Banora Point High School
Annual School Report
2012
Our school at a glance

Students

In 2012 Banora Point High School had 543 students. 21 students were in our Support Unit classes.

Staff

There were 47 teaching staff and 11 permanent support staff. The highly accomplished teacher position continued through our National Partnership Program. We were also able to employ extra staff to support our literacy and numeracy initiatives as a result of involvement in this program.

Significant programs and initiatives

Closer links were developed with the local universities in 2012. Students were involved in a variety of programs including Unibound at Southern Cross University and the Launch into Life Aspirational Program at Griffiths University.

We commenced planning for the Healthy Schools Program. This was developed through the Tweed Education Industry Forum and the Health Education Training Institute. Banora Point High School and Centaur Public School will be pilot schools for the trial of having final year allied health students have their clinical placements at our schools.

In 2012 we trialed our digital roll marking system. This aims to improve student attendance by streamlining roll marking and providing timely information to both staff and parents.

Our Talented Athlete Program continues to be very successful and has received strong support from the community.

Creative and performing arts have a significant focus at our school. In 2012 students were given extensive opportunities to train and perform in the areas of dance, music and drama. Our visual artists produced the Smart Arts Project which is now displayed on our Art Building. BraveArts was a major showcase for our student talent during the year. It included musical, drama and dance performances and received strong support from parents and the local community.

National Partnerships continued in 2012 and provided funds to employ extra staff to continue to develop literacy and numeracy programs across the school. The highly accomplished teacher and additional funding also allowed for extensive professional learning to occur. This was in a number of key areas, but most notably all teaching staff were trained in Covey’s seven habits of highly effective people and a significant number of teachers also commenced training in the Reading to Learn Program.

Student achievement in 2012

NAPLAN 2012

In 2012 73 Year 7 students and 73 Year 9 students participated in the NAPLAN testing representing 97% of the enrolment in Year 7 and 86% in Year 9.

In Year 7 the percentage of students achieving in the top two bands in literacy and numeracy improved significantly upon 2011 results. The percentage of students achieving in the bottom two bands decreased in Spelling, Grammar and Punctuation and Numeracy.

In Year 9 the percentage of students achieving in the top two bands in literacy and numeracy improved upon 2011 results. The percentage of students achieving in the bottom two bands decreased in Reading, Spelling and Numeracy.

Year 7 average growth in all aspects was above State levels. Significantly Grammar and Punctuation and Numeracy were 16.3 and 15 scale scores respectively above other local schools. This positioned the school first in the SEG in both aspects.

Year 9 average growth in Reading was above State levels. Significantly Reading and Numeracy were 14.4 and 1.1 scale scores respectively above other local schools. This positioned the school first and second in the SEG respectively in both aspects.

Overall these figures indicate improvement in NAPLAN results from 2010 to 2012 under National Partnerships.
Messages

Principal’s message

2012 was an exciting year for Banora Point High School with some outstanding successes, a strong focus on teaching and learning, and significant planning undertaken to ensure that we have a clear direction for school improvement.

As a newly appointed principal, I was very impressed by the sincere dedication and commitment of staff, students and community members to ensuring that our school continues to travel in a very positive direction. We have the resources and personnel to provide a unique, supportive and inclusive education for all of our students.

The community feel of the school is one of its key features. The staff know their students well and most importantly, they know how they learn. Students at our school are very tolerant and mix well across the years. They feel part of our educational community.

Our motto of ‘reach for the stars’ is part of the fabric of the school. It is reflected in every part of what we do as students and staff. All members of the Banora Point High School community are striving for their personal best, be it academic, sporting, creative or social. The school provides wonderful opportunities in all of these areas.

Significant school improvements included the substantial investment in technology, including presentation multimedia for the hall and interactive whiteboards for a number of classrooms. Students were involved in designing and constructing gardens in the front of the school, providing a very pleasant entrance.

We also invested heavily in teacher professional learning. With the assistance of National Partnership funding a substantial number of staff members have begun training in the Reading to Learn program. This focuses on improving student understanding in all learning areas including mathematics.

