Byron Bay Public School

I Aspire, I Achieve

NSW Public Schools – Leading the way
Our school at a glance

Students

Byron Bay Public School had an enrolment of 570 students in 2009, placed into twenty-three multi-aged stage classes.

Staff

Byron Bay Public School employed forty-five staff. Permanent and casual staff members were employed. These staff members include teacher aides, administrative staff, teaching staff, a general assistant and a school counsellor.

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

Significant programs and initiatives

- Constructed an extension to the school’s hall as part of the Building for the Educational Revolution (BER) National Pride Project.
- Constructed a double classroom building to replace two demountable classrooms.
- Introduced initiatives to improve school administration practices and communications within the school community.
- Initiated a transition program to improve the movement of children from preschool into Kindergarten.
- Implemented the School’s Environmental Management Plan.
- Extended the school’s technology program to include robotic education.
- Provided opportunities for student learning in the creative and performing arts to include instrumental music, drama, dance and visual art.

Student achievement in 2009

Literacy – NAPLAN Year 3

In reading, writing, punctuation and grammar the average mark for students in Year 3 was equal to and above the State average.

Student achievement in the two top bands exceeded the school average 2006 – 2008.

Numeracy – NAPLAN Year 3

In numeracy the average mark for students in Year 3 was above the State average with forty-five percent of students in the top two bands.

This result is an increase of five percent compared to the school average 2006-2008.

Literacy – NAPLAN Year 5

In reading and spelling the average mark for students was above the State average.

Numeracy – NAPLAN Year 5

In numeracy the average mark for students in Year 5 exceeded the State average. This result was slightly below the school average 2006 – 2008.
<table>
<thead>
<tr>
<th>Area</th>
<th>Student performance in top bands 7 and 8 in 2009</th>
<th>School average 2006-2008</th>
<th>State average all schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>33%</td>
<td>47%</td>
<td>36%</td>
</tr>
<tr>
<td>Measurement</td>
<td>30%</td>
<td>44%</td>
<td>31%</td>
</tr>
</tbody>
</table>

### Messages

#### Principal's message

Byron Bay Public School, a successful and caring school, has provided a quality education to the families and students of Byron Bay for 118 years.

Students worked cooperatively with teachers to achieve excellence in academic and extracurricular learning areas.

To all the teachers and support staff at Byron Bay, my sincere thanks for your dedication to your work.

This year three staff members and a parent received Director General’s Awards for their work in the school. Mrs Tracey Barnes, Mrs Heather West, Mrs Nikki Kempnich and Miss Jenny Dobson were presented with awards at the school’s annual award ceremony.

Thank you to all the parents and family members who supported the school in many ways during the year. To our Parent and Citizens Association, canteen volunteers, classroom helpers, fundraising committee and parent representatives on committees who have taken time to support our many school events, I express my sincere thanks.

I would like to thank our P&C President Tim Gotterson, Treasurers Mr Gavin Farrell and Mrs Nikki Kempnich, Vice President Mrs Lyndsay Howarth and Secretary Ms Byrony Pearson who have supported me in my position.

Byron Bay Public School where learning is interesting, challenging and relevant continued to be highly regarded in the local community.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

**Geoffrey Spargo**

#### Parents and Citizens Association message

The 2009 school year has been a huge year for the school in general, and more particularly the P&C.

The school, under the stewardship of its new principal Geoff Spargo, was able to secure Federal Government grants by way of a National Pride grant and a Building Education Revolution (BER) grant, totalling $3.2 million dollars.

The National Pride grant of $200,000 has been used to finish the hall and canteen area and to fund the establishment of technology centres in the Stage3 classrooms.

The BER grant of $3,000,000 is to be spent building a new library and 3 classrooms with related surrounding infrastructure.

The P&C was in close consultation with the principal in both securing the grants and deciding on how the money should be spent within the guidelines of the grants.

The P&C, through its fundraising activities, has raised a record amount this year which has been funnelled back to the school thereby directly benefiting todays and future students. These fundraising activities include the very successful and well managed canteen; the carnivale, the Mothers Day and Fathers Day Stalls; the pantomime; the trivia night and the uniform shop. Thank you to all the parents, extended family and friends, who helped and supported these activities throughout the year.

In addition to fundraising, the P&C is involved in many aspects of the day to day operation of the school. Parents and Citizens assist with the school band and string ensemble, the canteen, the choir, reading groups, school discos, the Arts Extravaganza, the robotics group and various school sports. In fact, without the assistance of the P&C the school would have great difficulty operating many of the programs it offers to students currently.

