Banora Point High School
Annual School Report
2011
Our school at a glance

Students
In 2011 Banora Point High School had 619 students, a slight decrease on the previous year. 19 students did a Life Skills level of study through the Special Education faculty.

Staff
There were 51 teaching and 12 permanent support staff. Both teaching and support staff entitlements decreased on the previous year. Temporary and casual staff supported the school in all areas. One significant difference was the loss of a Deputy Principal position due to falling enrolments.

Significant programs and initiatives
Provision for gifted and talented students was extended in 2011 with significant success. Students achieved second place in the North Coast debating competition and in the Tournament of the Minds. For English Extension 2 students a writer’s workshop was delivered at the school by a professional, writer to model sophisticated skills and concepts. Senior students also accessed a range of University Study Days. Students also participated in National academic competitions and participated in a range of regional and state wide sporting competitions.

The Aurora Learning community continued to strengthen relationships between the schools, with a focus on Creatia, a Visual Arts initiative which culminated in a highly successful evening art display at Terranora Public School.

Technology continued to be a focus of teacher professional learning with a focus on supporting teachers to effectively utilise the school moodle site to facilitate greater online learning opportunities for students. The use of the DER laptops, issued to all students in Year 9, was consolidated with teachers and students able to integrate the technology more effectively to support quality teaching and learning. Video conferencing was used effectively to pilot Preliminary Chemistry as part of the T5 initiative. This has been a successful class taught in conjunction with Wollumbin High School.

To address the challenges of the increased school leaving age, Banora Point High began a pilot of an alternate Year 9 program in 2010: Strive to Succeed. These students successfully completed requirements for the award of a School Certificate and a new cohort will be introduced to a similar program in 2012. This program relies on the support of parents and outside agencies, which has been strong.

National Partnerships funding was utilised to employ two additional staff as Support Teachers Learning Assistance to implement a range of literacy and numeracy initiatives across the school. These included teacher training, including the provision of TAFE based training for students who then support early years students at Centaur Public School. Under National Partnerships a number of new programs were introduced to explicitly address school targets and foster an inclusive and supportive learning environment including the MultiLit literacy intervention program for low progress readers and Mathletics for Year 9 students.

Student achievement in 2011

NAPLAN 2011
In 2011 90 Year 9 students and 87 Year 7 students participated in the NAPLAN testing representing 89% and 97% respectively of the enrolment in each year. This Year 7 figure indicated an increase of 2% in participation rates on the previous year.

Year 7 average growth in Reading was above State with Year 7 girls 8 scale scores above the State average growth in this test aspect. The average growth of Year 7 girls in the test aspects of Spelling and Numeracy were also above State.

For Year 9 Reading 45% of students showed value added growth of at least 10% with Year 9 boys improving by 15 scale scores from the 2010 data in the test aspect of Reading. For Grammar and
Punctuation 39% of students showed value added growth of at least 10% compared to Year 5 scores. In 2011 the test aspects of Reading and Grammar and Punctuation featured a lower percentage of students in the Bottom 2 Bands compared with 2010, illustrating the improvement in these areas. Year 9 girls were in fact above State average in the areas of Reading and Grammar and Punctuation.

Overall these results mean for Year 9 an increased average achievement in NAPLAN Reading on 2008, 2009 and 2010 results.

For Year 9 Numeracy there was evidence of improvement with fewer students featuring in Band 5 for Number, Patterns and Algebra compared to 2010 results.

School Certificate

94 students completed the requirements for the award of a N.S.W. Board of Studies School Certificate representing 98% of the Year 10 cohort.

Individual student achievement demonstrated continued improvement with students in Mathematics (3), Science(6), Australian History, Civics and Citizenship (2) and Australian Geography, Civics and Citizenship (6) attaining a Band 6.

Overall student achievement demonstrated continued growth in attainment compared to 2010 and 2009 results. For Literacy 28.7% of students achieved in the top two bands representing an increase of 10.9% on 2010 results whilst for Australian Geography, Civics and Citizenship 28% were placed in the top two bands, an increase of 15.5% on the previous year.

