Introduction

The Annual Report for 2016 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 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.

Mrs Linda Trigg
Principal

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Message from the Principal

It is with considerable pleasure that I present the Annual Report for 2016. We believe in excellence, opportunity and success and like our motto, ‘Aspire to Achieve’ in all areas. This report reflects these values through the achievements of students and staff in all aspects of school and community.

The quality of the educational landscape has been enhanced by the dedication and professionalism of the school staff who encourage and support students to explore their true potential as individual learners. Students are eager to learn and engage in a raft of educational opportunities provided by the school community.

We maintain the highest standards of student behaviour and students' commitment to achieving their personal best through learning. Student achievement is acknowledged and celebrated. Congratulations to the students for their achievements throughout 2016. They have much to be proud of.

This year all students, staff and parents were given the opportunity to participate in the school's self–evaluation process, through consultation, discussion forums and online survey tools. Feedback from this process was very positive and clearly demonstrates there is a high degree of satisfaction from all parties.

Our students are proud of their school. They agreed that what they learn at school is important and that they always try to do their best at school. They are active and involved young citizens of whom we can be immensely proud. Their enormous school spirit and engagement with learning add to the fabric of the school, building a true sense of community.

The effort of all staff is to be commended. They work very hard to meet the needs of all students in their classroom and to implement strategies that will improve our core business of teaching and learning and the delivery of a progressive, 21st Century education for all students.

Parents and volunteers are thanked for their ongoing support of students and staff. Our parent survey indicated that they would definitely recommend Byron Bay Public School to neighbours, friends and visitors. The P&C has an excellent partnership with the school and does much to promote and support school endeavours.

The partnership between parents, teachers and community is a wonderful feature of school life at Byron Bay Public School which is a reflection of the astute leadership skills of Geoff Spargo, our long standing, recently retired principal.

I am proud to report on the success of the second year in the 2015–17 Strategic School Plan. We have made solid progress towards the achievement of our goals, with significant achievements including:

• Student academic performance that is above state average. In the national ‘Tournament of the Minds’ competition we are proud to say that we are the reigning state champions in science and technology, as well as one of the top 5 teams in Australia;
The inclusion of innovative technology, with banks of laptops, a fleet of ipads, supporting infrastructure and quality software, enabling creative, engaging, innovative teaching & learning. The inclusion of robotics, coding and design programs foster inquiry, critical thinking and a futures focused mind set;

Positive Behaviour for Learning, our student wellbeing program has continued to embed our core values of respect, responsibility and fairness across all school settings, underpinning all that we do;

The ‘School in our Community Project’ that promotes and supports initiatives, including the school playgroup, community language projects, our ‘Philosophy a way to Learn’ program, the Stage 2 Green Team and the Arts Extravaganza;

Student performances in team and individual sporting pursuits were exceptional with the PSSA boys basketball team winning the state championships, our PSSA tennis representatives placing in the state top 5, while student representation at regional PSSA sporting events was strong;

Outstanding student achievements in the creative arts, included the school’s band program and the biennial Arts Extravaganza. We placed second in the state multicultural public speaking competition and the choir performed at the Opera House; and

Collaboration and collaborative practices, both within the school and across the Lighthouse Valley Schools Learning Community have come to the fore, further supporting and enhancing teaching & learning. As we look forward to the achievements of our students in 2017 and our planning for the future, we celebrate the achievements of our students throughout 2016.

As you read the pages which follow you will gain an appreciation of our successes and the challenges we plan to meet. I look forward to working with the school community in 2017.
School background

School vision statement

Byron Bay Public School will provide a school environment valued by students, parents, teachers and the community.

Byron Bay Public School will:

• Recognise, guide and encourage students to develop self-esteem and respect for others;
• Provide stimulating learning experiences that will enable all students to achieve;
• Promote a positive environment to develop school spirit and promote a sense of belonging;
• Encourage the participation of families and community members in the school life;
• Be a safe, caring and secure learning environment;
• Allow students to grow as individuals and be responsible members of the community.

School context

Byron Bay Public School is situated in the centre of the town of Byron Bay and took its first students in 1892. The school proudly serves families from a diverse range of socio-economic, ethnic and cultural backgrounds that live and work in this beautiful region of the North Coast of NSW. The school is an educational facility that is valued by students, parents, teachers and the community. The school provides a safe, caring and secure learning environment in which self-esteem and respect for others underpins the school’s educational and social programs through the mantra of being respectful, responsible and fair.

