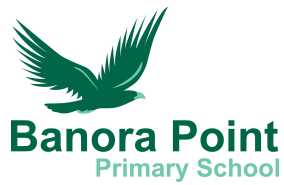


Banora Point Public School Annual Report



2016



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Introduction

The Annual Report for 2017 is provided to the community of Banora Point Primary School as an account of the school's operations and achievements throughout the year.

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

Joanna Henderson

Relieving Principal

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Message from the Principal

This year we have continued to celebrate many successes and achievements in 2016. At Banora Point Primary School, there is a high commitment to the provision of a differentiated curriculum and broad sporting, creative arts and extracurricular opportunities. Our staff is dedicated, enthusiastic and collaborative in planning programs to improve student outcomes. This year students have continued to access a variety of technologies which are used to enhance teaching and learning programs and enable teachers to be innovative in their practice with future focused activities and inquiry based learning.

This year we farewelled our Principal, Mr Dean Files. Dean is a widely admired and dedicated educational leader who was innovative and who inspires quality in others through his integrity, passion, honesty and consistent pursuit of excellence in teaching and learning. After 38 years with the Department of Education, we thank him for his time as Principal at Banora Point Primary School and wish him all the best for his retirement.

This year, our school has been identified as a 'Bump It Up' school and our 2017 will reflect strategies and programs to address priority areas in Comprehension and Numeracy. Our current initiatives include L3 and PLAN implementation with a focus on comprehension skills and the 'Improving Numeracy Outcomes' project.

We have maintained our continued focus on future focused teaching environments, using future focused pedagogy, delivered by future focused educators – Engaging minds, empowering success.

We have also embraced additional interactive technologies within our classroom in the form of laptops and iPads for some parts of the school day. Students are using a variety of technology in meaningful, engaging and contemporary lessons in 2016.

In concluding I must acknowledge the financial support of our P&C again in 2016 with their contributions to our school. This year they have made a significant contribution to our school library to ensure the space is well equipped and supports an environment for students to be inquisitive learners. This initiative will have significant long term benefits for all of our current and future families. The school has a very supportive Parents and Citizens' Association and enjoys a strong partnership with its community and values parental involvement.

School background

School vision statement

Ourschool is a supportive place of learning that works collaboratively and harmoniously with its community to engage minds and empower success for students as future focused learners.

School context

At Banora Point Primary School operates under the banner "Engaging Minds, Empowering Success". The school is set in park like grounds with a large oval and rainforest area situated near the Tweed River amongst the residential suburb of Banora Point.

The staff at BPPS is experienced and committed to providing quality education programs that meet student needs and develop the talents of each individual child.

Our banner reflects a contemporary school with future focused learners and educators. The school provides a range of opportunities to explore and extend learning experiences so that children can achieve in a variety of academic, sporting, cultural and social activities. Success is celebrated by the school community. The school provides a happy, safe and tolerant environment for its students.

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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 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.

This year, our school undertook self-assessment using the elements of the School Excellence Framework to analyse class teacher data, NAPLAN trends, staff surveys and parent and student feedback. In 2016, staff at Banora Point Public School have discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Time has been allocated at staff meetings and at our School Development Days to examine the School Excellence Framework. Staff reflected on the progress being made across the school as a whole based on the expectations identified in the Framework. This provided an important overview to ensure our improvement efforts align with these high level expectations. In the domain of Learning, our efforts have primarily focused on wellbeing, differentiated learning and future focused learners.

The strong performance of the school in creating a positive and productive learning culture amongst staff and students has remained a feature. The fundamental importance of wellbeing is providing an outstanding way to build a culture of trust, respect and valuing of each other. The results have been evident in the way that students relate to each other and, importantly, in the increased engagement of students in learning. Attention to individual learning needs has been another component of our progress throughout the review of our current Learning Support Team practices. Students with high learning needs are being identified early and their parents are increasingly involved in planning and supporting the learning directions for them via the use of IEPs. We have also successfully used PLPs to provide for the strong participation and contribution of our increasing Aboriginal student population.

Our major focus in the domain of Teaching has been on collaborative reflective practice for all staff. We have maintained a commitment to staff working and growing as a team in relation to planning and delivering instruction in each of our stages. The use of technology for learning, the importance of data analysis to inform decision-making, the enhancing of teaching practice through classroom observations, reflections and feedback, and the development of expertise in vital literacy and numeracy programs and in new syllabuses, all highlight a teaching culture that is guiding future focused student learning. Importantly, all staff are developing evidence based practice through their reflections and evaluations of

their collective work. In 2017 we will work towards further enhancing our collegial observation with a voluntary Instructional Rounds classroom observation model with a focus on Formative Embedded Assessment.