There continues to be strong links with the Aurora Learning Community with regular meetings between the schools to plan structured educational pathways across all years. Joint activities were organized between our school, Centaur and Terranora Public Schools for

Education Week that showcased the cohesive nature of our three schools and highlighted the wonderful program being run from K-12.

Creative and performing arts are a feature of our school and provide many opportunities for the development and display of creative talents. There were regular music performances for a range of audiences, including full school assemblies, lunchtime concerts and special guest invitation concerts. Our dancers continue to have their skills showcased in dance festivals, Education Week ceremonies and regularly in front of the school. There were many opportunities for students to demonstrate their visual arts talent. The Smart Art program produced a wonderful mural that now displays our students’ talent on the side of the art building. Brave Arts was a magnificent concert performed to a large audience showcasing talent across the school.

Our sporting reputation continues to develop, supported by the many successes that occurred in 2012. One of the most notable was the senior girls’ softball reaching the state semifinals. The talented athlete program remains strongly supported by staff and businesses in the local community. Under the guidance of Mr Whitehead and Mr Simpson they have expanded the opportunities available to our talented sports people.

I continue to look for new opportunities for our staff and students to strengthen our growing reputation as a school that is looking to the future and developing excellent learning opportunities for all of its students.

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.

Greg Smith

P & C message

A largely new P&C has been working closely with key school and departmental staff to target areas where our assistance is required to ensure that quality resources, teachers and teaching are delivered to the whole school. The P&C has resolved to monitor recently changed State
Government funding, including corresponding and meeting with our local member to ensure that we remain aware and consulted in issues that may affect the school’s funding. Several P&C members have undertaken Merit certification training to be able to contribute to staff placements in the future.

The P&C are also presently considering any funding requests with a view to carrying out targeted fundraising projects in the next financial year. We are proud of the school’s efforts in continuing to raise the school’s public image. We look forward to another promising year, working with the school to ensure the best possible outcomes for all students.

Peter Kulmer (P&C President)

Student representative’s message
Over the past year the SRC has set various goals and worked toward them to achieve school unity, raise awareness of community issues, fundraise for causes we deem as important and improve our leadership skills.

2012 saw the SRC commit to and achieve many successful activities, including a music concert performed by music students of our school to raise money for World Vision, as well as the 40 hour famine and individual fundraising for World Vision.

At the front of the school, we designed a garden to make the entrance more attractive to the wider community entering our school and to make the area appealing for the school community to enjoy.

Fundraising for Harmony Day and RUOK? Day which aim to reduce depression and achieve cohesion between all students, involved a mufti day and an awareness assembly with guest speakers to inform students on important issues that we face in life.

With fundraising for the SRC, we were able to purchase two headset microphones which are used in assemblies and performances.

Our publicist arranged several interviews and articles to show a positive outlook for our school, with the local newspaper The Daily News.

To improve our leadership skills and to take vital information back to our school, the SRC attended the World Vision Global Leadership Conference, ‘GRIP’ Leadership Conference and the North Coast district meeting held in Lismore.

Throughout the year we had daily morning meetings at roll call time to plan and discuss events arising.

Avalon Price (SRC member)

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
Student enrolments reduced slightly in 2012.

![Enrolments Chart](chart.png)
Student attendance profile

We continue the challenge of addressing student attendance. A core group does not understand the relationship between regular attendance and their outcomes at school.

Management of non-attendance

Attendance and punctuality were addressed through the following means. The BPHS Student Attendance Plan was written and implemented, which included the establishment of and Attendance Team. Letters were sent to parents/carers when students missed three consecutive days. Regular roll call checks and monitoring were conducted. Penalties for consistent lateness were applied. The newsletter contained regular features about attendance, both the legal requirements and research findings. The Home School Liaison Officers followed up many students, with some positive results. Attendance plans were applied to some students.

Post-school destinations

21 Students received Early Entry offers to Southern Cross University

22 Students received Early Entry offers to Griffith University + 5 scholarships of varying amounts were awarded.

1 Students received Early Entry offer to University of New England

5 Students received Early Entry offers to Bond University + 1 $48,000 scholarship was awarded.

(Common courses to be studied include Primary Teaching, Psychology/Social Work, Business, Law, and Technology & Multimedia. Dux of school is studying Bio-Molecular Science)

(6 Students were offered more than 1 Early Entry Placement)

- Most students have taken up Full-Time University or TAFE Placements or Full-Time Employment.

