

2023 Annual Report

Byron Bay Public School



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Introduction

The Annual Report for 2023 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.

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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	2023 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 growth and performance	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	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

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

AP Curriculum & Instruction
Professional learning
English language proficiency
New Arrivals Program
Integration funding support
Aboriginal background
Low level adjustment for disability
Location
Per capita

Summary of progress

The activities that the school undertook in this strategic direction were designed to improve student learning outcomes in reading and numeracy. The Assistant Principal, Curriculum & Instruction (APC&I) has worked to strengthen evidence-informed teaching practice by: providing best practice modelling; collaborating with teams on engaging with the new 3-6 English and Mathematics Syllabus implementation; embedding K-2 English and Mathematics Syllabuses; and leading and undertaking professional learning. To support this, the school implemented an evidence-based intensive reading program for Year 3 - 6 students, as well as targeted learning and support in Mathematics for identified students. Internal data shows student growth in reading and numeracy; and external data reflects that the school has made some progress in closing the gap between the school and their SSSG cohort. More professional learning and support from the APC&I will continue to underpin our planning in reading and numeracy for 2024.

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
Students in Years 4, 5 and 6 achieve expected, or above expected growth in reading as measured through Check-in Assessment and when compared with Statistically Similar School Groups and NSW State Schools averages.	<ul style="list-style-type: none">• Semester 1 Check-in Assessment for Years 4 and 6 indicated that Byron Bay PS was below the state and SSSG cohorts for reading for Year 4 and Year 6. Year 4 were below State by 2.1% and SSSG by 5.6%. Year 6 were below State by 1% and SSSG by 4%. As a result of this data, throughout Terms 2 and 3, 100% of Year 4, 5 and 6 teachers implemented explicit teaching around reading fluency and comprehension. With guidance from the APC&I. Term 4 check-in Assessment for Year 6 indicated that BBPS was above the State in reading by 3.1% and had significantly closed the gap with SSSG, now only being 0.3% below. Year 4 results reflect that the difference between the State and SSSG has been significantly lessened.• Other data, as per below was used to analyse the growth of Year 5 students as Check-in Assessment was only completed once for Year 5. The Term 4 Check-in Assessment data reflected that Year 5 were below state and SSSG. This will continue to be a progress measure for 2024.
Students in Years 4, 5 and 6 achieve expected, or above expected growth in	<ul style="list-style-type: none">• Semester 1 Check-in Assessment for Years 4 and 6 indicated that BBPS was below both the state and SSSG cohorts in numeracy for Year 4 and

numeracy as measured through Check-in Assessment and when compared with Statistically Similar School Groups and NSW State Schools averages.	<p>Year 6. Year 4 were below State by 1.5% and SSSG by 5.2%. Year 6 were below State by 4.6% and SSSG by 7.7%. As a result of this data, throughout Terms 2 and 3, identified teachers undertook Professional Learning on the 'Starting Strong With the Big Ideas' through the Department of Education. These teachers then provided whole school professional learning. Semester 2 Check-in Assessment for Year 4 and 6 indicated that BBPS was below the State and SSSG.</p> <ul style="list-style-type: none"> • Other data, as per below was used to analyse the growth of Year 5 students as Check-in Assessment was only completed once for Year 5. The Term 4 Check-in Assessment data reflected that Year 5 were below state and SSSG. This will continue to be a progress measure for 2024.
The proportion of students in Years 1-6 achieving at or above the end of grade reading benchmark goals as measured through DIBELS, increases from the previous year.	DIBELS assessment indicates the percentage of students achieving growth in reading has increased by 4% from 2022. This year, 68% of students achieved at or above the end of year reading benchmark.
Benchmark data is collected through the Essential Assessment pre and post common grade assessments across Years 2-6.	All student benchmark data was successfully collected through the Essential Assessment pre and post common grade assessments in Years 2-6 and was analysed to create a baseline data set for comparison in 2024.

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

Per capita

Professional learning

Beginning teacher support

AP Curriculum & Instruction

Aboriginal background

Low level adjustment for disability

Summary of progress

This strategic direction involved activities that were intended to enhance student leadership, staff leadership and collaboration practices. These activities included improving Student Representative Council procedures; middle executive capacity building through the BOMBB Learning Community and APC&I Community of Practice; and community engagement. The number of students applying for leadership positions and the quality of their applications improved considerably, indicating the process was strongly supported from within the school. Middle executive anecdotally reported the importance of the high impact Professional Learning engaged in through learning communities and therefore opportunities for collaborating across these learning communities will continue to underpin these strategies in 2024. Staff data in the Tell Them From Me survey around staff leadership and collaboration, demonstrated stability and will continue to be a focus in 2024. Self-analysis by staff against the School Excellence Framework in the areas of Educational Leadership also demonstrated stability with elements in the Excelling areas being achieved this year.