Higher School Certificate

94 students completed the Higher School Certificate in 2011. One student attained a Band 6 in Music 1 and there were a total of 15 Band 5 results.

A number of Key Learning Areas saw greater numbers of students achieve a Band 5 compared to 2010 results including English Advanced, Legal Studies, Textiles and Design and Music 1.

Messages

Principal’s message

2011 was another busy and productive year. As ever, change is a way of life in school, and we farewelled some staff as we welcomed others to the team.

Thanks go to our dedicated and enthusiastic staff for providing a quality educational experience for our students. Thank you to all the students who took the opportunities on offer and made the most of them.

P&C was again a very small group who worked to support the school through fundraising. I challenge all parents and carers to become involved in our school through P&C. Not only does this support your children through fundraising, but it helps you to stay aware of what is happening in your school.

In the first year of the National Partnerships funding targeting improved literacy and numeracy outcomes for students was a major emphasis of professional learning for staff.

The provision of a Highly Accomplished Teacher to work alongside teachers to improve their practice was a great assistance. Mrs. Bush worked with all staff, from the youngest graduate to the most experienced teacher. Through professional learning, much of it faculty based, teachers worked together to implement strategies to meet the learning needs of all students.

Students built upon their success in previous years in Tournament of Minds, Debating and Public Speaking, Science and Engineering Challenge, Maths Olympiad and a huge variety of sporting competitions. A highlight was the success of the junior debating team in being runners up in North Coast Region.

Creative and performing arts achievements included ‘Creatia’, a series of visual arts workshops for students from the Aurora Learning Community K-11. Ms Gee and her faculty ran the workshops to produce amazing art works which were then displayed at Terranora Public School. Brave Arts was held in Term 3 to high acclaim, with students showcasing dance, drama, and textiles expertise. Music students performed regularly for school audiences. Dance students represented the school in School Spectacular and Regional Dance.
The Talented Athlete Program was again oversubscribed. Students experienced a great variety of coaching and playing skills through regular exposure to professional sportspersons. Thanks to Mr Whitehead and Ms Dreyer for their ongoing work. School sport, including Tweed Valley competition, continued to provide students with a wide variety of options. Individual students represented the school proudly at Regional and State level.

I am very proud to have been Principal of Banora Point High School for the past five years. To see it grow as a school, to share part of the journey with students, families and staff, is a tremendous privilege. I wish every member of the school community great success in the future.

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

P & C and/or School Council message

The P&C has worked closely and successfully with Ms Rogan and her executive team to ensure quality teachers and teaching are delivered to the whole school.

The P&C is proud of the school’s efforts in raising the school’s public image and fully supports the Aurora Learning Community and the benefits it brings to all three schools.

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

Student representative’s message

When there comes change follows improvement. During the nine years since the establishment of Banora Point High School there has been significant growth in the experiences and the opportunities provided to students. Students are presented with resources to help and aid in development of their knowledge and experiences as they enter all aspects of school life at Banora Point High School.

The student body was sad to lose a number of highly valued teachers through retirement or transfer including our Principal Mrs Rogan and a number of teachers who have made a significant contribution to our time at Banora Point High School. These have included Mrs Smith (Mathematics), Ms Barnett (Mathematics), Mr Trotter (English) and of course Ibu Sheridan (Languages).

We have not only had losses but we have had some significant additions to our teaching staff and in 2011 students welcomed Mrs Hargreaves (Languages), Mr Lengyel (English), Mrs McDonald (HSIE), Mrs Bush (English), Mrs Naughton (TAS), Mrs Angus (TAS), Mr Wemm (Mathematics) and Mr Todoroski (Science).

