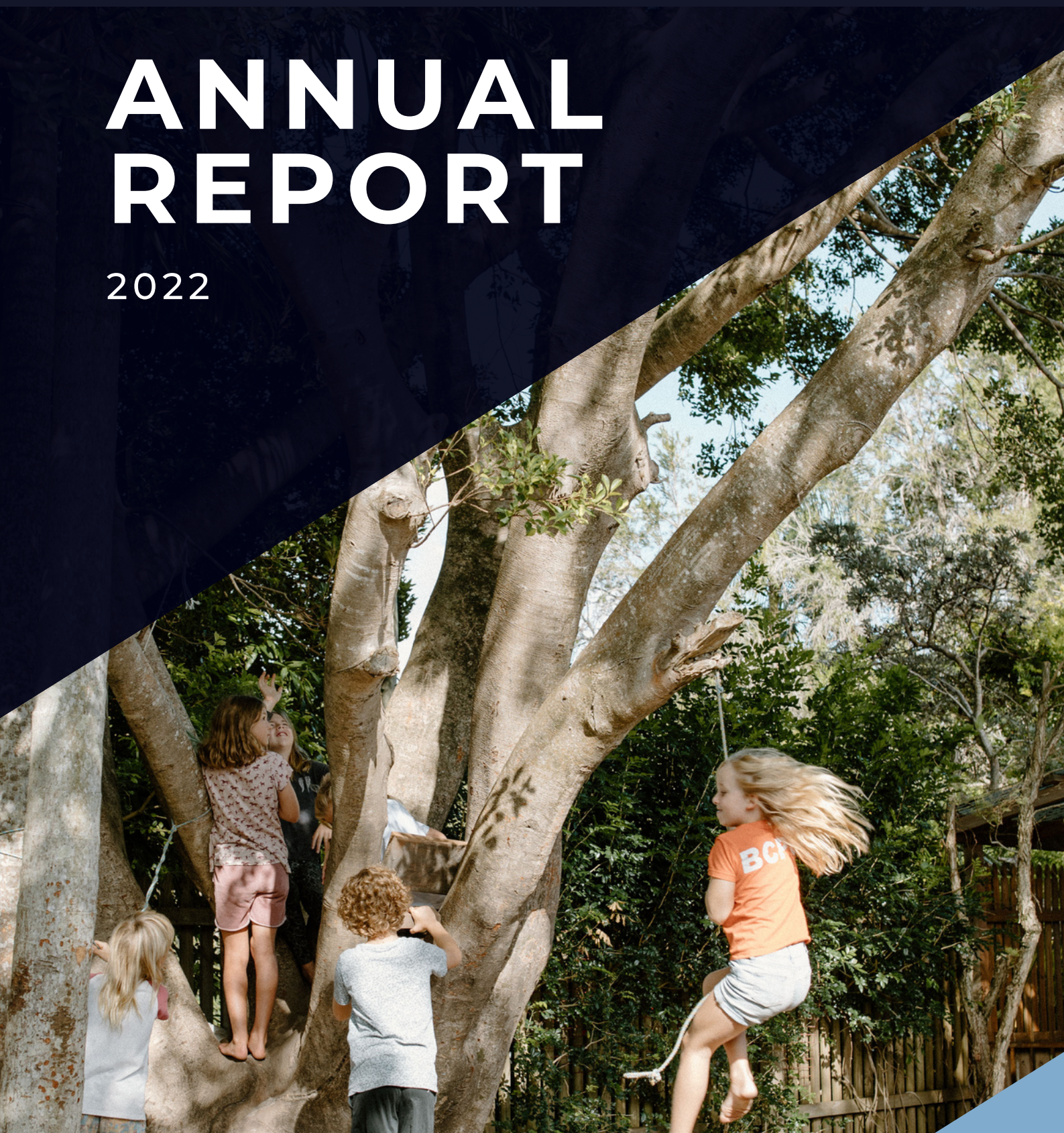


BYRON COMMUNITY PRIMARY SCHOOL

ANNUAL REPORT

2022



30 JUNE 2023



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A MESSAGE FROM THE CHAIR

I would like to begin with a huge thank you to all the staff for making such an effort during 2022 and for their enormous contributions in making BCPS the best school it can possibly be.

2022 was like other recent years in that we faced our share of challenges. The severity of the COVID-19 restrictions gradually started to lift and life returned to the 'new normal'.

Not long after school commenced, the Northern Rivers was hit by the most severe flooding in living memory resulting in school closures in both February and March. BCPS staff, parents and students were involved in supporting the community in many different ways in assisting flood victims throughout the region. BCPS families were also impacted by the flooding, and we pulled together to support those affected.

The students always impress me with their ability to adapt to changing circumstances. The school cohort was able to demonstrate resilience and overcome the early difficulties. The students then continued with their usual activities including swimming carnivals, surf schools, cross country, athletics, excursions and the ANZAC Day service in partnership with the Byron Bay RSL. At the same time, students were able to participate in academic achievements with an emphasis on creative learning along the way.

We were able to enjoy a whole school party at the end of April for what seemed like the first time in years. The traditional Lantern Parade returned on the winter solstice and student action groups continued, looking after community, sustainability and the playground.



The school increased its involvement in the community by facilitating the inaugural grandparents' day in October, which was a great success.

The end-of-year performance was rebranded and became a Term 3 performance to relieve some of the time pressures at the end of the year. 'Paradise Swamp' gave the students the opportunity to showcase their creative, artistic and performance skills and it really was wonderful to see everyone back at the Community Centre enjoying a live show once again!

Enrolment numbers remained steady with classes well attended for all year levels. On a physical level, the school was able to organise upgrades to the hall with new carpet and storage areas. Parents continued to work on the masterplan to ensure the school maximises the site in the most effective way both now and into the future. But really, the school is all about the students.

While the school is always evolving, it has retained its small, independent and casual atmosphere. BCPS provides the students with a unique and vibrant environment to learn and grow while they have fun. One of the greatest joys as a BCPS parent has been watching the children at school events, drop offs and pick ups, seeing the smiles, occasionally the tears, the running around, the screaming, whispering and generally carefree children who are happy and engaged in life.

There is no doubt that BCPS continues to be a leading independent school in Byron Shire.

On behalf of the Board, I extend thanks to the staff, parents and the students for continuing to instill the school values, particularly a love of learning, as a foundation for our children.

