Banora Point High School
Annual School Report 2013
School context
In 2013 Banora Point High finished being a part of a National Partnership Low SES program. This had provided us with substantial support in developing literacy and numeracy initiatives. We are a moderate size comprehensive high school and a proud member of the Aurora Learning Community, along with our partner primary schools Centaur and Terranora.

Principal’s message
2013 has been an exciting and rewarding year for the school and its supportive community. We have carefully looked at school data and educational research and developed priorities related to school improvement. Banora Point High School is a learning community that prides itself on providing opportunities for staff, students and parents to have a voice in helping shape our future directions. A number of tools were used to collect information, including the introduction of survey monkey.

It is important for us to continue to build our school’s strong reputation by ensuring that we have a solid foundation and a keen focus on teaching, learning and student well-being. The solid foundation includes providing an engaging curriculum and strong support so that our students attend regularly. In 2013 we introduced a new electronic roll marking system to help track student attendance and better communicate absences with parents. We have spent twelve months fine tuning the system and believe we are at a stage when we can really optimise its features. During this process we have been fortunate to have a patient and supportive school community.

In our endeavours to concentrate more on effective learning strategies, the school has increased its focus on using evidence based instructional strategies that have a high probability of improving student outcomes. The two main focus areas for 2013 were feedback and formative assessment.

Our student enrolments stabilized in 2013 and have begun to gradually increase. This has also meant that our staffing has remained relatively stable.

In 2013 we welcomed our new deputy principal, Chris Randle, and new school counselor, Sandra Parker, to the school. Both these positions followed merit selection processes, supported by the staff, P&C and AECG.

The Tweed Healthy Schools Pilot began at Banora Point High and Centaur Primary School in 2013. This has involved allied health students from Griffith, Bond and Southern Cross Universities doing clinical placements at our schools. They have been supervised by a full-time trained physiotherapist, as well as their clinical supervisors. During the program the students and their supervisors have provided support to our students and staff.

Data related to our literacy and numeracy programs show strong growth in most areas. This reassures us that the strategies that we have applied are both effective and sustainable.

With great assistance from our P&C, SRC and staff several important initiatives were finalized. These included an appraisal of the current uniform and development of our new homework policy. Adjustments have now been made to the uniform for our incoming year 7 after a comprehensive review of what changes the community wanted. Also after a thorough analysis of information related to homework we have an updated homework policy in place.

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, Principal

P & C and/or School Council message
An ever growing 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. P&C members have been active participants in various committees including those involving school policy drafting, merit selection and uniform issues. 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, President
Student representative’s message
The year 2013 for the Student Representative Council started with a new Coordinator, as we welcomed Ms Duncalfe to the role. We then got to work organizing events and fundraisers for the school, charities, and students themselves.

Mufti days were held to support Rachel Presser and Laura Coulter, who have both made the national teams in their sports of synchronized swimming and softball respectively. The Athletics Carnival barbecue was provided by the SRC, and was a massive success for all those involved. We also sold roses for Valentine’s Day, which were distributed at the Swimming Carnival. Other charities that the SRC held fundraisers for were World Vision, Jeans for Genes Day, and Shave for a Cure, for which one teacher, Ms Plater, and two students shaved their heads. Students also went to the World Vision Global Leadership Conference to discuss and learn about the effects of poverty internationally.

We worked collaboratively with the school's Executive to produce a new SRC Constitution, detailing our regulations, key roles within the school, and expectations for all members. Major changes to the school occurred under the 2013 Student Representative Council’s watch as well. Hand dryers and soap were installed in the toilets, the canteen’s nutrition was reviewed, a highly successful school social was held for the first time, including the students from the Japanese study tour, and a massive overhaul of the uniform was made in collaboration with the Banora Point High School P&C.