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 school increases its performance within the Educational Leadership element of the School Excellence Framework.	Self-assessment against the School Excellence Framework shows the school currently performing at the excelling level in the element of Educational Leadership.
The school examines its practice against the School Excellence Framework V2 and self-assesses at the Sustaining and Growing level of the Improvement of Wellbeing - a planned approach to wellbeing.	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of a planned approach to wellbeing.
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.	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Professional Standards - improvement of practice and accreditation.

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

Professional learning

Integration funding support

Aboriginal background

Low level adjustment for disability

Per capita

Summary of progress

Student Wellbeing - The activities that the school undertook in this strategic direction were designed to holistically address student wellbeing. The school received 1 day a week support from a School Support Officer who implemented the Rock and Water Program for all Year 6 students; implemented the Seasons for Growth Program in conjunction with 2 trained teachers; and conducted small group resilience sessions. In addition, the school has implemented a Years 1 to 6 Social Skills Program conducted by the Learning and Support Teacher; embedded Zones of Regulation K-6; trained 2 staff members in the Rock and Water Program to ensure this valuable program continues into the future; and commenced the implementation of Friendly Schools. Anecdotal evidence from students and teachers reflects an increased ability of students to react more effectively to situations. In the Tell Them From Me (TTFM) follow up focus group, Stage 3 students indicated that they valued the Social Skills Program as a way teachers supported them to make positive connections. These student wellbeing programs will continue to be the foundations of this strategic direction in 2024. 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. Next year, the School Support Officer (SSO) will continue to embed the programs introduced in 2023. Rock and Water will be taught to every class in the school by either the SSO, DP or L&ST. Seasons for Growth will be offered in terms 2 and 3.

Attendance Monitoring - The school has continued to monitor student attendance using Sentral data and SCOUT reports. Stage Teams further monitored attendance as part of their fortnightly meeting agendas. Student attendance data was tabled at LAST meetings and students in need were referred to the Learning and Support Team for further follow up. Internal data reflected that there was a significantly high number of unexplained absences. To address this, the school introduced a parent SMS service. A review of attendance data reflects a need to continue to focus on this area. Next year, all staff will be involved in Supporting Student Attendance PL; a review of the parent notification slip will be undertaken and the SMS service will continue to be employed to inform parents of absences.

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%.	At the end of 2022, the percentage of students attending at or above 90% was 33.6%. At the end of 2023, there has been an increase of 12.8% to 46.8%.
The percentage of students attending Byron Bay PS 90% of the time or more, will increase from the previous year.	The above figures reflect that there was an increase of students attending at or greater than 90%.

<p>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 .</p>	<p>Tell Them From Me data shows a decrease of 3% of reported positive wellbeing, including a 0.2 decrease in advocacy at school, 6% decrease in sense of belonging and 0.5 decrease in expectations of success. This continues a downward trend of wellbeing data from 2022. Qualitative data from focus groups conducted across Years 3-6 to gather further information about these areas of wellbeing indicates that students do have positive feelings about school and could articulate many ways that they experience a sense of belonging and expectations of success. The area of wellbeing will need to continue to be a focus in 2024.</p>
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Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$18,059.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Byron Bay 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"> • Evidence-informed Teaching Practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Provision of additional EAL/D support in the classroom, as part of differentiation initiatives. • Engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms. • Employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling and to implement individualised plans for all EAL/D students. <p>The allocation of this funding has resulted in the following impact: 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. The students 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>After evaluation, the next steps to support our students will be: The school will continue to provide additional funds to enable the EAL/D Program to operate a minimum of two days a week in 2024.</p>
<p>Integration funding support</p> <p>\$298,932.00</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>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"> • Evidence-informed Teaching Practice • Evidence informed wellbeing practices. <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Staffing release to build teacher capacity around behaviour interventions and curriculum adjustments. • Release for classroom teachers to liaise with parents/carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • Additional staffing to assist students with additional learning needs. • Staffing release for targeted professional learning around Tier 2 and 3 strategies. • Intensive learning and behaviour support for funded students. <p>The allocation of this funding has resulted in the following impact: The provision of additional support, including individualised accommodations and adjustment for students in need, enabling them to achieve their ILP goals and access the curriculum. Additional School Learning Support Officer (SLSO) Program.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Integration funding support</p> <p>\$298,932.00</p>	<p>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 and specific needs of neuro-diverse students.</p>
<p>Socio-economic background</p> <p>\$23,767.28</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>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"> • Evidence informed wellbeing practices. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through the Rock and Water Program to support student learning • employment of additional staff to support Social Skills and Seasons for Growth program implementation. • resourcing to support the implementation of the Friendly Schools program • employment of additional staff to support Macqlit program implementation. <p>The allocation of this funding has resulted in the following impact: 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>After evaluation, the next steps to support our students will be: 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>\$23,335.74</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 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"> • Evidence-informed Teaching Practice • Collaborative Practices • Evidence informed wellbeing practices. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Cultural Immersion Program • Macqlit small group tuition intensive reading program • employment of specialist additional staff (SLSO) to support Aboriginal students • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: 6 Indigenous students received Macqlit support in small group tuition, with an Aboriginal SLSO trained in Macqlit. 100% of these students improved their reading and writing fluency and sight word knowledge. 100% of Aboriginal students had PLPs developed in collaboration with themselves, their parents and their teacher. All indigenous students participated in our Cultural Immersion Program where they produced collaborative pieces of artwork; traditional cooking; peer mentoring and support; and environment to explore their culture in a safe and supportive way. Community</p>

