Expectations

We have high, but realistic expectations for all of our students. Our expectations around behaviour are captured in the school core values that were developed in 2014. Our core values:

*Striving for the highest personal achievement in all aspects of learning within a fair and safe environment*

Year 11 and 12 are involved in a transition from school to post-school learning. We provide a structure which has more flexibility than the junior years, greater self-direction and increased privileges. With this new role as a senior student at Banora Point High School comes extra responsibilities and substantial trust. We expect our senior students to:

- Be role models for the rest of the school, in behaviour, application to their studies and the way they represent the school.
- Abide by the school rules and demonstrate our core values on a daily basis.
- Be leaders with a clear focus on continuing to improve the school for themselves and others.
- Be productive in your use of time.

Learning strategies

There is a range of learning strategies that we promote and support at our school.

- **Note making**

  Our focus is on students actively making notes rather than spending excessive amounts of time passively taking notes provided to them. There are two recommended methods of note making:

  1. Combination Note Making Process

  -----

  **Combination Notes Technique**

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Facts and Notes</th>
<th>Drawings/Diagrams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key words and concepts</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

  Directions:
  - IHS – record written notes in a summary format.
  - RHS – create a visual representation.
  - Bottoms – write key words and concepts.
  - Developed from classroom instruction by Mayo, Model Based

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*Stage Induction Programs are part of our 2015-2017 Strategic Plan*
2. Cornell Note Making Process

**Comprehension and study**

1. Getting organised
   a. Get rid of the clutter. Organise your learning space, have a desk, storage and good lighting.
   b. Use a study timetable. See the appendix.
   c. Set up a good calendar and diary so that you know what is due when.

2. Develop a study technique. One that you might like to try is set out in Banora Point High School Homework Policy. It is known as SQ3R and is similar to the Cornell Note Making Technique.
   - Survey the work before your read. Look at headings, subheadings, diagrams, captions etc.
   - Question – develop questions about the information while you are surveying.
   - Read a section at a time, looking for answers to the questions that you have already proposed.
   - Respond – ask yourself questions aloud about what you have read. Write summaries, underline or highlight key points.
   - Review should occur over a number of study sessions. The student proposes answers to questions (developed by themselves or at the end of the chapter), recalls headings, subheadings, diagrams and rereads highlighted important points.
Problem solving - Newman’s error analysis:

a. Read the question. If you don’t know a word, leave it out.
b. What is the question asking you to do?
c. How are you going to find the answer?
d. Show your partner or teacher what you are going to do to get the answer. “Talk aloud” as you do try to solve the problem, so that your teacher/partner can understand how you are thinking.
e. Write down your answer to the question

ALARM – Use the ALARM scaffold, developed by Max Woods at Freshwater High

Alarm provides a framework for learning by deconstructing tasks, feedback and reflection. Students can use this technique in their exams, or in assessment tasks. It can also be used as part of the SQ3R technique by providing students with a method to scaffold their questions.

In order to answer a question, students need to understand what is being asked. ALARM is based on use of the BOSTES key words and Blooms taxonomy. It focuses on:

- Identify
- Describe
- Explain
- Analyse
- Interpret
- Critically analyse
- Evaluate

The structure allows students to develop more sophisticated responses for the higher order questions. By encouraging students to use the matrix, it promotes metacognitive processes, with them choosing how they are going to learn.

<table>
<thead>
<tr>
<th>ALARM Logical Matrix</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition and Explanation:</strong></td>
</tr>
<tr>
<td><strong>Criteria for Evaluation:</strong></td>
</tr>
<tr>
<td>Name and Define</td>
</tr>
<tr>
<td>content</td>
</tr>
</tbody>
</table>

**Critically Evaluate:**

- Conceptualise:
- Appreciate:
STAGE 6 INDUCTION PROGRAM

**BOSTES Key Words:**

**GLOSSARY**

**Account** - Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions

**Analyse** - Identify components and the relationship between them; draw out and relate implications

**Apply** - Use, utilise, employ in a particular situation

**Appreciate** - Make a judgement about the value of

**Assess** - Make a judgement of value, quality, outcomes, results or size

**Calculate** - Ascertain/determine from given facts, figures or information

**Clarify** - Make clear or plain

**Classify** - Arrange or include in classes/categories

**Compare** - Show how things are similar or different

**Construct** - Make; build; put together items or arguments

**Contrast** - Show how things are different or opposite

**Critically (analyse/evaluate)** - Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)

**Deduce** - Draw conclusions

**Define** - State meaning and identify essential qualities

**Demonstrate** - Show by example

**Describe** - Provide characteristics and features

**Discuss** - Identify issues and provide points for and/or against

**Distinguish** - Recognise or note/indicate as being distinct or different from; to note differences between

**Evaluate** - Make a judgement based on criteria; determine the value of

**Examine** - Inquire into

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Explain - Relate cause and effect; make the relationships between things evident; provide why and/or how