In 2013 the SRC were given an important role in the running of assemblies, with two students each week acting as chairpersons. We have also represented the school to the general public, opening up the school for tours, showing off our facilities to future students and their parents, and providing barbecues to Years 5 and 6 students on Transition Days and for the Japanese students during their study tour. We welcomed dignitaries from the DEC and Deputy Principals from other schools, representing the student body and further elevating our profile. We also improved the school’s facade by installing a mural at the front gate. The year ended on a high note, with the SRC students and involved staff going to WetnWild for our end of year Rewards Excursion. All in all, a very successful year for our SRC members and our school as a whole.

Robert Wiseman – Year 11 SRC Member

Student information

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

Student enrolment 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.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>89.2</td>
<td>87.7</td>
<td>90.2</td>
<td>91.2</td>
<td>89.9</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>86.9</td>
<td>85.5</td>
<td>87.3</td>
<td>84.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>83.7</td>
<td>82.8</td>
<td>83.8</td>
<td>84.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>86.0</td>
<td>80.5</td>
<td>81.4</td>
<td>78.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>82.6</td>
<td>83.1</td>
<td>78.5</td>
<td>79.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>85.1</td>
<td>80.0</td>
<td>82.7</td>
<td>83.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>86.2</td>
<td>83.6</td>
<td>83.9</td>
<td>83.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student attendance profile

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 an Attendance Coordinator 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
- 24 Students received Early Entry offers to Southern Cross University.
- 4 Students graduated from Access4U Program at Southern Cross University.
- 27 Students received Early Entry offers to Griffith University + 3 scholarships of varying amounts were awarded.
- 3 Students completed Griffith Biology (1st Year University Course) at Griffith University.
- 3 Students completed Griffith University Early Start to Tertiary Studies (GUEST)
- 1 Student received Early Entry into Engineering at Griffith University via Aptitude Assessment.
- 6 Students received Early Entry offer to University of New England
- 4 Students received Early Entry offers to Bond University + 3 $48,000 scholarships were awarded.
- 1 Student received Entry into Study/Training at the Watermark Hotel in Surfers Paradise.

Common courses to be studied include Primary Teaching, Speech Pathology, Business, Criminology & Law, and Occupational Therapy. Dux of school is studying a Double Degree including Economics, Commerce & Finance.

13 Students were offered 2 Early Entry Placements and 5 Students were offered 3 Early Entry Placements
- Most students have taken up Full-Time University or TAFE Placements or Full-Time Employment.

Year 12 students undertaking vocational or trade training
- 13 Students studied 1 or more TVET courses through TAFE (21%)
- 21 Students studied 1 or more SVET courses through BPHS (33%)
- 1 Student completed School-Based Apprenticeship (Automotive)) & 6 Student completed School-Based Traineeship (1 Business Services and 5 Retail Services)

Year 12 students attaining HSC or equivalent Vocational educational qualification
98% of Year 12 students gained their Higher School Certificate in 2013. 1 Student is continuing with their Apprenticeship as a Full-Time Apprentice.

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

Teaching staff appointed during 2013 were Mr Christopher Randle (Deputy Principal), Ms Sandra Parker (School Counsellor) and Mr Bruce McConachy (Librarian). They replaced staff who retired or were transferred in. This represents a retention rate of 95%. Mr Mark McKensie, Mr Douglas Fewings, Ms Nancy Burgis and Mrs Aleetha Zylstra retired.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>39.4</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>Careers Advisor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>13.3</td>
</tr>
<tr>
<td>Total</td>
<td>67.3</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

Approximately 3% of our workforce are Aboriginal.
Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>88</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>12</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>22</td>
</tr>
</tbody>
</table>

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>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>311589.01</td>
</tr>
<tr>
<td>Global funds</td>
<td>411950.21</td>
</tr>
<tr>
<td>Tied funds</td>
<td>493739.75</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>199340.69</td>
</tr>
<tr>
<td>Interest</td>
<td>12776.36</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>20274.80</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1449670.82</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>128182.70</td>
</tr>
<tr>
<td>Excursions</td>
<td>35554.70</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>100859.39</td>
</tr>
<tr>
<td>Library</td>
<td>10172.41</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>7598.25</td>
</tr>
<tr>
<td>Tied funds</td>
<td>417399.31</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>141325.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>106688.83</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>10972.64</td>
</tr>
<tr>
<td>Utilities</td>
<td>98811.91</td>
</tr>
<tr>
<td>Maintenance</td>
<td>42752.50</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>20432.06</td>
</tr>
<tr>
<td>Capital programs</td>
<td>43.41</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>1120793.11</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>328877.71</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Data regarding performance is derived from several areas including NAPLAN and HSC results. Literacy and numeracy growth are our strengths.

Academic achievements

NAPLAN

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.

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

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

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 7 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In year 7 we experienced consistent growth in all literacy areas of NAPLAN excluding writing.

![Percentage in bands: Year 7 Reading](image)

[Graph showing percentage of students in different bands for Year 7 Reading]
NAPLAN Year 7 - Numeracy

In 2013, there was a significant improvement in the NAPLAN skill band distribution for Year 7 numeracy. There was a shift of 10.5% of students from the bottom three bands to the top three bands when compared with the school average.

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>Average score, 2013</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
<td>513.1</td>
<td>540.9</td>
<td></td>
</tr>
</tbody>
</table>

Number in Band

<table>
<thead>
<tr>
<th>Band</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Band</td>
<td>3</td>
<td>11</td>
<td>20</td>
<td>18</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>4.8</td>
<td>17.7</td>
<td>32.3</td>
<td>29.0</td>
<td>12.9</td>
<td>3.2</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>6.4</td>
<td>25.1</td>
<td>33.8</td>
<td>22.1</td>
<td>9.1</td>
<td>3.5</td>
</tr>
<tr>
<td>SSG % in Band 2013</td>
<td>5.0</td>
<td>26.7</td>
<td>32.7</td>
<td>21.1</td>
<td>10.6</td>
<td>3.9</td>
</tr>
<tr>
<td>State DEC % in Band 2013</td>
<td>4.0</td>
<td>20.6</td>
<td>26.6</td>
<td>21.8</td>
<td>13.2</td>
<td>13.9</td>
</tr>
</tbody>
</table>
**NAPLAN Year 9 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

In year 9 we experienced consistent and significant growth in reducing the percentage of students performing in the bottom 2 bands. Conversely we experienced a reduction in the percentage of students achieving in the top 2 bands.

**NAPLAN Year 9 - Numeracy**

In 2013, there was a notable improvement in the NAPLAN skill band distribution for Year 9 numeracy. When compared with the school average, the percentage of students performing in the bottom band was lower by 1.5% and higher by 1.4% for students performing in the top band.
Higher School Certificate (HSC)

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).

Record of School Achievement (RoSA)

2013 was the 2nd year of the RoSA. 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. A significant number of students also sat for the optional RoSA literacy and numeracy tests.

Significant programs and initiatives

Aboriginal education

BPHS Aboriginal and Torres Strait Islander Team has worked diligently this year to increase attendance rates and academic results for our Indigenous students. We currently have 45 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 2013.

3 of our staff participated in a “Connect to Country” program which fully immersed staff in the local stories and culturally significant sites. As a result of this we have now introduced all staff to “the 8 ways of learning” and will be looking to participate in Dare to Lead programs in 2014.

2 of our students were nominated for “Kids in Community” awards and both were winners on the night. These were Tom Rueben-McCoy and Drew Jamieson.

2013 saw the introduction of Titans 4 Tomorrow “girls Academy High Performance Centre” which focuses on improving our girls academic results and retention.

BPHS has many aspirational and mentoring programs for stage 5 and 6 students including Titans Beyond Tomorrow, a school business community partnership entrepreneurial program where students in years 11 and 12 work within the Titans Group developing skills for future goals and work experiences. 2013 saw the introduction of “Eco Man” for our years 10, 11 and 12 students to give them a 3 day intensive experience with linking business with education. These programs are designed to give students insight into teamwork and group dynamics and help prepare them for life after school.

AIME (Australian Indigenous Mentoring Experience) was introduced. It focuses on a mentor program for our senior students to partner with University students to assist in their transition. Students attend outreach days at the local universities.

Wollumbin Dreaming is an Aboriginal Youth Leadership initiative, with strong community support. The students chosen joined with local High Schools for cultural and leadership activities addressing the Closing The Gap issues.

Further programs included Nura Gili Winter School Scholarships and Bunga Barrabugu Summer Program with NSW University for those students wishing to pursue higher education options. 2 students, Emily Williams and Tom Reuben-McCoy attended in 2013. These students applied and were accepted to spend a week at NSW University during our end of year 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.

School based traineeships – we currently have 2 students accessing and succeeding in this scheme.

At BPHS we have developed a Cultural Awareness Program to ensure our students celebrate NAIDOC week, Reconciliation week and have involvement within our Jimbalung Garden and the elders who support all our programs.

**Multicultural education**

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

In 2013 our students shared a range of cultural experiences. We again hosted a study tour from Nagasaki Nichidai University High School. Students were involved in ‘buddy’ activities, forums, and activities involving both the Japanese and Australian cultures.

**Sport**


Laura Coulter was selected in the Australian Under 17’s Softball team and she toured the USA for softball. Koen Sleba received a North Coast Sporting Blue for representing North Coast in 6 different sports. Laura was named sportsperson of the year at BPHS and Koen was named the Premiers sports medalist. Both were outstanding results for these students and the school.

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.

The Tweed Valley competition was again a highlight for all school involved with six 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.

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

Welfare

BPHS has a strong and committed Welfare team who provide a vast range of activities and support for the students in the school. Programs that students have been involved in are Year 9 Boys and Girls groups, Take A Stand for Year 8 and Respectful Relationships for Year 10. These programs are facilitated by the Family Centre.

“Brainstorm “performed two powerful presentations with “Cyberia “ which focused on safe use of technology when using social media and “Cheap Thrills “ which dealt with risk taking behaviours and their consequences.

Peer Support continues to run with all Year 9 students completing the training and then self nominating to become a Peer Leader to mentor Year 7 students . The Rock and water program was included in the Middle school program with small groups of students working through the activities during the year .

The school captains attended the YLead Youth forum in Brisbane along with 300 school leaders from Northern NSW and Southern Queensland. An ongoing mentoring system was established and the captains remain in regular contact with their group and group leaders.

RRISK involved all of Year 11 with a one day seminar involving all students in the local area.

Staff members of the Welfare team have undertaken professional development in STORM Training (Suicide Prevention )and The Accidental Counsellor training to better equip them for dealing with serious and sensitive interactions with students.

BPHS maintains solid links with the local community providers to support the development of students in the school.

The Arts

2013 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, State Dance and The Schools Spectacular both in Sydney
- In Dance we achieved both Call Back nominations and acceptance from two of our Year 12 Dance students, who were Holly Mackie and Symiko De Van Der Schuere
- Symiko went on to perform on the TV show “So you Think You can Dance”, achieving in the top 30 performers in the competition
- The Dance students performed at many school and community events including the Medicare Local conference.
- A variety of musical items were showcased at school assemblies, for the Medicare Local conference and at the Aurora Learning schools
- Music Performance at Terranora School assembly
- Radio Station Music Concert, as well as fundraising Music Concerts
- “Smart Arts” Visual Art gifted and talented group
- HSC Visual Art Sydney Excursion to explore Contemporary Artistic practice.
- The creation of a mural for the front of the school to beautify the area
- Highly successful Brave Arts performance night highlighting student performance and participation in the creative and performing arts
- HSC Visual Arts students exhibition
- Running taster Days for Primary School students
- Clowning Performance by our Drama students for Centaur Infant students
- Creation of a Boys Drama Workshop which focussing on Peer Teaching
- T5 Drama HSC class
T5 Visual Arts HSC Enrichment Day

“Splendour in The Class” Dance, Drama and Music performances for whole school to raise monies for our Dance Students representing BPHS at State Dance and School Spectacular

Welfare

BPHS has a strong and committed Welfare team who provide a vast range of activities and support for the students in the school. Programs that students have been involved in are Year 9 Boys and Girls groups, Take A Stand for Year 8 and Respectful Relationships for Year 10. These programs are facilitated by the Family Centre.

“Brainstorm” performed two powerful presentations with “Cyberia” which focused on safe use of technology when using social media and “Cheap Thrills” which dealt with risk taking behaviours and their consequences.

Peer Support continues to run with all Year 9 students completing the training and then self nominating to become a Peer Leader to mentor Year 7 students. The Rock and water program was included in the Middle school program with small groups of students working through the activities during the year.

The school captains attended the YLead Youth forum in Brisbane along with 300 school leaders from Northern NSW and Southern Queensland. An ongoing mentoring system was established and the captains remain in regular contact with their group and group leaders.

RRISK involved all of Year 11 with a one day seminar involving all students in the local area.

Staff members of the Welfare team have undertaken professional development in STORM Training (Suicide Prevention) and The Accidental Counsellor training to better equip them for dealing with serious and sensitive interactions with students.

BPHS maintains solid links with the local community providers to support the development of students in the school.

Jennifer Clancy, Welfare Co-ordinator

Drug education

Two focus areas were targeted. These were updating and collating staff resources and staff training in the use of the “Smoking Cessation” Program.

User friendly kits were developed using a range of support documents and program ideas. The kits are housed in the Professional Development section of the BPHS Staff Library for all Staff to easily access.

Staff were made aware of the Smoking Cessation Program and were involved in professional development activities to practice interview and discussion techniques with both parents and students.

Contact from other schools occurred as a result of the articles in SchoolBiz and Side by Side on BPHS Pilot Program “Smoking Cessation” that occurred in 2012.

Middle school teachers were involved in developing incorporating strategies from the “Smoking Cessation” program into the PDHPE and HSIE faculty programs.

Deborah Johnson, program co-ordinator

National partnerships and significant Commonwealth initiatives (participating schools only)

Improving Literacy and Numeracy National Partnership funding in 2013 was used to support the improvement of Numeracy performance for targeted groups of students who are falling behind. The program focused on building whole school capacity to improve literacy and numeracy through the following teacher professional learning strategies:

- Improving teacher capacity to implement strategies to increase student’s literacy skills through the Reading To Learn Program
- Developing a whole school approach to increasing staff capacity, through Peer Coaching and Master Coaching
- Training teachers to develop their Personal Professional Learning Plan
• Developing teachers skills and abilities to develop and maintain resources provided to students through MOODLE
• Increasing teacher’s ability to provide a consistent and evidence based approach to quality teaching in the Middle School
• Reigniting Counting On through building teacher capacity and developing strategies to implement a program with our Aurora Learning Community partners

Through the implementation of these strategies, a shift has occurred in teachers ownership of their professional learning to improve quality teaching practice which is evidence based.

Comparison of identified student progress against their benchmarked progress at the beginning of the ILNNP timeline, indicates that students have maintained their progress relative to that of the cohort. This comparison suggests that the strategies employed through the ILNNP funding have slowed the growth of the gap in which students had fallen behind. It is expected that continuing to develop teacher capacity in these areas will result in improved performances for all students.

School planning 2012—2014: progress in 2013

School priority 1

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

Outcomes from 2012–2014
• Increased levels of overall achievement for students in literacy and numeracy.
• High levels of student participation and engagement in all areas of school life.

Evidence of progress towards outcomes in 2013:
• Growth in Year 9 reading was both above state and above SEG
• Growth in Year 9 numeracy has improved significantly. It is now only 1.0 below DEC, compared to 5.6 in 2012.
• Improvements in year 9 growth data has also been recorded for grammar and punctuation (compared to 2012 DEC), as well as spelling (compared to 2012 SEG).
• Year 9 writing has shown improvements in growth (11.1 above DEC)
• Year 7 growth in numeracy was 12.8 above DEC results.
• Year 7 growth in reading was 0.6 above DEC results.
• Year 7 growth in spelling was 1.3 above DEC.
• Year 7 growth in grammar and punctuation was below DEC results.
• Year 7 writing is an area that requires greater focus, with a reduction in the number of students in the top 2 bands and an increase in the bottom two bands.
Strategies to achieve these outcomes in 2014

- Staff continue to be trained in and implement Reading to Learn strategies. These are being supported through ILNNP funding.
- Enhancement of the MOODLE website, with extra numeracy and mathematics activities to be added. This will be coupled with staff training in the use of MOODLE. This is being provided through National Partnership ILNNP funding.
- Update of the school homework policy which will assist in the delivery of regular literacy and numeracy activities.
- The introduction of the Blackboard Configuration into Middle School Classes, with a focus on literacy, numeracy and homework feedback.
- Identify students who require extra assistance in numeracy and literacy.
- Development of a whole school literacy/numeracy plan and professional learning being supplied related to this.

School priority 2
Consolidation of quality teaching and leadership practice across the school.

Outcomes from 2012–2014
High levels of student participation and engagement in all areas of school life.
Quality teaching evident in programs and classroom practice.

Evidence of progress towards outcomes in 2013:

- Increase in student participation in a range of activities, including:
  - World Maths Games
  - Schools Spectacular
  - Max Potential
  - State Dance Festival
  - BraveArts
  - Griffith University Guest Program
- Introduction of the new digital roll marking system, called RollMarker. Although the initial student numbers appear less than encouraging, we believe that it reflects more the need to educate senior students regarding the importance of centralized late attendance sign in when they do not have period 1 classes.
- Professional learning provided using the Classroom Teacher Program.
- Assessment for Learning is a key focus area in 2013.

Strategies to achieve these outcomes in 2014:

- Refinement of the digital roll marking system, with automated reports being distributed to key personnel and more regular application of attendance planning.
- Introduction of additional student focused activities, including Lions Youth of the Year and MUNA.
- Professional learning involving coaching and evidence-based instructional strategies to be instigated.
- An increased focus on the use of effective feedback.

School priority 3
Consolidation of a positive school culture of participation and achievement in all areas of school life.

Outcomes from 2012–2014
Quality leadership facilitating school improvement.
Banora Point High School enjoys a positive reputation in the community.

Evidence of progress towards outcomes in 2013:

- Collaboration between parents, staff and students in areas including:
  - Review and development of the new school uniform.
  - Development of the new homework policy
  - Working bees.
  - Support for school projects such as BraveArts
  - Introduction of the new canteen structure.
- Stabilising of student population, with an increase in enrolments in some years.
- Introduction of the Healthy Schools Program.
• Increased professional sharing of teaching strategies.

**Strategies to achieve these outcomes in 2014:**

• Development of the PowerUp resilience program

• Improvements in the transition program, including the introduction of a transition coordinator, deputy principal focused on middle school strategies, review and update of the school behavior management policies.

• Introduction of more classroom teacher program activities, with a focus on building positive relationships and effective classroom management.

**Professional learning**

The Professional Learning Plan for Banora Point High School is built around the Department of Education and Training priorities:

- beginning teachers;
- use of Information, Communication and Technology (ICT) for teaching and learning;
- literacy and numeracy;
- quality teaching;
- syllabus implementation;
- career development; and
- welfare and equity.