There have been many innovative programs running this year for the students which provide them with numerous opportunities to acknowledge and enhance strengths and weaknesses, along with learning new skills. These programs have included Tweed 5 (T5) which has increased options for Year 11 and 12 students and the Talented Athletes Program to foster the gifted and talented students who excel in the sporting domains. A number of school based traineeships and apprenticeships have also been provided for students who want to join the work force at an earlier age.

Our school has continued to provide student leaderships opportunities through the student representative council, peer support, talented athlete squad and continued participation in the Tweed Valley sporting competition.

Many students have served as positive ambassadors for our school in the broader community including Cameron Bitmead, Jay Vandesgeer and Brad Woodward who participated in the Kokoda challenge. Laura Coulter earned National honours as a part of the Australian under 17’s softball team and Scott Johnson has been selected as a part of the Far North Coast Softball team. Zac Spring is playing at State level for
Rugby Union and Avalon Price is a proud member of the State Student Representative Council.

The Student Representative Council and student body successfully raised money in 2011 to support families in Uganda (Africa) fighting poverty. We would also like to acknowledge Sandra Beeten from the School canteen who kindly donated provisions and equipment to the struggling families in Uganda.

Through highlighting these achievements for 2011 we encourage more students to take advantage of the opportunities that are available to them for the coming year. May 2012 be a year in which we all continue to take advantage of every learning opportunity and work together to achieve our goals as individuals and for Banora Point High School.

Jay Rickard, Tamara Lancaster & Louis Wong

S.R.C Representatives

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 attendance profile

We continue the challenge of addressing student attendance. A core group still 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. 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. Sign out privileges for senior students were revoked and additional staff were employed to assist students to use their study periods effectively. 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.

Retention to Year 12

Although apparent retention (for matched students) from Year 10 to Year 12 is still below regional and state levels, there was a 4% improvement on 2010 retention and an improvement of 12% from the first
HSC cohort in 2009. The changes to the school leaving age are expected to impact upon this statistic over time.

**Post-school destinations**

23 students received early entry offers to universities, and most have taken these up. There was a joint DUX awarded this year. One of these students is studying Forensic Science and Criminology, while the other is studying Law and International Relations. Some students have deferred for a gap year. Students have also commenced Tafe courses or employment, including traineeships and apprenticeships.

**Year 12 students undertaking vocational or trade training**

29 (25%) students studied one or more vocational courses as part of their HSC. This was a decrease in 2010 levels. Courses were studied through school and Tafe.

**Year 12 students attaining HSC or equivalent vocational educational qualification**

97% of Year 12 students gained their Higher School Certificate in 2011. One student is continuing with their studies as a pathways student.

**Staff information**

The loss of a Deputy Principal position resulted in reorganization of some Executive roles. This worked well throughout the year.

Teaching staff appointed during 2011 were Adi Lengyl, Kirsty Barnett, Stephen Wemm, Peter Todoroski, John Leighton, Sarah McDonald, Catherine Angus, Shelley Naughton, Jasmine Duncalfe, Sheridan Hargreaves and Justine Hazell. They replaced staff members who transferred, retired or resigned from teaching.

This represents a retention rate of 80% of teachers. High rates of staff mobility have been a feature of the school over its history as it has grown, and then teachers have been promoted or transferred.

There have been ten long term temporary teachers, six temporary support staff and many regular casual teaching and support staff employed throughout the year. They have filled positions made available through secondment, various forms of leave, and vacancies awaiting filling.

Tracy Gee continued to relieve as Head Teacher CAPA for the year, and other staff relieved as Executive for periods throughout the year.

Some staffing was provided by Southern Cross Distance Education to support an alternative program for students at risk of leaving school early.

The school administration staff establishment decreased with enrolments, and we thank the staff who filled vacancies, secondments and leave positions throughout the year. Cleaning, canteen and uniform shop operations continued as in previous years.

Three temporary School Learning Support Officers were offered part time permanency under the DEC scheme this year. Funding support for students with identified needs, Norta Norta funding, and National Partnerships funds all supported the employment of support staff to work with students to improve their learning.