Ian McKay - Chair



A MESSAGE FROM THE PRINCIPAL

I am pleased to present the Annual Report for 2022, highlighting the events and achievements at our school, BCPS. Despite the ongoing impact of COVID-19, we managed to overcome various challenges and create a successful academic year.

The beginning of the 2022 school year was marked by the continued presence of COVID-19, which affected our school community. Due to staff illness, the professional development days had to be postponed. Unfortunately, both staff and students experienced cases of COVID-19. As a result, we had to conduct parent information sessions and interviews via Zoom, and restrictions were put in place for gatherings, including school sporting events, to prioritise the health and safety of everyone involved.

However, in Week 7 of Term 1, we received the positive news that COVID-19 restrictions were lifted, allowing parents to return to the school premises. This was a significant milestone as it facilitated more meaningful connections between parents, students and staff. We were delighted to celebrate the beginning of Term 2 with the School Party, which brought joy to our community.



Throughout Term 1, our school community faced additional challenges due to severe floods. Sadly, several BCPS families were personally affected by these unfortunate circumstances. Our thoughts and well wishes were with those impacted, and we strived to create a supportive environment during this difficult time.

We also witnessed some notable changes in our staff. Each class now has a full-time teacher assistant, enhancing the quality of education and support for our students.

We welcomed Mel (Library Teacher), Dani (Art Teacher), Louise (PE Teacher), and Stefy (Spanish Teacher, replacing Silvia who is on maternity leave). Sarah commenced her role as our Learning Support Teacher and Carl joined us as our groundsman. Sarah and Carl replaced Jo and Adrian respectively, both retiring after many years of dedicated service to BCPS. These staffing changes have further strengthened our team and contributed to the growth and development of our school.

We have introduced the new K-2 NSW English and Mathematics syllabuses, to be fully implemented in 2023 in line with NESA requirements. To ensure a smooth implementation process, Dani has been employed on additional days to lead curriculum professional learning and support teachers in integrating the new curriculum effectively.

BCPS achieved remarkable success in the North Coast Independent Schools (NCIS) swimming and cross country events, leading the small schools in the area. The winter solstice Lantern Parade, a beloved community event, brought us all together and left a special place in our hearts. Lastly, our school production, held live at the Byron Theatre, showcased the exceptional talent of our students and left the audience captivated.

I would like to express my sincere gratitude to the staff, students, and parents of BCPS. Your dedication, resilience and support have made these achievements possible. Together, we have navigated through challenging times and created an environment where our students can thrive and succeed.

Looking ahead, I am confident that we will continue to build on our accomplishments and provide an exceptional learning experience for our students. Let us embrace the future with optimism, determination and a commitment to excellence.

Thank you all
Michele

STUDENT REPRESENTATIVE COUNCIL

This year a formal leadership program was implemented in the Whales class.

The Personal and Public Leadership modules were introduced in class over the first 4 – 5 weeks of Term 1 in preparation for students to nominate for School Leadership positions. The elected school leaders then completed the Induction and Mentoring modules of the program to assist in developing skills for their leadership role.

Across the year, the class representatives raised the following matters, discussing possible ideas and solutions with the Year 6 School Councillors:

- equitable use of the court for each class
- introduction of an annual Grandparents Day
- consultation with SRC to choose carpet for hall to include a handball court
- handball game issues – not all students playing by the same rules
- introduction of a table tennis tournament
- ideas for clubs.



Action Groups achieved the following outcomes:

Community Action Group:

- organised a 'Theme Thursday' and school party donations raising \$659.85 for the Northern Rivers Flood Relief Fund
- raised a total of \$366.70 in Reconciliation Week 'Wear Yellow Day' for the First Nation's organisation Children's Ground
- planned and ran the inaugural BCPS Grandparents Day
- continued 'Aussie of the Month' initiative recognising peers who demonstrated good character and community spirit.

Playground Action Group:

- oversaw organisation of lunch/recess clubs including a table tennis tournament
- sought help from parent volunteers to help facilitate lunch clubs
- monitored appropriate use of playground equipment and advised when new or replacements were needed.

Sustainability Action Group:

- Worked alongside two parent volunteers to:
 - collect plastic bottle top lids that were transformed into a skateboard deck
 - collect soft plastics and Easter egg wrappings for recycling
 - plant native edible plants around the school grounds.



ABOUT US

BCPS is an independent school where students are guided to fully develop their individual sense of self in the modern world. Our school is a vibrant and inclusive environment where staff are focused and committed to delivering a rich, balanced teaching program.

Our curriculum follows the NSW Education Standards Authority (NESA) syllabuses and is customised to maximise each child's potential. We aim to instil a love of learning and a strong sense of self and community.

Over 30 years of commitment from a generation of parents, staff and students has enabled our school to evolve from the vision of a few dedicated parents operating from a converted shop on the corner of Ruskin and Tennyson Streets into a ten-room, 109 student school. Today our facilities include a library, music room, art room, covered multipurpose court and hall.

Set amongst appealing gardens and interactive play areas, every space is optimised for the benefit of the students. BCPS is a not-for-profit, incorporated association where staff and parents collaborate closely. We have a strong focus on values where developing the whole child in a warm, nurturing and safe school environment is fundamental. We believe a primary school should reflect the world and with guidance, students learn to become confident, engaged and active contributors to society, both in the local community and beyond.

Our mission is to:

- provide opportunities for students to explore and develop their full potential, both academically and socially through innovative teaching methodologies
- provide a safe, supportive and inclusive environment
- teach children to resolve conflict, make educated decisions and accept responsibility for their actions
- engender confidence, resilience, creative thinking, initiative and constructive communication skills.

Our values are aimed at preparing our children emotionally for life with programs that encourage:

- freedom with responsibility
- realisation of academic potential
- love of learning
- innovation and creativity
- self-awareness, respect and compassion
- community participation.