Stimulating learning experiences which enable all children to achieve their true potential; develop school spirit and promote a sense of belonging are provided by a dedicated and experienced staff. The participation of families and community members in the school is welcomed as a means to develop a sense of community which also includes local institutions, preschools and secondary schools. Student growth as individuals and responsible members of the community is fostered to enable students to seek out their passions, strengths and interests. Within the school's educational programs students are expected to learn to read, write, speak, draw and use mathematics which will enable them to increase their personal belief and life’s opportunities. Opportunities to sing, dance, perform and play a musical instrument with other students are provided and learning experiences to extend and open prospects for future development and enjoyment. Participating in physical activity and sport promotes the concept of living a happy and healthy lifestyle which is reflected within the school community. The teaching and learning framework within the school is supported by technology for learning and communications which reinforces learning in all subjects. This framework enables our school community to pursue and achieve an ethos of unity within diversity.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For schools 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school’s progress, aligned with the standards articulated in the School Excellence Framework.

In the domain of learning, the focus has been on curriculum and learning, assessment and reporting, and wellbeing. In the area of curriculum and learning, the review and development of writing was a priority, with a focus on the implementation of the Seven Steps to Successful Writing Program. Learning for students was made more visible, with the introduction of individual writing goals matched to explicit success criteria. The learning intentions for students were more explicit, enabling them to have a better understanding of where they were at, why they were doing it and what they needed to do in order to achieve further success. Inquiry based learning was further embedded with a focus on the 6 D’s solution fluencies, enabling students to define, discover, dream, design, deliver and debrief, whilst thinking creatively to
solve problems in real time. New curriculums are reflected in teaching and learning programs. In the area of assessment and reporting, practices and processes were reviewed and an implementation plan developed. The focus was on developing consistency with staff working collaboratively on moderating tasks to ensure consistent teacher judgement. Sentral was used to track student behaviour and welfare data and also for consistency in reporting student progress to parents. In the area of wellbeing, the implementation of a whole school approach based on Positive Behaviour for Learning (PBL) principles further developed consistency of approach in language, data collection and analysis practices. A positive, respectful school culture is evident, ensuring good conditions for learning. The school achieves value added results.

In the domain of teaching, the focus has been on collaborative practices, data skills and use, learning and development. In the area of collaborative practice, teachers work together in teams to improve the significance and quality of teaching and learning. Staff worked in year and stage teams, as well as project groups across the school to plan, teach and evaluate in order to improve teaching practice. In the area of data skills and use, staff collaboratively and individually analysed student data, identifying learning needs and program requirements. Student progress is monitored on PLAN (Planning Literacy & Numeracy) with data entered and analysed at 5 – 10 weekly intervals. In the area of learning and development, staff professional learning is aligned to school priorities and professional needs. Mentoring by experienced teachers provides early career teachers with support to enable improvement in the quality of teaching practice. An executive mentoring program supports staff professional learning and performance development plans. Teachers are actively engaged in identifying and planning their own professional development. Staged professional learning on ‘Philosophy – a way to learn’ has been introduced and provides students with opportunities for philosophical thinking, discussion, reasoning & decision making, incorporating higher order thinking skills.

In the domain of leading, the focus has been on school resourcing and leadership. School resourcing has been a priority as we move our learning further towards the futures focused skill set our students will require. Technology and its use as an enabler to support innovative teaching practices has been a school wide focus to best meet the needs of the students, with equity of access K–6. Changed teaching practice has been evident as a result of the provision of these resources. In the area of leading, the school's leadership strategy promotes succession planning and distributed leadership, both across the school and our community of schools. We recognise that succession planning and leadership development are central to the development of school excellence. Staff and students have purposeful leadership roles based on areas of expertise and interest. The school has productive relationships with local schools, community organisations, local businesses, universities and external agencies. The school community is committed to the school’s strategic directions and practices in order to achieve our educational priorities. We acknowledge and celebrate a wide variety of student, staff and community achievements.

Our self-assessment and the external validation 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:

Strategic Direction 1

Student Learning and Engagement

Purpose

To work together as a learning community to build the capacity of all students so that they develop knowledge, understanding, creativity and expertise in all areas of learning to achieve their personal goals and lead successful lives in the 21st century.

Overall summary of progress

Teachers received professional learning in writing SMART goals and were introduced to the Visible Learning Framework with learning intentions and success criteria. Students developed skills in writing goals and identifying where their learning in writing was at and where their learning needed to head next. Every student had a writing goal with clearly articulated success criteria. Students were provided with authentic and real purposes for writing. Teachers worked collaboratively to analyse writing samples and external data to inform their teaching in writing and to develop Consistency of Teacher Judgement.

In the area of wellbeing, the implementation of a whole school approach based on Positive Behaviour for Learning (PBL) principles further developed consistency of approach in language, data collection and analysis practices. A positive, respectful school culture is evident, ensuring good conditions for learning.