At the end of 2011 the Principal, June Rogan, retired. She was replaced in 2012 by Greg Smith.

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
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<tr>
<td>Deputy Principal(s)</td>
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<tr>
<td>Highly Accomplished Teacher</td>
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<tr>
<td>Head Teachers</td>
<td>8</td>
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<td>Classroom Teachers</td>
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<td>Special Education Teachers</td>
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<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Careers Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support</td>
<td>11.882</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>62.582</strong></td>
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</table>

Two permanent members of staff identify as Aboriginal.
**Teacher qualifications**

All teaching staff meet the professional requirements for teaching in NSW public schools and participate in ongoing professional learning relevant to their area of expertise.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>90</td>
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<tr>
<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.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
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<tbody>
<tr>
<td>Income</td>
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<tr>
<td>Balance brought forward</td>
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<td>Global funds</td>
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<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
<td>1467381.97</td>
</tr>
</tbody>
</table>

**Expenditure**

- **Teaching & learning**
  - Key learning areas: 82375.05
  - Excursions: 41053.54
  - Extracurricular dissections: 79059.66
- Library: 21313.83
- Training & development: 1149.51
- Tied funds: 499066.15
- Casual relief teachers: 150548.30
- Administration & office: 84082.14
- School-operated canteen: 115.00
- Utilities: 100804.78
- Maintenance: 35734.22
- Trust accounts: 4270.52
- Capital programs: 8153.64
- Total expenditure: 1107726.34

**Balance carried forward**: 359655.63

A priority for school funds was the continuing purchase of technology resources.

Most training and development is in tied funds, particularly through the National Partnerships initiative. Professional learning focused on digital education learning, literacy, numeracy, teacher and leader quality, and newly appointed teachers.

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2011**

The achievements listed below are a summary of the opportunities and experiences provided to students in 2011.

**Achievements**

**Arts**

- 20 students performed with distinction at the Far North Coast Dance Festival held at the Gold Coast Arts Centre.
- 12 students were selected to perform as part of the prestigious Annual Schools Spectacular.
- Briennah Gibson was selected to be a part of the Aboriginal Dance Ensemble.
- The innovative Creatia exhibition involved students from Kindergarten to Year 12 from Terranora and Centaur Public Schools and Banora Point High School. Banora Point High School specialist Art teachers ran a series of Art workshops exploring various media, culminating in a combined exhibition of works for the wider community.
- Another successful Brave Arts performance showcased Visual Art, Visual Design, Photography and Digital Media, Dance and Drama tp parents and the wider community.
- Talented musicians staged a variety of musical performances for the school and parent body.
- Angus McIlveen attained a Band 6 in the Higher School Certificate in Music.
Sport

- The Talented Athlete Squad was again highly sought after, and students set an excellent standard for leadership and participation. Thanks to Victory Ford & McDonalds South Tweed for ongoing sponsorship of the squad.


- North Coast representatives included Brooke Coulter, Zac Spring, Brendan Welsh, Aleisha Uitendaal, Joshua Midgley, Cody Peirce and Tyler Ott. Sports included Rugby League, Athletics, Cross Country and Rugby Union.

- Zac Spring was selected in the NSW Rugby Union Squad and Tyler Ott won a Bronze medal in the Discus at State Carnival. Both were outstanding results for these boys and the school.

- VET Sports Coaching continued as a senior course, with students seeking Certificate two to further enhance career prospects.

- The Tweed Valley competition was again a highlight for all school involved with three teams from our school qualifying for the finals.

- Many students represented the school and served in a voluntary capacity at both secondary and primary gala days in a variety of sports.

- Many staff continued their community involvement in sports such as Dragonboat Racing, Soccer, Surf Life Saving, Australian Rules Football and Rowing.

General

- Our Tournament of Minds team came second in the Region.

- The junior debating team experienced outstanding success as the runners up in the North Coast region.

- Students participated in the Northern Rivers Maths Quest. Results included the second highest result in the individual competition to Ben Thorpe.