THEME 2 - CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND THE CHARACTERISTICS OF THE STUDENT BODY



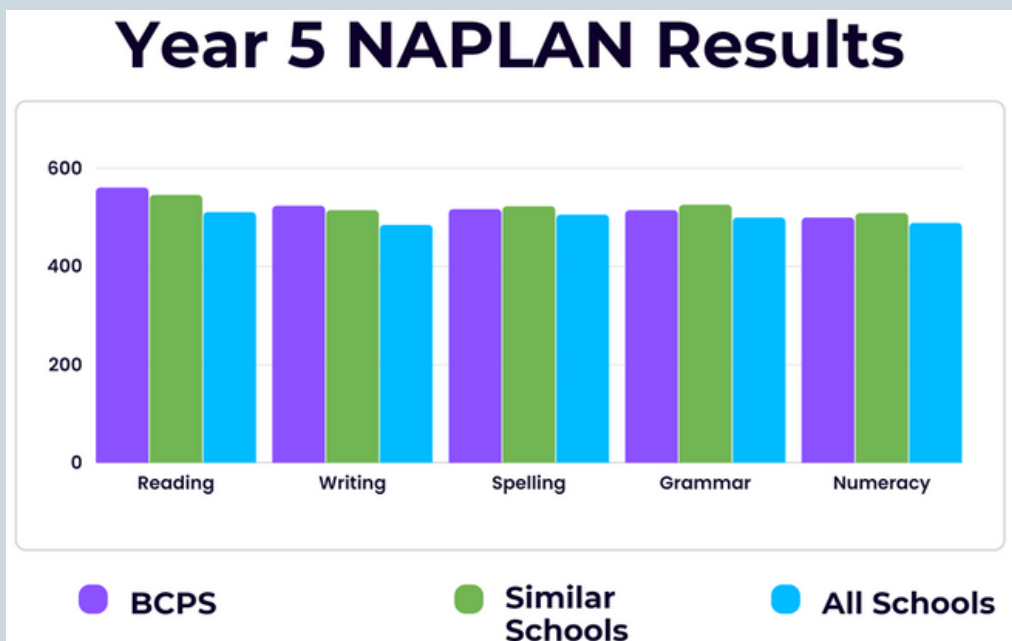
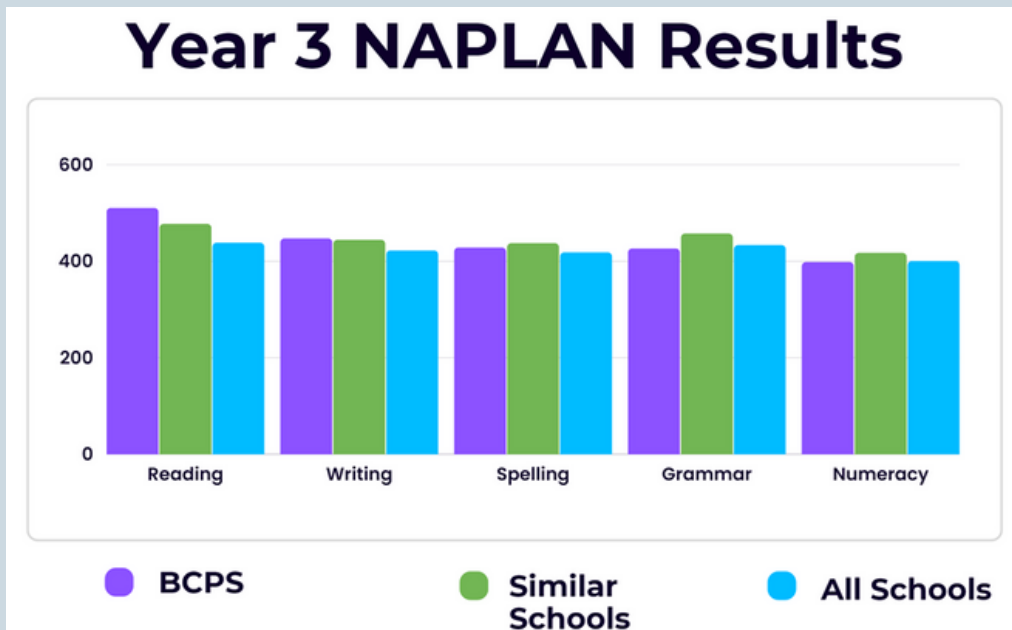
We live these values through our:

- unique two-year Prep/Kindergarten class for children aged four to six, that focuses on communication, social skills, establishing routines, taking on responsibility, empathy, developing resilience and confidence, and fostering a respect and love of literature and education
- wellbeing program which focuses on individual or groups of students working with our School Counsellor on strategies to help build self-confidence and self-worth
- 'Becoming a Teenager' program for Year 5 and 6, focusing on puberty, drug education and sex education, to help students and their parents develop effective decision-making strategies for their teenage years
- 'Rock and Water' Program, program that includes guided physical activities based on traditional martial arts as well as written and verbal reflections
- strong Visual Arts, Music and Drama programs, culminating in our annual school artistic showcase
- Whole school celebrations of school traditions and community, national and global events, including the Byron Bay ANZAC Day Parade, Clean Up Australia Day, NAIDOC Week, Book Week, winter solstice Lantern Parade and local excursions to art exhibitions, theatre, sports events and charity fundraisers.

In 2022 there were 109 students in the school with numbers evenly distributed through the four classes. Across the school there were a number of students who received learning support for literacy and numeracy with only a couple of children requiring substantial adjustments in the classrooms. In 2022 we had one Aboriginal student and 5% of students are from different language backgrounds.

2022 NAPLAN RESULTS

A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate for a comparison to be available. BCPS did not meet this minimum number with a 79% participation rate. As we did not meet these thresholds, the below data needs to be read with this in mind.



TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

The staff participated in a range of professional development experiences with a focus on familiarisation and preparation for the implementation of the new NSW K-2 English and Mathematics syllabuses. The teaching staff also embarked on a two year curriculum action research project with the Association of Independent Schools focussing on English.