Inquiry based learning was further embedded with a focus on the 6 D’s solution fluencies, enabling students to define, discover, dream, design, deliver and debrief, whilst thinking creatively to solve problems in real time.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Funds Expended (Resources)</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than 80% of year 3 students and 60% of year 5 students to reach top 3 bands in writing.</td>
<td>All students developed and reviewed their personal writing goals on a regular basis. Teachers and students continued to implement ‘Seven Steps to Successful Writers’ to improve student outcomes in writing. NAPLAN writing results indicate 80.8% of Yr 3 students and 50% of Yr 5 students achieved in the top 3 skill bands.</td>
<td>School funds $26 000 Socio–economic background $6 000</td>
</tr>
<tr>
<td>More than 90% of students utilise 21st century learning strategies to maximise success at school, as evidenced by student engagement with technology.</td>
<td>Teachers continued to increase the integration of technology into writing sessions to support growth in student outcomes. Teachers provided with professional learning to support the implementation of solution &amp; information fluencies into the classroom. Students carried out inquiry based problem solving using 21st Century Fluencies.</td>
<td>School Funds $15 500</td>
</tr>
<tr>
<td>Positive behaviour for learning is reflected throughout the school.</td>
<td>2016 Positive Behaviour for Learning (PBL) School Wide Evaluation Tool (SET) report reflects an overall implementation improvement from 69% to 94%. Consistent expectations are evident across the school setting.</td>
<td>Socio–economic background $4 000</td>
</tr>
</tbody>
</table>

Next Steps

- Inclusion of additional components of the visible learning framework into writing.
- Teachers work collaboratively to differentiate learning, analyse writing data to drive teaching in writing and engage talented writers to continue their development.
- Further develop students’ capabilities to analyse their learning progress and performance in writing.
- Use 21st century learning skills to develop a mindset of self-directed and inquiry based learning in writing.
- Provide parents with opportunities to learn about writing.
Strategic Direction 2
Staff Professional Learning and Leadership

Purpose
To ensure all staff members are current in the use of 21st learning and leadership strategies in their work at school to maintain their enthusiasm and growth as a professional. The effect of which will provide the greatest impact upon student learning.

Overall summary of progress
This strategic direction supported teacher’s confidence and capacity to effectively implement the new Australian curriculum. K–6 teachers planned integrated learning units, focusing on the incorporation of history. Teachers continued to refine assessment and reporting practices, working on consistency of approach across each stage.

Sentral was introduced to aid in tracking student wellbeing data and for consistency in reporting student progress to parents.

‘Philosophy, a Way to Learn’ was introduced and implemented in Kindergarten, Yr 5 and Yr 6 classrooms as a 21st century teaching and learning practice. It provides students with opportunities for philosophical thinking, discussion, reasoning & decision making, incorporating higher order thinking skills.

Our executive team led the delivery of teacher professional learning involving all staff from the wider Community of Schools network, focusing on 21st Century learning fluencies. Technology and its use as an enabler to support innovative teaching practices has been a school wide focus to best meet the needs of the students, with a focus on equity of access K–6.

An executive mentoring program supports staff professional learning and performance development plans. Teachers are actively engaged in identifying and planning their own professional development.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Funds Expended (Resources)</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than 90% of teachers confident implementing the new Australian curriculum in classrooms.</td>
<td>All staff are implementing the new Australian curriculum into learning programs. Year groups worked collaboratively to develop integrated units to support curriculum implementation.</td>
<td>School funds $5 500</td>
</tr>
<tr>
<td>More than 90 % of staff use learning technologies to maximise learning opportunities for students.</td>
<td>All staff are using learning technologies to support teaching and learning and student engagement. Each stage now has access to a substantial bank of laptops. Coding and robotics programs challenge and engage students in their learning.</td>
<td>School funds $24 110</td>
</tr>
<tr>
<td>K–6 staff are implementing the philosophy program.</td>
<td>Kindergarten and Stage 3 teachers are teaching philosophy lessons. Students are engaged in philosophical thinking, incorporating higher order thinking skills.</td>
<td>School funds $18 500</td>
</tr>
</tbody>
</table>

Next Steps
- Continue to develop units of work and assessment tasks aligned to the geography & history syllabuses.
- Staff training and implementation of philosophy program across Stages 1 and 2. Staff trained as trainers to develop new staff and enhance the profile of program within the school and community.
- Develop staff capacity to embed science, technology, engineering and maths (STEM) into teaching and learning programs.
Strategic Direction 3  
School and Community Partnerships

Purpose
To build stronger relationships as a school community, within the local community, in order to develop a culture of collaboration, clear communications, quality leadership, strong relationships and common purpose to enhance the learning and engagement of the students at the school.