Year 12 students undertaking vocational or trade training

- 24 Students studied 1 or more TVET courses through TAFE (31%)
- 51 Students studied 1 or more SVET courses through BPHS (66%)
- 1 Student completed School-Based Apprenticeship (Butcher) & 1 Student completed School-Based Traineeship (Business Services)
Year 12 students attaining HSC or equivalent vocational educational qualification

98.7% of Year 12 students gained their Higher School Certificate in 2012. 1 Student is continuing with their Apprenticeship as a Full-Time Apprentice.

Staff information

The Principal, June Rogan, retired and Leisa Conroy relieved in the position for term 1. Greg Smith was appointed as the Principal from term 2 2012.

Deborah Johnson relieved as Deputy Principal for semester one and Luke Bristow relieved during semester two.

Other members of staff who took higher duties roles for extended periods of time included Marelda McLean who relieved as Head Teacher English, Catherine Coates who led the support unit during semester one and Kim Taylor who was our highly accomplished teacher for term 4. Julie Bush finished her term as our highly accomplished teacher at the end of term 3 and commenced as Head Teacher English at Murwillumbah High in term 4.

Staff establishment

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<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal</td>
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</tr>
<tr>
<td>Head Teachers</td>
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<td>Classroom Teachers</td>
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<td>Teacher of Moderate Intellectual Disabilities</td>
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<tr>
<td>Teacher of Severe Intellectual Disabilities</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<td>Teacher Librarian</td>
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<tr>
<td>Careers Advisor</td>
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<tr>
<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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<td>Total</td>
<td>58.2</td>
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Two permanent members of staff identify as Aboriginal.

Staff retention

Teaching staff appointed during 2012 were Mr Greg Smith (Principal) and Mr Nathan Williams (PD/H/PE Teacher). They replaced staff who retired or were transferred in. This represents a retention rate of 95%. Mr Phillip Whitehead and Mrs Jean Nutley retired.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools and continue in ongoing professional learning programs.

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<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tr>
<td>Degree or Diploma</td>
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<td>Postgraduate</td>
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Financial summary

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

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<td>Canteen</td>
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<table>
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<th>Expenditure</th>
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<td>Key learning areas</td>
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<tr>
<td>Balance carried forward</td>
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Further details concerning the statement can be obtained by contacting the school.
School performance 2012

Achievements

Arts

2012 was a busy year for the Creative and Performing Arts with a multitude of exhibitions, performances and musical interludes from our talented students. These are a selection of what the year held:

- Junior and Senior Dance Company performed at Far North Coast Dance Festival at the Gold Coast Arts Centre
- The Dance company mentored and taught students from the Aurora Learning Community a dance which was specifically designed to be performed at Education Week
- A variety of musical items that were showcased for the region at Education Week
- Flash Mob Dance performance during Education Week
- Formation of the inaugural “Smart Arts” Visual Art gifted and talented group
- The creation of a mural to beautify the school by the “Smart Arts” Group
- Highly successful Brave Arts performance night highlighting student performance and participation in the creative and performing arts
- HSC Visual Arts students exhibition
- Various Dance and Musical performances at formal presentations and assemblies

Sport

Banora Point High School continued to achieve excellence in the sporting arena. Highlights for the year included:

- The annual swimming carnival was an outstanding success with participation rates at an all-time high and numerous students competing at zone level.
- Athletics Carnival was another success this year, with high levels of attendance and participation. For the first time the carnival was held at school to maximise participation and reduce costs for students.
- Bradman House placed first in Swimming, Athletics and Cross Country and was named champion house.
- Zac Spring was selected in the NSW CHS Rugby side and was also named Sportsperson of the year.
- Laura Coulter was named Premiers Sport Medallist for her outstanding achievements in, and service to, the sport of Softball.
- Abby Sleba received the Pierre De Coubertain Award for her consistent application across a number of sports and the positive manner in which she always conducted herself both on the field and off.
- Mr Terry Simpson coached the North Coast Rugby side to victory at the NSW CHS State Rugby Championships. This was the first time in the history of the competition that Country Region had taken out this title.
- Weekly School Sport has continued to run effectively with a large number of choices of competitive and recreational physical activities offered to ensure participation and enjoyment for all students.
- Tweed Valley Sport moved to Term 3 due to weather concerns and Banora Point High continued a tradition strong representation in this competition. The 14 years Girls touch team took out their final and the boys and girls tennis teams both finished strongly.
Other

Special Education

Highlights of the year:

7 students left in 2012 after completing 6 years of high school and have now successfully transitioned into assisted employment and Community Participation programs.