In the domain of Leading, our priorities have been to progress leadership and management practices and processes. The consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity building across the school – for those who are in formal leadership positions and those who are not. In 2016 we have been able to offer relieving opportunities to staff members who are aspiring in leadership. Through our identification as a Bump It Up School, we have been able to offer opportunities to additional staff members that are seeking leadership opportunities. This approach recognises that leadership development is central to the achievement of school excellence. The leadership team has been successful in leading the initiatives outlined in this report, embedding the 5P planning process within school organisation and building the capabilities of staff to create a dynamic school learning culture. This was evident in the implementation of the PDF where the leadership team enhanced the implementation of classroom observations and effective feedback with the development of observation scaffolds, lead use of an beginning use of continuum documents and formulated the new Bump It Up planning document. Leadership team members also embarked on enhancing their capacity as instructional leaders with training as coaches and participation in across-school Collaborative Growth Model using a Generative Dialogue methodology. Our involvement through the North Coast Initiative for School Improvement has continued this year with collaboration across the network and over K–12.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Engage and empower all students to achieve success

Purpose

Provide a broad range of high quality programs to engage students and enrich their learning experiences with an emphasis upon pedagogy that empowers optimum success for all students.

Key aspects of all programs include explicit instruction, differentiated expectations and intensive intervention where required – all in the belief that all students can learn as long as “they are not expected to do so in the same way or on the same day”.

Overall summary of progress

In 2016 we continued to implement and enhance existing programs within the school. MacqLit was incorporated into our LaST timetable and additional training was taken to undertake the learning. These programs and practices will continue to be monitored as part of the 5P process and built on in 2017. This will include our ongoing development of future focused pedagogy and the areas we have identified and started to address for our Bump It Up planning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student and parents surveys from 30 participants indicate high levels of engagement and challenge	Robotics survey has indicated that this is a program that students enjoy. High attendance and engagement in the program and conversations about how to involve more students is continuing for 2017. 'Tell them from me' surveys for students have been completed.	Nil
85% of students participating in the Griffith University speech therapy program require no further speech intervention	Our speech program benefits our students in ES1 and S1 of the most need. The program has been successful this year with only three students suggested to stay on the program in 2017.	\$1500
100% of students demonstrate improvement in multi-lit levels	Students involved in the Multi-Lit program have achieved success. Teachers have been trained in the Mini-Lit program to support K-2 students in 2017.	\$18000
NAPLAN, PLAN and class teacher based literacy and numeracy targets met	Continued data analysis and school based assessments are in place for 2017. Stage 1 have continued their work with the continuum. Year 3-6 have indicated they would like a more consistent approach to assessments and this will be a continued focus in 2017.	\$5000

Next Steps

'Tell Them From Me' surveys for both students, parents and teacher will be included as survey data for 2017. Our Robotics Program will be extended to include all of the students in Years 3-6 on a rotational basis. Classroom teachers will also participate in the demonstration robotics lessons to see how the robotics equipment can be used to support teaching and learning activities.

Our speech program will continue in 2017 and parents will be invited to sessions to support the therapy happening in schools. Further communication between the specialists and the classroom teachers will also be scheduled. Reports from the speech therapy program will continue to be distributed to parents, but utilising the Sentral system, teachers will also be able to access the reports digitally. Future teachers will be able to access this information online.

MacqLit and Multi-Lit have continued to be successful programs with outstanding feedback and data from the LaST team and supported by classroom teachers. As a result, we have sourced training for Mini-Lit for our support staff for 2017. Two teachers will attend this training in 2017.

After being identified as a Bump It Up school in Term 3, our staff has undertaken thorough data analysis of our NAPLAN results and identified the need for more school based data. The use of continuums as an integral part of the teaching and learning cycle will be a continued focus for K-2 teachers and a new practice for our teachers in 3-6.

Strategic Direction 2

High quality, collegial educators and leaders equipped to ensure success for all students.

Purpose

Equip teaching and non-teaching staff with the capacity to embed a culture of future focused educators with a vision of preparing students as future focused learners.

Central to this goal is a commitment by all staff to an environment that fosters high quality teaching and commitment to excellence with a focus upon reflective practice and collegial support.

The DoE performance and development policy will guide this strategic direction.

Overall summary of progress

In 2016 we have continued our focus on reflective practice, collegial support and data driven practices. We continue to use data to drive our teaching and learning. Collaboration has been a key part in 2016, where teams have worked together to plan, assess and incorporate future focused pedagogy. We value Professional Learning as a staff and look to support the staff through future professional learning. In 2016 we have 14 staff members voluntarily undertake the Maths Building Blocks Modules and the ongoing use of SENA assessments. The lesson study component has been moved to our 2017 plan as one of our Bump It Up strategies. The delayed implementation is set to begin in Semester 1, 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teaching staff's PDP is goal driven and shows plans for future personalised professional learning	In 2016, we had the first full cycle of the PDF. All teachers completed their PDP and were released to make debriefing an feedback a priority area for improved practice.	\$2500
10 executive and aspiring executive attend PL and networking opportunities and work collegially with colleagues from a variety of schools	This year, our executive team collaborated with teachers in the locale area to participate in meaningful, purposeful professional learning with Steve Francis. All executive indicated the professional learning was valuable and a worthwhile opportunity.	\$7000
100% of teachers use reflective practice as a tool to refine and improve teaching pedagogy	All teachers completed the collegial observations as part of their PDP process. The basis of the observation is for the reflective dialogue following the observation.	Nil
100% of executive staff use coaching skills to build capacity of colleagues and teams	A number of staff participated in the NCISI conversation and our PDP process follows coaching questions as part of the evaluation and annual review process.	\$1000
100% of stage teams refine and have varied assessment practices that are an integral part of the teaching and learning cycle	Progress towards assessment is an ongoing focus. We have laid foundations for the implementation of formative embedded assessment practices to become an integral part of our teaching and learning programs and our assessment practices.	\$2975