A very big thank you to the outgoing President of the P&C, Tim Jensen, who has devoted many years to this role. Well done, Tim.

There are benefactors who have contributed financially to the school during the course of the year and the P&C wishes to thank them for their kind and selfless donations.
The P&C has worked closely with the teaching staff over the year and this has been a harmonious and enjoyable relationship. Thank you to the teaching staff for their tireless efforts in educating the students to the excellent standard now expected at the school.

For those thinking of becoming more involved in the school, I can truly recommend it for three reasons - personal satisfaction, improvement of the school and direct benefit to the students. Our P&C meetings are held every second Thursday of the month at 6.30 pm and all are welcome. We look forward to your support in whatever way you feel capable.

Tim Gotterson
President Parents and Citizens Association

Student representative's message

The Student Representative Council (SRC) is made up of students elected from Stages 2 and 3. They meet regularly and are allocated jobs within the school.

These jobs include:

- encouragement of school spirit and pride
- organisation of fundraising activities
- recognition of student achievements and excellence
- identification and advocacy of student opinions and ideas
- development an awareness of international issues
- promotion of community service programs.

At the beginning of the year the SRC sponsored all Year 6 SRC members to attend the ‘National Young Leaders Day’ at the Performing Arts Centre in Brisbane. This conference inspired students to make a positive contribution to our school and motivated them to be great student leaders by providing them with inspirational role models who shared their views on leadership.

All SRC members make a commitment to wear full school uniform and follow all school and class rules. As a consequence of their commitment a new badge was designed which every member wears proudly.

The achievements for 2010 included:

- After the devastating bushfires in Victoria, the SRC organised a fund-raising appeal and happily donated over $4000 towards those in need.
- A contribution of $600 towards the Craig Hill Foundation. Craig was well-known in the community as a tireless tennis coach and worker in the tennis community in Byron Bay.
- A donation of $200 was sent to the MS Readathon in the hope that one day through further research, a cure will be found for this disease.
- Cake stall raised $700.
- Money was sent to PLAN, an appeal the SRC has supported for many years. This year the SRC helped an individual student in the Philippines by providing water and services to her village.
- SRC members made aprons and served at the Literacy Cafe during National Literacy Week. From the sale of coffee and cake, funds were raised to purchase a coffee machine and fund the new school sign.
- In September a Mufti Day raised $700 which helped pay for new aluminium seating for the COLA.
- The passive play area received a donation of $250 to purchase activities and games.
- The Odd Sock Fun Run held in conjunction with the annual cross country raised almost $8000.
- The Talent Quest attracted over 100 student performers who entertained students at lunchtimes and raised $200.
- Our school captains had their first experience on television when NBN News reported upon the successful Drought Appeal through which the SRC collected non-perishable food for families in the west of New South Wales.
- Thirteen students received a $50 contribution towards their costs to represent the North Coast Region at State level in soccer, swimming and athletics. The AFL team received a $200 donation towards the costs of
their excursion to participate in the State finals. The SRC feels it is important to uphold the tradition to support families who make sacrifices to ensure talented students have opportunities to excel in sport.

Mrs Heather West and Mrs Michelle Spry
SRC Coordinators

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

Our school enrolment in 2009 of 570 students comprised of 9% of students from families with a home language other than English and 22 students from Aboriginal and Torres Strait Islander ancestry.

At Byron Bay Public School there is representation from over 35 cultural backgrounds which reflects the rich cultural mix of the Byron community.

<table>
<thead>
<tr>
<th>Year</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>262</td>
<td>281</td>
<td>303</td>
<td>299</td>
<td>312</td>
</tr>
<tr>
<td>Female</td>
<td>265</td>
<td>270</td>
<td>266</td>
<td>259</td>
<td>266</td>
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</tbody>
</table>

Management of non-attendance

Student attendance is monitored by classroom teachers and student attendance data is recorded. The Welfare and Learning Support Team analysed the student attendance data identifying student’s with attendance below 85%. Families are supported by the team when attendance levels are below 85%.
Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A</td>
<td>1</td>
<td>9</td>
<td>23</td>
</tr>
<tr>
<td>1A</td>
<td>2</td>
<td>14</td>
<td>23</td>
</tr>
<tr>
<td>1C</td>
<td>1</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
<td>1C</td>
<td>2</td>
<td>11</td>
<td>23</td>
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<tr>
<td>1F</td>
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<td>1J</td>
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<td>2</td>
<td>15</td>
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<td>12</td>
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<td>2P</td>
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<td>3P</td>
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<td>3P</td>
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</tr>
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<td>3W</td>
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</tr>
<tr>
<td>KP</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
</tbody>
</table>

Structure of classes

In 2009 the school established five Kindergarten classes and eighteen multi-aged stage classes.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

Our staff comprises teachers and support staff:

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>5</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>19</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>39</td>
</tr>
</tbody>
</table>

Two of the staff members at Byron Bay Public School are Indigenous Australians.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>80</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.
The school offers students the opportunity to learn to sing in a choir. Three choirs under the guidance of teachers practised and performed during the year.