Description of Professional Learning Activity	No. of staff
Curriculum Research to Practice Project (2 Year duration)	8
Identifying and Responding to Young People and Children at Risk	9
Graduate Certificate Inclusive Education	1
Mini COGE – Certificate of Gifted Education	1
Primary Mathematics Webinar Series	1
Introducing the Draft 3-10 English & Mathematics Syllabuses	8
Literacy & Numeracy through Physical Activity	1
Dare to be an Exceptional Teacher	1
Nationally Consistent Collection of Data: An Introduction for School Teams	1
Maths & Movement	1
ELEVATE Drama Qld State Conference	1
Visible Learning In Early Childhood	2
Introduction to UDL	1
Leading the Implementation of the New English K-2 Syllabus	1
First Aid	8
NSW Primary Curriculum General Overview	8
NSW Primary Curriculum English K-2	8
Familiarisation of new digital English curriculum K-2	8
Planning and Programming for the New English K-2 Syllabus	1
Supporting Students with Additional Needs in the classroom – a team approach	8
Leading the Implementation of the New Mathematics K-2 Syllabus	2
Understanding PAT (Progressive Achievement) Workshop	1
The Traffic Jam in My Brain – Autism Workshop	1
Interpreting AGAT Results	3
SCOUT – NAPLAN results	6

Teacher Accreditation

Level of Accreditation	Number of Teachers
Conditional	1
Provisional	0
Proficient	8
Highly Accomplished Teacher (Voluntary Accreditation)	0
Lead Teacher (Voluntary Accreditation)	0
Total Number of Teachers	9

Teacher Qualifications

Category	Number of Teachers
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOAR) guidelines, or	9
Teachers having a bachelor's degree from a higher education institution within Australia or one recognised within the National Office of Overseas Skills Recognition (AEI-NOOAR) guidelines but lack formal teacher education qualifications	0



WORKFORCE COMPOSITION

In 2022 there were no staff members employed who identified as Aboriginal and Torres Strait Islander.

School Staff	
Teaching Staff	9
Full-time equivalent teaching staff	6.4
Non-teaching staff	13
Full-time equivalent non-teaching staff	7.6



STUDENT ATTENDANCE AND RETENTION RATES

2022 Student Attendance Data:

Semester One 2022 - Student Attendance Data Collection

The data below has been extracted from Schools Hub - Student Attendance Data Collection 2022. This data is based on a Semester One 2022.

Year Level	Attendance Rate
Year 1	81.31%
Year 2	88.01%
Year 3	86.98%
Year 4	89.02%
Year 5	86.43%
Year 6	91.80%
School Total (Years 1-6)	87.22%

87.22% of students (Years 1-6) attended school on average each day in Semester One 2022. This was slightly less than the daily attendance for Semester One 2021 which was 88.40%.

2022 Whole School Attendance

The below data has been extracted from the school database for the 2022 school year.

Year Level	Attendance Rate
Kindergarten	73.21%
Year 1	83.63%
Year 2	82.64%
Year 3	88.10%
Year 4	85.04%
Year 5	89.44%
Year 6	84.54%
School Total (Years K-6)	83.77%

83.77% of students (Years K-6) attended school on average each day for the year of 2022. This was less than in 2021, which was 90.62%.

For average student attendance you can also refer to the My School website:

<https://www.myschool.edu.au/school/43833/attendance>

School Attendance Management

The following are points from our School Attendance Policy:

- All staff understand their responsibilities regarding student attendance.
- Attendance records are maintained in an approved format and are an accurate record of the attendance of students.
- Accurate records of student attendance are maintained – including the class rolls marked twice daily in accordance with the current legal requirements and procedures.
- All class rolls are completed in accordance with NSW DET guidelines.
- Class rolls are checked regularly for legal compliance.
- Parents and students are regularly informed of attendance requirements.
- Staff complete an ‘Explanation of Student Absence’ form or ‘Notification of Late Attendance at School’ form if there is no explanation from the parents or carers and send home with the student.
- Suitable procedures are in place to identify attendance patterns of students who could be at risk.
- All cases of unsatisfactory attendance of part or full day absences of a student from school are investigated promptly and appropriate intervention strategies are implemented.
- Parents are contacted via phone if there has been three consecutive days of unexplained absences.
- The issue of continued unexplained or inadequately explained absences over a term or frequent late arrivals will be addressed by a meeting between parent(s) or guardian(s) and Principal.

Where the destination of a student is unknown, the class teacher must inform the Principal who will then notify a Department of Education and Training Officer with home school liaison responsibilities of the student’s name, age and last known address. Documents to this effect will be sent via registered post and a copy of this document will be kept in the student’s secure file.

ENROLMENT POLICY

PURPOSE

Byron Community Primary School (BCPS) is a comprehensive co-educational K-6 School providing an education operating within the policies of the NSW Education Standards Authority.

STATEMENT

This policy gives guidance to those who wish to join the BCPS community, concerning enrolment criteria and procedures. While the policy is as comprehensive as possible, there will inevitably be some situations which are not specifically covered. In such instances, it is the Principal's responsibility to decide the appropriate course to take in the circumstances.



POLICY

Making an Application

1. Application for enrolment of a student can only be made on the official Application for Enrolment form accompanied by:

- a. non-refundable application fee
- b. copy of the student's birth certificate
- c. passport/Visa/Certificate of Australian Citizenship (where applicable)
- d. photo of the child
- e. copies of latest School reports and those of the last two years, plus any state or national testing results (if applicable)
- f. any reports (including medical or educational specialist reports) which refer to your child's behaviour, aptitude or medical conditions
- g. immunisation certificate
- h. a covering letter about your child

2. The decision about the enrolment of any child is made based on full and complete information being provided to BCPS (please refer to School Reserves Rights) plus a successful interview with the Principal and Class Teacher.

3. Students applying from interstate/overseas may be interviewed via Zoom.

How BCPS Reviews the Application

1. Placements in BCPS are prioritised based on any or all of the following:

- siblings of existing students
- students returning from an approved leave of absence
- children of former students
- children of current teachers
- Indigenous Scholarship Application
- date of receipt of application
- appropriate age: the Prep program caters for students turning five in that year.
- the Education Act NSW states that all children are required to be enrolled and commence school at the age of six years. For BCPS this means students must turn six in the Kindergarten year
- the quality of the reference from the child's current school/preschool
- the Principal's assessment of the child and family's capacity to make a positive contribution to BCPS
- sibling priorities on the waitlist will be prioritised by date of application their sibling commenced at BCPS.

2. The final decision that a child be accepted for enrolment is the Principal's.

3. Sibling Enrolment Application Forms for Prep and Kindergarten need to be submitted by the end of Term 1 the year preceding enrolment to receive a priority placement.

4. Places in the Prep (first year of the two-year kindergarten program) will be confirmed around Week 4, Term 3 of each school year.

5. Prep information evenings, enrolment interviews and orientation are conducted the year prior to entry.

6. If a vacancy arises throughout the year in any year level, the Enrolment Officer will contact the next family on the waitlist to organise a formal interview with the Principal and Class Teacher.