Next Steps

As we have been identified as a Bump It Up school, we have written a plan for 2016/7 specific to the areas of need we identified through our data analysis. A lot of these areas revolve around the need for professional learning, facilitated use of the continuums and reflections on current teaching and learning practices. A majority of this plan involves the reflection on current practices and data, the use of school systematic assessment processes and new teaching and learning strategies to support areas of need.

Further engagement with the continuums, syllabus documents and data will form a large part of our next steps.

We have formulated a professional learning plan which incorporates the use of and resources to comprehension strategies and super solver strategies in Mathematics.

Continues use of technology to support teaching and learning practices is also a major part of our 2017 and linking learning to the real world to make it relevant to our students

In 2017 we plan to also include the use of Instructional Rounds for a voluntary group of teachers to further develop teacher observation initiatives.

A rescheduled event to share the effective use of technology will also be offered and promoted to parents.

Our school has been identified (one of two Tweed local schools) as a Got It! School – Get On Track In Time. This includes a small group program in addition to a whole K–2 approach. The school will work closely with NSW Area Health to engage with the parent community to support the effectiveness of the program.

The school would also like to engage the parent community to better understand our goals of our Bump It Up plan. We feel that we should celebrate our success but also share our goals with the community and how they can continue to support their child's learning from home.

Strategic Direction 3

Contemporary, inclusive and connected learning community.

Purpose

Sustain commitment amongst allschool leaders to include and liaise with a broad range of our school community in the implementation of school programs.

This includes parents, colleagues from other schools, leadership groups and the wider community.

Overall summary of progress

Continued opportunities to enhance leadership learning within and across our school boundaries have been very successful in 2016. Numerous staff members have been involved in the North Coast Initiative for School Improvement through its second year and allows teachers and leaders to work across schools. Opportunities for parents to be involved in parent forums has continued this year with celebration evenings offered to our Robotics Program participants from Years 1–6. Various focus area forums have also been offered to parents in the area of learning as well as wellbeing. The next stage of our plan will continue to focus on deepening our connections with parent community through more focus group interactions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of school leader's PDPs indicate increased engagement in specific leadership learning activities.	Stage executive have had a shared goal to work towards which aligned with our 2016 plan. This has also led to collaboration across stages and schools.	\$1000
Increased school connectedness evidenced by parent attendance and participation in forums.	2016 saw parent forums in Resilience, Robotics, Social Media and Online Safety and our Cultural Study Tour initiatives. All forums were well attended. A technology session was scheduled but cancelled due to limited responses and intended attendance.	\$450
Effectiveness of leadership workshops evidenced by evaluations completed on MyPL@Edu	All Professional Learning opportunities have been non-registered courses through MyPL@edu. Evaluations are completed more readily through participants after follow up. Evaluations identify PL is relevant and useful. End of year staff survey indicated 100% staff felt supported by their executive through the PDF process.	Nil
Effectiveness of new communication methods evidenced by participation & usage rates.	Statistics from the website have been reviewed with some community members indicating some areas are difficult to access. Continued use of communication methods prove to be successful with 1352 users now using our School Stream app and notifications being sent numerous times throughout the week. Communication via electronic signage, School Interview booking links, Who's on Location and SMS daily message attendance are used in daily operations. P&C launched a P&C Facebook page to communicate P&C events and meetings.	\$11,000

Next Steps

In 2017, the school will investigate the need for a school Facebook page as there is an indicated need through our school P&C and the success of their parent page.

New ways to present the newsletter will continue to be explored as the majority of our parent community is receiving the newsletter in electronic form. This will allow our newsletter to be more interactive and possibly allow more student centred work samples and showcases. In addition to newsletter formats, the school will revisit and review the functionality of the school website in consultation with the P&C.