<p>Aboriginal background</p> <p>\$23,335.74</p>	<p>engagement and consultation saw the introduction of our new indigenous school shirts. A local artist and former BBPS student created the design and representatives of the P&C and staff worked collaboratively to enable the introduction of this new piece of uniform. The Aboriginal Education Committee developed in consultation with a local Arakwal elder a new Acknowledgement of Country specific to our local area and significant sites. This was then created into a mural and is displayed at the front entrance of our school. The artwork for the school shirt was also turned into a mural which can be clearly seen at the school entrance.</p> <p>After evaluation, the next steps to support our students will be: All students had a Personalised Learning Pathways (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, supported by an indigenous SLSO. Student data reflected enhanced learning outcomes for our Aboriginal students. Tell Them From Me data continued to indicate 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>After evaluation, the next steps to support our students will be:</p> <p>This program will continue in 2024. The Assistant Principal Curriculum and Instruction (APC&I) will continue to provide additional support to this program, focusing on differentiated delivery and personalised support for Aboriginal students in all classrooms. The chair of the Aboriginal Education Committee will continue to be an active member of the TweedWollumbin AECG to develop stronger links.</p>
<p>English language proficiency</p> <p>\$17,742.37</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>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"> • Evidence-informed Teaching Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms • withdrawal lessons for small group (developing) and individual (emerging) support • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: Additional funding was provided by the school to deliver the EAL/D Program one and two days per week, throughout the year. Students with English as an additional language continued to receive 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>After evaluation, the next steps to support our students will be: The school will continue to provide additional funds to enable the EAL/D Program to operate a minimum of two days a week in 2024.</p>
<p>Low level adjustment for disability</p> <p>\$184,269.76</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>\$184,269.76</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"> • Evidence-informed Teaching Practice • Collaborative Practices • Evidence informed wellbeing practices. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • Targeted students are provided with an evidence-based intervention Social Skills and Rock and Water to increase learning outcomes • 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. <p>The allocation of this funding has resulted in the following impact: 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 Macqlit Program continued for Tier 3 readers. Additional teacher time was provided to support identified needs, especially complex behaviour 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>After evaluation, the next steps to support our students will be: 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 2024. The Macqlit Program for Yrs 3-6 students in need of individualised reading tuition, resulted in sound progress for all students involved. The Minilit Program for Yrs 1 and 2 will be implemented in 2024, with 2 teachers, APC&I and 1 SLSO receiving Minilit professional learning this year.</p>
<p>Location</p> <p>\$14,120.36</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>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"> • Evidence-informed Teaching Practice <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • A technology Support Officer employed 2 days per week to enhance technology provisions. <p>The allocation of this funding has resulted in the following impact: 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>After evaluation, the next steps to support our students will be: The school will continue to provide additional funds to enable the Technology Support Program to operate a minimum of two days a week in 2024.</p>
<p>Professional learning</p> <p>\$48,265.42</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>\$48,265.42</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"> • Evidence-informed Teaching Practice • Collaborative Practices • Evidence informed wellbeing practices. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Professional learning on the NSW Curriculum Reform, including both the new K-2 English and Mathematics syllabuses and their implementation as well as PL on The Big Ideas - Mathematics. • 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. • Professional learning on the new Inclusive, Engaging and Respectful (IER) reform policies and support material, as well as Social Skills Programs, Rock and Water and Friendly Schools.. <p>The allocation of this funding has resulted in the following impact:</p> <p>All staff have engaged with the new 3-6 English and Mathematics syllabuses. As a result, staff are becoming more familiar with these new syllabuses, including planning, timetabling, programming, assessment and reporting requirements. K-2 scope and sequences have been reviewed and 3-6 scope and sequences 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 more 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 has been monitored at an individual, group, class, grade and whole school levels.</p> <p>Staff have become familiar with the revised restrictive practices reform policy. The Learning and Support Team have engaged with the revised Inclusive, Engaging and Respectful (IER) reform policies, practices and support material; led staff professional learning on it and adjusted school practices accordingly. The Learning and Support Team</p> <p>After evaluation, the next steps to support our students will be:</p> <p>The next steps to support our students will be the effective implementation of both the new 3-6 English and Mathematics syllabuses and reviewing the units of work and scope and sequences of the K-2 English and Mathematics syllabuses in 2024. Online assessment and data monitoring tools will continue to 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. Professional learning on the revised Inclusive, Engaging and Respectful (IER) reform policies, practices and support material will need to continue.</p>
<p>QTSS release</p> <p>\$109,963.87</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>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"> • Collaborative Practices <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 • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff

<p>QTSS release</p> <p>\$109,963.87</p>	<p>The allocation of this funding has resulted in the following impact: The 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>After evaluation, the next steps to support our students will be: 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 2024.</p>
<p>COVID ILSP</p> <p>\$52,113.51</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 2023.</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 2 teachers to deliver small group tuition in literacy and numeracy. • Providing targeted, explicit instruction for student groups in literacy and numeracy. <p>The allocation of this funding has resulted in the following impact: The employment of a teacher one day per week all year and a second teacher 4 days per week in Semester 2 to implement the COVID Intensive Learning Support Program which utilised small group tuition. The Macqlit Program continued to be the focus for students in need of intensive reading support. Students made pleasing progress, as reflected in learning progressions and in-class data.</p> <p>After evaluation, the next steps to support our students will be: The funding for this program has now concluded. Small group tuition funds will be used in 2024 to support the implementation of Macqlit. The school will provide additional funds to supplement its operation.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	361	345	304	274
Girls	303	284	250	233

Student attendance profile

School				
Year	2020	2021	2022	2023
K	91.6	93.4	89.1	88.1
1	92.4	91.4	85.1	89.3
2	91.8	90.0	86.3	87.9
3	92.1	91.1	84.5	87.5
4	90.6	88.5	85.4	87.7
5	90.5	89.9	86.0	87.5
6	89.9	89.6	83.7	86.5
All Years	91.2	90.5	85.5	87.7
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	4.8
Classroom Teacher(s)	24.16
Learning and Support Teacher(s)	1.1
Teacher Librarian	1.2
School Counsellor	2
School Administration and Support Staff	4.06

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	647,176.41
Revenue	6,898,290.56
Appropriation	6,503,130.97
Sale of Goods and Services	44,990.03
Grants and contributions	318,744.95
Investment income	27,774.61
Other revenue	3,650.00
Expenses	-6,773,133.78
Employee related	-5,977,950.82
Operating expenses	-795,182.96
Surplus / deficit for the year	125,156.78
Closing Balance	772,333.19

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.

	2023 SBAR Adjustments (\$)
Targeted Total	313,414
Equity Total	249,115
Equity - Aboriginal	23,336
Equity - Socio-economic	23,767
Equity - Language	17,742
Equity - Disability	184,270
Base Total	4,670,547
Base - Per Capita	144,184
Base - Location	14,120
Base - Other	4,512,242
Other Total	679,703
Grand Total	5,912,779

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

All parents were invited to participate in the Tell Them From Me (TTFM) survey. The report provided data based on the 18 respondents who completed the survey which indicated that there is a high level of satisfaction with the school. The parent data is as follows:

- 100% - My child's school is a culturally safe place for all students;
- 95% - My child is enrolled in my first choice of public schools;
- 95% - I have talked with a teacher about my child's learning and behaviour;
- 95% - I attend meetings/school functions;
- 90% - I would recommend Byron Bay Public School to other parents;
- 82% - My child is clear about the rules and expectations for school behaviour; and
- 75% - I am well informed about school activities. Information from the school is in clear, plain language.

Parents rated the school highly in the following overarching areas: being an inclusive school, supporting learning and supporting positive behaviour.

Areas for improvement were also identified: reporting to parents on the students' social and emotional development and parents' perception about the importance of school work and homework.

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

- 100% - feel good about their culture (Aboriginal students);
- 100% - say their teacher has a good understanding of their culture;
- 84% - have pride in their school;
- 82% - aspire to go to university;
- 81% - demonstrate positive behaviour and strive to do their best;
- 70% - have positive student teacher relationships; and
- 71% - believe school staff emphasise academic skills and hold high expectations for all students to succeed.

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: social and emotional outcomes; motivation to undertake learning and students valuing school outcomes.

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

- 100% - believe that the school is a culturally safe place for all students;
- 100% - are aware of and engaging with the NSW Curriculum Reform initiatives; and
- 100% - feel they belong at the school.

The school is above 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 and parent involvement in learning.

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.