

**BCPS**

BYRON COMMUNITY PRIMARY SCHOOL  
**Curious, creative learners**

# **2018**

# **Annual Report**

## Contents:

## Page:

<b>Reporting Area 1:</b> A message from key school bodies	<b>3</b>
<b>Reporting Area 2:</b> Contextual information about the school and characteristics of the student body	<b>6</b>
<b>Reporting Area 3:</b> Student outcomes in standardised national literacy and numeracy testing	<b>8</b>
<b>Reporting Area 4:</b> Senior Secondary Outcomes	<b>8</b>
<b>Reporting Area 5:</b> Teacher qualifications and professional learning	<b>8</b>
<b>Reporting Area 6:</b> Workforce composition	<b>10</b>
<b>Reporting Area 7:</b> Student attendance and retention rates	<b>10</b>
<b>Reporting Area 8:</b> Enrolment policies	<b>11</b>
<b>Reporting Area 9:</b> Other school policies	<b>14</b>
<b>Reporting Area 10:</b> School determined priority areas for improvement	<b>16</b>
<b>Reporting Area 11:</b> Initiatives promoting respect and responsibility	<b>18</b>
<b>Reporting Area 12:</b> Parent, student and teacher satisfaction	<b>20</b>
<b>Reporting Area 13:</b> Summary financial information	<b>23</b>
<b>Reporting Area 14:</b> Publication requirements	<b>24</b>



## Reporting Area 1: A message from key school bodies

A message from the School Principal...

Byron Community Primary School is an exceptional school and a leader in the provision of holistic and innovative education. We are dedicated to establishing enduring and strong connections within the school and the local community. Our school strives to maximise every child's potential, providing a well-balanced and high quality teaching program in close cooperation with parents. We teach the NSW Education Standards Authority curriculum with a fresh, engaging and progressive approach.

Ensuring strong connections in the school requires that its decision making processes be clear, communicated and transparent. Ample opportunity is provided for all parents and staff to be involved in the continuing evolution of the school. The needs of the students are always paramount – as they should be.

There are two official decision making bodies outlined in the School Constitution: the **School Council** and the **Board of Directors**.

The School Council consists of all parents or guardians of students currently enrolled in Byron Community School, and all members of staff, and is responsible for the following:

- a) Election of parent representatives to the Board of Directors at the AGM
- b) Election of new members to the Board of Directors should a vacancy occur
- c) Formation of school policy
- d) Development of School's vision and strategic plan
- e) Meeting at least once each school year

The Board of Directors is the committee elected by the School Council and is responsible for the following:

- a) Management of the affairs of the School
- b) All functions that are required by the rules of the constitution, except those rules to be exercised by a general meeting of the School Council
- c) All matters that appear to the Board of Directors to be necessary or desirable for the proper management of the affairs of the school
- d) Implementation of School Council directives
- e) Calls School Council and Board of Directors meetings

In 2018 the Board of Directors delegated responsibilities to, and was advised by, the Parent Representative Team, the Staff, the Student Representative Council, the Leadership Team, the Fundraising Committee and the End of Year Performance Team.

Message from the Board of Directors....

BCPS continues to go from strength to strength and 2018 was another successful year, with our kids benefiting from an increasing array of exciting learning opportunities. At full capacity for most of the year, our presence and reputation in the community grew as did our waitlist, with our kindy places in great demand. This and our strong financial stewardship under Belinda meant that we will be able to

run new and existing programs, fund beneficial improvements to our outdoor spaces as well as continuing to support our staff in their professional development.

Academically, we continued to provide creative and stimulating learning opportunities in addition to our classroom offering. Our children are lucky to benefit from the creative talents of our specialist staff, be it scientific, musical, artistic, dramatic or bilingual. Aside from this wealth of skills and knowledge, we looked to outside providers to expand on our offering – from the World of Maths incursion, to the Ditto Bravehearts show and Dolphin dreaming excursion. The kids also had fun learning about responsible pet ownership and had a go at wheelchair basketball while learning about disability. The Whales participated in a breathwork study to improve focus and alertness in the classroom. As well as the GATEways extension workshops, our kids were offered the opportunity to attend the Lemonade Stand entrepreneurial thinking course, which was well received. On top of our musical program with Michael, the Northern Rivers Conservatorium students were invited to Lismore to play in big bands with other local kids.

The children's artistic inspiration and talents were encouraged with visits to art galleries and a highlight in 2018 was the Art Exhibition, our first in recent years, with an exceptional variety of pieces on display from all age groups. This event was a visual joy and the culmination of huge effort on the part of Jo and her team of parent helpers. The End of Year Performance is always a highlight for the whole community as so many skills are honed in the production of the two night performance involving a large cast of parent helpers. In 2018 it was 'The Magical Mystery Snow Queen', which was sold out as usual and received rave reviews, albeit from a biased audience!