The school executive and interested staff members will continue to explore leadership networks and opportunities to connect with leaders in neighbouring schools. Executive can continue to enhance coaching skills to support the PDF process.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>100% of targeted ATSI cohort reached an appropriate reading level for Kindergarten, 100% could identify all 26 letters and 100% could recognize 20+ words</p> <p>100% of indigenous students have PLPs completed</p> <p>Continued successful transition to secondary school for indigenous students</p> <p>Increased engagement of indigenous families at informal Yarns and NAIDOC celebrations</p> <p>Continued access to local indigenous community members and local culture</p>	\$36,682.34
English language proficiency	<p>Identified students are assessed against the ESL scales for English language proficiency.</p> <p>Students are supported by a teacher for withdrawal or support work with a LaST teacher.</p> <p>Class programs are adjusted and in class support given.</p>	\$10,949.28
Low level adjustment for disability	<p>All students requiring adjustments and learning support are catered for within class programs.</p> <p>Additional teacher support and learning support officers are employed to support identified students in their classroom.</p> <p>Kindergarten and Stage 1 students participated in intensive speech program implemented in consultation with Community Health and Griffith University.</p> <p>SLSO support provided for Kindergarten students to assist with transition to school</p>	\$41,943.00
Socio-economic background	<p>Support for families and students are coordinated through the Learning and Support Team.</p> <p>Families are connected to support programs in the local area. Learning and financial support is also given to identified families and students.</p> <p>Further purchase of classroom resources and interactive technologies for all students</p> <p>Access to contemporary quality literature for all students</p> <p>Participation in the full range of educational programs available for all families</p>	\$43,476.10

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	319	327	319	319
Girls	282	290	311	302

Banora Point Primary School had 621 students and went down to 24 classes from 25 to 24 in 2016.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.1	95.8	94.6	94.9
1	92.7	95.1	94.1	94.8
2	94	95.6	94.1	94.6
3	92	95.8	94.2	94.8
4	93.8	94.8	94.8	95.3
5	93.4	94.9	94.7	94.8
6	93.4	95.3	93.3	94.1
All Years	93.4	95.4	94.2	94.8
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Student attendance continues to be strong at Banora Point Primary School with an attendance rate of 94% which is slightly higher than in previous years. NSW Department of Education attendance procedures now require schools to include students taking extended travel as absent rather than applying for an exemption. Non-attendance requires parents and caregivers to write a written explanation. Absences for injury and illness are recorded as sick while absences for extreme family domestic circumstance and special cultural and religious occasions are recorded as leave.

This year we have consistently sent messages through an SMS system to students who have not presented to the school to notify families if there is an absence and they are not aware. This SMS system also allows parents to respond and explain in writing an absence of a child. We have built capacity in our school community to advise of an absence ahead of time to allow us to enter in the roll before the event.

When there are concerns about student attendance the classroom teacher will discuss with the parents and make contact with the deputy principal for ongoing monitoring. The parents or the caregiver discuss strategies the school can employ to improve the student's attendance. Continued non-attendance will result in a referral to the Department of Education's Home School Liaison officer.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	22.09
Teacher of Reading Recovery	0.92
Learning and Support Teacher(s)	0.9
Teacher Librarian	1.2
School Administration & Support Staff	4.06
Other Positions	0

*Full Time Equivalent

Four permanent members of our staff are of Aboriginal descent. We have a fifth teacher appointed this year who will commence duty in 2016.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	30

Professional learning and teacher accreditation

Support was provided for one beginning teachers with the appointment of mentors and a structure of lesson observations and reflective feedback.

One teacher completed their maintenance accreditation at proficient level and one is working towards voluntary accreditation at Lead level.

Professional learning was provided in mandatory areas at staff meetings and School Development Days including student attendance, Child Protection, Code of Conduct, CPR / emergency care and anaphylaxis.

Other areas covered at these professional learning sessions as part of our professional learning plan included differentiated instruction, Aboriginal education, student reporting, student assessment, the School Excellence Framework, the Wellbeing Framework, evidence based practice, school self-evaluation processes and implementation of the Performance Development Framework (PDF).

The school also made major commitments toward L3 training for Kindergarten teachers in 2016 and PLAN for all Year 1 and Year 2 teachers. Ongoing professional learning in PLAN will continue for all Stage 1 teachers in 2017 with a number of teachers showing an interest in Years 3–6 to look at learning continuums and progressions.

Fourteen teachers took part in the voluntary PL of Mathematics Building Blocks run in afternoon sessions working through differentiation, the use of assessment through SENA to drive teaching and learning and use of the numeracy continuum. Teachers attended MacqLit and MiniLit professional learning which included undertaking a major program review ie Learning and Support.

Voluntary Notebook, iPad and Covey 7 Habits training was offered to interested staff.