Work experience - 14 students placed at suitable work sites according to their ability: McDonalds, Coles, Salvo’s, Newsagents, Chemist.

Garden Program – every Friday the students are involved in maintaining the garden at the far end of the school. We have been lucky enough to have another raised bed added to our existing 2 courtesy of Rotary who kindly donated both their time and the materials required for this.

Introduction of Reading 2 Learn to support our existing Accelerated Literacy Program which has seen significant increases in students reading ability and comprehension.

Technology advancements with a new IWB and iPads along with many new programs and applications to support the learning of all our students’ levels. These have included Rainforest Maths and Reading Eggs.

80% of our students access mainstream electives from year 9 onwards and all have been a valued addition to their classes. Our year 7 and 8 students also access mainstream PDHPE and D & T classes.

New students arriving from our local schools commenced their transition program in Term 3 to ensure a smooth move to a high school setting.

We have a comprehensive community access program which sees all our students move about the local environment both independently and assisted to become more confident and familiar with the facilities available to them both whilst at school and again when they transition to post school options.

Snow Excursion

PDHPE and HSIE SNOW EXCURSION - Bi Annual excursion in July for 41 students from years 9 and 10 to Canberra and the Perisher Valley snow fields of Smiggins Hole and Blue Cow. All our students enjoyed both skiing and snowboarding lessons every day to enable them to traverse the larger slopes with confidence and agility. Students visited the War Memorial, Old Parliament House and New Parliament House where they participated in various activities to gain a greater understanding of the State and Federal Parliamentary systems. All the students appreciated the reverence within the War Memorial and many placed poppies within the walls.

Academic

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

The achievement scale represents increasing levels of skills and understandings demonstrated in these 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)

And in the Higher School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
**Literacy – NAPLAN Year 7**

Year 7 average growth in Reading was above State and 6.8 scale scores above our School Education Group (SEG) which placed us first in this group. For Grammar and Punctuation average growth was above state and 16.3 scale scores above the SEG placing us first in this group. There was a significant increase in the number of students scoring in the top two bands in the aspect of Writing.

![Percentage in bands: Year 7 Grammar & Punctuation](image)

13.7% of our students attained the top two bands in the Numeracy Test aspect of NAPLAN 2012. This is a significant increase of 5.4%. There was also a significant decrease of students performing in the bottom two bands.

**Literacy – NAPLAN Year 9**

In 2012 the test aspect of Reading featured an average growth above State and 14.4 scale scores above the SEG which placed us first in this group. There was a significant increase in students performing in the top two bands in Writing.

![Percentage in bands: Year 9 Reading](image)

For Year 9 Numeracy there was evidence of improvement with fewer students featuring in band 5 while there was a significant increase in the number of students achieving in the top two bands.

**Numeracy – NAPLAN Year 9**

Year 7 average growth in all aspects was above State. We were placed first in the SEG for Year 7 Numeracy, Reading and Grammar and Punctuation. In Year 7 Numeracy there was an increase of 5.4% in students who achieved in the
top two bands. In addition there was a 3.2% decrease of students achieving in the bottom two bands. Year 7 boys are 21 scale scores above the state average growth in the test aspect of Numeracy. Year 7 boys have improved by 51 scale scores in Grammar and Punctuation.

Year 9 average growth in Reading was above State. Year 9 average growth in Numeracy was above the SEG and placed us second in this group. The number of students performing in the top two bands in Year 9 Numeracy increased while the number of students performing in the bottom two bands decreased in 2012.

**Minimum Standards**

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
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<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
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<tr>
<td>Spelling</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students excluded)</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
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</tbody>
</table>

**RoSA**

In 2012 the RoSA was introduced. Students who successfully completed their Year 10 studies and met the legislative requirements to leave school were eligible to receive their RoSA. All year 10 students had their grades added to their RoSA. The RoSA is a cumulative document which has their results achieved through stage 5 and stage 6.

**Higher School Certificate**

2012 saw positive growth in mean HSC scores in comparison to past school averages in a majority of courses. Biology, Standard English, General Maths, Hospitality, Legal Studies, Modern History and PD/H/PE were major improvers.
Significant programs and initiatives
Banora Point High School has a significant range of programs and initiatives that support the learning, physical and social development of our students.

Aboriginal education
BPHS Aboriginal Team has worked diligently this year to increase attendance rates and academic results for our Indigenous students. We currently have 43 Identified students within years 7-12. Norta Norta funding has been integral to our success as it has allowed us to engage tutors and AEA’s to assist our students achieve to the best of their potential. Our NAPLAN results have shown very pleasing results in 2012. Year 7: Average growth in Reading and Spelling greater than 13 scaled scores above State. Numeracy has seen 35 scaled scores above state. Year 9: 3 out of 5 students had greater than or equal to expected growth for Reading which was 27 scaled scores above state. 2 out of 5 students had greater than expected growth in Grammar and Punctuation. Numeracy showed that 2 of 5 students had greater than expected growth in this area.

BPHS has many aspirational programs for stage 5 and 6 students and these are:

“Wollumbin Dreaming”, which is a community supported Aboriginal Youth Leadership initiative. The students chosen joined with local High Schools for cultural and leadership activities addressing the Closing The Gap issues.

Titans Beyond Tomorrow – School Business Community Partnership Entrepreneurial Program where students in year 11 and 12 work within the Titans Group developing skills for future goals and work experiences.

Winter School Scholarships with NSW University for those students wishing to pursue higher education options. Students apply and if accepted spend a week at NSW University during our school holidays experiencing life on campus. University enrichment days are held for students from years 4 in Primary settings to year 12 to ensure we show how accessible higher education can be.

2012 Indigenous Jobs Program – One of our year 12 students was chosen from Australia wide applications to attend a week’s work experience in Canberra working alongside a selected Politician.

Adidas Learning Legends – 3 students were selected to attend the Closing the Gap game.

Mentoring Programs – we have established a very strong coaching and mentoring program for our students that has allowed them to bond and support each other extremely well.

School based traineeships – we currently have 1 student accessing and succeeding in this scheme.

At BPHS we have developed a Cultural Awareness Program to ensure our students celebrate NAIDOC week, Reconciliation week, attend Deadly Days Festivals, cultural immersion camps like Emu Gully and have involvement within our Jimbalung Garden and the elders who support all our programs.

Multicultural education
Our school has students from range of cultural backgrounds including students who have arrived recently in Australia and are learning English as a second language.

In 2012 our students shared a range of cultural experiences including an exchange program from Nagasaki Nichidai University High School. Students were involved in workshops, forums and activities that allowed the sharing of our two cultures.
National partnership programs

2012 was the final year for the National partnership program for our school. The school has continued a number of innovative and highly successful initiatives to facilitate continued progress towards targets for improved literacy and numeracy outcomes and the building of teacher capacity and parent satisfaction with our provision of an engaging and meaningful curriculum.

These have included:

- explicit Literacy programs in Years 7, 8 and 9 addressing the marking criteria for the NAPLAN persuasive writing task.
- the review of faculty programs to incorporate explicit Literacy and Numeracy targets.
- the review of English and Mathematics programs 7-12, investigating best practice and increased use of technology to address targets for improvement.
- weekly Literacy and Numeracy focus for Years 7, 8, 9 including strategies for all KLA’s to use in their classrooms.
- regular testing by the STLA team to inform teaching and learning and ensure correct class placement for students in Years 7, 8 and 9.
- partnerships with feeder Primary Schools, particularly Centaur School including the sharing of data and anecdotal evidence on students entering Year 7 at BPHS.
- representatives from each KLA represented in a whole school training in the Reading to Learn program targeting Literacy and Numeracy Targets.
- whole school training in Assessment For Learning targeting Literacy and Numeracy targets.