Students in Stage 3 were instructed in modern dance in the school’s dance group.

Features of the Arts Program included:
- Far North Coast Dance Festival
- Byron Bay Arts Extravaganza
- SRC talent quests
- Band recital at the Byron Community Centre
- Lucinda Movie Project
- Host school for the North Coast Region Multicultural Public Speaking Competition
- Kindergarten performance – Rap and Rhyme
- Choirs performed at the Beach Hotel, retirement villages and Coastal Kids Concert
- Visiting school bands and the Alpha Show performance (Aladdin).

**Sport**

The focus of the school’s sporting program is the promotion of a healthy life and fitness through participation in sport.

Kindergarten and Stage 1 students participated in sensory motor and fundamental movement skills programs as part of their weekly physical education program.

Stage 1 attended the annual intensive swimming scheme at Byron Bay pool.

All Stage 2 and 3 students participated in both major and minor sports during their weekly sport program to enable them to make informed choices when selecting preferred sports.

The whole-school sporting events athletics, swimming and cross-country carnivals were successfully conducted by school staff with a high level of student participation in events.

2009 sporting highlights included:
- The school’s AFL team placed third in the State PSSA competition and Kalani Fallon selected in the North Coast regional team.
- The school’s cricket team progressed to round six of the State PSSA competition. Cameron Daniels and Maddy Green were selected to play in North Coast regional team.
- The school swimming team won both the district and zone swimming carnivals. Ten students competed in the regional carnival and six students competed at the State carnival in Homebush.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$1,072,511.49</td>
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<tr>
<td>Balance brought forward</td>
<td>113,324.09</td>
</tr>
<tr>
<td>Global funds</td>
<td>286,369.60</td>
</tr>
<tr>
<td>Tied funds</td>
<td>402,071.40</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>215,338.48</td>
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<tr>
<td>Interest</td>
<td>7,531.27</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>47,876.65</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1,072,511.49</td>
</tr>
</tbody>
</table>

| **Expenditure**           | $836,958.43 |
| Teaching & learning       |             |
| Key learning areas        | 40,599.03   |
| Excursions                | 44,523.02   |
| Extracurricular dissections| 94,456.56  |
| Library                   | 11,915.16   |
| Training & development    | 0.00        |
| Tied funds                | 331,672.29  |
| Casual relief teachers    | 82,364.29   |
| Administration & office   | 103,056.52  |
| School-operated canteen   |             |
| Utilities                 | 50,603.94   |
| Maintenance               | 14,880.24   |
| Trust accounts            | 38,849.01   |
| Capital programs          | 24,238.37   |
| **Total expenditure**     | 836,958.43  |
| **Balance carried forward**| 235,553.06 |

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.

**School performance 2009**

**Achievements**

**Arts**

During 2009 the creative and performing arts remained an important part of our school. The Arts Committee, comprising of parent and teacher representatives, planned and managed events at which students demonstrated their learning in the creative arts.

The instrumental music program continued to be a special feature in the school community. Over seventy-five students were instructed by specialist music teachers and performed as part of one of the school’s three bands. The introduction of a string instrument program proved a very successful inclusion to the school’s music program.

Sport

The focus of the school’s sporting program is the promotion of a healthy life and fitness through participation in sport.

Kindergarten and Stage 1 students participated in sensory motor and fundamental movement skills programs as part of their weekly physical education program.

Stage 1 attended the annual intensive swimming scheme at Byron Bay pool.

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- The school’s cricket team progressed to round six of the State PSSA competition. Cameron Daniels and Maddy Green were selected to play in North Coast regional team.
- The school swimming team won both the district and zone swimming carnivals. Ten students competed in the regional carnival and six students competed at the State carnival in Homebush.
The school cross country team won the district carnival with five students participating in the State carnival.