Our school was identified as a Bump It Up school in 2016. Ongoing professional learning to understand the Premier's Priorities, Evaluative Thinking and quality teaching and learning practices will continue to be explored as part of our comprehensive Bump It Up plan.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	105 667.12
Global funds	402 792.91
Tied funds	340 491.71
School & community sources	238 192.16
Interest	3 182.59
Trust receipts	41 243.63
Canteen	0.00
Total income	1 131 570.12
Expenditure	
Teaching & learning	
Key learning areas	27 694.92
Excursions	45 908.28
Extracurricular dissections	148 210.18
Library	18 748.04
Training & development	2 070.92
Tied funds	353 902.05
Short term relief	167 340.21
Administration & office	109 340.21
School-operated canteen	0.00
Utilities	53 158.03
Maintenance	62 554.75
Trust accounts	40 046.21
Capital programs	1 300.00
Total expenditure	1 030 273.80
Balance carried forward	101 296.32

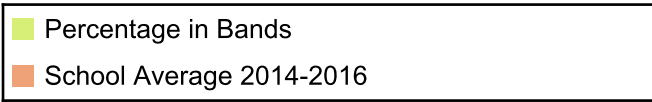
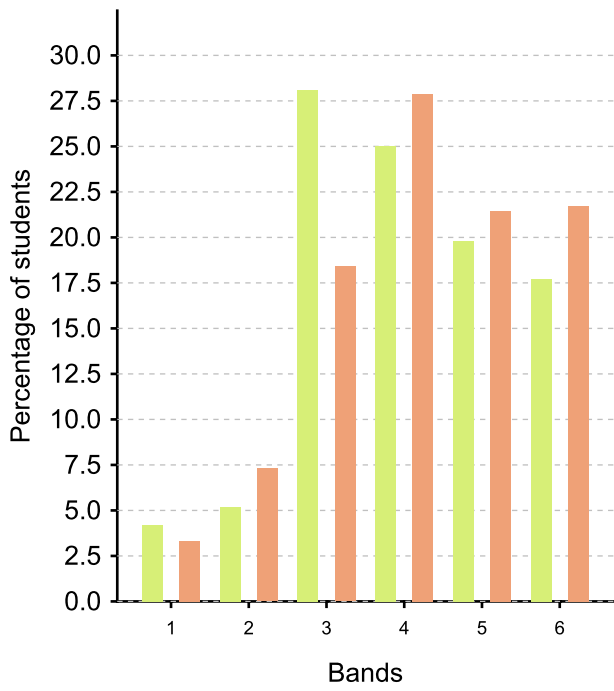
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

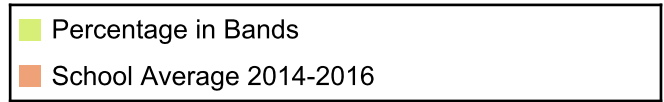
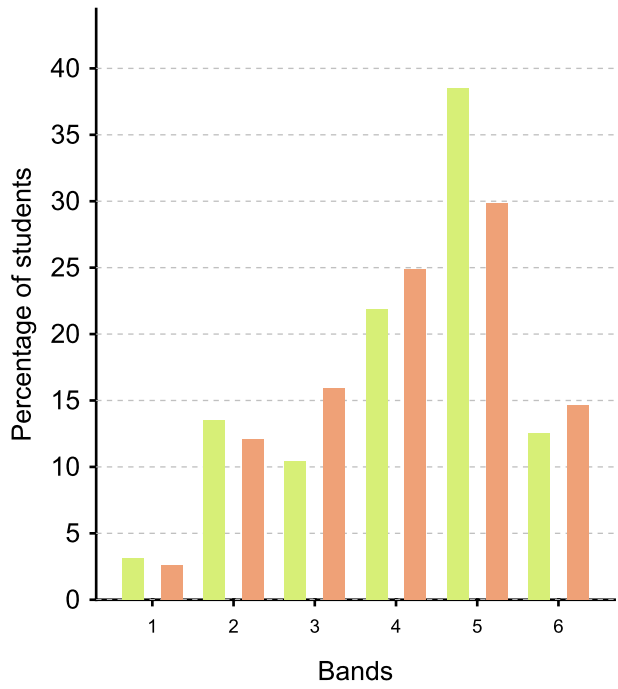
NAPLAN

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.

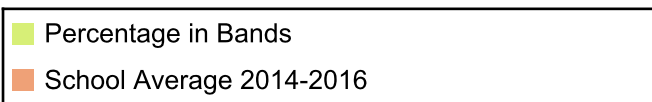
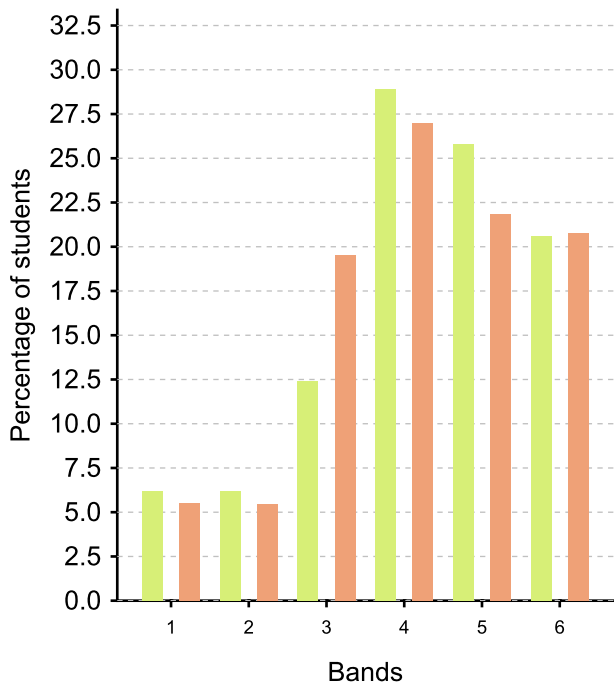
Percentage in bands:
Year 3 Grammar & Punctuation