- Three senior students successfully completed the Kokoda Challenge, including walking the Kokoda Track.

- The first group of Year 9 and 10 students received their Premier’s Student Volunteering Awards.

- Students performed well at the Maths Quest day in Lismore.

- Senior Legal Studies entered a Moot Competition at Griffith University and performed well.

- Leadership activities included the Global Leadership Summit, Young Women’s Leadership Day at Parliament House Sydney, National Young Leaders Day in Brisbane, guest speaking at VIEW club, and District SRC camp.

- The Transition to Work program for Special Education students expanded to include 12 community work places.

- The community garden project grew rapidly with sponsorship from local businesses and volunteer support.

- 4 students from the SRC attended Bond University leadership training for a sustainable world.

- We nominated two young people for the Tweed Shire Kids in Community Awards.

- 30 Gifted and Talented students from the years 9 and 10 Science classes attended the Science Challenge which was held at Southern Cross University Campus at Lismore. The school was placed fourth in a tough competition.
**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 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
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/or

In the 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 with Year 7 girls 8 scale scores above the State average growth in this test aspect. For Grammar and Punctuation there was a significant decrease in the number of students scoring in the lowest band.

**Numeracy – NAPLAN Year 7**

8.3% of our students attained the highest band in the Numeracy test aspect of NAPLAN 2011.

**Literacy – NAPLAN Year 9**

In 2011 the test aspects of Reading and Grammar and Punctuation featured a lower percentage of students in the Bottom 2 Bands compared with 2010, illustrating the improvement in these areas.
For Year 9 Numeracy there was evidence of improvement with fewer students featuring in Band 5 for Number, Patterns and Algebra compared to 2010 results.

**Progress in literacy and numeracy**

Year 7 average growth in Reading was above State. Year 7 girls also attained average growth in the test aspects of Spelling and Numeracy which were above State.

Whilst Year 9 average growth in all areas was below State Year 9 girls were above State average in the areas of Reading and Grammar and Punctuation. Whilst growth for Year 9 boys was below State in all test aspects they have improved by 15 scale scores in Reading since 2010.

For Year 9 Numeracy there was evidence of improvement with fewer students featuring in the lowest bands for Number, Patterns and Algebra compared to 2010 results. Year 7 students experienced average growth in Numeracy which was below State but above the average growth experienced in local schools.
Higher School Certificate relative performance comparison to School Certificate (value-adding)

Value adding to student performance continues to be a priority for the school though improvements are evident in individual courses in an evaluation of average school performance. These include Advanced English, Business Studies, Legal Studies and Community and Family Studies.

The school has put in place a number of structures to facilitate increased relative performance for our senior students. These include ensuring students have appropriate patterns of study, the allocation of teacher mentors and the establishment of a supervised study centre in the Library where study habits and skills are being promoted by teaching staff.

Contemporary Aboriginal Art – Student’s Work

Minimum standards

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</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>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</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>
</tr>
</tbody>
</table>

ESSA results

ESSA is the assessment program for Year 8 Science skills. This test is performed across the State in November each year.

In 2011 83 students participated in ESSA online with results indicating an overall improvement. The percentage of student achieving the top two bands increased significantly.

In the Knowledge and Understanding section we achieved 7.2% of our students receiving a Band 6 compared with 3.9% for NSW and in local schools.

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.

**Significant programs and initiatives**

It was another busy year and the programs summarised below are only a fraction of the significant initiatives implemented for our students in 2011.

**Aboriginal education**

This year Personalised Learning Plans have been developed for all junior students. Norta Norta funds were provided for tutoring students.

The STLA team has worked with Marcia Browning on the Dreamtime Project. This aims to develop students’ literacy skills and confidence through the creation, publishing and sharing of stories. Year 9 students heard Aunty Marcia tell her own and local stories, then wrote and illustrated their own life story. Stories will then be collated to be published as anthology. In Term 4 students will make literacy worksheets from the anthology. The anthology and worksheets will be gifted to Minjungbal Museum, BHPS English faculty, BPHS library, Terranora and Centaur P.S. libraries. STLA target students will be able to use the text and worksheets as teaching material to younger students at Centaur P.S.