Overall summary of progress
Parents demonstrated their support and confidence in our preschool to Kindergarten and Yr 6 – 7 transition programs. Seamless transition practices for students who moved from seven local preschools into Kindergarten, as well as our Yr 6 students who successfully transitioned into two local high schools. Year 5 & 6 teachers engaged with high school teachers to begin transition in term 1.

The Kindergarten Assistant Principal maintains ongoing communication between the primary school and preschools throughout the year. Four local preschools were highly engaged in our school transition process, being invited to participate in a range of school events. Our community playgroup initiative was well received.

Teachers participated in quality professional learning and sharing, as a result of their involvement as a member of the Lighthouse Valley Learning Community and work by the BOMBB community of schools.

All students participated in environmental education activities, developing greater awareness of the importance of sustainability. Recycling, reusing and reducing waste were increased as a result of greater student participation in planning and management of activities. Students were involved in and learnt about planting, looking after and harvesting vegetable crops. Staff professional learning about student engagement in environmental and sustainability projects was undertaken.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Funds Expended (Resources)</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than 90% of parent feedback affirming the school’s transition programs.</td>
<td>Affirmed by high enrolment numbers with seventy eight students enrolled in Kindergarten and 97% of Year 6 students enrolled at Byron Bay High School. 100% of parent feedback from the playgroup affirmed a positive transition into school.</td>
<td>School funds $6 154</td>
</tr>
<tr>
<td>More than 90% of students have an understanding of environmental issues and their impact upon the importance of sustainable resource management.</td>
<td>The whole school participated in recycling education. Waste Warriors established student mentoring through team meetings and presentations. The Green Team and Waste Warriors supported the management of composting and the vegetable garden as a whole. There was a significant reduction in the amount of food put in waste and recycling bins.</td>
<td>School funds $8 280</td>
</tr>
</tbody>
</table>

Next Steps
- Year 5 students begin transition to high school in term One.
- Introduce Year 5 students to the Buddy Program earlier in the year with visits to the local preschools. Re–establish group rotations involving local preschools that occur prior to Kindergarten Orientation.
- School community self–evaluation & planning leading to the creation of the 2018–20 School Plan.
- Involve the community in celebrating 125 yrs of teaching & learning at Byron Bay Public School.
- Continued financial support and resources for community playgroup.
- Continue to support students in taking ownership of a broadened environmental education focus.
<table>
<thead>
<tr>
<th>Key Initiatives</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal background loading</td>
<td>All students had a personalised learning plan (PLP) which enabled the achievement of their goals. Teachers, parents and students worked collaboratively to develop the PLP’s. They received extra learning support through an individualised learning assistance program. Staff were introduced to the ‘8 Ways of Learning’ initiative, enabling them to better support our Aboriginal students. Student data reflected enhanced learning outcomes for Aboriginal students. The school community are increasingly aware of Aboriginal culture, local sites of significance and Aboriginal history.</td>
<td>RAM funds $9,411</td>
</tr>
<tr>
<td>English language proficiency</td>
<td>Students with English as an additional language received additional, personalised support to access the curriculum. They developed confidence in using the English language and their reports reflected progress on the English as a Second Language learning progression scales. A specialist ELP teacher was employed to implement this program.</td>
<td>RAM funds $27,373</td>
</tr>
<tr>
<td>Low level adjustment for disability</td>
<td>Students needing additional learning support were identified and supported in their learning. A School Learning Support Officer was employed to support student learning in class. An intensive learning support program, in literacy and numeracy, was implemented in each stage to further support identified students. Staff completed professional learning on the disability standards, Positive Behaviour for Learning (PBL) and supporting students with additional learning needs.</td>
<td>RAM funds $33,604 0.8 FTE Learning &amp; Support Teacher</td>
</tr>
<tr>
<td>Quality Teaching, Successful Students (QTSS)</td>
<td>The 0.489 FTE staffing allocation, as well additional school funds were used by the executive team to implement a mentoring program for staff in order 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. 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, have been utilised.</td>
<td>0.489 FTE staffing allocation $49,670 Plus additional school funds Strategic direction 2</td>
</tr>
<tr>
<td>Socio–economic background</td>
<td>Students were supported and had access to programs available to all students across the school. Access to excursions, uniforms and resources, additional transition and enrichment programs and the implementation of wellbeing &amp; engagement programs were supported through this funding.</td>
<td>RAM funds $22,477 Strategic direction 1.</td>
</tr>
<tr>
<td>Support for beginning teachers</td>
<td>Two beginning teachers, one in their first year &amp; one in their second year of the program were supported with the provision of a mentor, targeted professional learning and additional release time. Professional learning focused on identified areas of need.</td>
<td>Beginning teacher funds $17,458</td>
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Student information

Student enrolment profile

<table>
<thead>
<tr>
<th>Students</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
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<tbody>
<tr>
<td>Boys</td>
<td>360</td>
<td>367</td>
<td>365</td>
<td>370</td>
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<tr>
<td>Girls</td>
<td>296</td>
<td>290</td>
<td>296</td>
<td>297</td>
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The student enrolment profile indicates that our numbers are gradually increasing. There are more males than females.

