirements.</p> <p>Staff have become familiar with professional learning on the use of online assessment and data monitoring tools, including Essential Assessment in Mathematics and the Dynamic Indicators of Early Literacy Success (DIBELS) Programs. As a result, student achievement and progress data will be monitored at an individual, group, class, grade and whole school levels.</p> <p>staff have become familiar with the restrictive practices reform policy. The Learning and Support Team have engaged with the new Inclusive, Engaging and Respectful (IER) reform policies, practices and support material, led staff professional learning on it and adjusted school practices accordingly.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>The next steps to support our students will be the effective implementation of both the new K-2 English and Mathematics syllabuses. 2023 will also focus on professional learning on the new Yrs 3-6 English and Mathematics syllabuses. Online assessment and data monitoring tools will be used K-6, enabling more effective data analysis that will be used in conjunction with other programs to drive future planning for individual, group, grade and whole school needs in literacy and numeracy.</p> <p>Professional learning on the new Inclusive, Engaging and Respectful (IER) reform policies, practices and support material will need to continue.</p>
<p>Literacy and numeracy</p> <p>\$19,541.48</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Byron Bay Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence-informed Teaching Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Staff professional learning in line with Strategic Direction One, resulting in the implementation of evidence based literacy and numeracy strategies.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

<p>Literacy and numeracy</p> <p>\$19,541.48</p>	<p>The provision of professional learning on the new K-2 English and Mathematics Syllabus.</p>
<p>QTSS release</p> <p>\$120,667.05</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Byron Bay Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Leadership Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Assistant principals provided with additional release time to support leadership of whole school programs, classroom programs and the Performance Development Process.</li> <li>• Staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The 1.097 staffing allocation, as well as additional school funds were used by the executive team to implement a mentoring program for staff to improve the quality of teaching and learning in all classrooms and to provide additional support with accreditation processes and the Performance and Development Framework. Staff achieved their PDP goals. Opportunities for collaborative practices in the school to jointly plan and observe lessons, develop units of work and assessment tasks and to work together to assess and analyse data, were utilised and outcomes achieved.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue with this initiative focusing on the implementation of the new English and Mathematics syllabuses. Collaborative Practice Days and Consistent Teacher Judgement Days to cover uniformity in both writing and mathematics in 2023.</p>
<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 Byron Bay Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of a K-2 Literacy and Numeracy Support Teacher four days per week.</li> <li>• The delivery of evidence-based literacy and numeracy programs , plus data driven practices.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The delivery of inclass support to identified students in K-2 classes, particularly during literacy and numeracy sessions. This has resulted in students making progress as reflected on the literacy and numeracy progressions, plus internal monitoring measures.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue with this program in 2023. Inclass reading intervention will target both Tier 2 and 3 students. Intervention will be aligned to the new syllabuses. Supported will encompass Individualised Learning Plans. The program will be guided by the Assistant Principal Curriculum and Instructional (APC&amp;I).</p>
<p>COVID ILSP</p>	<p>The purpose of the COVID intensive learning support program is to deliver</p>



<p>\$74,733.00</p>	<p>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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of a teacher to deliver small group tuition in literacy and numeracy.</li> <li>• Providing targeted, explicit instruction for student groups in literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The employment of a teacher four days per week to implement the Covid Intensive Learning Support Program which utilised small group tuition. The MacLit Program was introduced for students in need of intensive reading support. Students made pleasing progress, as reflected in learning progressions data.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The program will continue in 2023. The number of days it operates will depend upon the amount of funding provided. The school will provide additional funds to supplement its operation.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	360	361	345	304
Girls	291	303	284	250

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.1	91.6	93.4	89.1
1	90.0	92.4	91.4	85.1
2	91.0	91.8	90.0	86.3
3	90.7	92.1	91.1	84.5
4	90.5	90.6	88.5	85.4
5	91.6	90.5	89.9	86.0
6	89.3	89.9	89.6	83.7
All Years	90.4	91.2	90.5	85.5
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

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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)	24.28
Literacy and Numeracy Intervent	0.84
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.2
School Counsellor	2
School Administration and Support Staff	4.06

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	754,894
<b>Revenue</b>	6,417,297
Appropriation	6,090,167
Sale of Goods and Services	33,422
Grants and contributions	284,626
Investment income	8,983
Other revenue	100
<b>Expenses</b>	-6,305,227
Employee related	-5,633,627
Operating expenses	-671,600
<b>Surplus / deficit for the year</b>	112,070
<b>Closing Balance</b>	866,964

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

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	282,402
<b>Equity Total</b>	201,086
Equity - Aboriginal	21,151
Equity - Socio-economic	27,533
Equity - Language	12,910
Equity - Disability	139,492
<b>Base Total</b>	4,586,486
Base - Per Capita	158,936
Base - Location	15,203
Base - Other	4,412,347
<b>Other Total</b>	674,516
<b>Grand Total</b>	5,744,489

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

2022 was an atypical year with our school community being impacted by another year of COVID restrictions and home learning, as well as severe flooding on two occasions.

All parents were invited to participate in the Tell Them From Me (TTFM) survey. The report provided data based on the 32 respondents who completed the survey which indicated that there is a high level of satisfaction with the school. The parent data is as follows:

- 94% - I would recommend Byron Bay Public School to families who are new to the area;
- 92% - My children enjoys coming to school every day;
- 91% - My child is enrolled in my first choice of public schools;
- 88% - My child is clear about the rules and expectations for school behaviour; and
- 81% - We are well informed about school activities.

The school is above the state norm for parents feeling welcome in the school, being an inclusive school, supporting learning, supporting positive behaviour and parents being well informed. Areas for improvement were also identified, with parents supporting learning at home being below the state norm. Only 48% thought that homework was important. As a result, the school's homework policy has been reviewed, with input and ratification from staff, the Student Representative Council and the P&C Association.

The TTFM survey was used to gain feedback from students in Years 4, 5 & 6. The results indicated that:

- 90% of students have pride in their school;
- 92% of Aboriginal students feel good about their culture;
- 86% of students aspire to go to university; and
- 72% of students set challenging goals for themselves in their school work and aim to do their best.

The students indicated that teachers are responsive to their needs and encourage independence, whilst emphasising academic skills and holding high expectations for all students to succeed.

Areas for improvement were also identified and include:

- Students social and emotional outcomes which were mostly caused by insecurities in relation to COVID;
- Motivation to undertake learning from home;
- High skills, high challenge capabilities; and
- Consistency of approach to the implementation of the school's discipline procedures.

The TTFM survey was used to gain feedback from staff, results indicated that:

- 100% of staff believe that the school is a culturally safe place for all students;
- 100% of staff are aware of the NSW Curriculum Reform initiatives;
- 90% are confident in their capacity to meet the needs of Aboriginal students;

The school is above or equal to the state norm in the areas of being an inclusive school, teaching strategies, data informed practice, learning culture and collaboration. Areas for improvement were also identified, including sustaining growth with challenging and visible learning goals.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.