The Jimbalung Bush Foods Program in partnership with sponsors, community and elders was begun this year. Students have worked with community to create a garden with local bush food trees and shrubs. Students have learnt about some of the uses for these foods from elders and others with knowledge and expertise. This will be an ongoing program.

In 2012 all Year 12 students will have a teacher mentor. This is an extension of a program begun this year, and we see it as a high priority to support our seniors. There are five indigenous students in Year 12 for 2012, one of whom is school Vice Captain (Eden Jamieson).

Briannah Gibson was selected in the School Spectacular Indigenous Dance Ensemble for the second year in a row.

**Multicultural education**

The school community included students from a variety of cultural backgrounds. Support was provided to those who were newly arrived in Australia through the ESL (English as a Second Language) support program.

Harmony Day was celebrated to remind us all of the importance of valuing and acknowledging the different cultural heritage each group has to bring to Australia.

**National partnership programs**

The school has established 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:

- the implementation of explicit Literacy programs in Years 7, 8 and 9 addressing the marking criteria for the NAPLAN persuasive writing task.
- all teaching staff completing the NAPLAN Persuasive Writing course conducted by the Regional Literacy consultant. Other whole school professional learning has included Newman’s Error Analysis and approaches to team teaching.
- 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.
- the introduction of a weekly Literacy and Numeracy focus for Years 7, 8, 9 including strategies for all KLA’s to use in their classrooms.
- the implementation of an innovative “big brother” numeracy program for Aboriginal students.
• 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.
• completion of the Team Leadership for School Improvement Project to address targets related to improve on-task behaviour in Years 7-10 and increased attendance and application to study for Stage 6 students.
• the introduction of team teaching in Years 8 and 9 (5 periods per week across KLA’s) to support improved on-task behaviour in accordance with our Team Leadership for School Improvement target (above).
• targeted staff professional learning in the use of Moodle including a well attended after-school tutorial delivered by our ICT specialist teacher.

Welfare

Banora Point High School students have been involved in a large range of activities and programs to help them make informed and wise decisions as developing young adults.

Visiting performers and guest speakers have delivered messages of positive reinforcement, whole school presentations and small group activities to foster strong, informed decision making.

Highlights of 2011 were:
• Brainstorm productions presented a live drama performance called “verbal combat” for the junior school and “cyberia” for the senior school.
• Michael Crossland, an inspiring young Australian, told his story to Years 8, 9, 10 and 12.
• Sam Spry worked with small groups of senior students on his program “Career Clarity”.
• All year 11 and 12 students were given the opportunity to complete their RSA Certificate through the Tweed Liquor Accord.
• Year 11 students participated in an ongoing school development program called “Focus” which will continue into next year to assist students to make the most of their senior studies.
• Involvement in the state Pilot Project for Early Intervention Strategies for “Alcohol My Reality” and “Keep Left – smoking cessation”.
• Four students attended the UNICEF awareness day at Bond University.
• Year 11 attended RRISK (Reducing Risk-Increase Student Knowledge) seminar with other local students.
• The Real Skills program continues to support students with 6 week program for girls and boys in year 9 and Year 8 participated in the “Take a Stand” day.
• Year 9 students have completed the Peer Support Training in readiness to work with the incoming year 7 group.
• Motivational Media delivered a large and loud presentation titled “What about me?”
• The Spinal Education team visited the school to reinforce looking after our spines in a variety of social and everyday living situations.

Progress on 2011 targets

Key evaluations

In November 2011 the school completed the Low SES School Communities National Partnerships Annual Evaluation Report to measure progress towards the targets outlined below:

Target 1

Literacy: increase the number of students achieving in the top two bands in NAPLAN for writing by 3% for Year 7 and 7% for Year 9.