Student attendance profile

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<tr>
<th>Year</th>
<th>School</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
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<td>94.7</td>
<td>93.7</td>
<td>91.8</td>
<td></td>
</tr>
<tr>
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<tr>
<td>2</td>
<td>93.2</td>
<td>93.1</td>
<td>93.1</td>
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</tr>
<tr>
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<td>93.6</td>
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<td>93.1</td>
<td>91.5</td>
<td>91.9</td>
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</tr>
<tr>
<td>All Years</td>
<td>93.3</td>
<td>93.6</td>
<td>92.7</td>
<td>91.7</td>
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<thead>
<tr>
<th>Year</th>
<th>State DoE</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95</td>
<td>95.2</td>
<td>94.4</td>
<td>94.4</td>
<td></td>
</tr>
<tr>
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<tr>
<td>All Years</td>
<td>94.7</td>
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<td>94</td>
<td>94</td>
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</tbody>
</table>

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>FTE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>24.28</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.92</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.8</td>
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<tr>
<td>Teacher Librarian</td>
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</tr>
<tr>
<td>School Counsellor</td>
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</tr>
<tr>
<td>School Administration &amp; Support Staff</td>
<td>4.26</td>
</tr>
<tr>
<td>Other Positions</td>
<td>1</td>
</tr>
</tbody>
</table>

*Full Time Equivalent

Management of non-attendance

Overall, student attendance rates are sound. This is a reflection of the commitment shown by the large majority of students and their parents and their level of engagement in school life. Attendance data indicates we are 2.3% below state average. Non-attendance is monitored by classroom teachers and the school’s Learning & Support Team.

Workforce information

Five members of staff at Byron Bay Public School have Aboriginal heritage.

Teacher qualifications

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

Professional learning and teacher accreditation

In line with the school’s strategic planning 2015–17, teacher professional learning continued to be of critical importance to school improvement. We spent $44 855 on professional learning.

Staff were provided with access to both internal and external professional learning programs. They participated in five staff development days, regular professional learning meetings, lesson observations, network meetings and professional learning delivered by external providers.

Professional learning focused on whole school and stage specific targets, as well as individual needs.

Focus areas of professional learning included: writing with a focus on learning intentions, goal setting, explicit success criteria and “Seven Steps to Writing Success”; the history, geography, science and technology.
syllabuses; Planning Literacy and Numeracy (PLAN) & data analysis; technology in teaching and learning; 21st Century learning fluencies; inquiry based learning; phase one of ‘Philosophy – a Way to Teach’ involving all early stage one and stage three teachers; environmental education; the Australian Teaching Standards, accreditation & career development, along with assessment, reporting and consistent teacher judgement. Staff also completed mandatory training.

The new Performance Development Framework was a focus for professional learning. All staff successfully completed an individualised Professional Learning Plan and through targeted professional learning, including observations and collegial discussions to support professional development, achieved their professional learning goals. An executive mentoring program supports staff professional learning and performance development plans.

Executive staff worked collaboratively with our partner schools, sharing expertise, leading and participating in combined professional learning activities, building capacity of staff across the Lighthouse Valley Learning Community.

5 teachers completed the accreditation process and moved from Graduate teacher level to Proficient teacher level on the Australian Professional Standards for Teachers. Another 2 teachers are in the process of gaining accreditation.

19 teachers registered with NESA (National Education Standards Authority) and logged hours of professional learning to maintain their teacher accreditation.

One teacher in their first year and one teacher in their second year of the Beginning Teachers Initiative received additional support. This involved structured mentoring provided by experienced staff, direct observations, professional meetings, additional release time and targeted support as required, including planned professional learning activities designed to meet their needs.

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

#### Financial information

This summary financial information covers funds for operating costs to 30/11/16 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Income</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>$249,986.65</td>
</tr>
<tr>
<td>Global funds</td>
<td>$472,376.24</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$373,999.59</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$330,587.65</td>
</tr>
<tr>
<td>Interest</td>
<td>$6,661.83</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$106,924.85</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>$1,540,536.81</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>$70,140.17</td>
</tr>
<tr>
<td>Excursions</td>
<td>$134,689.87</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>$153,061.82</td>
</tr>
<tr>
<td>Library</td>
<td>$10,981.47</td>
</tr>
<tr>
<td>Training &amp; development</td>
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</tr>
<tr>
<td>Tied funds</td>
<td>$405,363.82</td>
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<tr>
<td>Short term relief</td>
<td>$175,327.42</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>$162,738.24</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>$70,985.96</td>
</tr>
<tr>
<td>Maintenance</td>
<td>$35,125.77</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>$98,456.13</td>
</tr>
<tr>
<td>Capital programs</td>
<td>$0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>$1,324,364.93</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>$216,171.88</td>
</tr>
</tbody>
</table>

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.
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 the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

This year all students, staff and parents were given the opportunity to participate in the school’s self-evaluation process, through consultation, discussion forums and online survey tools.