7. If a family decline the interview and request to remain on the waiting list, the application date on record will be amended to reflect the date the interview was offered.

The Process of Enrolling, Enrolment Fees, Tuition Fees and Levies

1. Once the family has attended the enrolment interview, the Principal will determine whether an offer of enrolment is made. If so, the Enrolment Officer will distribute the following:
 - a letter of offer
 - schedule of fees
 - code of conduct – parent(s) or guardian(s)
 - enrolment policy to the parent(s) or guardian(s).
2. An acceptance of the offer must be signed and be accepted by both parent(s) or guardian(s) where appropriate unless the School agrees to waive this requirement. This acceptance must be accompanied by a non-refundable enrolment registration fee and deposit/s.
3. If the parent(s) and guardian(s) wish to defer the entry of a student to a different calendar year or term to the initial request, they are asked to pay the remainder of enrolment fees and amend any personal details which may have changed since completing the enrolment form. Formal confirmation, in writing will be sent shortly thereafter.
4. Once enrolled, students are expected to act consistently with BCPS's ethos and comply with BCPS and class agreements and policies to maintain the enrolment. Parent(s) or guardian(s) also are expected to be supportive of the ethos of BCPS and to comply with all relevant School policies.
5. All fees are to be paid in full by the end of Week 2 of each term unless arrangements are made to pay by written and signed agreement with the Business Manager. If fees are outstanding at the end of Week 2 and failure to make a payment arrangement agreement, a notice will be forwarded to the family advising the student's enrolment will be withdrawn at the end of Week 6, and the bond used to cover any unpaid debts.
6. If a family has received the above notice and the family wishes their child/children to continue to be enrolled and attend BCPS, the family are required to set up a direct debit arrangement where their credit card or bank account will be debited on a weekly basis to cover outstanding and future school fees that are owed and will be owing for the balance of the year. All costs and consequences related to this direct debit process are to be paid by the family.
7. Failure to abide by your payment plan and agreement with the Business Manager, including failure to communicate alternative options, may result in the enrolment of the student being cancelled without further notice.
8. The Board of Directors determines the fees and charges that will be payable from time to time which are set out in the schedule of fees. The fees are revised regularly and may be amended each year.
9. Each family is expected to do the equivalent of six hours of voluntary 'Family Contribution' each term or pay the financial equivalent as specified in the schedule of fees.
10. Students enrolling from overseas must either be Australian or New Zealand citizens, permanent residents or have visa types that allow them to be eligible for Government recurrent funding or be invoiced accordingly. Students coming from the northern hemisphere with different school years to Australia will be placed in the class according to their date of birth with a review of the situation after one term.
11. If a Parent(s) or guardian(s) wish to withdraw a student from BCPS, no less than one term's notice must be given. If adequate notice is given, parent(s) or guardian(s) are eligible for the return of the enrolment bond. Failure to provide such notice will result in the forfeiture of the enrolment deposit and one full term's charges and fees will be applicable.
12. All enrolment fees are forfeited if the position is not taken up at the School.
13. It is the parent(s) or guardian(s) responsibility to ensure their child is only enrolled in one school in Australia. On taking up our offer of enrolment they must withdraw enrolment from their previous school.

School Reserves Rights

BCPS reserves the right not to offer any child a place at the school or to defer the offer of a place to any child in its discretion but particularly when the parent(s) or guardian(s), having been aware of their child's specific educational needs, decline to declare those needs or to withhold relevant information pertaining to their child.

BCPS also reserves the right to terminate an enrolment where the parent(s) or guardian(s) have not declared or have withheld known information pertaining to their child's needs.

BCPS reserves the right to determine the appropriate year of entry for each student.

Suspension & Termination of Enrolment

BCPS may suspend or terminate the enrolment of a student, either temporarily or permanently at any time for reasons which may include, but are not limited to:

1. a serious breach of the School's rules or Code of Conduct
2. conduct prejudicial to the reputation of the School or the well being of its students or staff
3. where the Principal or Board of Directors believes that a mutually beneficial relationship of co-operation and trust between the School and the Parent(s) and Guardian(s) has broken down to the extent that it adversely impacts on that relationship.

The School will only exercise its powers under this clause to expel a student if it has provided the student and their Parent(s) and Guardian(s) with details of the conduct which may result in a decision to expel the student and provided them with a reasonable opportunity to respond and where there has been procedural fairness.

BCPS may terminate the enrolment of the student without notice if, either before or after the commencement of enrolment, the School finds the relevant particulars of the special needs of the student have not been provided or withheld known information or the particulars provided are materially incorrect or misleading.

Withdrawal of Enrolment

If a family requests to withdraw their child/ren, the family is required to complete a Notification of Intention to Withdraw form, which can be requested from the Principal or Business Manager. Notice to withdraw a student requires one full term of enrolment per child. Failure to provide the full notice period will result in fees and charges applied. If a parent fails to make payment the enrolment bond will be refunded to the account to absorb some or all of the withdrawal fees and charges.

Disability

Parent(s) or guardian(s) should note that BCPS understands the legislation regarding students with disability. BCPS supports the inclusive participation and engagement of students with disability. If a parent(s) or guardian(s) wishes to enrol a child with disability, all relevant reports are to be supplied (as per item 'f' in 'Making an Application') and the School will schedule a Disability Planning Meeting (DPM) with the parent(s) or guardian(s). The purpose of this DPM is to assess the needs of the child and the ability of the school to meet them, and if so, to agree on a plan for the child so that BCPS can provide the appropriate service with its available resources.

The above applies, with necessary variations, if the child's disability becomes evident after enrolment.

Indigenous Education Scholarship

BCPS provides educational scholarships to students of Aboriginal and/or Torres Strait Islander descent. The value of each scholarship is determined by the individual's application and current financial circumstances. The scholarship will cover a percentage cost of tuition fees only. All other expenses associated with a student's enrolment will be the responsibility of the parent(s) or guardian(s). An Application for Indigenous Education Scholarship needs to be completed and submitted. The application fee is waived.

Immunisation

Under the Public Health Act 2010 and the Public Health Regulation 2012, NSW primary schools are required to seek an Immunisation History Statement for each student as part of the enrolment process. If the parent(s) or guardian(s) cannot produce this record, the student may still be enrolled but can be excluded from school on the direction of a public health officer for the duration of the outbreak of a vaccine-preventable disease in the school. If an unimmunised child comes in contact with a vaccine preventable disease outside school, they can also be asked to stay home during the incubation period to reduce the risk of starting an outbreak.