Giving and participating are endemic to our culture and an important part of our children's education. Annually we participate in Clean up Australia Day and the ANZAC day remembrance service and this year we also sent a school choir to sing at a local aged care home.

Our sports participation continued to flourish, under the stewardship of Annie, with our kids participating in NCIS touch football, athletics and cross-country events. They also enjoyed surf safety, AFL and gymnastics and swimming with specialist coaches, the latter culminating in our swimming carnival. Additionally, as part of our cultural program, the children continued to increase their Spanish knowledge and gained more understanding of Aboriginal culture with NAIDOC events and the Deadly Australian incursion.

As well as these activities, our staff also ran the usual class expos, school camps, book fairs and traditional celebrations that bring the community together, such as the whole school party and Lantern Night. Our fundraiser was also a highlight with our extremely talented and generous parents performing classic hits in a Yacht Rock themed night that was enjoyed by everyone and was a substantial fundraiser to boot.

At BCPS we continue to educate the whole child in creative ways, recognising the importance not only of academic achievement but also instilling a strong sense of self and the development of emotional and moral resilience. We are extremely grateful to the talented, passionate staff for the tireless work they put in to developing our students each and every day. BCPS is a community partnership and it is also thanks to our resourceful and generous parent body that our children benefit from such great opportunities and experiences.

Charlie Critchlow, Chair of the Board of Directors

## A message from the Student Representative Council...

In 2018 the students contributed to the life of the school through their attendance at fortnightly SRC meetings. Agenda items for the SRC meetings were drawn from the regular class, staff, parent reps and board of director meeting reports as well as from the students themselves where appropriate.

Whole school assemblies were used to inform the student population of decisions made and provide for further discussion. SRC reps were involved in running these assembly sessions. SRC reports were given at all staff and board of director meetings and decisions affecting students directly were reported back to them for discussion.

Standing agenda templates for the relevant meetings were used to ensure the communication lines were open and transparent. Students knew that their opinions would be heard and their requests considered.

During 2018 the SRC made the decisions to purchase a shade cloth for the court; remind students not to swear at school; to share the differences between reporting and dobbing; remind students that special or dangerous items should not be brought to school; fundraise for World Wild Life Fund and the Orangutan Foundation; remind students to put the correct items into the correct bins – we wish to be seen as a 'Green School'; support the Australian Farmers by having a rain dance;

The SRC represented the school during community events – ANZAC Ceremony and Remembrance Day Ceremony.

(SRC Convener)



## **Reporting Area 2: Contextual information about the school and characteristics of the student body**

Byron Community Primary School is an award-winning, 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 progressive and innovative curriculum is based on the New South Wales Education Standards Authority program, customised to maximise each child's potential. We aim to instil a love of learning, self initiative and a passion for personal experience.

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 Street, into a ten-room, 110 student school. Today our facilities include a library, music room, recording studio, art room, dedicated makerspace room, multipurpose hall and large, technology-enabled classrooms.

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 and developing the "whole child" in a warm, nurturing and safe school environment is fundamental. We believe a primary school should be a world "in miniature" where, properly guided, 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 School's Values are aimed at preparing our children emotionally for life in the rapidly changing 21st century, with programs that encourage:

- Freedom with responsibility
- Realisation of academic potential
- Love of learning
- Innovation and creativity
- Self awareness, respect and compassion
- Community participation

We seek to help build self-confidence, self-esteem and resilience so our students can approach future life experiences, opportunities and challenges with self-assurance and energy. The skills of self-organisation, goal-setting and conflict resolution are valued and developed as the child moves through the school.

Some of the ways we aim to impart these Values include our:

- Unique two-year Kindergarten class for children aged 4-6, 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 councillor on strategies to help build self-confidence and self-worth.
- "Becoming a Teenager" program for Years 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.
- Thematic unit for Years 1-6 known as a "Matrix", which integrates key aspects of the curriculum and allows students freedom to explore activities that interest them and suit their ability, and to work at a level that constantly engages them and helps them to discover their talents and interests.
- "Rock and Water" Program, a psycho/physical program originally developed in Europe for "at risk" adolescent boys to help them develop physical, social and emotional awareness. The program has since been modified to suit younger students, with lessons including guided physical activities based on traditional martial arts and written and verbal reflections. The "rock" element teaches students how to identify their core values and how to defend them and stand strong when those core values are challenged. The "water" element symbolises the ability to remain calm, reflect, be flexible and to "go with the flow" when issues are not worth fighting over.
- Renowned visual arts, music and drama programs, culminating in our annual school Dramatic Performance.
- 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, Byron Bay Writer's Festival, Winter Solstice Lantern Night and local excursions to art exhibitions, theatre, sports events and charity fundraisers.

BCPS is a vibrant and creative learning community with a warm, friendly, safe and nurturing atmosphere, where children, parents and staff are respected. We believe the involvement of the child's family and wider support networks in school life is an integral part of our team effort to provide each individual child with the guidance and support they need to fully develop their sense of self in the modern world.

In 2018 there were 105 students in the school (this includes our K2 group which are not included in the census) with numbers evenly distributed through the 4 classes and with equal numbers of boys and girls throughout the school. In the whole school there were a number of students who received learning support for English and Maths with only a couple of children requiring substantial adjustments in the classrooms. In 2018 we had one Aboriginal student and 10% of children from different language backgrounds.

## Reporting Area 3: Student outcomes in standardised national literacy and numeracy testing

2018 NAPLAN results:

Selected school's average when compared to all Australian students is:

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	434	412	398	417	415
Year 5	502	475	514	502	490

	Substantially above
	Above
	Close to
	Below
	Substantially below

### Reporting Area 4: Senior Secondary Outcomes

N/A

### Reporting Area 5: Teacher qualifications and professional learning

***Details of teaching staff who were responsible for delivering the curriculum in 2018:***

<i>Category</i>	<i>Number of Teachers</i>
Teachers who have a teaching qualification from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AAEI-NOOSR) guidelines	8
Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0

***Details of activities the above staff participated in that were designed to develop their skills and understandings in order to improve school performance/student outcomes and for which a direct cost was incurred:***

<i>Description of the Professional Learning Activity</i>	<i>No. of staff participating</i>
<i>NSW Reportable Conduct and Allegations against Employees – AIS online module</i>	<i>8</i>
<i>School Communities Working Together – AIS online module</i>	<i>1</i>
<i>Science and Tech Familiarisation @ BCPS – AIS 1 day workshop</i>	<i>7</i>
<i>Governance workshop – AIS 4 hours</i>	<i>1</i>
<i>NCCD Moderation Networking Meetings – AIS 1/2 day workshop</i>	<i>2</i>

<i>Obligations in Identifying and Responding to Children and Young People at Risk – AIS online module</i>	1
<i>Scout Introduction online module</i>	1
<i>The Principals of Purposeful Planning</i>	1
<i>The new PDHPE K-6 Syllabus Familiarisation and Live Life Well at School Regional Roadshow</i>	2
<i>Building a Culture of Coherence through effective School Improvement – AIS workshop</i>	2
<i>Learning for Tomorrow: Educating for the Future – AIS 2 day conference</i>	1
<i>The State Of Play in PDHPE K-10 – AIS 1 day workshop</i>	1
<i>Work, Health and Safety Consultation – AIS 2 day workshop</i>	1
<i>Seven Steps to Writing Success – 1 day workshop</i>	4
<i>Jolly Phonics – online module</i>	1
<i>Creating Safer Independent Schools – AIS 1/2 day workshop (child protection)</i>	9
<i>Restorative Practice – 2 day workshop (focus on supporting issues in the playground)</i>	3
<i>CPR, anaphylaxis and asthma workshop – 3 hour workshop</i>	8
<i>Writing @Byron Community – AIS ½ day workshop</i>	6

The average expenditure per teacher on professional learning at school in 2018 was \$1866.

### Teacher Accreditation

Level of accreditation	Number of teachers
Conditional	0
Provisional	1
Proficient Teacher	7
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	8



## Reporting Area 6: Workforce composition

### School staff 2018

Teaching staff	8
Full-time equivalent teaching staff	5.8
Non-teaching staff	11
Full-time equivalent non-teaching staff	5.6

In 2018 there were no staff members employed who identified as *Aboriginal and Torres Strait Islander*.

## Reporting Area 7: Student attendance and retention rates

### 2018 Student Attendance Data:

The data below has been extracted from the Schools Service Point- Student Attendance Data Collection 2018. This data is based on a 6 month period from 30/01/2018 to 05/07/2018.

Year Level	Attendance Rate
Year 1	87.70%
Year 2	91.39%
Year 3	88.51%
Year 4	88.64%
Year 5	92.86%
Year 6	89.73%
<b>School Total</b>	<b>89.84%</b>

89.94% of students attended school on average each day in a 6 month period from 30.01.18-05.07.18. This was similar to the daily attendance in 2017 for the period of 30/01/17-29/06/17 which was 88.16%.

Whole year (30/01/18-19/12/18) attendance percentage rate for years K1-6 was 90.05%.

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 Parent/Caregiver 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 that 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 parents and Principal

Where the destination of a student is unknown, the class teacher must inform the Finance & Administration Manager 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.

## **Reporting Area 8: Enrolment policies**

### **ENROLMENT POLICY**

#### **Student population**

The 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.

#### **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. If born outside Australia also provide copy of current passport photo page, Visa and/or Certificate of Australian Citizenship
  - d. Passport sized 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 on the basis of 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 using Skype but will be placed on a 'probationary enrolment' until week 4

#### **How BCPS reviews the application**

1. Placements in BCPS are prioritised on the basis of 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
  - Date of receipt of application
  - Appropriate age: Children for K2 should turn five by the 31<sup>st</sup> December. Consideration may be given to students who turn five by 31<sup>st</sup> January under special conditions.
  - 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.
2. The final decision that a child be accepted for enrolment is the Principals.
  3. Places in the K2 (first year of the 2 year kindergarten) will be confirmed on a date publicised by BCPS which will be around week 4 term 3 of each school year.
  4. Offers for placements in other years are made as early as possible.
  5. Kindy information evenings, enrolment interviews and orientation lessons 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 (prioritised according to section 1 above) to organise a formal interview with the Principal and Class Teacher.

### **The process of enrolling, enrolment fees, tuition fees & levies**

1. If an offer of enrolment is made, parents 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 from the Principal will be sent shortly thereafter.
2. 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. Parents also are expected to be supportive of the ethos of BCPS and to comply with all relevant School policies. The Principal is authorised, after consultation with the Board of Directors, to terminate the enrolment of any student or to prohibit access to BCPS by any parent who is in breach of these policies.
3. Four weeks after a (Yr 1 -6) child starts the Principal is to meet with parents to assess the students wellbeing and needs.
4. All fees are to be paid in full by the end of week two of each term unless arrangements are made to pay by written and signed agreement with the Finance and Administration 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.
5. If a family has received the above notice and the family wishes their child/children to continue to be enrolled and attend BCPS the only way this can happen is that the family MUST 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.
6. Fees of year six students are to be paid in full by the end of week 2 term 4 unless arrangements are made to pay by written and signed agreement with the Finance and Administration Manager.
7. Failure to abide by your payment plan and agreement with the Finance and Administration Manager, including failure to communicate alternative options will lead to termination of enrolment.
8. 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.
9. 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.

10. Once a student commences at BCPS, **four school weeks' notice** in writing, is required before a student is withdrawn. If adequate notice is given, parents are eligible for the return of the enrolment bond. Failure to provide such notice will result in the forfeiture of the enrolment deposit and the payment of four week's tuition fees.
11. All families are entitled to a bond return if all costs have been paid in full. Please contact the finance and administration manager at the time of enrolment withdrawal/completion to receive your bond. You will have 10 weeks from your leaving date to apply for your bond return.

It is the parent'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 parents, 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 parents 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.

### **Disability**

Parents should note that BCPS understands the legislation in regards to students with a disability. BCPS supports the inclusive participation and engagement of students with disability. In the event that a parent wishes to enrol a child with a disability, all relevant reports are to be supplied (as per item f) and the School will schedule a Disability Planning Meeting ('DPM') with the parents. 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 is able to provide the appropriate service with its available resources.

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

### **Criteria for continued enrolment**

**Behaviour** Students and parents are to abide by the agreements and procedures set out in the Student Behaviour Management Policy and Codes of Conduct and Duty of Disclosure.

**Payment of fees** All fees are to be paid in full by the end of week two of each term unless arrangements are made to pay by written and signed agreement with the Finance and Administration Manager.

If fees are outstanding at the end of week 2 and no payment arrangement has been made, 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.

If a family has received the above notice and the family wishes their child/ren to continue to be enrolled and attend BCPS the only way this can happen is that the family MUST 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 for the account of the family.

Fees of year six students are to be paid in full by the end of week 2 term 4 unless arrangements are made to pay by written and signed agreement with the Finance and Administration Manager.

**Family Contribution** Each family is required 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.

**Withdrawal of Enrolment** Four weeks notice (term time) is required upon withdrawal of enrolment. Failure to give appropriate notice will result in four weeks fees being charged from date of notification to the administration of the school.

#### **Your agreement with us**

1. I/We hereby apply to enrol my/our child at Byron Community Primary School. I/We undertake to support the ethos of the school and its existing agreements, policies, procedures and programs, plus lawful changes implemented by the Board of Directors.
2. I/We understand that the initial and continuing enrolment of my/our child at Byron Community Primary School is dependent upon open and honest disclosure of information relevant to the on-going education of my/our child.
3. I/We accept that the Principal reserves the right to cancel my/our child's enrolment at BCPS for breach of the agreements, policies and codes of conduct or for the non-payment of school fees.
4. I/We understand that all enrolment fees are forfeited if the position is not taken up at the school.
5. I/We understand that once a student commences at BCPS, the Enrolment deposit is forfeited if that student leaves without giving four weeks' notice of departure in writing to the Finance Manager (this does not apply to students who leave at the completion of year 6)
6. I/We have read, understand and agree to the Terms and Conditions of the Enrolment Policy.



## Reporting Area 9: Other school policies

Policy Summaries	Changes in 2018	Access to full text
<p><b>Student Welfare</b> (Student Counselling and Wellbeing Services, Pastoral, Student Behaviour Management and Child Protection) The school seeks to provide a safe and supportive environment which:</p> <p>Minimises risk of harm and ensures students feel secure</p> <p>Supports the physical, social, academic, spiritual and emotional development of students</p> <p>Provides student welfare policies and programs that develop a sense of self-worth and fosters personal development</p>	<p>In 2018 we changed our Student Counselling and Wellbeing Services policy to include a Rationale and Aims to build school connectedness. In the Student Behaviour Management Policy we included Cybersafety agreements and consequences.</p>	<p>The full text of the policies which make up the school's Student Welfare Policy can be accessed by request from the school office. These policies are given to parents as part of their enrolment pack. Parents also receive copies when they take part in the volunteer induction meetings.</p>
<p><b>Anti-bullying</b> 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 the problems.</p>	<p>In 2018 we made no changes to the Anti-bullying Policy.</p>	<p>The full text of the policies which make up the school's Student Welfare Policy can be accessed by request from the school office. The anti-bullying policy is shared with the school community once a year through the school newsletter.</p>
<p><b>Discipline</b> (Discipline comes under our Student Behaviour Management Policy) The school expressly prohibits corporal punishment. 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.</p>	<p>In 2018 we updated our policy to include Cybersafety agreements and consequences.</p>	<p>The full text of the policies which make up the school's Student Welfare Policy can be accessed by request from the school office. The Student Behaviour Management Policy is shared with the school community once a year through the school newsletter.</p>
<p><b>Reporting complaints and resolving grievances</b> (Grievance Resolution Policy) The policy states that grievances are managed and resolved fairly,</p>	<p>In 2018 there were no changes to our Grievance Resolution Policy</p>	<p>The full text of the policies which make up the school's Student Welfare Policy can be accessed by request from the school office. The Grievance Resolution policy is</p>

efficiently, promptly and according to the concept of 'procedural fairness'. We aim to resolve grievances fairly, efficiently, promptly and in accordance with requirements.

shared with the school community once a year through the school newsletter.



## Reporting Area 10: School determined priority areas for improvement

Priority areas for 2018 as stated in our strategic plan are:

In 2018 our priority areas were:

Area	Priorities	Achievements
<b>Sustainability</b>	Optimising Grant Opportunities <ul style="list-style-type: none"> <li>- To receive \$20,000 a year through different grants</li> </ul>	In 2018 we had a parent take on the role of grant researcher/writer as well as maintained a subscription to the Grants Hub. Although in 2018 we didn't reach the targeted \$20,000 we applied for we were awarded 3 specific grants –  To purchase an outdoor kitchen STEM resources Sporting Schools Grant
	Identifying profit growth objectives of 10% <ul style="list-style-type: none"> <li>- Keep costs under control</li> <li>- Student numbers above 100</li> </ul>	The Board has been able to determine profitability performance through prepared reports from the Finance and Admin Manager.  In 2018 BCPS had the steadiest enrolments numbers known. The school also started to accumulate waiting lists for most classes.
	Aligning BCPS with secondary education schools that provide a natural flow <ul style="list-style-type: none"> <li>- Create an ambassador within the school</li> </ul>	This is an ongoing process with the principal taking the time to speak to the high school principals at particular events – NCIS (North Coast Independent Sports) AGM, AIS (Association of Independent Schools) briefings and local educational workshops and ANZAC Day and Remembrance Day commemorative events.
<b>Academics</b>	Clear communication internally and externally of the academic qualities of the school <ul style="list-style-type: none"> <li>- Ensure BCPS clearly defines to all stakeholders it's academic platforms</li> </ul>	In 2018 we ensured the parents and staff knew what was entailed in the 'GATEWAYS' programs we are nominating our high achieving students for. We explained how a child was chosen to be involved and ensured they continued to be involved even when moving to a different class.

	<p>Aligning parent’s expectations for academic success with academic reporting methodologies</p> <p>– open communication between teachers and parents every day</p>	<p>During 2018 our class meetings, parent interviews and requests for meetings were attended by the majority of parents. Our parents are grateful for the support and the speed at which our teachers work on any issues.</p> <p>We ask our staff to be available during the 30 minutes before and after school to parents – often just for a quick chat. Our rule of thumb is that there should be no surprises in the child’s reports so if there is any concern a meeting is held before the reports come out.</p>
	<p>Adherence to the NSW curriculum with extended learning opportunities to encompass STEAM and flexible teaching methods</p> <ul style="list-style-type: none"> <li>- Ensure NSW curriculum specifications are met or exceeded</li> </ul>	<p>In 2018 BCPS was seen as nurturing the creative, inquiring mindset of children to allow them to think laterally and learn in a progressive and innovative way by the board of directors. This statement includes all year groups and all specialist classes as well as the main classes.</p> <p>Our 2018 NAPLAN results show that we are only below Australian standards in year 3 spelling and this was shared with parents and staff with the decision to focus on a whole school spelling program for the future.</p>
<p><b>Preparation</b></p>	<p>Ensuring students are ready for high school both academically and emotionally</p> <p>Educate the year 5/6 students about the challenges in high school</p>	<p>In 2018 the ‘Becoming A Teenager’ program, continued with its extension on the extra focus of high school and the expectations. We worked on the feedback we received from the students in 2017 to ensure they were feeling supported around the challenges of high school.</p>
	<p>Teachers to keep up to date with relevant teaching methodologies</p> <p>Introduce new platforms for professional development</p>	<p>In 2018 the principal organised that 4 out of the 8 professional development days assigned the staff were registered AIS PD days where the staff worked as a whole team.</p> <p>Staff were also asked to present new knowledge from any individual PD completed at our staff meetings. We also chose to run a whole staff online child protection workshop as a</p>

		whole group which encouraged lots of discussion.
	<p>Welcoming new families into the school</p> <p>Ensuring parents are able to communicate with each other</p>	In 2018 the administrative staff and the parent reps worked in collaboration to keep contact lists up to date with new families joining the school. Parent reps created text and email groups for parents in each classroom to enable ease of communication.
	<p>Encouraging both students and staff to commit to execution and remain accountable</p> <p>Ensuring completion of class programs for each term with relevant outcomes being met</p>	In 2018 teaching staff continued to share programs and plans with principal and each other. This year we particularly focussed on evaluations after a NESAs visit looking at student engagement; effectiveness of learning activities and teaching and modifications.
<b>Collaboration</b>	<p>Staff Collaboration</p> <p>Peer observation</p>	In 2018 all teaching staff took part in the AIS online observation and feedback course and all staff were observed following the ISTAA (Independent Schools Teacher Accreditation Authority) format.
	<p>Ensuring the school's high esteem is upheld within the community</p> <p>Engage with the elderly in our community</p>	In 2018 BCPS took part in the global program "Ask Gran not Google" with 3 of our classes visiting our local aged care services to spend time asking questions pertinent to school themes. Our school choir also visited in term 4 sharing the songs and music from the end of year performance. This particular visit is likely to grow with instrumental teachers asking me to be involved in following visits.,
<b>Wellbeing and Social/Emotional Growth</b>	<p>Ensuring students have strategies to deal with stress</p> <p>School Counsellor to present relevant discussions in newsletter</p>	In 2018 our school counsellor shared interesting well researched articles through the newsletter.

## Reporting Area 11: Initiatives promoting respect and responsibility

Byron Community Primary School has a strong culture of respect and responsibility. Our School Vision and Values reflect this.

### ***School Vision***

To be a leader in the provision of innovative and holistic education  
To prepare children for their future social and educational opportunities and challenges  
To enjoy strong connections within the school, local and wider communities

### ***School Mission Statement***

We...

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***

*At BCPS the following values help define what we do and the things we strive for....*

Freedom with responsibility  
Realisation of academic potential  
For the love of learning  
Innovation & creativity  
Self awareness, respect and compassion  
Community participation

*We believe that our values cover, and are more expansive than the 'values for Australian schooling' distributed by the Australian Government.*

Initiatives that were conducted in 2018 to further develop this culture are listed below:

- Each class developed their own class agreements and involved parents in the process – as per our Student Behaviour Management Policy
- Units of work were conducted in years 1 – 6 using Bloom's Taxonomy and Multiple Intelligence Matrices. It was commonplace for students to converse about each others' strongest areas in a positive and respectful way, acknowledging the differences and diversity in their classrooms
- Students were involved in 'Social Circles' using the guided negotiation process for issues of conflict or debate; a process which allows all parties to have an uninterrupted chance to speak, clarification of problems, agreement on solutions including the responsibilities of each party and a review to evaluate the process
- SRC met fortnightly and shared decisions at school assemblies
- The BCPS buddy program where the oldest and youngest classes, and the two middle classes work together

- Students performing at aged care homes; took part in the annual ANZAC day parade and Remembrance Day service
- Theatre performance based on keeping safe
- International day of disability was celebrated with the Wheelchair Sports Roadshow
- NAIDOC day was celebrated with the help of local Indigenous dancers
- Kindergarten students visited a local preschool to read and teach new games
- Celebration of Mother's and Father's days

## **Reporting Area 12: Parent, student and teacher satisfaction**

In a school like ours, where consultation is paramount, most issues of concern are dealt with in a structured, regular and inclusive fashion. An overview of the methods of consultation is outlined in our prospectus. The principal meets twice a year with each group of parents – in the tables below are discussion points from our principal and parent meetings.

### **Parent Satisfaction:**

#### **What is happening in the class you are happy with/supportive of?**

The art show was a great positive event, add as a bi annual event?  
 Teachers being approachable and not in a rush  
 Communication is not as bad as feared, parents are feeling involved  
 Kindness and sharing seen in the playground  
 Assembly praises based on mindfulness and thoughtfulness  
 Student and staff interaction with parents  
 Doors are open to parents  
 Sport

#### **What improvements would you like to see?**

All parents taking part in the nit issue – Nit Blitz worked well last year – let's do it again  
 How much time are the younger students spending on computers?  
 Concern that they are only focussed on the screen and not what is happening around them  
 Time on screen is necessary at school and we need to learn how to finish tasks and save properly before moving on  
 Concern about spending long periods of time in one sitting  
 Clubs are a bit the same – can there be variety  
 Remind students what clubs are on and when  
 Reminder texts – day before the event - Administration's first daily task is to check base camp/calendar and text out reminders to parents if applicable

### **Teacher Satisfaction:**

Formal Performance Management Systems are in place at Byron Community Primary School and as part of these systems staff members are asked to comment on their personal levels of satisfaction with the school.

Following are their comments and satisfaction ratings out of 10. Note that there are more comments than actual staff as many staff members fulfil multiple roles within the school and have commented on each role separately:

**Teaching Staff:**

- 9 out of 10 – classroom going well
- 6 out of 10 – inconsistent communication
- 9 out of 10 – feeling respected
- 9 out of 10 – classroom going well
- 6 out of 10 – staff issues
- 9 out of 10 – pretty happy in my job
- 7 out of 10 – feeling like there's lots of hoops to jump through
- 8 ½ out of 10 – everything working well with the students
- 10 – happy to be learning with a great group of people

**Support Staff**

- 8 out of 10 - Good – happy with the work the students have done this year, easy and smooth, growing more confident
- 8 out of 10 - Term 2 – uneasy
- 8 out of 10
- 8 out of 10 – most days pretty good
- 8 ½ out of 10 – transition time
- 8 out of 10 – staff moral has grown and I'm feeling a lot better

**Student Satisfaction:**

In 2018 the Student Representative Council Members made the following comments in relation to student contribution and satisfaction with the School

What did the SRC accomplish in 2018?

We...

- Made fun fundraisers
- Shared important information at assembly particularly around safety
- Made lots of money for charity
- Made an impact on visitors to the school – SRC taking responsibility for the thanks

What is working at our school?

- SRC sharing at assembly
- Social circles have a big impact on student's behaviour
- Buddy bench
- Older kids not teaching the younger kid's inappropriate things
- Big school events
- Working together for fundraisers
- Sports days – everyone encouraging others, fun and inclusive
- Fun ideas
- Swimming being every day and inclusive
- EOYP – kids having fun and showing off their skills
- Charity boxes at the front office

What could be improved?

- Shade on the court

- Court roster should be modified
- New computers for the Whales classroom
- Dare games and spin the bottle is still happening
- Have more SRC involvement in charity events and fundraisers

What have the SRC accomplished in 2018?

- Fundraising
- Playground rules organised
- Monkey bar rules
- Posters up in the bathrooms
- Updated the yard agreements
- Helping people with dealing with issues

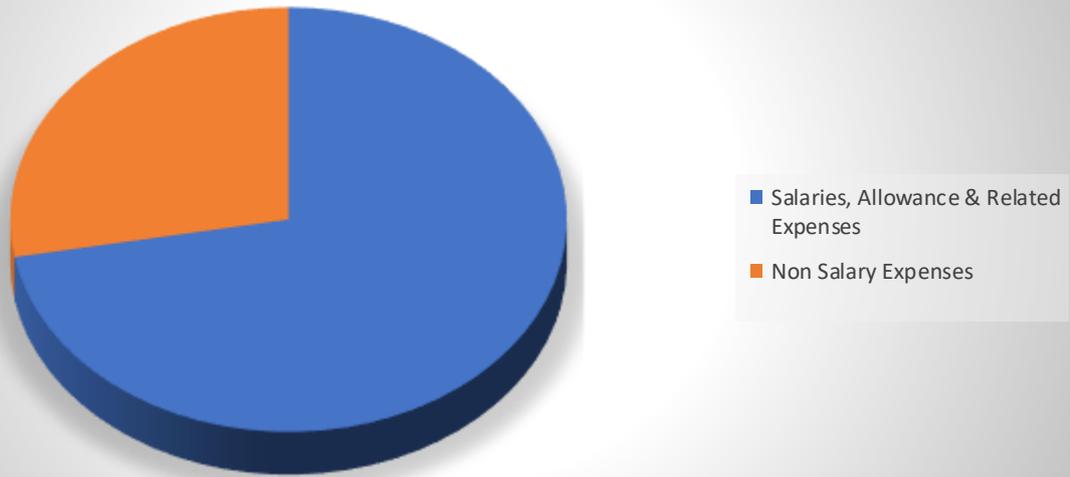


## Reporting Area 13: Summary Financial Information

### Recurrent & Capital Expenditure 2018

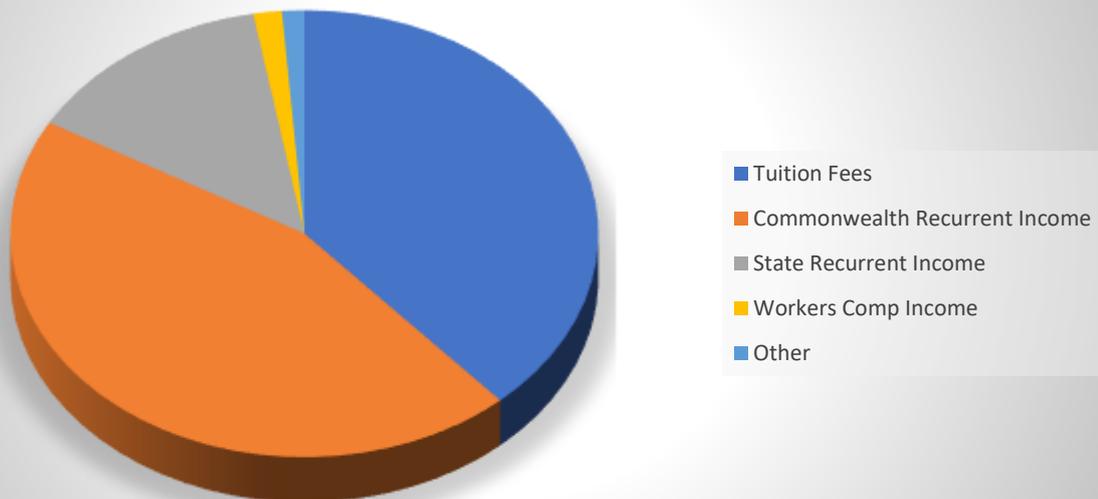
Recurrent & Capital Expenditure 2018	
Item	Quantity
Salaries & Related Expenses	1153114
Non Salary Expenses	444799
Capital Expenditure	
<b>Total</b>	<b>1597913</b>

### Recurrent & Capital Expenditure for 2018



2018 Fees and Recurrent Income	
Tuition Fees	715955
Commonwealth Recurrent Income	836365
State Recurrent Income	259741
Workers Comp Income	29220
Other	22849

### 2018 Fees and Recurrent Income



## Reporting Area 14: Publication Requirements

The requirement is for the annual report to be published by 30 June 2019.

- The School Council will move to accept the 2018 Annual report at the AGM on 26 June 2019. Once the School Council has approved the document the finance and administration manager will publish the annual report on our website – [bcps.org.au](http://bcps.org.au)

The annual report must be made available to NESA online by 30 June 2019.

- Once the School Council has approved the document the principal will publish the document via NESA online

While it also must be published or made available to the public – ideally online or its availability advertised via a school’s website – it is also a requirement that arrangements are made to provide the information to those who are unable to access the information online.

- BCPS will provide a hard copy of the 2018 annual report to anyone requesting it.