Target 2

Numeracy: increase the number of students achieving in the top two bands in NAPLAN for numeracy by 5% for Year 7 and 7% for Year 9.

Target 3

Engagement and retention: increase by 10% the number of parents indicating confidence in the
**school’s provision of interesting and engaging classroom activities.**

As part of this rigorous evaluation process surveys and interviews were undertaken with members of the school community including staff, students, parents and community members and focus groups. The analysis of student achievement data, revised programs and policies, communications and meeting minutes were other valuable sources of information on progress towards targets.

Our achievements include:

- Increased participation by teaching staff in targeted professional learning for the explicit teaching of Literacy.
- 93% of staff in 2011 participated in curriculum modification workshops to more effectively address student abilities in Literacy and Numeracy.
- For Year 9 Numeracy there was evidence of improvement with fewer students featuring in Band 5 for Number, Patterns and Algebra compared to 2010 results.
- 75% of parents surveyed indicated a positive view of the School’s provision of engaging classroom activities.

**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 2011 our school carried out evaluations of the English Faculty and The Teacher and Executive Assessment and Review Schedule (EARS and TARS).

**Educational and management practice**

Teacher and Executive Assessment and Review Schedule Processes and Procedures (TARS and EARS)

**Background**

The TARS and EARS processes were updated in 2010 to align with new DEC guidelines. The TARS procedures were re-developed to align with the Institute of Teachers elements, while the EARS procedures focus on the six essential criteria for merit selection in an executive position.

An evaluation was carried out to ascertain the consistency of procedure in Assessment and Review processes within and between faculties. The evaluation was carried out through surveying teachers and executive.

**Findings and conclusions**

Findings:

- Supervisors provide substantial discussion and support focussed on the professional learning needs of staff.
- Opportunities were provided for staff to raise concerns and suggest the implementation of new ideas to improve the operation of both the faculty and the school.
- Support was provided informally and in an ongoing manner, as well as through formal meetings.
- Assessment was undertaken against the Institute of Teachers Standards.
- Staff who developed Professional Learning Plans identified them as beneficial
- Just over 50% of respondents stated that discussions focussed specifically on student learning outcomes.

**Future directions:**

It was recommended that one staff meeting per term is set aside to undertake EARS meetings to improve consistency of process.

A range of formats for Professional Learning plans will be provided to all Head Teachers to enable staff to identify a format to meet their needs.
Greater review of documentation and student outcomes should be included in the assessment procedures. The High Accomplished Teacher will continue to work across the school to develop staff in the analysis of data from external testing and in developing programs that differentiate the curriculum to meet the learning needs of all students.

**Curriculum: English faculty**

The school self-improvement cycle includes the formal evaluation of one faculty each year.

**Background**

The English faculty consists of experienced teachers who are committed to improving their results from Year 7 NAPLAN through to the HSC. They are the only faculty in the school who teach all students in years 7 to 12.

The evaluation was conducted by a retired School Education Director over a number of weeks. He interviewed all faculty staff and Senior Executive, examined faculty documentation, interviewed a number of students, observed lessons and conducted a 360 degree survey of all faculty members.

The brief was to examine leadership, policies, teaching practices, student learning outcomes and the contribution of the faculty to the overall operation of the school.

**Findings and conclusions**

Findings:

- The English faculty is recognized throughout the school as a very effective, highly focused unit that is strongly led, well organized and operates efficiently.
- Planning and preparation are thorough, with a strong team ethos.
- The elements of Quality teaching are much more evident than in past years and should continue to be developed.
- Staff are encouraged to continue pursuing professional development opportunities.
- The diversity of personalities in the faculty adds to and improves the learning experience for students.

**Future directions**

The recommendations included: reviewing and refining senior programs much in the same way as was done in Years 7 to 10, focusing on assessment tasks and backward mapping; continuing towork closely with the Highly Accomplished Teacher; inclusion of extension activities to improve student outcomes in higher bands; promotion of achievements in areas such as Debating, Public Speaking and Tournament of Minds in the school and the broader community.