The only acceptable evidence that a child is fully immunised for their age is the Australian Immunisation Register (AIR) Immunisation History Statement.

The school must:

- record each child's immunisation status in a register and retain copies of approved immunisation certificates for a period of three years after the student has ceased to attend the school
- provide a copy of a student's immunisation certificate to another school that the student has transferred to (upon request)
- exclude unimmunised students at risk of contracting a disease from attending school on the direction of a public health officer.



OTHER SCHOOL POLICIES

In 2022, no changes were made to any of the listed below policies.

Student Welfare

(Student Counselling and Wellbeing Services, Pastoral, Student Behaviour Management and Child Protection)

The school seeks to provide a safe and supportive environment which:

- minimises risk of harm and ensures students feel secure
- supports the physical, social, academic, spiritual and emotional development of students
- provides student welfare policies and programs that develop a sense of self-worth and fosters personal development.

Anti-bullying

Our anti-bullying policy is based on a balance of rights and responsibilities. Our strategies include talking openly about bullying and its effects, teaching skills to build self-esteem and for students to work together with teacher support to try to solve problems,

Discipline

(Discipline comes under our Student Behaviour Management Policy)

The school expressly prohibits corporal punishment of students, or sanction corporal punishment of students by non-school persons. The policy is based on principles of procedural fairness and involves parents when sanctions result in suspension and expulsion of a student. Disciplinary actions do not include exclusion.

Reporting Complaints and Resolving Grievances

The policy states that the grievances are managed and resolved fairly, efficiently, promptly and according to the concept of 'procedural fairness'.

We aim to resolve grievance fairly, efficiently, promptly and in accordance with requirements.

Code of Conduct

BCPS has three Code Of Conduct Policies:

- Code of Conduct - Staff
- Code of Conduct - Contractors
- Code of Conduct - Parent(s) or Guardian(s)

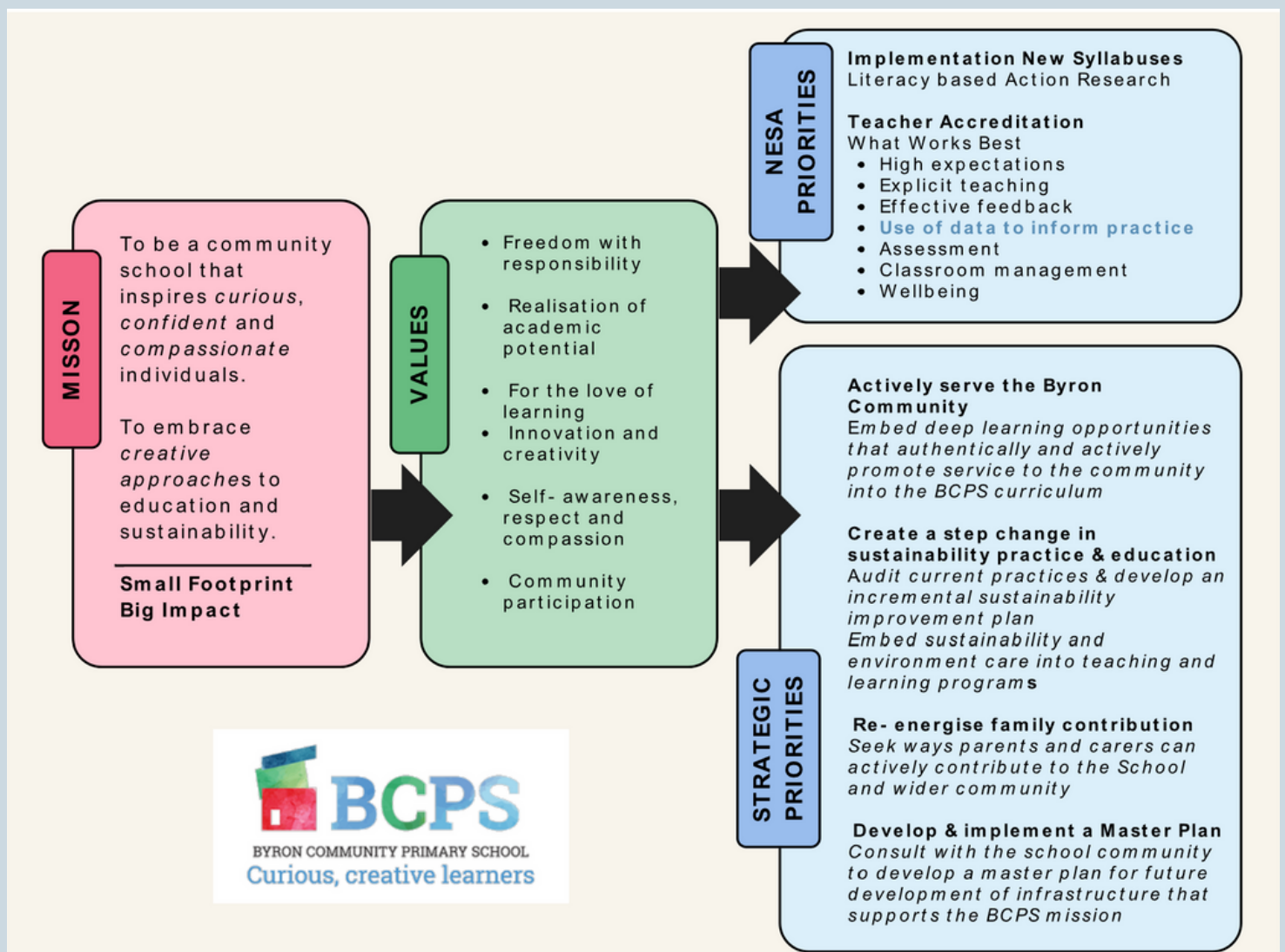
These policies sets our general expectations of the standards of behaviour required for employees, contractors, parents and students.

Full Access of these Policies

The full text of all the policies listed can be accessed by request from the school office and are also available on our website.

SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

The four strategic priorities for 2021 – 2023 determined in collaboration with staff and the Board, along with the What Works Best Framework review goal: effective use of data to inform practice, continued to be areas of focus for 2022. Additionally, the preparation for the implementation of the new NSW K-2 English Syllabuses was a priority.