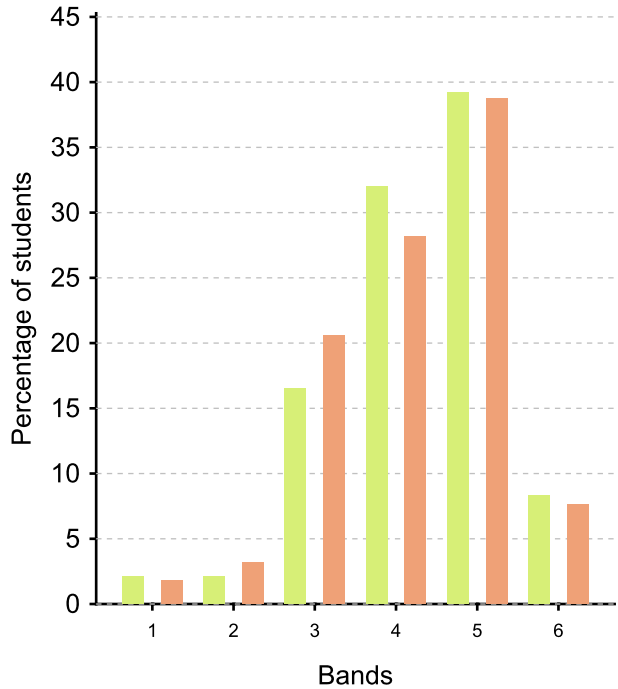
Percentage in bands:
Year 3 Spelling



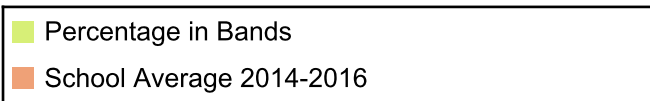
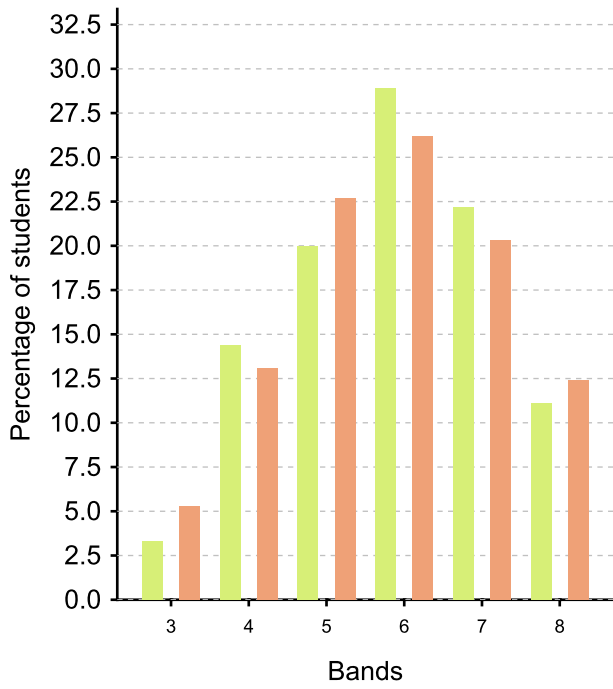
Percentage in bands:
Year 3 Reading



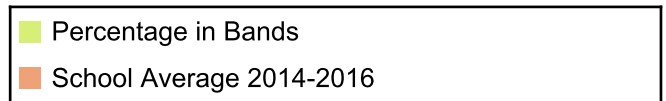
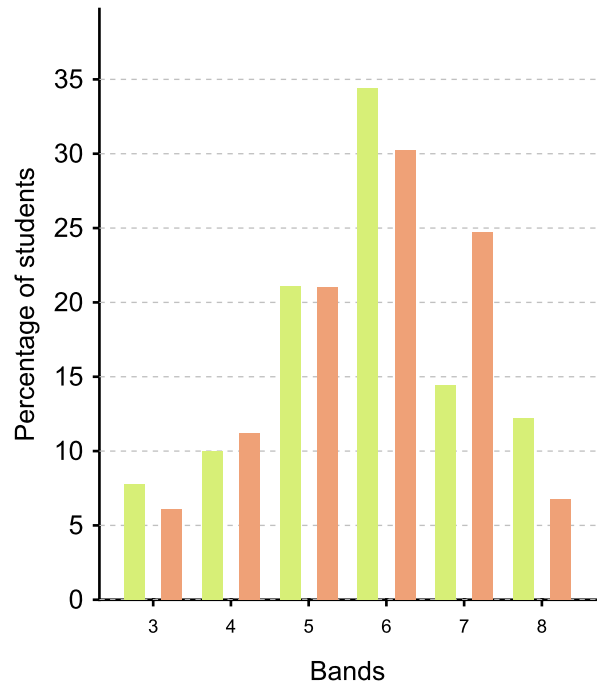
Percentage in bands:
Year 3 Writing