The staff were praised for their passion for teaching and will endeavour to maintain this enthusiasm and pass it on to students in the form of improved learning outcomes.

**Parent, student, and teacher satisfaction**

In 2011 the school sought the opinions of parents, students and teachers about the school.

The HAT (Highly Accomplished Teacher) conducted a phone survey of parents, enquiring about their knowledge of what is happening in classrooms, their sources of information about the school and whether lessons are interesting and engaging. Parents were also invited to make suggestions for improvement. Phone Interviews were conducted with members of the school community, including parents and family members, community members and representatives of focus groups.

75% of those surveyed indicated a positive view of School’s provision of classroom activities. Parent feedback indicated however the need for more effective communication tools.

A School Promotions team has been developed to implement a Communication plan including the use of local media. In 2012 the school will promote and increase parent attendance at school events, upgrade the School website and employ a paraprofessional to survey parents in Term 4 2012.
Professional learning

Professional learning was offered to all staff, both on and off site. During the year $28,809 was expended from the tied grant on priorities such as Information and Communication Technology, Quality Teaching, Literacy and Numeracy and curriculum areas. An additional $1070 was expended on support for beginning teachers from a tied grant. In addition to expenditure from tied grants, and additional $41,000 was spent under National Partnerships with a specific focus on teacher and leader quality, along with targeted professional learning on literacy and numeracy strategies.

School development days were well used. Term 2 focused on Quality Teaching, with sessions presented by Banora Point High School teachers. Term 3 staff development was held in conjunction with our partner schools from the Aurora learning Community, Centaur and Terranora primary schools. This day focused on equipping teachers to more effectively meet the educational need of students with Autism Spectrum Disorder and was presented by Sue Larkey, a recognized expert in the field. Term 4 was used to focus on the explicit teaching of literacy and numeracy skills to support the achievement of improvement targets for 2012.

Staff across the school were involved in regular workshops to improve their capacity to effectively utilize the schools moodle site, to better support student learning, particularly the use of the Digital Education Reform laptops.

Staff also gained training to support the implementation of student welfare initiatives.

SASS accessed professional learning in new administrative systems and the use of.

School planning 2012—2014

The school will continue on National Partnerships Reform Initiative funding from the Federal Government in 2012. This funding will continue to be utilized to improve student outcomes, especially in Literacy and Numeracy.

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.

2012 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 students achieving in the top two bands for 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.

Strategies to achieve these targets include:

- Use of in school experts and Departmental programs for ongoing learning in technology for teaching and learning.
- Introducing a whole school weekly literacy and numeracy strategy focus.
- Collaborative faculty improvement projects based on evaluation of student achievement data such as NAPLAN.
- Releasing teachers to work with the Highly Accomplished Teacher to develop and implement appropriately modified teaching programs and assessment tasks using SMART strategies.
- Employing a teacher 0.6 to implement literacy and numeracy programs.
- STLA program targeting identified students in BPHS and partnering primary schools.
- Purchase appropriate resources to support the teaching of writing and numeracy across the curriculum.
School priority 2
Consolidation of a positive school culture of participation and achievement in all areas of school life.

Outcome for 2012–2014
High levels of student participation and engagement in all areas of school life.

2012 Targets to achieve this outcome include:
- 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 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.

Strategies to achieve these targets include:
- Publicising and promoting student achievement
- Establishing a School Promotions team who implement a Communication Plan to facilitate more effective school communications and an improved school image.
- Establish a school Facebook page.
- Parent / carer workshops on identified areas of need, e.g. use of moodle.
- Employ ICT specialist to upgrade and maintain school website.
- Morning teas with parents and carers of Aboriginal students.
- Employ a paraprofessional to survey parents on school satisfaction and collate results.

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

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

Student’s Art Work