Area	Priority	Achievements
Teaching & Learning	Use of data to inform practice/ Implementation of the new NSW K-2 English & Mathematics Syllabuses	Curriculum Action Research Project facilitated by Association of Independent Schools' consultant Identifying Spelling as an area for focus with theory of action agreed upon: <i>"If we develop our literacy teaching around the effective use of rich mentor texts then we should see transference resulting in improved student outcomes"</i> Review of consistent data collected across the school
	Implementation of new K-2 English & Mathematics Syllabuses	Employment of a Curriculum Teacher to guide and facilitate implementation Extensive professional learning around use of Mentor Texts Development of scope & sequences Development of planning documents Purchase of resources to support implementation (i.e. decodable texts, mentor texts etc)
Create Step Change in Sustainable Practice and education	Embed sustainability into teaching and learning Review and strengthen current sustainability practices	Sustainability Action Group Student Leaders worked alongside parent volunteers on special projects including soft plastics recycling and planting of native, edible plants. Continued strengthening of school resource management ie. purchasing and acquisition practices to be ethical and sustainable options

Actively Serve the Byron Community	Embed deep learning opportunities that authentically and actively promote service to the community	<p>Seahorse class regularly visiting local preschool to share learning activities and stories with younger children</p> <p>Community Action Group student Leaders led fundraising activities throughout the year to support local causes.</p> <p>Community Action Group student leaders planned and facilitated inaugural Grandparents Day inviting local 'older' members of the community</p> <p>Making connections with the community through student contributions in each edition of the Byron Wave</p> <p>Year 6 Young Legends Podcast project in collaboration with Byron Youth Services.</p>
Re -energise Family Contribution	Seek ways parents and carers can actively contribute to the school and wider community	<p>Increased parent involvement with relaxation of COVID restrictions.</p> <p>Playground Action Group leaders worked with parent volunteers to implement lunch/recess clubs</p>
Develop and implement Master Plan	Develop a master plan for future development of infrastructure that supports the school's mission	Concept plans shared with community for feedback
Student and Staff Wellbeing	Ensuring School community are supported with stress relating to pandemic and natural disasters experienced	<p>School Counsellor continued to provide support to individual students and families</p> <p>School Counsellor ran workshops and included fact sheets in newsletter</p> <p>Voluntary online Staff Wellbeing program offered to staff (8 staff participated)</p>

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Preparation of our students to become active and positive contributors to their school and wider community underpins all learning and experiences that take place at BCPS. Working closely with families ensures values are aligned with respect and responsibility being promoted at school and home.

Initiatives implemented in 2022 to support this included:

- 2022 Theme of 'Community': the concept of community underpinned all classroom learning and was discussed and celebrated at fortnightly whole-school assemblies.
- School Representatives participated in local ANZAC Day service.
- Student involvement in the development of class agreements to highlight behaviours that support a safe and harmonious learning environment.
- Explicit teaching of online safety and etiquette, including students and parents signing ICT Use Agreements.
- Restorative Practices employed at the school beginning with the use of affective language and building of a strong community culture. Restorative 'social circles' utilised when needed using the guided negotiation process for issues of conflict or debate; allowing all parties to have an uninterrupted opportunity to speak, seek clarification, come to an agreement on solutions.
- Regular class meetings to share ideas and/or raise concerns.
- Student Representative Council with Class Reps meeting regularly with School Councillors and Principal.
- Student leadership structure that includes: 4 x School Councillors (Yr 6); 3 x Action Groups: Playground; Community and Sustainability.
- Buddy program where Whales Students (Years 5/6) are buddies with a Dolphin student (Prep/Kindergarten) to support their transition to school – both in the classroom and the playground.
- Becoming a Teenager (BAT) program for all Year 5 and 6 students.
- School Counsellor conducts friendship/relationship groups with various year levels throughout the school year.
- Year 5/6 Ethics Program.
- Reconciliation and NAIDOC Week recognised and celebrated at class and whole school level.
- Mystery Adventure Days: multiage groups of students participated in a day of learning.
- Students led fundraisers.
- Brainstorm production focussing on positive friendships and cyber safety.
- Brave Hearts Keep Safe Adventure School for K-2 students promoting personal safety.

✦ **SAFE SPACES FOR EVERYONE** ✦

PARENT, STUDENT AND TEACHER SATISFACTION

Staff Satisfaction

Here is a summary based on the feedback from the staff survey in 2022:

How well does the school support your growth?

- The school has always supported their growth, and they feel fortunate to have had amazing opportunities for professional development.
- The school pays for and encourages professional development frequently.
- Regular feedback from management has helped improve their performance and development.

Do you enjoy working at our school?

- The staff members expressed high satisfaction and enjoyment of working at the school.
- Responses included phrases such as 'very much', 'love it', 'immensely' and 'I love working at this school'.

Greatest strength of the school:

- Strong student-to-staff relationships
- Community spirit and nurturing environment
- Students' expression of creativity
- Creating confident kids
- Strong culture of cooperation
- The community itself

Ways the school could be better:

- Some staff members were unsure about areas that could be improved, suggesting that they find the school to be great overall.
- Suggestions included building improvements based on a master plan, addressing issues with the school bus, and having clearer communication channels.

Likelihood to recommend the school to a friend or family member:

- Ratings ranged from 7 to 10, with an average score of approximately 8.
- The majority of staff members expressed a positive likelihood of recommending the school.



Parent Satisfaction

The 2022 parent survey results indicate a high level of satisfaction among BCPS families regarding their child/ren's development and wellbeing. Parents expressed being very satisfied and happy with the caring and nurturing environment provided by the school. In terms of academic performance, the majority of respondents rated their child/ren's performance as excellent or great, indicating a positive perception of the school's academic standards. While some parents mentioned that the school could improve academically, overall, they expressed contentment with their child's learning progress.

Regarding the school's ability to cater to individual learning needs, most parents believed that the school was doing a great job. They appreciated the focus on play-based learning and expressed satisfaction with the way the school adapted to their child's learning requirements. Some respondents even mentioned that the school completely catered to their child's learning needs, highlighting their love for the school.

Parents expressed high levels of satisfaction with their child's teachers, using words such as 'excellent', 'satisfied', and 'incredible' to describe them. They appreciated the accessibility and easy communication with the teachers, emphasising a sense of wholistic learning and a nurturing environment. The long-term relationship between parents and teachers contributes to a feeling of being part of a family within the school community.