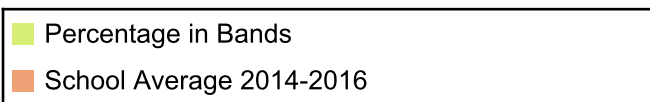
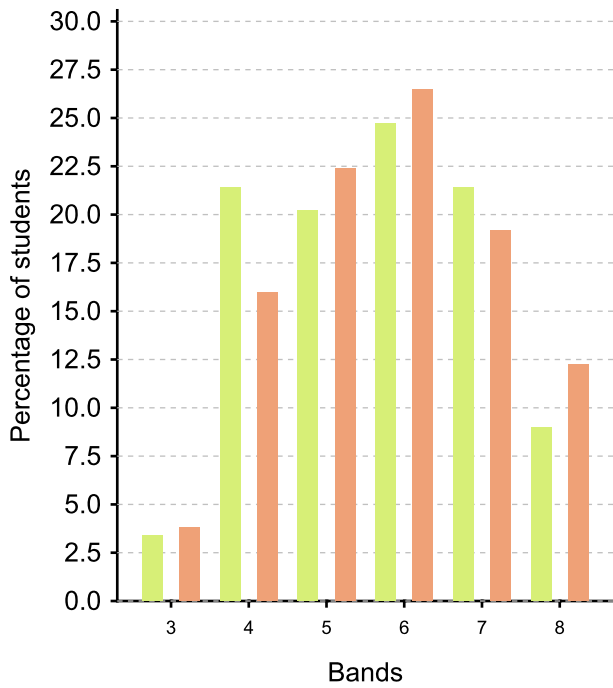
Percentage in bands:
Year 5 Grammar & Punctuation



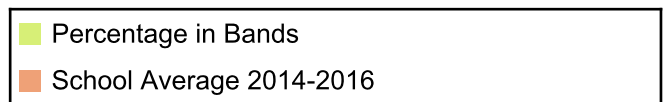
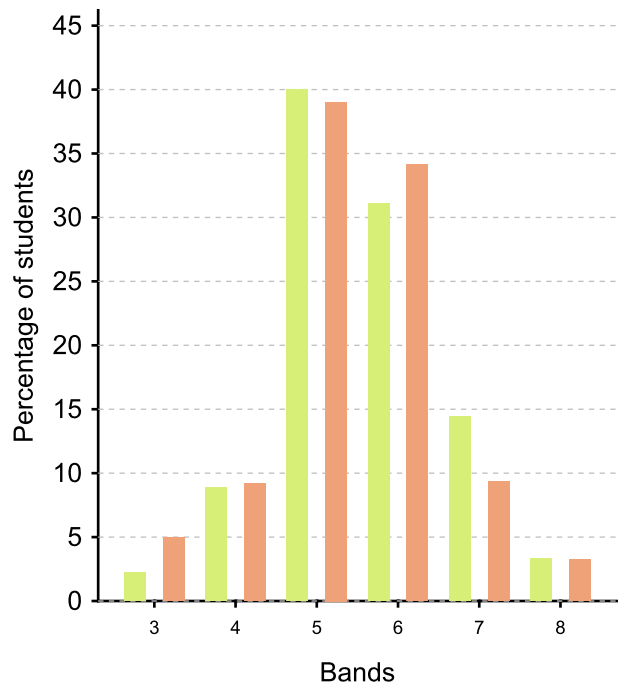
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Parent/caregiver, student, teacher satisfaction

Tell Them From Me (TTFM) surveys conducted at BPPS in 2016 for all students Yrs 4–6 showed:

- 84% of students said they have positive relationships at school
- 95% of students indicated they did not feel that they get in trouble at school for disruptive or inappropriate behaviours
- 94% of students indicated that they value their education and they tried hard in their learning
- 95% that their education will benefit them socially and economically and will have a strong bearing on their future

In 2016, parent feedback was sought in relation to increasing connections with indigenous families. Families attended Yarns with staff to strengthen relations and seek greater input from them. A series of parent workshops and forums was offered in 2016 and feedback sought in relation to online behaviours and resilience.

Annual teacher surveys covered a wide range of areas including staff morale which was first included in 2013. The 2016 data indicates improved morale in all five domains – fulfilment and job satisfaction, opportunities for leadership, collegiality and support, respect from my colleagues and trust within the workplace. This data is used year from year.