Welfare

The Welfare Team has met every fortnight to review student progress and need. BPHS has continued to support the Family Centre in a range of programs which have been delivered to students across all stages during the year. Other programs that have run in the school this year have been Peer Support and YLead which is a new initiative to develop leadership skills in senior students and training of staff for the delivery of the Rock and Water program. A range of other Welfare based programs have run and have included the Drug Education pilot program, Brainstorm performances, RSA training and RRISK for senior students and Spinal Education Team visit. Staff on the Welfare team have had opportunities to attend Professional development courses and seminars which have been invaluable in the further development of the Welfare team.

Drug Education

In 2010/12 Banora Point High School was involved in a Pilot Program “Smoking Cessation”. The Program focused on student behaviours associated with nicotine usage and associated bullying/peer isolation. The pilot project ran for 12 months during which students met with teaching staff and formulated an Action Project. An external research company was involved in the collection of student data prior to the commencement of this program.

As a result of this Pilot project and ongoing initiatives the school was the recipient of a National Drug and Alcohol Award: Excellence in School Drug Education.

Further to this program BPHS was the recipient of a $10,000 grant which allowed us to continue with the pilot initiatives and to further embed all Drug Education programs into the curriculum, specifically targeting the Middle School Program.
Progress on 2012 targets

Increased student attainment in Stages 4, 5 and 6 through increased attendance and engagement

- In 2013 more than 50% of Year 9 students show added growth of at least 10% in NAPLAN results.
- Increase the students achieving in the top two bands of NAPLAN Writing by 3% for Year 7 and by 7% for Year 9 by 2013.
- Decrease the number of Year 7 students achieving in the bottom two bands for NAPLAN writing by 3% for Year 7 and by 5% for Year 9 by 2013.
- Increase the number of Year 9 students achieving in the top two bands for NAPLAN numeracy by 7% for Year 7 and by 5% for Year 9 by 2013.

Our achievements included:

There was an increase of 3.7% in the students achieving in the top 2 bands in Year 9 numeracy in 2012 compared to 2011 Year 7 had an increase of 5.4%.

There was a 2.4% increase in the number of Year 7 students achieving in the top 2 bands in writing. However similar results were not achieved by Year 9 and this will be a focus over the next few years.

High levels of participation and engagement in all areas of school life.

- Improve student attendance from 85% in 2010 to 88% in 2014.
- Quality teaching evident in programs and classroom practice.
- Quality leadership facilitating school improvement.
- Increase in the percentage of parents indicating confidence in the school’s provision of interesting and engaging classroom activities for students from 75% of those surveyed in 2011 to 85% by 2013.

Our achievements include:

- A slight improvement in attendance in 2012 by 0.3%.
- Quality teaching practices were regularly shared by members of staff at staff meetings and school development days.
- The number of students who indicated that they liked learning in our QSL survey was significantly higher than data obtained in surveys across the state.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of the TAS faculty along with our attendance programs and processes.

Curriculum: TAS faculty

Background

The TAS faculty consists of very experienced teachers, several of whom are qualified to teach VET Hospitality. Courses taught include Technology Mandatory, along with a wide range of stage 5 and 6 electives.

Findings and conclusions

The TAS internal review highlighted the following:

- Great leadership
- Strong alignment of the faculty plan with the school plan
- HSC and VET monitoring processes being implemented.
- Professional learning links to improving student outcomes.
- Students appeared to enjoy the subject and the majority of the middle school students understand the design process and found staff to be helpful.

Future directions

Areas for further development included data analysis and GATS MOODLE activities.

Educational and management practice - Attendance

Background

An attendance evaluation was conducted in term 2 and range of conclusions and recommendations were developed.
Findings and conclusions:
No reference to regular or exemplary attendance was found in the school behavior management documents. There was no current attendance plan in place. Information regarding attendance was not regularly conveyed to parents through newsletters. This also included the need to inform parents about the exemption guidelines.