Feedback from this process was very positive and clearly demonstrates there is a high degree of satisfaction from all parties.

The parent surveys indicate that they feel welcome at school, the school values their input, the students are well supported in their learning and they would definitely recommend the school to neighbours, friends and visitors.

The staff surveys indicate that the students are provided with a quality education and that they are supported in their learning. Staff identified a need for more professional learning on the integration of technology to support teaching and learning.

The students indicate that the school provides them with interesting things to learn, that their teacher motivates them to learn and to always do their best.

In regards to self-evaluation and improvement, 89% of students, 82% of parents and 96% of staff indicate that the school looks for ways to improve.

In regards to overall school satisfaction, surveys indicate that 97% of students, 92% of parents and 100% of staff would recommend Byron Bay Public School to new families in the community.

Policy requirements

Aboriginal education

Fifteen Aboriginal students were enrolled at Byron Bay Public School in 2016.

Connections and respect for Aboriginal families, the Arakwal community and the role Aboriginal culture have played in our country are regularly highlighted in our school calendar. Acknowledgement of Country at school assemblies, flying of the Aboriginal flag alongside of the Australian flag and recognition of the Arakwal people as custodians of country are embedded in daily practice. We recognise and value the cultural knowledge of local Aboriginal families, elders and Aboriginal staff.

Professional learning for all staff on ‘8 Ways of Learning’ pedagogy has built their capacity and further supported student achievement of outcomes.

The Personalised Learning Plan (PLP) process in 2016 ensured that opportunities were provided for students, parents and teachers to engage meaningfully around student, parent and teacher aspirations, expectations and evidence of progress.
PLPs were negotiated between students, parents and teachers for each Aboriginal student. These provided critical reference points for planning, teaching and learning and monitoring student achievement. Student progress towards these personal goals is monitored by teachers in collaboration with parents and carers.

All Aboriginal students are provided with a special program that targets specific outcomes identified in their Personalised Learning Plans.

Three Year 6 Aboriginal students attended a three day STEM (science, technology, engineering and mathematics) education program focusing on an interdisciplinary approach, which also included cultural activities.

Aboriginal perspectives are a key part of all areas of study across each stage. The school continues to provide programs designed to educate all students about Aboriginal history, cultures, perspectives and contemporary Aboriginal Australia. Teaching about Aboriginal culture and heritage allows students to celebrate and respect our shared Indigenous history. National Aboriginal and Islander Day Observance Committee (NAIDOC) Week, Reconciliation Week and Sorry Day are recognised and supported in each classroom.

Our Aboriginal student leaders did an outstanding job presenting the National Sorry Day and Reconciliation Week assembly and National NAIDOC Week assembly.

We continue to strengthen our relationship with our Aboriginal families and the local Aboriginal community and look forward to working together toward furthering the process of Reconciliation next year.

Multicultural and anti-racism education

Multicultural education is an important cross curriculum perspective. Our classrooms and school practices are culturally inclusive. Knowledge, skills and attitudes about Australia’s multiculturalism and the contribution of people and cultures from around the planet to Australia’s heritage are taught in all grades.

In our school community, students and families from many different nations reside either as permanent or temporary residents.

Our school’s enrolment of over 660 students, includes 15% that use a home language other than English. There are students from twenty-seven different language backgrounds.

In 2016 the school celebrated Harmony Day K–6, impressing upon students the importance of learning about other cultures and respecting our similarities and differences.

Staff endeavour at all times to ensure our school is an anti-racism environment. Our anti-racism contact officer (ARCO) is available to members of the school community who may have concerns related to issues of racism. In 2016 there were no reports of racism to the ARCO.

Other school programs

Positive Behaviour for Learning

This year saw a renewed focus and more strategically directed implementation of our school’s Positive Behaviour for Learning (PBL) framework. The two biggest growth areas were identified as responding to behaviour data and engagement with education support services. Our behaviour management practices have been reviewed, providing greater clarity for students, staff and parents.

The PBL team meet fortnightly, with representatives from each stage and support staff. Focus areas are identified through analysis of our fortnightly school data. Sentral was introduced as the recording tool for recording data on student wellbeing.