In 2017, the parents, staff and students will all participate in the Department of Education "Tell Them From Me" survey.

Policy requirements

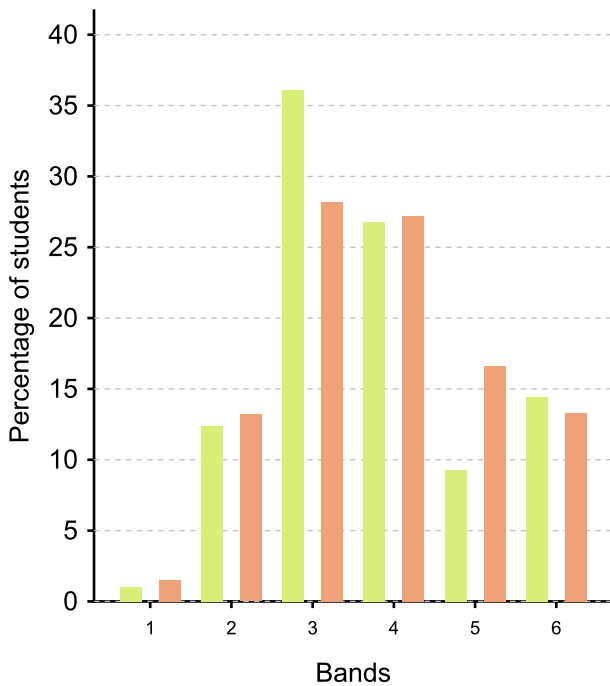
Aboriginal education

Our school is strongly committed to improving and enhancing educational learning outcomes for Indigenous students. We value the connections we have with our Aboriginal families and the wider community and are continually striving to strengthen this link. Respect for the role Aboriginal culture plays in our country is also reflected strongly in many of our educational programs and school calendar of events, which have included:

- all students continuing to participate in teaching and learning activities which reflect mandatory Aboriginal perspectives in all areas of the school curriculum
- an ongoing commitment to cater to the learning needs of our Early Stage One students through targeted support programs in Literacy.

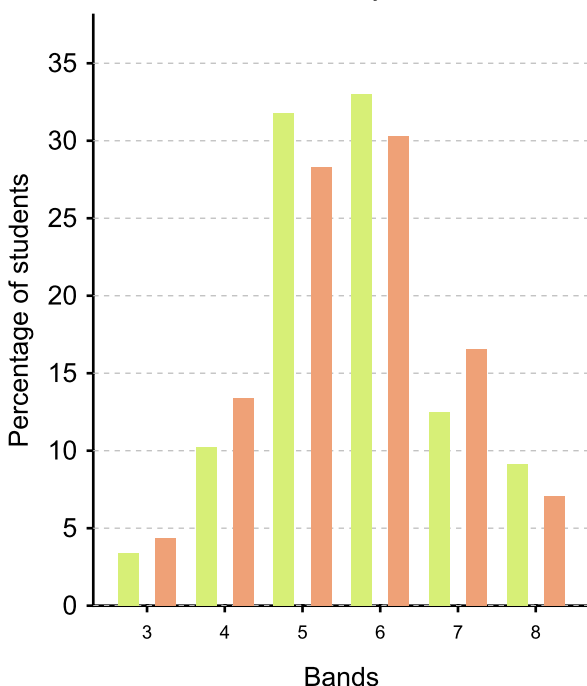
Our 2016 results continue to demonstrate the success of this program, with all targeted students meeting benchmark outcomes in literacy· a new support program to address the literacy needs of targeted students in Years 3–6 was fully implemented and proved successful· whole school events such as

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert Banora Point Primary School in the Find a school and select GO to access the school data.

NAIDOC celebrations, had a pleasing level of parental and community involvement . Our NAIDOC celebrations culminated in a K–6 Cultural Day, where Aboriginal culture was showcased in a range of ways. Informal “Yarn” meetings with our parent community were attended by parents and staff, with the mutual sharing of ideas and information proving highly beneficial for all involved. our K–6 Personalised Learning Plans initiative has continued, with parents, students and teachers committed to ensuring its ongoing success.

Our school has also participated in the Deadly Choices program for students in Years 3–6.

Multicultural and anti-racism education

Our school has a strong commitment to and reputation in providing inclusive educational opportunities for all students regardless of background. Families from diverse backgrounds are supported with the use of Personalised Learning Plans for students where appropriate, invitations to parent forums including Yarns for indigenous families, significant events such as NAIDOC Week celebrations being planned in consultation with local families and staff attendance of local AECG meetings. Ongoing cultural awareness learning for staff is also provided as part of our professional learning plan. In 2016, Banora Point Primary School hosted to Cultural Study Tours. One from China where we welcomed 20 students who participated in a five–day classroom integration program. In Semester 2, we hosted the Jin–ai Study Tour which involved a homestay program for our families. This study tour involved an orientation and showcase evening. Our school is welcoming and inclusive of these programs and is valued by our school community.