In terms of the Board of the school, parents were overwhelmingly satisfied, describing the Board's work as 'amazing' and 'above and beyond'. However, some parents expressed the desire for increased support from other parents to prevent Board members from burning out. Despite this concern, the overall satisfaction with the Board was very high.

When asked about the greatest strengths of the school, parents mentioned various aspects. These included the school being parent-led, the involvement of the greater community, the small and inclusive environment, the encouragement and nurturing provided, and the school's ability to cater to individual learning needs. Other strengths highlighted were the caring and supportive teachers, the sense of community and friendships formed across age groups, and the focus on the development of the whole child.

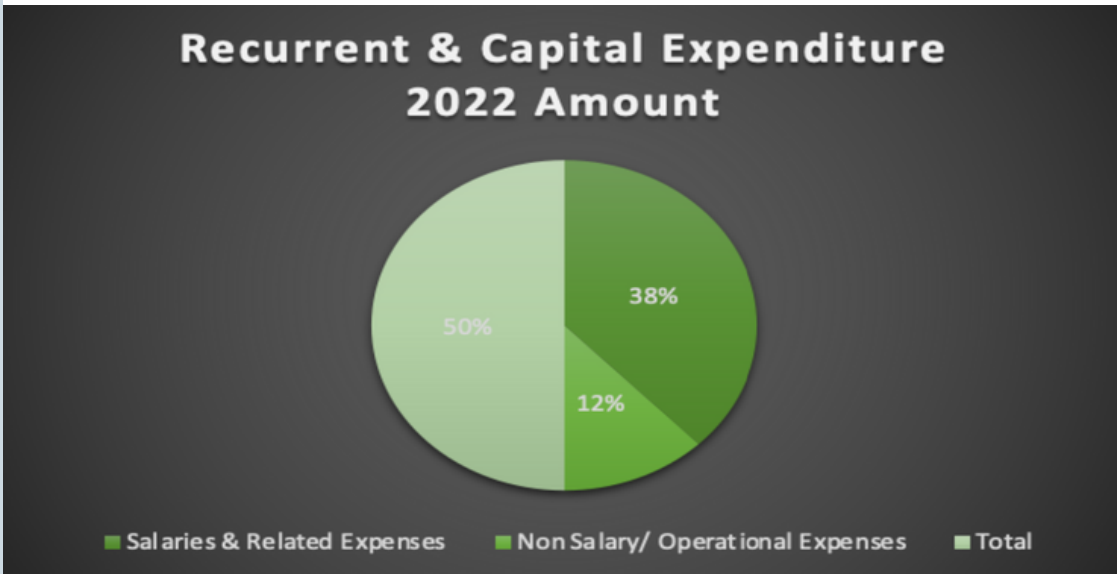
Regarding areas for improvement, parents generally expressed their love for the school but provided a few suggestions. Some parents mentioned the need for more out-of-classroom learning experiences, such as field trips to local places in the community or farm work. Others emphasized the importance of maintaining the school's unique strengths, programs, and individual teaching approaches, rather than trying to compete with other schools. They encouraged the school to focus on what makes it special and continue to enhance those aspects.

Overall, the 2022 parent survey results indicate a high level of satisfaction among BCPS families with their child/ren's development, academic performance, teacher quality, and the school's Board. Parents appreciate the nurturing and inclusive environment, the community spirit, and the school's focus on individual learning needs. While there are suggestions for improvement, the feedback highlights the strong bond between parents, teachers, and the school community, making BCPS a supportive and fulfilling educational environment for the children.

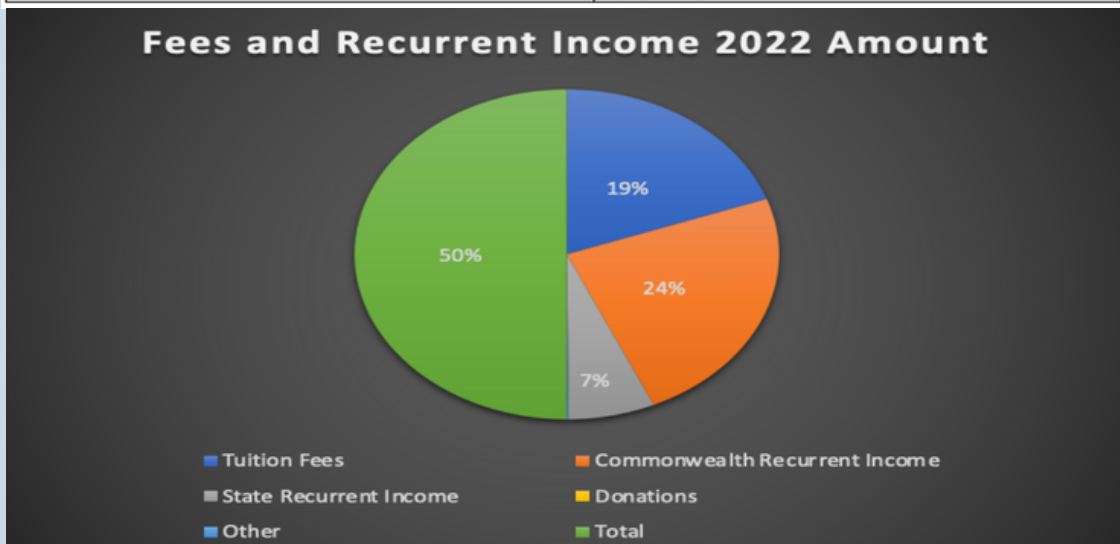


SUMMARY FINANCIAL INFORMATION

Recurrent & Capital Expenditure 2022	
Item	Amount
Salaries & Related Expenses	\$1,629,418
Non Salary/ Operational Expenses	\$528,207
Total	\$2,157,625



Fees and Recurrent Income 2022	
Item	Amount
Tuition Fees	\$850,054
Commonwealth Recurrent Income	\$1,032,273
State Recurrent Income	\$285,041
Donations	\$300
Other	\$6,749
Total	\$2,174,417



PUBLICATION REQUIREMENTS

The requirement is for the Annual Report for 2022 to be published by 30 June 2023. The publication can be viewed on our website www.bcps.org.au

The Annual Report will be made available to NESA online by 30 June 2023.

BCPS will provide a hard copy of the 2022 Annual Report to anyone requesting it.