Five students competed in the State Cross Country Carnival with Ava Cormack being placed fifth in her age group.

The school athletics team won both the district and zone athletics carnivals. A record number of students (19) competed at the North Coast Region Athletics Carnival. Ally Reeve, Indy Williams and Annabelle Tyndall and two relay teams competed at the State Athletics Carnival.

All students participated in the Premiers Sporting Challenge.

Other Programs

Environmental Education
During 2009 the school community developed the School Environmental Management Plan (SEMP) 2009-2011.

The SEMP was implemented by the school’s environmental team.

Highlights of the year included:

Ground management
- improvements to drainage in the school’s playground
- identification and removal of noxious plants and weeds
- improvements to school oval
- mulching of gardens
- replacement of trees removed during school redevelopment.

Curriculum
- introduction of environmental perspectives into learning units
- development of school vegetable garden and bush Tucker walk
- inclusion of significant days in school curriculum.

Resource Management
- reduction in electricity to power air-conditioners, lights and appliances
- recycling of food scraps in compost bins
- reduction in paper use by increased use of technology in communications
- reduction in plastics used in the school.

International Student Assessment Competitions
A total of 141 entrants from Stages 2 and 3 took part in the University of NSW International Competitions and Assessments for Schools during 2009. Twenty-eight students participated in the spelling competition, with five earning distinctions and eight earning credits.

Of the nineteen entrants in the writing assessment, two gained distinctions and five received credits.

There were two distinctions and nine credits awarded in the science competition out of twenty-three participants.

The English competition, with twenty-eight entrants, resulted in four distinctions and twelve credits.

Of the thirty-one students who sat the mathematics competition, two earned distinctions and ten were awarded a credit.

Academic

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 the assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

This year 89 students in Year 3 completed the NAPLAN literacy tests.

96% of Year 3 students achieved Band 3 or above in overall literacy slightly above levels in 2007 and 2008. This achievement level was above State and regional levels.
In Year 3 NAPLAN writing, 95% of students achieved Band 3 or above.

In spelling, 90% of students achieved Band 3 or above.

In the grammar and punctuation section of the Year 3 NAPLAN test, 90% of students achieved Band 3 or above.
Numeracy – NAPLAN Year 3

Eighty-seven students completed the NAPLAN numeracy test with 81% achieving Band 3 or above.

Literacy – NAPLAN Year 5

Seventy-six students completed the NAPLAN literacy test.

In reading 94% of Year 5 students achieved Band 5 or above.

In the Year 5 NAPLAN writing test 95% of students were able to write a narrative with an orientation, complication and a resolution using complex sentences and precise language to develop a storyline with descriptive language.
In the spelling section of the NAPLAN test, 89% of students achieved Band 5 or above.

In the grammar and punctuation section of the Year 5 NAPLAN test, 89% of students achieved Band 5 or above.

Numeracy – NAPLAN Year 5

Seventy-six Year 5 students completed the numeracy section of the NAPLAN test with 92% achieving in Band 3 or above.
Progress in literacy

Fifty students were tracked from Year 3 to Year 5 to determine their progress in literacy.

Progress in numeracy

Fifty-two students were tracked from Year 3 to Year 5 to determine their progress in numeracy.
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>99</td>
</tr>
<tr>
<td>Writing</td>
<td>99</td>
</tr>
<tr>
<td>Spelling</td>
<td>97</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>98</td>
</tr>
<tr>
<td>Numeracy</td>
<td>94</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>99</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
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<td>Punctuation and grammar</td>
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<td>Numeracy</td>
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Significant programs and initiatives

Aboriginal education

Connections with our Aboriginal families and wider community and respect for the role Aboriginal culture has played in our country are regular features within our school calendar of events.

In 2009 this included:

- whole school events such as NAIDOC Week celebrations where different events were scheduled for each Stage group of students. A unique feature of this was a unit of work planned with the Arakwal community and taught over 5 weeks to all Stage 2 students

  - students participated in a t-shirt design competition with one student winning a major prize during NAIDOC Week

  - an emphasis upon recognising and valuing the cultural knowledge of local Aboriginal elders and the use of Aboriginal staff occurs whenever practicable

  - all students continue to participate in Aboriginal perspectives as mandatory aspects of the school curriculum.

Multicultural education

Class teaching and learning programs continued to emphasise the importance of cultural diversity and racial harmony within Australian society. This included culturally inclusive practices in all classrooms and explicit lessons and units of work about racism and discrimination.