Future directions:
- Developing an attendance action plan
- Focusing on acknowledging both regular attendance and improved attendance.
- Identifying poor attendance early.
- Implementing alternative options for disengaged students.
- Addressing fractional truancy when it occurs.
- Reviewing the discipline policy
- Targeting year groups for intensive monitoring

Parent, student, and teacher satisfaction
In 2012 the school sought the opinions of parents, students and teachers about the school. Opinions were sought in a number of different contexts, including surveying students using the Quality School Life Survey (QSL), and participating in external mathematics and attendance reviews. Their responses are presented below.

The QSL survey highlighted some key opinions of our students, including:
- A significant number of students highlighted the positive relationships that they have with their teachers. When compared to state-wide data there were significantly more of our students (20%) indicating that they believed that their teachers were fair and just.
- A large number of students indicated that they liked learning (81%) which was 12% higher than state-wide data.
- An area for investigation is the ‘negative affect area’. It was 7% higher than state data, and the difference was greatest in areas to do with being worried or feeling upset. These are areas that we need to support through appropriate well-being initiatives.

The program review of mathematics involved external personnel, BPHS staff, students and parents. There were a number of findings related to the following areas:
- Quality teaching
- Curriculum implementation
- Data analysis
- Faculty organization

There were very positive comments made from students and parents in a number of the areas above. Certain focus areas were identified and strategies have been suggested to assist with improvements in these areas.

Professional learning
Professional learning continues to be a priority for both teaching and support staff. During the year $31145 of the tied grant was expended on the development of staff skills and knowledge in the areas of Information and Communication Technology, Quality Teaching, Curriculum areas, Literacy and Numeracy and administration. Learning was accessed in three main modes; off-site courses, on site courses delivered by external presenters or current staff and on line courses.

School development days were well used.
Term 1 was used for developing literacy and numeracy strategies.
Term 2 involved all staff being trained in Covey’s 7 habits.
Term 3 had a range of focus areas including quality teaching, dignity and respect in the workplace and brain theory.
Term 4 was used for developing an awareness of Assessment for Learning and the analysis of SMART data.
SASS accessed professional learning in new administrative systems and the use of Information Communication Technologies.
School planning 2012—2014

The school will finish with National Partnership support in term 1 2013. The programs, resources and processes that have been developed will continue to support the development of literacy and numeracy skills across the school. Planning has involved evaluating the current plans and achievements and analyzing a range of data including formal evaluations, surveys and reviews, along with data collected from external results including NAPLAN and HSC examinations.

School priority 1

Improved student attainment in Stages 4, 5 and 6 through increased attendance and engagement.

Outcome for 2012–2014

Increased levels of overall achievement for students in literacy and numeracy.

Quality teaching evident in programs and classroom practice.

2013 Targets to achieve this outcome include:

- In 2013 more than 50% of Year 9 students show added growth of at least 10% in NAPLAN results.
- Increase the number of Year 9 students achieving in the top two bands for NAPLAN writing by 3% in 2013.
- Decrease the number of Year 9 students achieving in the bottom two bands for NAPLAN numeracy by 2% in 2013.
- Increase the number of Year 9 students achieving in the top two bands for NAPLAN numeracy by 3% in 2013.
- Decrease the number of Year 9 students achieving in the bottom two bands for NAPLAN numeracy by 2% in 2013.

Strategies to achieve these targets include:

- Regular staff meeting feedback sessions on quality teaching practices.
- Teachers participating in Reading to Learn program
- Completion and implementation of Team Leadership for School Improvement Project.

School priority 2

Improved student attainment in Stages 4, 5 and 6 through increased attendance and attainment.

Outcome for 2012–2014

High levels of student participation and engagement in all areas of school life.

2013 Targets to achieve this outcome include:

- Improve attendance from 84% in 2010 to 87% in 2013.
- All Banora Point High School teachers implement Assessment for Learning model with Stage 4 and 5 by 2013.
- Increase the number of HSC student results in Bands 5 and 6 from 11% in 2010 to 13% in 2013.

Strategies to achieve these targets include:

- Personal letters, website inclusion and information sessions about HSC requirements, subject selection, support and outcomes.
- Prompt follow up regarding concerns about performance.
- Introducing ongoing focus days addressing study skills.
- Employing tutors for Aboriginal students.
- Rigorous monitoring and follow-up of student attendance.
About this report

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

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