Our school at a glance

Students

In 2008 Banora Point High School had 634 students, including 122 in our first Year 11. There were 26 students doing Life Skills level of study in the Support Unit. Some of their learning was conducted in community settings, and some in mainstream classes.

Staff

There were 51 teaching staff and eighteen support staff. Eleven staff, including three Executive staff, were new to the school.

There was one newly appointed teacher, who was successful in gaining accreditation with the NSW Institute of Teachers.

A regular and reliable team of casual and temporary teachers and support staff enabled the smooth functioning of the school throughout the year.

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

Significant programs and initiatives

The Aurora Learning Community with Centaur and Terranora Public Schools was formed during the year. This Learning Community provides a continuum of education from Kindergarten to Year 12. Teachers and students began working together to build community, promote understanding and professional learning, and support students in the transition from primary to secondary school.

The Talented Athlete Program saw its first cohort in 2008. 15 participants were chosen from a variety of sports because they demonstrated excellence in their field. These students conducted coaching clinics in their own sports, experienced a variety of sporting experiences, and worked with sporting professionals to improve both their knowledge and skills throughout the year. We were fortunate to have the sponsorship of Victory Ford to establish this program as part of our provision for gifted and talented students.

Student achievement in 2008

Literacy – NAPLAN Year 7

Year 7 students’ overall performance was below state average in literacy, but the percentage of students in Bands 7 – 9 exceeded regional percentages. 35% of students showed above expected growth since Year 5 BST.

Numeracy – NAPLAN Year 7

Year 7 students’ overall performance was below state average in numeracy. Again, the percentage of students in Bands 7 – 9 exceeded regional percentages. 62% of students showed above expected growth since Year 5 BST.

Literacy – NAPLAN Year 9

Overall results were below state average. 35% of students showed strong growth since Year 7 SNAP and ELLA.

Numeracy – NAPLAN Year 9

Overall results were below state average. 38% of students showed strong growth since Year 7 SNAP and ELLA.

School Certificate

The percentage of students in Bands 4, 5 and 6 improved on 2007 levels.

Higher School Certificate

The first HSC cohort completes this qualification in 2009.
Messages

Principal's message

During 2008 we built on the many programs we had begun in 2007. A primary focus was the establishment of the senior school with our first Year 11. Everyone worked hard to set the standard for the HSC in 2009 and beyond.

We formed the Aurora Learning Community with our partner primary schools, Centaur and Terranora, and began working together to create a continuum of education from K – 12.

Student welfare programs were another priority, and we thank the community organisations which have been so supportive in working with our students this year. We have established welfare programs for each year group which will be delivered annually.

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

June Rogan, Principal

P&C message

The P&C has worked closely and successfully with the school to help deliver student welfare and Year 12 mentoring programs, provide equipment via fundraising, and assist with budget, finance and staffing decisions.

The P&C is proud of the school’s efforts in raising the school’s public image and fully supports Ms Rogan and her team in their constant endeavours to improve the learning environment for our children, especially for the school’s first Year 12 students.

We look forward to another successful year, working with the school to ensure the best possible for all students.

David de Closey, P&C President

Student representative’s message

It was an exciting year to be part of the first senior group. We were encouraged to be school leaders and model what we want from all students, and given opportunities to develop our skills and confidence through leadership experiences.

The school continued to provide many opportunities for students in all areas and everyone is encouraged to do as many things as possible to contribute to the school as a whole.

Erin Forbes

School context

Student information

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

Student enrolment profile

The school continued to grow in 2008, although not as quickly as anticipated. There were decreases in enrolments in each of the junior years from 2007 levels, particularly in the Year 7 cohort. Total enrolment was 634 at the beginning of 2008.

122 students commenced Year 11, and 80 of these continued to Year 12 in 2009. A significant component of Stage 6 study was Vocational Education and Training, both through the school and Kingscliff Tafe.

Approximately 6% of students identified as being from Aboriginal or Torres Strait Islander background, and a small percentage of students were from non-English speaking background.

Throughout the year student mobility rates remained constant compared with previous years. Students arrived from most other Australian states at various points during the year, and there were the usual movements between local schools.

Student attendance profile

Student attendance continues as a priority for the school. Senior attendance patterns have had an impact on overall rates, and we slipped below regional average for the first time. The Department's new attendance procedures have been applied in several cases, and parents have been informed of absences causing concern. There is still a significant number of students for whom attendance is not the priority it needs to be, and we request the support of parents and carers in improving this.
Years 7 to 10 Attendance Rates

<p>| | | | | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>82</td>
<td>83</td>
<td>84</td>
<td>85</td>
</tr>
<tr>
<td>2006</td>
<td>86</td>
<td>87</td>
<td>88</td>
<td>89</td>
</tr>
<tr>
<td>2007</td>
<td>90</td>
<td>91</td>
<td>92</td>
<td>93</td>
</tr>
<tr>
<td>2008</td>
<td>94</td>
<td>93</td>
<td>92</td>
<td>91</td>
</tr>
</tbody>
</table>

School  Region  State

Year 11 Attendance

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td></td>
<td></td>
<td></td>
<td>86.8</td>
</tr>
<tr>
<td>Region</td>
<td>88.0</td>
<td>88.1</td>
<td>87.6</td>
<td>88.3</td>
</tr>
<tr>
<td>State</td>
<td>89.5</td>
<td>89.7</td>
<td>89.6</td>
<td>89.8</td>
</tr>
</tbody>
</table>

Structure of classes

Junior years contained 4-6 classes, depending on the size of the cohort. Students were streamed academically in non-elective classes. Where appropriate, and in consultation with parents and carers, students were entered at a Life Skills level of study in some or all courses.

The Special Education faculty’s three classes catered for students with severe and moderate intellectual disabilities. An increasing level of integration into mainstream classes was provided; and the student work experience program was developed as an integral part of the curriculum.

In 2008 we reduced electives in Stage 5 to two courses. This was done for two reasons: to increase time for the delivery of the mandatory History and Geography courses, and because we were unable to staff the number of elective courses in the long term.

Retention to Year 12

In 2007 136 students sat the School Certificate. In 2008 122 of these continued to Year 11, and 80 are continuing to Year 12. This represents a 58% apparent retention rate, allowing for students who have joined the school since Year 10.

Post-school destinations

34 students left during or at the completion of Year 10. Known destinations were as follows:

- Other schools 13
- Employment 13
- Other state / overseas 0
- Tafe 5

Staff information

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

Due to the growth of the school, there were new staff in all areas in 2008. The Executive included a second Deputy Principal and Head Teacher Special Education.

One teacher was a recent graduate, who successfully completed the Institute of Teachers’ requirements for accreditation. Four other teachers worked towards maintenance of their accreditation, as per the requirements.

The school has a healthy mix of experienced and newly appointed staff.

Teacher qualifications

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

Teachers continue their professional learning once appointed to the Department of Education. This learning is offered through the school, the Department and through other organisations such as universities. The NSW Institute of Teachers requires a minimum of twenty hours of professional learning each year to maintain accreditation.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>90%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10%</td>
</tr>
</tbody>
</table>
Staff establishment

The teachers were supported by part-time teachers of English as a Second Language and Special Religious Education. Three permanent and six casual teachers’ aides provided assistance to students with learning needs. DEST supplied In Class Tuition for Aboriginal students, and the Even Start program operated in semester two for students with identified literacy and numeracy needs. The many regular casual teachers provided continuity of programs for absent staff.

The school administration staff consisted of the School Administration Manager, eight Administration Officers and the General Assistant. Other support staff included four cleaners, two canteen operators and two uniform shop staff.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principals</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>28.9</td>
</tr>
<tr>
<td>Special Education Teachers</td>
<td>4.4</td>
</tr>
<tr>
<td>Above establishment Teachers</td>
<td>2.4</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Careers Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>50.8</td>
</tr>
</tbody>
</table>

Staff retention

There were few changes of staff during 2008. Mr Morgan, Deputy Principal, transferred to Terrigal High School and his position is on review in 2009. Mr Marshall transferred to Murwillumbah High School. Mr Galle and Mr Simpson were appointed for 2009.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 94.9%, which was an improvement of 1% on 2007.

Financial summary

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

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>260 839.86</td>
</tr>
<tr>
<td>Global funds</td>
<td>407 635.08</td>
</tr>
<tr>
<td>Tied funds</td>
<td>222 719.42</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>272 324.42</td>
</tr>
<tr>
<td>Interest</td>
<td>18 560.29</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>32 570.67</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>1 214 649.55</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>186 250.25</td>
</tr>
<tr>
<td>Excursions</td>
<td>80 497.75</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>134 845.43</td>
</tr>
<tr>
<td>Library</td>
<td>23 000.17</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>4 676.58</td>
</tr>
<tr>
<td>Tied funds</td>
<td>238 188.70</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>161 623.84</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>110 252.71</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>1 124.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>67 897.40</td>
</tr>
<tr>
<td>Maintenance</td>
<td>47 614.23</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>42 789.65</td>
</tr>
<tr>
<td>Capital programs</td>
<td>24 960.83</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>1 123 721.54</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>90 928.01</strong></td>
</tr>
</tbody>
</table>

A major focus for 2008 was the resourcing of senior courses. Teacher Professional Learning of $36,000 was included in Tied Grants. Training and development figures are for Support Staff only.

Voluntary contributions increased slightly on 2007 levels. Subject contributions are used for consumables in practical courses. The school operates a Uniform Shop, which accounts for significant expenditure from Administration and Office. Utility costs continue to rise.

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.
School performance 2008

Significant achievements in each of the following areas are listed below.

Achievements

Academic

Full testing results are in the next section.

- A generous sponsor enabled us to enter more students in academic competitions in 2008. Results included 3 Distinctions and 20 Credits in the Rio Tinto Big Science Competition; 1 Distinction, 13 Credit and 16 Proficiency awards in the Australian Mathematics Competition.
- Other competitions entered included the Whitlam Institute ‘What Matters?’ writing competition, the Science and Engineering Challenge, the ASX Stock Market Game and the Plain English Speaking Competition.

Arts

- Student music performances at school and community events, including the highly successful Music Night where all Year 7 classes contributed an item.
- Ibu Sheridan’s Year 7 playing Anklung and singing an Indonesian song during the whole school assembly.
- Banora Point High School Dance Company performances at local, regional and state level.
- Erin Forbes, Alycia Keane and Elissa Blanch were selected for the NSW Public Schools’ State Dance Ensemble.
- Karlee Maguire, Erin Forbes and Emma Stapleton were selected in the Far North Coast Dance Ensemble. They performed at the State Dance Festival and School Spectacular.
- The Indigenous Dance Group performed at school and community events, including NAIDOC Week celebrations at Tweed Heads Civic Centre.
- Elissa Blanch was selected as a feature dancer in the Indigenous dance segment at School Spectacular.
- Alice Williams was selected to participate in the Dobell Art School in Sydney.
- Danielle Glanville was selected as the solo National Anthem singer for the Coolangatta Dawn Service on Anzac Day.
- Four groups performed at the Far North Coast Dance Festival.
- Elissa Blanch and Erin Forbes were selected as choreographers for the State Dance Festival.
- The Annual Brave Arts evening was a great success, showcasing student talent in Drama, Visual and Performing Arts.
- Aboriginal students worked with local community members to produce a second mural for the front of the school, and this was featured on the cover of the 2009 School Handbook.
- An increased number of students participated in local debating and public speaking events.
- We hosted the local finals of the Plain English Speaking Competition, and Hayden Bech was our representative.

Sport

- We successfully defended the interschool in-line hockey competition trophy.
- The Talented Athlete Program began with 15 students, and had a highly successful year. Over 30 students applied for the 2009 squad.
- Hayden Bech made the FNC Achiever Squad in swimming and won a silver medal at the Short Course Development Squad meet in Sydney.
- Melking Palencia, Liam Milkins, Chanell Bourke, Sarah Weir and Carly van der Meer represented us at State Athletics.
- Scott Stalker and Troy Andrews made the Northern NSW AFL squad. Scott also made the North Coast Touch Football team.
- Laura Coulter represented Tweed in the North Coast Under 16’s team in softball.
- Talented Athlete Squad members acted as coaches for Centaur Primary School teams in various sports.
- Out of school, Natsumi McHugh was the Queensland Under 23 Champion in Beach Volleyball; Jake McMahon made the Queensland In-line Hockey team; Vanessa Homer competed in the World Sumo Wrestling Championships in Russia; Laura Coulter and Tiana
Chudleigh represented Tweed in softball; and Chantelle Dooley played for the Northern Territory Junior Netball Team in the National Championships.

Other

- The Student Representative Council had a big year, working for charities including World Vision, Westpac Rescue Helicopter, Red Cross, Cancer Council and Salvation Army. They won a High Achiever’s Award for their efforts in the World Vision 40 Hour Famine.
- In school, the SRC raised funds and purchased school blazers for use by school representatives.
- Students attended leadership training including the Global Leadership Convention and the Sustainability Forum for Environmental Education.
- Students participated in national academic competitions in Maths, Science and Engineering and English.
- Year 8 Maths students enjoyed the Maths Quest at Southern Cross University.
- Two teams were within six places of the winners in the ASX Stock Market game at different points in the national competition.
- A comprehensive student welfare program was implemented to include all year groups in appropriate activities. We thank community organisations for their support.
- Stephanie Collas and Christie Lesleighter enjoyed their second ‘Chicks in Chairs’ camp.
- The year 9 Snow Trip was again a great success.
- We launched the inaugural NSW Public School ‘Schoolwatch’ program in conjunction with Neighbourhood Watch, local Police and the community.
- Five members of the school community received Education Week Awards for excellence in their field. These were students Chantelle Dooley and Erin Forbes, teachers Vince Duff and Rebecca Wilson, and teachers’ aide Lisa Boyd.

National and State Testing

NAPLAN Results

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Note: while there is a general graph for Numeracy achievement, the Literacy graph represents Reading achievement only.

Literacy – NAPLAN Year 7

While Year 7 students’ overall performance was below state average in both literacy and...
numeracy, the percentage of students in Bands 7 – 9 exceeded regional percentages for both tests. Students in 7T were significantly above state average in both areas.

A focus area is improving results in the higher bands to reach state average in both literacy and numeracy.

**Literacy – NAPLAN Year 9**

![Graph showing literacy results in Year 9](image)

Year 9 performance in literacy and numeracy continued to be below state average in the higher bands. As a school we need to move students into these achievement bands.

**Progress in literacy and numeracy**

In Year 7 student growth in both literacy and numeracy was positive. Numeracy was particularly strong with 62% of students achieving above the expected growth. In literacy this figure was 35%.

Year 9 results showed strong growth for 38% of students in numeracy and 35% in literacy. In Year 9 our focus needs to be on higher achieving students, as growth was strongest in the lower bands.

**Minimum standards**

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

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

**Percentage of Year 7 students in our school achieving at or above the minimum standard in 2008**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Reading</td>
<td>90.3</td>
</tr>
<tr>
<td>Writing</td>
<td>91.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>91.4</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>89.4</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93.1</td>
</tr>
</tbody>
</table>

**Percentage of Year 9 students in our school achieving at or above the minimum standard in 2008**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>93.1</td>
</tr>
<tr>
<td>Writing</td>
<td>79.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>88.6</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>79.4</td>
</tr>
<tr>
<td>Numeracy</td>
<td>92.2</td>
</tr>
</tbody>
</table>

**Science – ESSA Year 8**

Two students achieved Band 6 and 79% of students achieved Band 3 or better. Our results match State average, but we need to move students from middle to higher bands. In some more difficult questions results were up to 18% above state average.

In the student survey accompanying the test our students rated Science as both valuable and enjoyable, and as the subject in which they learned the most of all courses studied.
School Certificate

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

122 students sat the School Certificate exams. Across the examined courses, 51% of results were in Bands 4, 5 and 6, an improvement of 5% on 2007. Of these, 13% were in Bands 5 and 6, an improvement of 4%. English and Geography showed the best improvement from 2007, with 75% and 66% of students in the top three bands respectively, which equalled state average in each case. Although the percentage of students in Bands 5 and 6 was below state in all courses except Geography, the percentage in these bands for the school improved in all courses from 2007. The strongest School Certificate results were in Geography with five students achieving Band 6.

Relative performance continues to show negative growth from Year 5 results. This is again a focus area for the school in 2008, as is moving students to the higher bands in their results across all courses.

Significant programs and initiatives

Consolidation of programs introduced in 2007 was a primary goal in 2008. These programs were academic, cultural, welfare and sporting focused.

Aboriginal education

Improved academic outcomes for Aboriginal students were produced through In–Class Tuition funding. Tutors were employed with DEEWR funds to work with students to produce the Jungar Mail, a newsletter project which aimed to improve literacy skills and promote cultural understanding. Three editions were printed and distributed.

Building respect and understanding was a priority for the school. The Indigenous Dance Group, performed at school and community events and encouraged students to value their culture. Local elders worked with students to design and produce a second mural for the front of the school. Students worked with primary students during transition activities in our school and the partner primary schools.

Attendance and retention funding was used to support programs run by Uncle Jim from the Family Centre. A weekly boys’ group and a camp were successful in motivating students to attend.

The V Tracks program at Tafe was highly rated by students and attendance was 100%. Stage 5 students are able to have a taste of a variety of Tafe courses as an incentive to remain in school.

Overall outcomes for students were not as high as anticipated due to factors including a shortage of trained tutors and the timing of some of the programs.

Student retention beyond Year 10 continues to be problematic, and we need to ensure both welfare and academic support is in place for students and their families.

Multicultural education

The school community included students from a variety of nationalities. Some were new migrants with significant language needs. A strong focus was English as a Second Language provision. Six students were supported by two part time ESL teachers throughout the year, one of whom completed tertiary studies in this area through the year. Three students achieved their School Certificate, and one has continued his studies through Tafe while the other two have enrolled in Year 11. Students were assisted in both individual and group lessons.

The ESL teachers acted as resource personnel for all teachers, and provided assistance and advice to make appropriate adjustments to learning materials and assessment tasks.
The school Anti–Racism Officer had very few incidents to deal with as students are generally very accepting of each other’s ethnicity.

**Respect and responsibility**

The school conducted a Values Forum and revised the merit awards system. This is still being implemented, but encourages students to value achievement and excellence.

Positive Behaviour Support (PBS) was introduced and a team of students, staff and parents worked on the introductory sections of this program. Over the next two years the school will move to a positive, rather than a negative focus in student discipline, to encourage all students to be responsible for their own learning and actions.

Bullying was addressed proactively through ‘Brainstorm’ productions for all years, the Police Liaison Officer addressing groups and individuals, work with parents and carers, counselling sessions with Year Advisors and professionals, and close monitoring. Cyber bullying is an ongoing issue as students are very adept at using technology.

Student leadership skills were developed through opportunities in SRC, sporting teams, transition activities, Peer Support training, and the Real Skills program. The school has a strong core of talented and committed student leaders.

**Other programs**

**Information and Communication Technology (ICT)**

Every syllabus has mandatory ICT components, and as technology improves the possibilities for improving teaching and learning using ICT increases.

The school started the year with two full computer rooms and faculty based ICT resources around the school including laptops and data projectors. The Technology team undertook an evaluation of the effectiveness of these resources, whole school ICT requirements and teacher professional learning needs. This was a critical component of the Technology Plan developed by the team.

Following this evaluation extensive consultation was undertaken with staff to increase the provision of ICT for classroom use. At the end of 2008 the school provision was as follows:

- Four operational computer rooms available for booking for classes.
- A videoconferencing facility provided through the network VITAL project.
- Additional laptops and PCs available for whole school use in Science and Visual Arts.
- Ten e-beams, which are portable interactive whiteboards able to be used in any teaching space.

Teacher professional learning had commenced in the use of the videoconferencing facility to broaden curriculum options, and in the use of the e-beams.

The school also improved provision of copying machines with more efficient machines.

**Progress on 2008 targets**

**Target 1**

*All Year 11 students achieve their Preliminary HSC.*

In this first Stage 6 group we were determined to work with students and their families to ensure a high standard was set for future years. 122 students commenced Year 11 and 80 remained for Year 12. While we did not achieve our target with all students, there were no ‘N’ awards among those continuing to Year 12.

Our achievements include:

- 86 students were awarded a Preliminary HSC.
- 95% of students who left school during Year 11 were placed in full time training or work, with the assistance of the Careers Advisor.

**Target 2**

*Match or exceed Regional achievement in School Certificate results.*

We aimed to move students from lower to higher achievement bands.

Our achievements include:

- Improved percentages of students in Bands 4, 5 and 6 over 2007 levels in all courses.
- 13% of students in Bands 5 and 6, an improvement of 4% on 2007.
- More strategic approach to School Certificate analysis.
Target 3

Show value added results in at least three School Certificate courses.

Our 2007 results showed no value added results in School Certificate tests. Our achievements include:

- One course showed value added results in 2008. This was Australian Geography, Civics and Citizenship.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of Leadership across the school, and the Mathematics Faculty.

Educational and management practice

Leadership

Background

The school experienced significant changes in leadership in 2007 and 2008, with seven changes in Executive, including the Principal and two Deputy Principals. Such significant change needs to be assessed as to whether it has led to improvements in school direction and culture, and to determine what needs to be done to take the school into the future.

DET surveys of leadership were provided to families, staff and students during semester 2, and the results analysed.