Several students benefited from English as a Second Language (ESL) support from specialist ESL Teachers who worked in close consultation with class teachers.

Specific professional learning for ESL teachers and training for Anti-Racism Contact Officers was also provided.

Respect and responsibility

During 2009 the follow actions were implemented:

- consolidation and display of core school rules to reinforce student management at school

- implementation of a school social skill program

- implementation of the school’s anti-bullying program

- Support for the Byron Bay ANZAC Day march.

Progress on 2009 targets

Target 1

The numeracy team identified improvements in teachers’ capacity to implement the mathematics syllabus, expansion of technology for learning in class and the development of school-wide programs.

Our achievements include:

- 94% of Year 3 students achieved Band 2 or higher in the NAPLAN in numeracy

- 100% of Year 5 students achieved Band 3 or higher in the NAPLAN in numeracy

- 39% of Year 3 students achieved Band 4 and 5 in the NAPLAN in numeracy

- 34% of Year 5 students achieved Band 5 and 6 in the NAPLAN in numeracy
100% of teachers’ programs reflected a whole-school approach in mathematics including elements of Quality Teaching and technology learning opportunities.

**Target 2**

The literacy team identified one specific area of literacy for improvement. This area was reading.

Our achievements include:

- 95% of Year 3 students achieved Band 2 or higher in the NAPLAN in reading
- 96% of Year 5 students achieved Band 4 or higher in the NAPLAN in reading
- 50% of Year 3 students achieved in Bands 5 and 6 in the NAPLAN in reading
- 36% of Year 5 students achieved in Bands 7 and 8 in the NAPLAN in reading
- New teaching reading resources played a significant role in the literacy sessions.

**Target 3**

The technology team identified a target to extend the scope of learning in technology to complement student learning in every class.

Our achievements include:

- Teachers attended training at conferences and staff training sessions to improve their knowledge and skills in using technology in the classrooms.
- Technology centres were established in Stage 3 classes providing greater student access to technology for learning.
- Increased use of email to communicate to students, parents and staff.
- Increased use of technology to write teachers’ programs, assessment of students’ work and reporting student progress to parents.

**Target 4**

The student welfare and learning support team identified four areas for improvement. These included the services for students with special needs, implementation of personalised learning programs, and consistent student management across the school and implementation of our gifted and talented plan.

Our achievements include:

- Successfully implemented of case meetings to develop of personalised learning plans
- Improved access to allied health workers to support students and teachers.
- Teachers trained to identify gifted and talented students and matching students to strategies to enhanced and extend their learning.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum.

In 2009 our school carried out evaluations of teacher programming and planning and school leadership.

**Educational and management practice**

**School leadership**

**Background**

The school leadership team consisted of the Principal working with the deputy principal, five assistant principals, the school administration manager and teacher-leaders who provided leadership for the school community.

The staff completed a survey on five leadership statements:

- School leadership provides clear direction
- School leadership provides meaningful communications
- School leadership builds trust, recognises contributions and celebrates accomplishments
- School leadership develops individuals, set examples and a focus on success
- School leadership fosters collaboration.

**Findings and conclusions**

The feedback to the five leadership statements was extremely positive but identified areas for improvement.

Comments included:
‘The stage teams are lead very well and positively’

‘The school is lead by example, well organised’

‘There is a climate of respect and support, individuals are valued and supported’

**Future directions**

- Improve the school communications using technology
- Ensure meetings are well conducted, efficient and purposeful.

**Curriculum**

**Teacher programming and planning**

**Background**

A school-wide review of teacher programming and planning was undertaken in 2009. The review focussed on the planning and preparation that teachers do as part of role as classroom teachers.

**Findings and conclusions**

- 75% of teachers were satisfied or mostly satisfied with the teaching programs that exist in the school.
- 50% of teachers indicated they would like to extend collaborative programming which involved teachers working on shared programs with additional time to plan programs with their stage teams.

General comments included:

‘Additional time to allow teachers to work with their stage at stage meetings on programming and source resources from the library’

‘Opportunities to view other teacher’s programs for ideas’

**Future directions**

- Continue the positive work of teachers in planning teaching programs by using a collaborative model during stage meetings and school development days
- Investigate simplified models for recording teacher programs by using the positive aspects of our teachers’ programs and program formats.

**Other evaluations**

**Parent satisfaction**

In 2009 the school sought the opinions of parents about the school. A questionnaire sought parent feedback on discipline, school climate, learning environment, staff/parent relations, academic progress, social progress and school initiatives.

A total of ninety-seven responses were received from parents.