Explicit lessons and posters are developed and distributed to all class teachers to teach with throughout the fortnight. Explicit teaching of behaviours and expectations ensures a common language and understanding by staff, students and parents alike. Our key targets of being ‘Respectful, Responsible and Fair’ are systematically taught K–6. PBL focus areas are also communicated in the newsletter. All staff have become more articulate and confident in using PBL language and in teaching explicit lessons.

Our 2016 School Wide Evaluation Tool (SET) report reflects an overall implementation improvement from 69% to 94%.

Philosophy

Staged professional learning on ‘Philosophy – a way to learn’ has been introduced and provides students with opportunities for philosophical thinking, discussion, reasoning & decision making, incorporating higher order thinking skills.

Early stage one and stage three teachers have completed professional learning in 2016 and are effectively implementing this program. Our stage 1 and 2 teachers will be trained in 2017.

Philosophical inquiry enables children to participate in facilitated philosophical discussions about the big questions in life. It provides children with the skills to share ideas, thoughts and beliefs and assists in the development of thinking and social skills. The students are encouraged to develop hypotheses, give examples and reasons, build on each other’s ideas, justify decisions and recognise inconsistencies in arguments. The ability to change one’s mind in response to a justified reason is valued.

This method of inquiry enables students to think deeply, make reasoned judgments and deal appropriately with conflict. It allows children to apply their knowledge more effectively. Philosophy in schools involves developing a ‘community of inquiry’ based on
incorporated into our Multicultural and Environmental higher quality writing. Aspects of writing were also introduced to goal setting, learning strategies and directions to support the continued development of the staff. This program is used in rotational maths groups allowing for teachers to set tasks for differentiation.

69 students from Year 2 to 6 participated in the Maths ICAS test. 22 were awarded a credit, 5 gained distinctions and two high distinctions were awarded. One student in Year 2 was awarded the ‘First Place Medal,’ scoring all answers correctly in the international Year 2 exam.

Numeracy Week was celebrated in August with open classrooms for our parent body. Each stage embraced a variety of maths concepts showcasing games to play at home, quizzes and problem solving. Students were further engaged with technology as a tool for creativity, communication and critical thinking.

**Literacy**

The Literacy Committee meet regularly to develop strategies and directions to support the continued implementation of the NSW English Syllabus in all classrooms K–6 and to ensure all of our students develop their knowledge, understanding, skills, values and attitudes in the area of English. This year, students have been introduced to goal setting, learning intentions and success criteria principally in the area of writing, to improve their learning and engagement. Students have become more willing to take ownership of their learning and to work collaboratively to produce higher quality writing. Aspects of writing were also incorporated into our Multicultural and Environmental Education Programs.

Teachers received professional learning on writing SMART goals, using the English continuum and ‘Seven Steps to Successful Writing’, along with ‘Solution Fluencies’ to ensure all students are catered for in English.

In Literacy, using NAPLAN data to show growth, 69% of Year 5 students achieved greater or equal to expected growth in reading; 72% in spelling and 64.9% in grammar and punctuation. There is no student growth available for writing. In Year 3, 70% of students were in bands 4–6 for writing. In Year 5, 54% were in bands 6–8 and the Year 7 cohort had 39% in bands 7–9. NAPLAN data analysis was used by all teachers to identify the concepts our students did well at and those concepts that need more explicit teaching across the whole school. Reading Eggs, an online reading program, is available to all students at school and at home. It is used by 66% of the teaching staff. This program is used in rotational literacy groups, allowing teachers to set tasks for differentiation.

43 students from Year 2 to Year 6 participated in the English ICAS test. 12 were awarded a credit and 3 were awarded a distinction. 23 students from Years 2 to 6 participated in the writing ICAS test. 5 students gained a credit in this test.

**Learning and Support Program**

An intensive learning and support program provided additional assistance to students in need. Students who had not achieved the stage outcomes in reading, writing and mathematics were identified by their teachers, through NAPLAN results and Best Start data.

Students on the literacy program were bench marked to determine reading levels at the beginning and end of the term. This provided evidence of progress about knowledge and skills, strategies being used and fluency. The benchmark provided information about how students understand the text read by using the comprehension questions, retelling the main facts in sequence, using applied knowledge and vocabulary. The students were assessed with the Ark Spelling Test. The Seven Steps to Writing Success (Early Years) program was utilised. Comparison writing samples were collected and analysed at the beginning and end of each program.

The focus during the mathematics program, included learning number facts and the four operations in real life problem solving situations. Students in the mathematics groups were monitored throughout the program with regular assessments of the learning content.

Technology enhanced the programs with both iPad and laptops used for learning and engagement. The Reading Doctor Phonics and Google Docs Voice Recognition were among the software used.

Students’ reading levels were matched to the text.

Classroom teachers reported an improvement in
student performance, after being supported by the program, with increased confidence and strategies to assist students to work more independently.

Creative and Practical Arts

A wealth of cultural opportunities have been provided in 2016. Students excelled in the performing arts with a highly successful Arts Extravaganza, showcasing the talents of all of our young artists, the stage 2 and 3 dance groups, stage 1, 2 and 3 choirs, as well as the bunyip band, senior band & strings group. The Band Recital night was a huge success. The school works in partnership with the Northern Rivers Conservatorium of Music.

The stage 2 and 3 choral groups were selected to perform at the Opera House. Our choir and dance groups also performed at the Coastal Kids Concert. The choir Christmas Tour to the retirement villages was very well received.

12 students attended the Creative Arts Camp.

Student Representative Council (SRC)

The Student Representative Council (SRC) consists of students who have been democratically elected by their peers to represent all students in the school and to organise ways for students to participate in school life. The SRC class representatives are drawn from Years 3 to 6. The SRC Executive is made up of students from Years 5 and 6 and includes the School Captains and Vice Captains.

Meetings were presided over by the Year 6 leadership officials and supported by a staff member. Class representatives raised issues and came forward with ideas that contributed positively to the quality of school life. The SRC discussed and prioritised the ideas and put forward recommendations. They lead our weekly assemblies, attend monthly SRC meetings, organise and fund raise for local, national and international charities, as well as initiating projects to improve the school environment.

They are good role models for their peers, modelling high standards of behaviour, wearing their school uniform with pride and carrying out their roles and responsibilities with diligence and care.

The SRC raised funds to support students attending national sporting, cultural, academic and leadership events. They purchased equipment specifically for use in the passive play area, including board games and imaginative play kits, furniture for the costume room, timber for the skateboard bench and aluminium table and bench seating. They raised funds for the Westpac helicopter, resulting in a special visit from the Westpac helicopter. They also donated funds to the Starlight Foundation. These projects have given all SRC students an opportunity to participate in school decision making and leadership, as well as promoting the school’s values and culture.

The SRC provided students with a voice that was recognised and affirmed by staff as being of benefit to all students.

Environmental Education and Sustainability

Environmental education and sustainability were reflected in K–6 teaching and learning programs. Additionally, the Green Team worked in the vegetable garden one afternoon each week and learnt about plant propagation, garden care, composting, worm farms and bee hives. The Waste Warriors were drawn from both stages 2 and 3. They took responsibility for composting of food waste from the playground and through assembly presentations, assisted in promotion of environmental awareness throughout the school.

During the year our students participated in the Waste Wise School Challenge in association with Byron Bay Shire Council. Activities included a school waste audit, an excursion to the Lismore Recycling and Recovery Centre, the making of a short video on school environmental initiatives and participation in a recycled sculpture competition. Through a further program, targeted students received small–group support in literacy, by combining work in the garden with small group investigations and reporting on themes related to their horticultural efforts.

Byron Bay Public School students also participated in Clean up Australia Day and World Environment Day.

Sport

We held highly successful swimming, cross country and athletics carnivals. Students participated in a comprehensive school sport program, gala sports days, coaching clinics, as well as representation at regional & state PSSA carnivals & knockout competitions. 20 students represented at NSW State PSSA and one student represented at the National Tennis Championships. Stage 2 and 3 hosted visits from NRL development officers.

This year we fielded representative teams in Australian rules, cricket, netball, soccer, basketball, tennis, rugby union and rugby league. Our students have an outstanding reputation for good sportsmanship and have been commended on many occasions. Our boys basketball team are the reigning NSW State Champions.

Gifted and Talented Programs

Our gifted and talented students have been extended through both in–class differentiation and extra–curricular programs. They have been involved in computer club, robotics, choir, dance and sport groups, along with Tournament of the Minds and public speaking competitions, including our in school competition and Multicultural Perspectives Competition.

In the State Multicultural Public Speaking Competition, we came second. In the 'Tournament of the Minds' competition, we are the reigning state champions in science and technology. Overall, we placed in the top five at the Australasian Pacific Championships.
In sport, various talented children competed in PSSA competitions with our boys basketball team becoming state champions. Students competed admirably at regional and state level in tennis, swimming, cross country and athletics.

Our talented singers were part of the stage 2 and 3 choirs and performed at school functions, community events and the Opera House. Our talented dancers performed at school functions and at the Coastal Kids Concert.

The robotics and computer club honed the skills of stage 2 and 3 students in the areas of coding, robotics and building advanced problem solving skills and abilities. Collaboration, creativity and critical thinking are embedded in teaching and learning.