Findings and conclusions

Students were most positive about the school leaders looking for ways to improve what we do, and they feel that students are treated fairly. Older students were less positive in general about school than Stage 4 students.

Parents felt strongly that the school looks for ways to improve, and that leaders value the contributions of individuals and groups. They were less positive about leaders discussing ways to improve individual student’s learning, and accepting responsibility for the quality of student learning outcomes.

Staff were most positive about leaders demonstrating an interest in, and accountability for student learning outcomes. They felt that leaders model commitment to school improvement. They were least positive about leaders encouraging staff to constructively challenge educational practice. There was a divergence of opinion about leaders building relationships based on trust, collegiality and mutual respect.

Future directions

We need to work more explicitly, particularly with older students, to develop their sense of ownership over their learning. Leaders must promote improvement as a deliberate priority. We need to communicate better with parents about what we do and how we do it, and engage their assistance in improving their children’s learning.

Leaders need to develop a culture of critical evaluation of practice which involves all staff, so that we can improve what we do for and with our students.

Curriculum

Background

The Maths faculty was the first to be evaluated in the school’s ongoing plan. It was chosen because Maths is rated highly by the community in terms of importance, the faculty has had a history of staff turnover and high leave rates, and a new Head Teacher took over the faculty in 2008.

The evaluation was conducted by a retired Principal, who spent several days in the school observing classes, attending meetings, reviewing faculty documentation and interviewing and surveying staff and students. He attended a parent meeting to gain their views.

Findings and conclusions

Findings:

- Senior students were responding well to their courses.
- Behaviour management needs impeded quality teaching practice in junior years.
- Additional resources were needed to meet syllabus requirements.
- Revision of teaching / learning programs was under way.

Future directions

Professional learning is a faculty focus to better engage students in Mathematics. This will include working with partner primary schools to improve numeracy outcomes. All teaching and learning programs will be reviewed and updated in line with Quality Teaching principles and practices. Faculty members will share the various roles to manage resources and complete tasks.
Parent, student, and teacher satisfaction

We sought the opinions of parents, students and teachers about the school by resurveying a selection of school community members using the same survey done in 2007. The responses are summarised below.

Students, especially seniors, were generally very positive about school. Stage 5 has the lowest satisfaction rate.

Parent feedback is generally positive. Honest communication is encouraged to deal with any concerns promptly.

Staff responses were more positive than in 2007. There was significant improvement in the areas of staff support for school direction and staff pride in and ownership of the school. We need further work on valuing new members of the school community.

Professional learning

Professional learning continues to be a priority for all staff. All teaching and support staff accessed professional learning both on site and by other means. Online learning was used by some staff.

The school received $37,000 in Tied funds for teacher professional learning. This was all expended, and an additional $4700 was spent on teacher and support staff development.

Priority was given to preparation for Year 12 courses, quality teaching, ICT and student welfare learning.

School development 2009 – 2011

The School Plan for the next three years has a central focus: the development of a quality learning environment. This is a key element of the NSW Quality Teaching framework, and it underpins all teaching and learning.

The plan was developed in consultation with school staff and the P&C. Copies are available from the school, and through the P&C.

Targets for 2009

The following targets are contained in the School Plan for 2009.

Target 1

5% of HSC results in all courses are Band 6 or equivalent.

In our first HSC we need to set high standards and aim for excellence.

Strategies to achieve this target include:

- Quality syllabus based professional learning for all HSC teachers.
- Strong communication with parents / carers about HSC requirements and student progress.
- Effective student support system for Year 12 students.

Our success will be measured by:

- HSC results meeting the target for all courses.

Target 2

Match state achievement in overall NAPLAN results for literacy and numeracy.

2008 NAPLAN results showed students achieving below state average for the highest bands in each year tested.

Strategies to achieve this target include:

- Detailed analysis of 2008 NAPLAN results to show strengths and weaknesses.
- Use of the specific teaching strategies provided in the SMART package.
- Working with partner primary schools to address identified areas of weakness from 2008 results.

Our success will be measured by:

- NAPLAN results meeting the target.

About this report

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

June Rogan, Principal
Doug Fewings, Head Teacher Science

School contact information
Banora Point High School, Eucalyptus Drive, Banora Point 2486
Ph: 07 55131960 Fax: 07 55131220
Email: banorapnt-h.school@det.nsw.edu.au
Web: www.banorapnt-h.schools.nsw.edu.au
School Code: 8282

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: http://www.schools.nsw.edu.au/asr