The ratings to the survey questions were all in the high range between eighty-one to ninety-seven percent.

The highest composite rating (PPR 97%) was received by discipline in the school while the lowest composite rating (81%) to school climate and academic achievement.

Parents gave their most positive rating (PPR-99%) to item1 learning is important in the school with item 7 it is important to obey rules (PPR-98%)

Parents identified item 9 belongings are safe at school (50%) with item 51 ideas about helping children at home (51%) as their lowest rating.

**Professional learning**

All teaching and administrative staff participated in a range of professional learning activities throughout the year.

The professional learning activities included staff meetings, school development days and courses involving teacher relief, after school courses and training after school hours.

In 2009 the most significant areas of expenditure were to support literacy, numeracy and student welfare.

In student welfare the focus was on teacher support for students with autism.

**School development 2009 – 2011**
The school plan was developed in 2009 to identify areas within the school for improvement with specific targets. The targets were identified from school planning processes, following careful consideration of student performance data and program evaluations as well as consultation within the school community.

Linked to the annual school report, the school plan provided a framework for resource allocations, professional learning, and system support performance monitoring and reporting.

The Byron Bay Public School plan was developed to address the priority areas of literacy, numeracy, and technology and student welfare.

**Targets for 2010**

**Target 1**

*Improved quality of student performance in writing*

Strategies to achieve this target include:

- Identifying students in Kindergarten, Year 3 and Year 5 based using BEST START and NAPLAN results for learning support in writing
- Teacher mentor programs during stage meetings conducted by members of the literacy committee in strategies in writing
- Teacher professional learning at school development days in spelling and writing
- The development of whole-school teaching approach and student assessment in writing and spelling
- Providing a wider audience for student writing using the school’s website, the Byron Bay’s Writers Festival and school publications
- Use the Board of Studies website to provide student writing samples to improve teacher consistent judgement in writing
- Increase the use of technology for communication and learning in writing.

Our success will be measured by:

- 59% of Year 3 students achieving Bands 5 and 6 and 25% of students of Year 5 students achieving Bands 7 and 8 in writing NAPLAN 2010 a 3% and 9% increase on 2009
- 47% of Year 3 students achieving Bands 5 and 6 and 30% of students of Year 5 students achieving Bands 7 and 8 in spelling NAPLAN 2010, a 5% and 7% increase on 2009
- 55% of Year 3 students achieve Bands 5 and 6 and 50% of students in Year 5 students achieve Bands 7 and 8 in language NAPLAN 2010, a 2% and 4% increase on 2009.

**Target 2**

*Improved student performance in mental recall of number facts aligned with the mathematics curriculum*

Strategies to achieve this target include:

- Teachers identifying the number facts which align with mathematics curriculum
- Stage teams development of rubrics for each stage to provide a clear statement of expectations for teachers to implement teaching and learning experiences
- Increase the use of technology in classrooms to support student learning in mathematics and retention of number facts
- Provide motivation for students to learn and retain numbers facts
- Provide connections between number facts and real life situations.

Our success will be measured by:

- 44% of Year 3 students achieving Bands 5 and 6 and 40% of Year 5 students achieving Bands 7 and 8 in NAPLAN 2010 a 5% increase on 2009
- Stage 1 mental computation data indicates growth in 2010 student achievement in the sound/outstanding bands of 25% in addition, 41% in subtraction, 76% in multiplication and 44% in division.

**Target 3**

*Build an increased sense of community between Byron Bay Public School, Byron Bay High School, neighbouring public schools, local preschools and community organisations*

Strategies to achieve this target include:

- Establish links between the local preschool organisations with invitations to school
events, staff visits, orientation programs and email of school newsletters

- Initiate opportunities for the development of a community of schools to include Byron Bay High School, Bangalow Public School and Coorabell Public School
- Increase involvement of Byron Bay Public School in community events.
- Second local talented people into the school to support student learning programs in creative arts, technology and sport
- Develop support mechanisms using local health professionals as part of the school’s welfare and learning support team and student personal learning programs.

Our success will be measured by:

- Transition of families and their children into Kindergarten is a seamless transition
- Establishment of a community of schools in the Byron Bay High School local enrolment area resulting in schools working closer to transition Year 6 students into the high school
- Students and staff at Byron Bay Public School work with the local Byron Bay Community work on joint projects
- Talented artists, musicians, sports-people work with teachers and students to enrich the school’s curriculum
- Local health professionals work with case management teams to provide support for students and teachers.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: