Banora Point High School
Annual School Report 2014
**School context statement**

Banora Point High School has approximately 500 students and three support classes. In 2014 our numbers continued to increase with significantly more Year 7 students enrolling than we originally anticipated. Our students were supported by a range of programs both within the school and externally. In 2014 we were again supported by the Improving Literacy Numeracy National Partnership program. This provided funding that was used mainly to improve staff professional learning.

Other programs included the Girls Academy that is provided by the Titans For Tomorrow, The Family Centre Take A Stand Program, Wollumbin Dreaming aspirational Aboriginal Leadership Program, and Tweed Healthy Schools. The latter program is conducted in association with Bond and Griffith Universities, as well as the Health Education Training Institute.

Students participated in MUNA (Model United Nations), Lions Youth of the Year and Max Potential. In the creative and performing arts are students were involved in the North Coast Dance Festival, Sydney Dance Festival, Schools Spectacular, BraveArts and the SmartArt program.

The Talented Athlete Program continued to be popular. It is strongly supported by local business partnerships, which allows an extensive program to be continued from year to year.

Several new members of staff were employed on a full time basis in 2014 including Mr Lachlan Klose (Head Teacher Science), Mrs Bridie Beard (Support Classroom Teacher) and Cindy Grace (SLSO).

In 2014 we were able to change our executive structure with the assistance of funding through the RAM. This allowed the creation of a second Deputy Principal role. The structure now is a Deputy Principal in charge of whole school welfare and Years 7, 8 and 9; and a second deputy principal in charge of whole school curriculum and technology, along with Year 10, 11 and 12.

**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**

Student enrolments showed an increase in 2014, with an increase in Year 7 enrolments.

**Student attendance profile**

We continue the challenge of addressing student attendance. Although attendance has improved in all Year groups, a core group does not understand the relationship between regular attendance and their outcomes at school.

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<td>83.9</td>
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<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<td>89.9</td>
<td>89.2</td>
<td>89.1</td>
<td>89.9</td>
<td>90.2</td>
</tr>
</tbody>
</table>

Non-attendance management plans include use of electronic roll marking, automated SMS messaging and year attendance teams developing plans for identified students. Regular HSLO meetings are used to support students.
Principal’s message

This report marks the end of the 2012-2014 school plan. We have been working on our three priority areas and believe that significant improvements have been made in the development of a positive school culture, leadership and quality teaching. Our staff have developed an open, collaborative approach to professional development and significant support has been developed in this area.

Student attendance strategies have been implemented and our attendance rates have significantly improved. With a focus on evidence-based instructional strategies with staff sharing what works in their classrooms, we believe that the teaching and learning culture in the school is continuing to evolve in a positive manner and the results of these endeavours will be seen in successive cohorts as the new strategies become more firmly embedded into practice.

Health and well-being continue to be a focus and we have had unprecedented support in our initiatives through the Healthy Schools program. Bond, Griffith and Southern Cross Universities have been our active partners in this project.

We have finished this planning cycled with the development of a new school plan. This has been a very collaborative process, involving developing of our school vision statement, a situational analysis and the three new strategic directions. We have very active teams in the school who are involved in plan development, implementation and monitoring. I look forward to our continuing improvement as a result of our efforts in getting our planning right.

Greg Smith, Principal

P&C Message

A very dedicated 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. P&C have provided some financial assistance to various faculties from time to time and have donated school blazers to the school captains and vice captains for the last two years. All P&C members have helped out with several fundraising barbecues and working bees and continue to actively participate in the maintenance and improvement of our school. The P&C are also presently arranging to carry out fundraising projects this year with a view to providing further financial support for various school projects. We look forward to another promising year, working with the school to ensure the best possible outcomes for all students.

Roslyn Foley, P&C President

SRC Message

2014 was a busy yet successful year for the SRC, with many fundraisers organised, sausages barbequed and community events attended.

To start off the year, the SRC held their annual bonding day, which began with a social game of ten-pin bowling, followed by brainstorming activities and ideas to implement over the year. The year involved various yearly Banora Point High School events, including the Valentine’s Day Roses, participating in the ANZAC Day march and memorial service at Coolangatta, as well as numerous barbeques for occasions such as Brave Arts, the Nagasaki Nichidai High School excursion, and Watoto Children’s Choir just name a few. Traditionally, all members of the SRC involved themselves in the running of the weekly school assemblies at some stage during the year, as well as receiving and discussing student proposals, an example being allowing water to be brought into the library.

Throughout the year, the SRC also organised various fundraisers for a variety of charity causes, and students within the school. During term two, a khaki mufti day took place as a fundraiser to support a group of our very own students undertaking the Kokoda Challenge through the Kokoda Youth Programme; an experience they expressed they’d never forget. Through the SRC’s organisation, the school was also able to give back to the community with various mufti fundraiser days for the causes of ‘Go Red for Cystic Fibrosis’, where students wore red in support of the cause, as well as Canteen’s teenager cancer charity, where students got into the spirit, and costumes, of superheroes to help others our ages suffering from cancer. On both occasions, the students and staff of Banora Point High School raised hundreds of dollars for each cause.
This year saw the first ever T5 SRC meetings. Both the former and current Student Leadership Teams attended the two different meetings that occurred throughout the year. These meetings involved collaborating with the student leaders from Tweed River, Kingscliff, Murwillumbah and Wollumbin High Schools to communicate ideas to unite the T5 community with different suggested community events involving the five high schools.

These and so many more events describe our busy and enjoyable year in the Student Representative Council. Here’s to another successful year in 2015!

Michaela McLeod and Drew Jamieson (Captains)

### Post-school destinations

<table>
<thead>
<tr>
<th>Post-school destinations</th>
<th>Year 10 %</th>
<th>Year 11 %</th>
<th>Year 12 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>seeking employment</td>
<td>-</td>
<td>14%</td>
<td>17%</td>
</tr>
<tr>
<td>employment</td>
<td>-</td>
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<td>TAFE entry</td>
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<td>-</td>
<td>3%</td>
</tr>
<tr>
<td>unknown</td>
<td>3%</td>
<td>2%</td>
<td>7%</td>
</tr>
</tbody>
</table>

- 31 students received Early Entry to Southern Cross University
- 5 students graduated from Access Program at Southern Cross University
- 2 students graduated from Head Start Program at Southern Cross University
- 3 students received Early Entry to University of New England
- 5 students received Early Entry to Griffith University
- 7 students completed Griffith Biology (1st year university course) at Griffith University
- 4 students completed Griffith Exercise Science (1st year university course) at Griffith University
- 1 student completed GUEST Program at Griffith University
- 3 students completed Business School at Griffith University
- The dux of the school received Early Entry to Bond University to study a double degree of Law and Business with an $80,000 scholarship

Common courses to be studied included Law, Nursing, Arts, Environmental Science, Clinical Sciences, Tourism and Business.

17 students were offered 2 early entry placements and 3 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

- 17 students studied 1 or more TVET courses through TAFE. (13%)
- 16 students studied 1 SVET course (hospitality) through BPHS. (12%)
- 4 students completed School-Based Traineeships (Construction, Retail, Business Services and Human Services)

### Year 12 students attaining HSC or equivalent Vocational educational qualification

98% of year 12 students gained their Higher School Certificate in 2014

### Retention to Year 12

The calculation used to determine retention to year 12 changed in 2014. Historically it was calculated as a ‘within school’ match of students who sat the School Certificate and High School Certificate (HSC) at the same school.

In 2014 the retention data has been calculated using the ‘within school’ match of students who sat NAPLAN in Year 9 and the HSC at the same school. As this is a different calculation it is invalid to compare the 2014 retention to year 12 data with retention data from previous years.

It can be seen in the 2014 data that the retention of students from NAPLAN to the HSC at BPHS was just over 50% and was very close to the retention rate to year 12 experienced across the state. The difference in retention rate to year 12 between BPHS and across the state is much closer in 2014 than compared with previous years.
Workforce information

Workforce composition

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<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>31.9</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>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>58.1</strong></td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Approximately 5% of our staff 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>100%</td>
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<tr>
<td>Postgraduate</td>
<td>40%</td>
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</table>

Professional learning and teacher accreditation

Funds for professional learning were provided by the DEC to the amount of $37,726. These funds supported 4 staff to access ICT training, 9 staff to access Quality Teaching training, 11 staff to access training to support Syllabus implementation, 19 staff to access Career development training and 7 staff to access welfare training. The average expenditure per teacher on professional learning was $1217 per person.

Improving Literacy and Numeracy National Partnerships funding further boosted the school’s ability to build teacher capacity to improve students learning outcomes in literacy and numeracy. All staff were engaged in professional learning funded by ILNNP.

The school received $24,000 for the purpose of supporting 2 new beginning teachers.

Strategies to build the capability of staff to achieve key priorities included, but were limited to, Reading To Learn, Hattie’s Visible Learning, Marzarno’s Art and Science of Teaching, Coaching Accreditation, Rollmarker Software Management, Implementation of new syllabii and Syllabus enrichment activities, Bill Rogers Managing Challenging Behaviours, the REGROW initiative, executive Collegiate Learning Networks, VET training and compliance and senior executive leadership training.

Total school expenditure on teacher professional learning was $77,950, which included $37,500 TPL funds, $34,760 ILNNP funds and $56,90 allocated Beginning Teacher funds.

Staff Development Days included:

SDD1 – Mandatory Child protection, Professional Learning for Improved Practice, BPHS Welfare Policy update and processes, Disabilities Standards for Education, the 8 Ways of Aboriginal Learning, REGROW planning (individual identified learning), e-learning Emergency Care and e-learning Anaphylaxis training.

SDD2 - Mandatory Child protection, Coaching, REGROW (buddy working time), 8 Ways of Aboriginal Learning (continued), the Classroom Teacher Program and the Disabilities Standards e-learning.

SDD3 – A shared T5 professional learning activity (facilitated by Deputy Principals) Engaging Students Through Effective Feedback

SDD4 - Mandatory Anaphylaxis Nurse Training, School Planning workshops, Mind Matters

SDD5 – REGROW Professional Sharing (facilitated by the Marzano trained team, modelling teaching strategies), Team Building activities and faculty planning

Beginning Teachers

During 2014 Banora Point High school supported two beginning teachers, one in PD/H/PE and the other in the Support Unit/TAS area. Both were inducted into the school in a series of workshops delivered by the Principal, Deputies and WHS representatives designed to reinforce DEC and School policies and processes and support them in their day to day interactions. Both teachers identified a mentor teacher and funds from Great Teaching, Inspired Learning has been used to support them in a guided manner to adjust to their new roles. This included release time for both the Beginning and Mentor teachers to work on developing a support plan, professional learning plan, programming and supporting them.
with assessment and reporting. Further professional learning was developed through involvement in the REGROW program, Mazarno The Art & Science of Teaching, beginning teacher workshops including ‘Graduate and Grow’ as well as an Autism awareness course. Lastly funds were accessed to support one beginning teacher in teaching stage 6 CAFS for the first time. Both staff were also trained in Anaphylaxis e-learning and keep them safe child protection learning as well as a T5 faculty specific feedback training course.

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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<th>Date of financial summary</th>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<tr>
<td>Trust receipts</td>
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<td>Canteen</td>
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<td>Total income</td>
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<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
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<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Casual relief teachers</td>
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<tr>
<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
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<td>Maintenance</td>
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<tr>
<td>Balance carried forward</td>
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A full copy of the school’s 2014 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 2014

The school’s 2014 performance in numeracy is better when compared with previous years. This is supported by data from NAPLAN.

The school’s average NAPLAN score in Yr 7 numeracy was 527.1, which is an improvement on 2013’s score of 521.2. Also, 5.2% more Yr 7 students performed in the top three bands for numeracy in NAPLAN compared to the school average over time.

The school’s average NAPLAN score in Yr 9 numeracy was 555.4, which is a slight improvement on the 2013’s score of 553.0. Also, 3.3% more Yr 9 students performed in the top three bands for numeracy in NAPLAN compared to the school average over time.

In particular, the school’s numeracy performance in Year 7 as indicated by NAPLAN was higher than that of our similar school group (SSG).

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.

Alternatively:

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

We made significant progress with the number of year 7 students at the proficiency level for
Grammar/Punctuation in comparison to closing the gap with the state average and in comparison to previous years. We made minimal growth in comparison to state average in all other measured areas with our numbers being proportionally higher at or below National Minimum Standard than state average. We appear to have a greater number of year 7 students at proficient than in the past 2 years indicating the overall cohort may potentially be stronger than previous years.

% below NMS (National Minimum Standard)

<table>
<thead>
<tr>
<th>YEARS</th>
<th>7 SCHOOL</th>
<th>7 STATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>READING</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>WRITING</td>
<td>28</td>
<td>10</td>
</tr>
<tr>
<td>SPELLING</td>
<td>15</td>
<td>7</td>
</tr>
<tr>
<td>GRAMMAR/PUNCTUATION</td>
<td>18</td>
<td>8</td>
</tr>
</tbody>
</table>

% at or below NMS

<table>
<thead>
<tr>
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<th>7 SCHOOL</th>
<th>7 STATE</th>
</tr>
</thead>
<tbody>
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<td>16</td>
</tr>
<tr>
<td>WRITING</td>
<td>51</td>
<td>32</td>
</tr>
<tr>
<td>SPELLING</td>
<td>24</td>
<td>17</td>
</tr>
<tr>
<td>GRAMMAR/PUNCTUATION</td>
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<td>22</td>
</tr>
</tbody>
</table>

% at proficient standard

<table>
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<tr>
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<th>7 SCHOOL</th>
<th>7 STATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>READING</td>
<td>25</td>
<td>31</td>
</tr>
<tr>
<td>WRITING</td>
<td>12</td>
<td>19</td>
</tr>
<tr>
<td>SPELLING</td>
<td>24</td>
<td>38</td>
</tr>
<tr>
<td>GRAMMAR/PUNCTUATION</td>
<td>32</td>
<td>34</td>
</tr>
</tbody>
</table>

The percentage of Year 7 students achieving at or above minimum standards for numeracy is 98.8% (exempt students excluded).

NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

We made improvement at the proficiency level in comparison to previous years. There was an over representation of students in at or below nms in comparison to state average. This year 9 cohort has been more successful than the previous 2 groups.

% below NMS

<table>
<thead>
<tr>
<th>YEARS</th>
<th>9 SCHOOL</th>
<th>9 STATE</th>
</tr>
</thead>
<tbody>
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<td>WRITING</td>
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<td>SPELLING</td>
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</tr>
<tr>
<td>GRAMMAR/PUNCTUATION</td>
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<td>12</td>
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% at or below NMS

<table>
<thead>
<tr>
<th>YEARS</th>
<th>9 SCHOOL</th>
<th>9 STATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>READING</td>
<td>35</td>
<td>23</td>
</tr>
<tr>
<td>WRITING</td>
<td>65</td>
<td>40</td>
</tr>
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<td>SPELLING</td>
<td>32</td>
<td>19</td>
</tr>
<tr>
<td>GRAMMAR/PUNCTUATION</td>
<td>43</td>
<td>30</td>
</tr>
</tbody>
</table>

NAPLAN Year 7 - Numeracy

In 2014, the NAPLAN skill band distribution for Year 7 numeracy show a better performance than the school average. There was a shift of 5.2% of students from the bottom three bands to the top three bands when compared with the school average. Also, there is a higher percentage of students in the top two bands and a lower percentage of students in the bottom band when compared with the similar school group (SSG).
NAPLAN Year 9 - Numeracy

In 2014, the NAPLAN skill band distribution for Year 9 numeracy indicated a better performance than the school average. There are 3.3% more students performing in the top three bands and 2.4% less students performing in the bottom band when compared with the school average.

<table>
<thead>
<tr>
<th>YEARS</th>
<th>9 SCHOOL</th>
<th>9 STATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>READING</td>
<td>9</td>
<td>27</td>
</tr>
<tr>
<td>WRITING</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>SPELLING</td>
<td>11</td>
<td>27</td>
</tr>
<tr>
<td>GRAMMAR/PUNCTUATION</td>
<td>5</td>
<td>24</td>
</tr>
</tbody>
</table>

The percentage of Year 9 students achieving at or above minimum standards for numeracy is 94.7% (exempt students excluded).

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).

In 2014, all KLAs performed lower than state average. Key areas for improvement are Mathematics and Science KLAs. Human Society and It’s Environment performed consistently with their same schools groups.

Student combined HSC performance compared to Year 9 NAPLAN performance was lower than state average in most bands though more than 50% of combined band 9 was above the state average. This is an indication that we are adequately supporting growth in our higher achieving students and more work is needed to support the growth of students in lower combined bands.

Aboriginal students achieved 5.4 points above the state average in combined band 8.

A comparison between boys and girls performance is quick to identify that boy’s performance was well below expectation compared to the state reference line. Surprisingly, when examining individual expected growth, mathematics, mathematics general 2 and English standard featured as being well below the state reference line.

Best performing courses:

<table>
<thead>
<tr>
<th>course</th>
<th>band</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Extension 1</td>
<td>E3</td>
<td>66%</td>
</tr>
<tr>
<td>English Extension 2</td>
<td>E3</td>
<td>100%</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>5&amp;6</td>
<td>36%</td>
</tr>
<tr>
<td>History Extension 1</td>
<td>E3</td>
<td>50%</td>
</tr>
</tbody>
</table>

Significant programs and initiatives – policy

Aboriginal education

BPHS acknowledges that our school is on lands traditionally held by the Bundjalung people. We respect the elders past and present and pay tribute to the youth, who will become future leaders.

BPHS has an enrolment of 50 Aboriginal and Torres Strait Islander students.

The Aboriginal Education Committee supported the Aurora Learning Community’s NAIDOC day where students from Centaur and Terranora Public Schools participated in activities along with selected students from Banora Point High.

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

The school engaged the Aboriginal Education Consultative Group (AECG), members of the local
community and service providers in order to develop programs designed to educate all students about local Aboriginal histories, cultures, perspectives and current Aboriginal Australia. Resources for teaching about our local Black Diggers were shared with faculties, expanding the introduction provided by Aunty Jackie during our NAIDOC celebration. Further resources shared included reconciliation, recognise and Mabo.

Teaching staff have been introduced to the 8-ways of learning which is focused on placing Aboriginal perspectives and ways of learning within all KLA programs to enhance the learning outcomes of all students and specifically those of Aboriginal and Torres Strait Islander descent.

Multicultural education and anti-racism

Multicultural Education and Anti-Racism initiatives have been integrated into Banora Point High Schools activities. Teaching programs include education in various forms such as topics in HSIE that include the Holocaust and Rights and Freedoms of various indigenous and ethnic groups. The topic of Contact addresses the history and attitudes of colonial powers and the effects on indigenous peoples. PDHPE and English also include topics that have prejudice, tolerance, acceptance and justice embedded in their curriculums. Classroom activities have involved students dressing in the attire of ethnic groups and sampling the food of various countries. The Anti-Racism Contact Officer (ARCO) plays an active role in the school by speaking with students about the importance of respecting the beliefs of other races. The ARCO also investigated and addressed racist incidents and forwarded these onto the appropriate representative when necessary. Multicultural initiatives are also included in the general well-being and harmony initiatives that occur in school. Also, Banora Point High School is involved in an exchange program where students from Nagasaki attend our school for a week and are provided with accommodation amongst the families of our school.

Significant programs and initiatives – equity funding

Aboriginal background

Staff from Banora Point High School are active members of the local Aboriginal Education Consultative Group and share information with the Tweed Byron Local Aboriginal Land Council. Using the NAIDOC Day celebration, Banora Point High School is strengthening partnerships and promoting genuine collaboration with the Aurora Learning Community. Through this activity, Banora Point is building stronger connections with Aboriginal families both with current secondary students and future students presently in our feeder primary schools. The day incorporated information sessions by local and regional service providers and culturally appropriate activities.

Banora Point High School continues to sustain a positive and inclusive school culture through regular acknowledgement of aboriginal student achievements, performances and successes and the provision of leadership opportunities for Aboriginal students. In 2014 an aboriginal student was school vice-captain, 6 aboriginal students were SRC members, aboriginal students providing acknowledgement of country at each assembly and aboriginal students led and presented NAIDOC presentations. Further, with the support from external agencies such as the Titans for Tomorrow program, BPHS has provided support to build students aspirations through the Titans Girls Academy – a program of support to encourage attendance and attainment for our 23 female students from years 7 to 12.

Workshops at executive meetings and a Staff Development Day, were led by the Aboriginal Education team, providing executive and whole school staff with training in the 8 Ways of Aboriginal Learning. Embedding Aboriginal perspectives and ways of learning within all KLA programs to enhance the learning outcomes of all students and specifically those of Aboriginal and Torres Strait Islander descent.

Laura Coulter was nominated for a Nanga Mai Awards for outstanding achievement in sport, having travelled to the USA to represent Australia in U17 Softball. This year we were unsuccessful in our application for 2 students to receive the
UNSW “Summer and Winter School Scholarships”, for those students wishing to pursue higher education options.

The 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. BPHS students came 2nd overall in the Ecoman Deadly Business awards connected to this program. Once again, BPHS students participated in the Tweed 5 community initiative, Wollumbin Dreaming, an eight week community supported Aboriginal Youth Leadership initiative promoting cultural awareness, leadership and self-image.

During 2014, attendance rates for aboriginal students increased by 2.4% compared to 2013, following the increased attendance trend demonstrated by all BPHS students. Attendance rates for Aboriginal boys increased by 3.3% to 88.6%. Attendance rates for Aboriginal girls increased by 1.4% to 82.4%. Attendance rates for aboriginal girls will be a focus in 2015.

Improved outcomes of programs designed to ensure Aboriginal students achieve educational outcomes that match or better the outcomes of ‘all students’ was measured by an increase in student engagement with these programs. The school continues it’s efforts to find suitable tutors for a broad range of courses, students nominated for senior NORTA NORTA tutoring, is improving the school’s ability to provide experienced and high quality tuition.

Aboriginal students are supported through transition support meetings with parents and primary schools when students’ transition into high school, aiming to make both the student and the parents comfortable and welcome in a new educational setting, ensuring plans are developed to meet the learning needs of individuals. Another point where students receive extra support is during the process of choosing subjects stage 5 and stage 6 and exit points determined by individual student’s needs. This includes, but is not limited to, work placement opportunities and further education including TAFE and University training, such as the ‘Star’ program.

Year 9 NAPLAN results demonstrated varying results for individual students. Positive growth was shown in numeracy, however there is still a need to focus of numeracy as few students achieve more than expected growth. Most students demonstrated more than expected growth in writing. Spelling and Grammar and Punctuation were identified as areas for improvement in literacy.

Senior NORTA NORTA funds were accessed by 15 senior students, providing tutoring in student identified courses, English, Mathematics, Biology, Business Studies, Physics, PDHPE, Legal Studies, Hospitality, Food Technology, Software Design and Industrial Tech Timber. All senior students who engaged NORTA NORTA tutors benefited from this support with 50% of students achieving results above the 75th quartile. The NORTA NORTA NAPLAN component funding was utilised to assist 3 students who performed well below the state average in 4 sections of the NAPLAN testing. These students received assistance both in class and individually to enable them to focus on the specific areas where they were experiencing difficulty.

Socio-economic background

In 2014 we used RAM funds to employ a second Deputy Principal:

- strengthened partnerships between feeder schools with a structured Transition program, including ‘Power Up,’ taster lessons, school visits, ‘at risk students’ program and parent information nights/tours. Regular Aurora Learning community meetings address student and community needs across all schools.
- developed and sustained a positive and inclusive school culture through a targeted Welfare program that develops and utilises internal and external expertise (see programs cited in welfare report). Developed the schools’ Anti-Bullying plan and initiated a review of the Welfare and Behaviour policy incorporating student, parent and community input.
- increased the effectiveness of classroom and school organisation by working with welfare, faculty and stage teams to develop management strategies including YR 7 and 11
improvements in the quality of teaching and learning, the level of students’ participation and engagement and improvements in students’ learning outcomes have been achieved through using the LaST to develop support plans and programs and support staff in making appropriate adjustments, training of staff in Visible Learning and Reading to Learn and the implementation of elements of these in programs and pedagogy,

overall there are raised expectations of students, teachers, executive, families and the broader learning and general communities. A sense of enhanced students’ access to a wider range of curriculum learning experiences, sources of knowledge, individual connections and educational and community through accessing the Titans 4 Tomorrow program and Family Centre support programs.

Low level adjustment for disability

Student Learning and Support Officers, (SLSO’s), were employed to support students with their immediate learning needs and to support staff in implementing adjustments to ensure student’s needs were met. Learning and Support Teachers wrote a range of support plans in conjunction with students and their parents and worked with teaching staff in ensuring appropriate and reasonable adjustments were made and implemented. We participated in the Nationally Consistent Collection of Data, (NCCD), program where we identified all students in the school with disabilities and recorded all adjustments that were made to meet the specific learning needs of these students.

Other significant programs and initiatives

Sport

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

- The annual swimming carnival was once again superb. Enthusiastic participation led by our senior students ensured a great day with numerous students going on to compete at zone level and Bradman House again being crowned Carnival Champions.
- Athletics Carnival was another success this year, with high levels of attendance and participation. The carnival was again held at school to maximise participation and reduce costs for students. Freeman House narrowly took out the victory for this carnival.
- After their earlier win in the swimming carnival, Bradman House placed first in Cross Country and was named Foundation Trophy House Champion.
- Kaleb Green was named Sportsperson of the year after strong performances in Touch, Soccer and Athletics.
- Koen Sleba was named Premiers Sport Medallist for his outstanding achievements in, and service to, the sports of Touch and Rugby League.
- Lachlan Morgan received the Pierre De Coubertain Award for his consistent application across a number of sports and the positive manner in which he always conducted himself both on the field and off.
- 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 continues to be a highlight of the school sporting calendar and Banora Point High continued its tradition of strong representation in this competition. The five of our touch teams took part in their respective finals series and we look forward to the continued support for this competition in the coming years.

Arts

A very successful and exhilarating year was had by all in the Creative and Performing Arts faculty. As we do every year, in 2014 CAPA initiated and assisted with many performances, fundraisers, extra-curricular activities and provided unique opportunities for students. Our small but vibrant faculty contributes so much to whole school events, involving the wider community including other staff, schools, community members, parents and carers.
As a united group, with the help of many valued staff and students, we highlighted the significant talent to be found at our school in our annual BraveArts showcase. Students worked together on dramatic and comedic plays, musical performances and contemporary dances. Artworks furnished the hall space and displayed the wide range of artistic skills our students own. CAPA events are always a huge production, and many students from across the school assist in the smooth running of the event. The audience turnout was possibly the highest in several years, and the night was a remarkable success in every way.

In Dance we maintained our excellent record of performance, sending students to represent Banora Point High School to both the Far North Coast Dance Festival and Schools Spectacular in Sydney. Our students performed regularly throughout the year, dancing and performing songs on assemblies and special occasions.

In Music, our students put on concerts to raise money, performed at the District P&C meeting and initiated a Music Tour to our Aurora partner schools at the end of the year to share our school’s musical talents. A new string quartet was established in our school, made up of a small group of enthusiastic individuals working to refine their skills.

In Visual Arts and Photography, students were regular exhibitors of their artworks and photographs in the Front Office, E Block and Library. Students used their talents to become involved with the wider school community, designing posters for fundraisers and student achievements. The works of our visual artists and photographers can be found around the school in various locations, including the wonderful new mural addition to the front of our canteen, painted meticulously by our Smart Arts group throughout Terms 1 to 3. Excursions to galleries to see artworks in an authentic setting, and to participate in workshops with artists and specialists were held for students in elective Visual Arts, offering genuine experiences and an alternate space for learning to occur. Our HSC artists worked hard all year to produce their individual Body of Work, culminating in the exhibition of their works in the movement studio in Term 4. One collection of drawings was selected by the school to be purchased, framed and hung in the Front Office.

In Drama, our students held a performance evening early in the year, demonstrating their energy, dedication and focus in a group play for the school community. We had several students attend the State Drama Camp this year, and one student was successful in becoming part of the State Drama Ensemble, performing with excellence in Sydney in October.

The CAPA faculty’s commitment to collegiality and sharing with the T5 schools was continued into 2014, evidenced by the opportunities offered to our senior students in particular, with the T5 HSC Enrichment Day for Visual Arts, held at Tweed River Regional Gallery, and the T5 Dance Study Day held at Kingscliff High. Both of these events allowed our seniors to interact with their fellow students in the region, and extended their learning beyond the classroom, experience exemplar-level works and share with their peers. Another massive year, full of drama, music, art and dance; another wonderful year in CAPA!

Student well-being

- 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 Team building camps for Years 7 and 11, Year 8 Boys and Girls groups, Take A Stand for Year 8 and Respectful Relationships for Year 10. Many of these programs are facilitated by the Family Centre.

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

- Peer Support continues to run with all Year 9 students completing the training during term 4 2013 and then self-nominating to become a Peer Leader to mentor Year 7 students in term 1 2014. The Rock and water program was expanded from the Middle school program with groups of male and female 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.
• The Welfare Team was expanded to include a Boy’s Advisor who supports at risk male students.
• Staff members of the Welfare team have undertaken professional development in The Accidental Counsellor training, the White Ribbon program and Mind Matters to better equip them for dealing with serious and sensitive interactions with students and to build processes and policies to support the management of staff and student issues.

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

School planning and evaluation 2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

Curriculum evaluation - PDHPE

Background
The PD/H/PE faculty consists of very experienced teachers and 1 beginning teacher. Courses taught include mandatory stage 4 and 5 PD/H/PE, elective Stage 6 PD/H/PE, PASS, SLR and CAFS.

Findings and conclusions
The PD/H/PE internal review highlighted the following:
• Great leadership
• Strong alignment of the faculty plan with the school plan
• The links between the budget and faculty plan are evident particularly in the areas of student engagement and provision of engaging activities in PE lessons.
• Professional learning links to improving student outcomes.
• Specific literacy and numeracy tasks embedded in stage 4 & 5 programs
• Students appeared to enjoy the subject and the majority of students saw relevance in the theoretical content of the subject and enjoyed the diverse nature of the practical elements of the course. Students appreciated the extra-curricula activities that were run and/or supported by the faculty highlighting the helpful nature of the staff.

Future directions
There are a number of challenges that face the PDHPE faculty:
• The approaching national curriculum and new BOSTES syllabus
• Sustained student engagement with a reduction in faculty budget
• Extending talented students in all areas of PDHPE
• Sustained focus on improving literacy and numeracy results
• Balancing a number of whole school responsibilities and maintaining an effective faculty environment.
• These challenges will be the focus for the PDHPE faculty in the next planning period.

Student Learning Survey

Background
In 2014 students were surveyed using questions from John Hattie’s’ Visible Learning.

Findings and conclusions
70% or more of students indicated:
• The teacher teaches them in a way so that they can understand the work they are doing.
• The teacher supports my learning
• The teacher is well organized and prepared
• The teacher explains what I am learning and why
• The teacher has fair assessments and tests
• The teacher gives clear instructions
• The teacher gives me feedback on my work
Less than 70% indicated:

- The teacher helps me enjoy the class
- The teacher encourages me to use technology
- The teacher sets challenging goals
- Classes are interesting and teacher displays a variety of ways to teach
- The teacher talks to my parents about my learning
- The teacher involves me in my learning
- The teacher makes the lesson interesting

Future directions

A professional learning program will be developed which will focus on goal setting, engagement and the use of evidence-based instructional strategies. This will be built into the next three year plan.

School planning 2012-2014:

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 achievement of outcomes in 2014:

Targets

1. More than 50% of year 9 students show added growth of at least 10% in NAPLAN results. We have achieved an average 49% of students scoring above or average expected growth rate in NAPLAN. This is the most realistic comparison available. (No writing data available for 2012).
2. Increase the number of YR 7 students achieving in the top two bands for writing by 2% by 2014. We achieved a 2.7% growth in this area
3. Decrease the number of YR 7 students achieving in the bottom two bands for writing by 2% by 2014. We achieved a 1.3% reduction in this area
4. Increase the number of YR 7 students achieving in the top two bands for numeracy by 2% by 2014. We achieved a 7.3% growth in this area
5. Decrease the number of YR 7 students achieving in the bottom two bands for numeracy by 3% for 2014. We achieved an 8.5% reduction in this area
6. Increase the number of YR 9 students achieving in the top two bands for writing by 3% by 2014. We achieved a 1.1% increase in this area
7. Decrease the number of YR 9 students achieving in the top two bands for writing by 2% by 2014. We achieved a reduction of 1.9% in this area
8. Increase the number of YR 9 students achieving in the top two bands for numeracy by 2% by 2014. We achieved a 3.7% growth in this area
9. Decrease the number of YR 9 students achieving in the bottom two bands for numeracy by 3% for 2014. We achieved a 1% reduction in this area
10. Increase the number of HSC results in Bands 5 and 6 from 11% in 2010 to 13% in 2014. We achieved 8.2% of HSC results in Bands 5 and 6.
11. All BPHS teachers have been trained in formative assessment and directed to implement in stage 4 and 5.

Strategies to achieve these outcomes in 2014:

- Staff continue to be trained in and implement Reading to Learn strategies. These are being supported through ILNPP 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 ILNPP 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 achievement of outcomes in 2014:
- Our student attendance rate reached 87.2% this year, increasing by 2.2% on the 2010 rate.
- Increased student participation in community and citizenship programs including 3 students participating in Lions Youth of The Year with 2 students progressing beyond the first round and 4 students participating in MUNA.
- Staff engaged in Professional Learning including:
  - Coaching Accreditation
  - Marzano’s Art and Science of Teaching
  - Hattie’s Visible Learning
  - The Classroom Teacher Program
- All staff participated in a Tweed 5 Effective Feedback professional learning activity on SDD 3, delivered by deputy principals. BPHS senior executive participated in the development team. This training was followed up within faculty teams to identify and establish effective feedback routines in our school.

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 including 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 achievement of outcomes in 2014:
- Implementation of our new homework policy. Tell them from me survey data indicates that student positive attitude to homework is at the same level as the NSW pilot group study.
- Involvement of staff in collaborative professional learning programs based on peer mentoring.
- Increases in student enrolments.
- Significant improvement in attendance rates. We reached our target of 87% in 2014.
- Strengthening of the Healthy Schools Program
- We did not have data to support the target of 85% of parents indicating provision of engaging classroom activities.

Strategies to achieve these outcomes in 2014:
- Development of the REGROW professional learning program for staff
- Introduction of the ‘Power-up’ resilience program
- Development of our new Student Welfare and Behaviour Management Policy.
- Introducing a teacher co-ordinator into the Healthy Schools program to liaise between the teaching staff and the university personnel.
Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- Parent / teacher/ student communication satisfaction survey

The student body of 504 students comprised approximately 400 families. In term 4 2014, these families were given the opportunity to provide the school with feedback regarding the quality of communication between the school and it’s community and to provide suggestions to how we might improve over the coming three years. A total of 102 responses were received, providing a 25% survey response.

- The questions were developed by the school’s deputy principal, aimed to collect information regarding the quality of correspondence, responses times, effectiveness of email, text messaging and the school’s website and suggestions for improving the current standard of communications. To ensure all parents could participate, hardcopies of the survey were sent home with students and an email was sent to parents with a link to an online survey. Survey Monkey was used to collate and represent the responses for the analysis team to consider.

- Analysis of the survey responses was conducted by a team consisting of three school staff (deputy principal, head teacher and classroom teacher), two P&C representatives and two SRC representatives (one from year 11 and year 12). Eight recommendations were developed during this process and forwarded to the school executive for consideration an implementation in 2015. Further feedback was provided to the P&C and SRC bodies.

Recommendations

- Online School Interview Bookings – for booking parent teacher interviews. This would allow busy parents to ensure they are aware of the parent teacher evening events and actively participate in the scheduling of their appointments and providing the opportunity to modify appointments if required.

- On Hold Message – will ensure confidence in a parent contacting the school when placed on hold.

- Email – as an extension of an established personal relationship or communication between teacher and parents is an effective way to communicate regarding matters involving students.

- Adequate notice – of events will support parents in making arrangements to participate in activities occurring at the school

- Information now – explore methods of providing information updates in real time eg merit postcards, Facebook notifications pointing to website updates and current alerts, extending to a school app.

- Support for parents – parents are seeking direction and support from the school in the way of course overviews, assessment dates and homework tasks, in an effort to work with students at home to engage in the learning occurring at school. The website provides an ideal place for parents to access this information.

- Information currency – all forms of information provided to parents must be current.

- Learning profile – investigate the possibility of an efficient means of providing parents more frequent feedback about a student’s learning or progress.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

- The school planning process for the 2015-2017 process has involved training staff in the new process, forming three planning teams, involving all teaching staff and representation from each KLA on the teams. The P&C has been consulted as the plan has developed and the community has been invited to have input into the draft plan. Three strategic directions were developed:
• Maximising learning outcomes through effective teaching and learning strategies
• Building capacity through strategic professional learning
• Enhancing health and well-being of students and staff

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