Funds for professional learning were provided by the Department of Education and Training to the amount of $32 550. Learning was accessed in three main modes; off-site courses, on site courses delivered by external presenters or current staff and on line courses. Staff benefited from a structured approach for the sharing of instructional strategies that they had been trialing during the year.

The school benefited from an injection of $172 000 to be used across 2013 and 2014, from the Improving Literacy and Numeracy National Partnership program. These funds were to be used to increase teacher capacity to improve Literacy or Numeracy. The school collaborated with school executive, P&C and the SRC to focus the ILNNP funds on Numeracy. Key areas the ILNNP funds were used to increase teacher capacity to improve student performance were, training staff in the Reading to Learn program, training staff in the methods of Coaching and training an accredited Master Coach in the school, developing a model for the Middle school, training staff to use NAPLAN Data to Inform Teaching and Learning, Moodle Development and maintenance, training staff to develop Individual Learning Plans and the use of Feedback tools in Teaching and Learning.

SASS staff accessed professional learning in Microsoft WORD and EXCEL.

**Parent/caregiver, student, and teacher satisfaction**

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Staff, parents and students were surveyed regarding homework beliefs, processes and activities. The surveys were analysed by a team consisting of staff, students and parents. These results were taken back to their respective groups to be discussed prior to a whole school policy being finalised. Some of the key findings were:

The analysis suggested that parents and teachers expect homework while students prefer limited, homework.

Although some Stage 6 parents completed the survey, the figures indicate that again parents believe that they should have no more than 1 hour homework per night.

The survey identified that a Homework Diary or Student Diary to communicate more effectively to parents and students would be useful. This has been used again in 2014 and is being reinforced regularly.

Communication regarding homework was identified as being a problem and this is an area that needs further development.

Encouraging and maintaining parental involvement in the homework policy was identified as being important.

In 2013 we surveyed students again using the Quality School Life Survey. Analysis of data
indicates generally have a positive view about their teachers, the relevance of schooling and their achievement. Approximately 200 students completed the survey and this was larger than the 2012 survey.

A significant number of students indicated that what they learnt at school was important to them and that the things they were learning at school would help them in life. A large majority (82%) believe that they had acquired new skills.

An area that the welfare team will investigate further involves potential negative effects. Resilience training is an area that needs further development.

**Program evaluations**

**Background**

In 2013 the KLA evaluation was carried out with the CAPA faculty. This is part of the annual evaluation cycle, where a different KLA is reviewed each year.

**Findings and conclusions**

School plan outcomes were found to be acknowledged in the faculty plan, along with strategies to achieve the outcomes. Definite links were found to be evident between the faculty budget and faculty plan. The faculty professional learning plans were found to be thorough and all had clear links to the faculty plan.

Effective processes were recorded as being evident for the monitoring of stage 6 classes. It is believed that the processes used by the KLA to improve stage 6 programming, assessment and monitoring has contributed to the strong results achieved by students studying within this KLA. The faculty has accessed data from the BOS Results Analysis Package along with the components report to identify teaching and learning trends and develop strategies to address these needs.

**Future directions**

The position of Head Teacher CAPA had been under review for over twelve months due to a decline in school enrolments. In 2014 this position will no longer exist and processes have been established to provide ongoing support to the KLA. A senior executive member will continue to supervise the faculty and an expression of interest for a co-ordinator role was carried out late in 2013. This will provide some ongoing relief to support a member of the faculty to carry out many of the tasks necessary to ensure that the faculty continues to provide effective teaching and learning.

**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.

Greg Smith (Principal)
Chris Randle (Deputy Principal)
Joshua Edwards (Head Teacher PDHPE)
Deborah Johnson (Head Teacher Support)
Stephen Wemm (relieving Head Teacher Maths)
Tracy Gee (relieving Head Teacher CAPA)
Jennifer Clancy (Head Teacher TAS and Welfare co-ordinator)
Luke Bristow (Head Teacher English)
Jessica Dreyer (Careers Advisor)
Denice Hardie (School Administrative Manager)

**School contact information**

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

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