Extract - Choose relevant and/or appropriate details

Extrapolate - Infer from what is known

Identify - Recognise and name

Interpret - Draw meaning from

Investigate - Plan, inquire into and draw conclusions about

Justify - Support an argument or conclusion

Outline - Sketch in general terms; indicate the main features of

Predict - Suggest what may happen based on available information

Propose - Put forward (for example a point of view, idea, argument, suggestion) for consideration or action

Recall - Present remembered ideas, facts or experiences

Recommend - Provide reasons in favour

Recount - Retell a series of events

Summarise - Express, concisely, the relevant details

Synthesise - Putting together various elements to make a whole

Stage Induction Programs are part of our 2015-2017 Strategic Plan
STAGE 6 INDUCTION PROGRAM

Support

1. In school (individuals):

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Advisor</td>
<td>Mr Duff (year 12) and Mr Bodell (year 11)</td>
</tr>
<tr>
<td>Boys’ Advisor</td>
<td>Mr Lengyel</td>
</tr>
<tr>
<td>Girls’ Advisor</td>
<td>Ms Naughton</td>
</tr>
<tr>
<td>Careers’ Advisor</td>
<td>Ms Dreyer</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>Mr Randle</td>
</tr>
<tr>
<td>Counsellor</td>
<td>Ms Parker</td>
</tr>
<tr>
<td>Mentors</td>
<td>Year Advisor and DP co-ordinate this at the start of term 4</td>
</tr>
<tr>
<td>Aboriginal support</td>
<td>Ms Wise</td>
</tr>
<tr>
<td>LaST</td>
<td>Ms Duong and Ms Verhoeven</td>
</tr>
</tbody>
</table>

In school - programs

<table>
<thead>
<tr>
<th>Program of Improvement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This is a supportive program coordinated by the Deputy Principal during week 6 of each term. Students who are working well are identified and a letter sent home to parents. Those students who demonstrate that they could be putting their HSC at risk are interviewed, parents contacted and placed on a program of improvement. The purpose of the program of improvement is support students in completing all course requirements for HSC.</td>
</tr>
</tbody>
</table>

Year 12 Mentors

As students begin their HSC course year, they will be asked to nominate teachers to be approached by the Deputy as a senior mentor. A teacher who agrees to mentor will provide ongoing support throughout the HSC year, in areas such as managing stress, study planning and motivation to stay focused.

2. Outside of school

<table>
<thead>
<tr>
<th>Well-being</th>
<th>Organisation</th>
<th>Phone</th>
<th>Web-site</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Family centre</td>
<td>(07) 5524 8711</td>
<td><a href="http://thefamilycentre.org.au/">http://thefamilycentre.org.au/</a></td>
</tr>
<tr>
<td></td>
<td>Aboriginal Education Consultative Group AECG</td>
<td>Secretary Aunty Jackie McDonald 0408369629</td>
<td><a href="http://www.aecg.nsw.edu.au">http://www.aecg.nsw.edu.au</a></td>
</tr>
<tr>
<td></td>
<td>Aboriginal Community Liaison Officer ACLO</td>
<td>Mitchell Armour</td>
<td><a href="mailto:mitchell.armour8@det.nsw.edu.au">mitchell.armour8@det.nsw.edu.au</a></td>
</tr>
</tbody>
</table>

Stage Induction Programs are part of our 2015-2017 Strategic Plan
**STAGE 6 INDUCTION PROGRAM**

- **What other programs and activities are available in Year 11 and 12?**

<table>
<thead>
<tr>
<th>Program</th>
<th>Summary</th>
<th>Why choose it?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Youth of the Year</strong></td>
<td><strong>Program Summary</strong> Youth of the Year is designed to encourage student interest in leadership and the qualities required to take an active and constructive role in the community. A high level of academic, leadership, sporting, public speaking and citizenship achievement is sought in its potential winners. By emphasising these qualities it hopes to provide outstanding role models for the youth of Australia and an overall increase in the confidence of young men and women. <strong>Why choose it?</strong> Lions Youth of the Year is an excellent means of assisting Australia’s youth and promoting the essential role of leadership development and community service organisations in maintaining Australia’s high standard of living.</td>
<td><strong>See Mr Randle for more information.</strong></td>
</tr>
<tr>
<td><strong>Lions Youth of the Year</strong></td>
<td><strong>Program Summary</strong> Lions Youth of the Year is an excellent means of assisting Australia’s youth and promoting the essential role of leadership development and community service organisations in maintaining Australia’s high standard of living. <strong>Why choose it?</strong> Lions Youth of the Year is an excellent means of assisting Australia’s youth and promoting the essential role of leadership development and community service organisations in maintaining Australia’s high standard of living.</td>
<td><strong>See Mr Randle for more information.</strong></td>
</tr>
<tr>
<td><strong>Max Potential</strong></td>
<td><strong>Program Summary</strong> The Max Potential project offers 22 weeks of personal leadership development, including coaching, to young leaders from schools, and the community, to help them maximise their potential during the final years at school, and beyond. It also encourages students to focus on the local community and ways that they can work to improve it. <strong>Why choose it?</strong> Successful completion of Max Potential will qualify all young adult participants to a Certificate 1 in Active Volunteering. The certificate, customised specifically for Max Potential, in partnership with the NSW Centre for Volunteering, builds on the basic generic skills required by all community-oriented organisations that enable volunteers to effectively participate in the organisation and undertake their community service work using basic practical skills required for the job.</td>
<td><strong>See Mr Randle for more information.</strong></td>
</tr>
<tr>
<td><strong>GUESTS Program</strong></td>
<td><strong>Program Summary</strong> Through the Griffith University Early Start to Tertiary Studies (GUESTS) Program, motivated students can study a university course (subject) while at high school. They can experience the challenge and excitement of university life, and have the chance to receive guaranteed entry into Griffith University. <strong>Why choose it?</strong> As a GUESTS student, you will attend class with undergraduate students. You’ll be enrolled as a non-award Griffith University student. GUESTS students who complete one university course and achieve a Pass grade or better are eligible to receive a Guaranteed Offer of Entry to a wide range of undergraduate degree programs at Griffith University. GUESTS students receive one bonus admission rank towards other Griffith University degree program preferences when applying through the Queensland Tertiary Admissions Centre (QTAC) or the NSW Universities Admissions Centre (UAC).</td>
<td><strong>See Ms Dreyer for more information.</strong></td>
</tr>
</tbody>
</table>

*Stage Induction Programs are part of our 2015-2017 Strategic Plan*
| STAR Scheme | Southern Cross University's STAR Entry Scheme enables Year 12 students to gain early admission to SCU on the basis of their school principal’s recommendation. The STAR Scheme matches an individual student to a particular SCU course based on their likelihood of success in their chosen discipline. [http://scu.edu.au/futurestudents/index.php/29/](http://scu.edu.au/futurestudents/index.php/29/) See Ms Dreyer for more information. | Gain early entry to an SCU course based on your particular skills, talents or passion. Many gifted students have received an offer to Southern Cross University through the STAR Entry Scheme, motivated by the desire to receive an early offer. SCU also recognises that ATAR and OP scores are not the only indicators of your academic potential. |
| HSC Pathways | Most students follow a two-year program of study in Years 11 and 12 leading to the award of the Higher School Certificate. The Board of Studies, Teaching and Educational Standards (BOSTES) also provides access for those people who wish to combine studies with employment or with other responsibilities, such as family care. See Mr Randle for more information. | You may accumulate HSC courses towards the Higher School Certificate over a period of up to 5 years. Preliminary courses may also be accumulated. The five year period will commence in the first year you complete an HSC course. Students who are accumulating the Higher School Certificate will receive a Record of Student Achievement for each calendar year of study. |
| HSC Study Information Evening | Students often feel lost and overwhelmed during the HSC year. The Deputy Principal, Year Adviser and School Counsellor will lead students and parents through a tool designed to help student navigate their way through their HSC preparation. | Students and parents will be shown useful links, techniques and support in preparation for the HSC. The information evening and Senior Study Pack provides checklists, glossary of terms, goal setting, time management, improvement identification and SMART STUDY techniques. |
| HSC Study Day | The School of Education at SCU Lismore Campus offer an HSC Study Day for students where former chief examiners, HSC advice line teachers and senior markers from a range of subject areas, provide advice and tips for students preparing for their HSC examinations. | Students engage in sessions on HSC preparation to help students 'get the edge to succeed' in their final exams. These sessions include; English (extensions one and two), maths (extensions one and two), legal studies, business studies, physics, personal development, health and physical education (PDHPE), chemistry, history, modern history, ancient history, biology, economics, visual arts, textiles and design, music, food technology, retail, hospitality. |
| KLA Enrichment Days | Teachers from the 5 Tweed Valley public schools, work together in providing workshops for students to enhance their preparation for the HSC in specific courses. | Students who participate in these enrichment days develop a greater understanding of the students with whom they are competing with in the HSC. These days make the HSC suddenly seem real while at the same time, students are provided with hints and tips from someone external to our school. |
## RRISK
RRISK is a health promotion program that addresses risk-taking behaviour amongst year 11 students in the Mid North and North Coast of NSW. Adolescent risk taking associated with alcohol, drugs, driving and celebrating results in unacceptably high levels of injury and trauma. Young people are over-represented in every category of risk-taking behaviour resulting in injury.

## YLEAD
YLEAD is a leadership program which supports schools in developing a generation of confident, motivated and skilled young leaders who are capable and willing to make a positive difference in our changing world.

## Crossroads
Crossroads is a mandatory program for students in Years 11 and/or 12 in NSW government schools.

## HSC Breakfast Program
Staff at BPHS provide a health and supportive environment before each of the exams during both the TRIAL and HSC examination periods in the Hospitality Kitchens at the school.

### Routines, policies and expectations

<table>
<thead>
<tr>
<th>Assessment task policy</th>
<th>In the beginning weeks of Stage 6 courses, senior students will be presented with the appropriate Assessment Policy Booklet. The Assessment Booklet outlines all requirements for school assessments and an overview of the assessment tasks through the course, for all subjects offered at BPHS. This document can be found on the school’s website in School Years. It is the student’s responsibility to ensure they are familiar with the Assessment Policy for their course and they follow the procedures outlined in the policy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>Attendance is a key indicator for teachers to monitor a student’s ability to engage with a course with due diligence and ability to achieve some or all of the course outcomes. Students are to ensure all absences are accounted for by providing a note to the roll call teacher explaining the reason for the absence.</td>
</tr>
<tr>
<td>Early finishes</td>
<td>Senior students are permitted to leave school at the beginning of lunch on a Wednesday to utilise their study period. If a student has no timetabled classes during period 5, a student can apply for permission to leave school at 1.10pm. Students must sign out at the office.</td>
</tr>
<tr>
<td>Illness/Misadventure</td>
<td>The Illness/Misadventure process is outlined in the Assessment Policy Booklet and can be found on the school’s website in School Years.</td>
</tr>
<tr>
<td>Late starts</td>
<td>If a student has no timetabled classes during period 1, a student can apply for permission to arrive at school by 9.45am. Students must sign in at the office.</td>
</tr>
<tr>
<td>Study periods</td>
<td>Students are NOT ALLOWED to leave school for any reason during breaks between classes, including free periods. These are study periods and students should be in the library. Once a student arrives at school, he/she must remain at school until the conclusion of all classes. Students should use their study periods productively with private study.</td>
</tr>
<tr>
<td>TAFE</td>
<td>TAFE courses are mostly timetabled for Monday afternoon. Senior students are permitted to leave the school after period 3 if they do not have any timetabled lessons for the day or are going to TAFE.</td>
</tr>
<tr>
<td>Uniform</td>
<td>Seniors set the standard for the rest of the school. Seniors must be in full school uniform, with full uniform including jacket being worn when representing the school at special events.</td>
</tr>
</tbody>
</table>
• **Helpful links**

**HSC support**
A range of online resources is available to help students and parents understand the HSC and prepare for assessment and examinations.

- [HSC online](#) and [HSC how it works](#) are useful websites for parents and students.
- Year 12 students can set up their personal profile on [NSW students online](#) and access support materials including the HSC exam timetable and answers to frequently asked questions about the HSC.
- Students can prepare for the final exams by looking at past [HSC exam papers](#).
- See [NSW HSC online for parents](#) for translated information.

**Balancing commitments**
This year it's more important than ever for students to balance commitments between their school, social and family life. It is a good time to ensure that if you are doing part-time work you have the appropriate balance.

**After Year 12**
It's a good idea for your child to start thinking about careers that suit their interests and abilities as early as possible. You may like to talk with the careers adviser and research options together.

Resources, such as the following sites are readily available:

- [myfuture](#)
- [next:life after school magazine](#)
- [HSC online careers](#)
- [Careers Advisory Service](#)

**Future study and training options**
For students considering continuing with study, visiting the following links can help them make an informed decision:

- [Leaving school](#)
- [Year 12 - what next?](#)
- [Going to uni](#)
- [TAFE NSW](#)
- [Training and industry](#)
- [Apprenticeships and traineeships](#)

Going to careers markets and open days are also good ways to find out what's on offer.

**Job searching**
These websites list job vacancies and apprenticeship and traineeships opportunities:

- [NSW government jobs](#)
- [Australian JobSearch](#)
- [MyCareer](#)
- [CareerOne](#)
- [SEEK](#)
**Stress Management**

**ReachOut’s top tips for beating stress**

Everyone experiences stress at some point, but there are heaps of simple ways to minimise its impact on your life. Right now is a great time of the year to work on stress management skills and be ready for when the stress-deluge comes (exams).

Stress can be mild or intense, and it can make people feel frustrated, anxious and even hostile. Ever been grumpy because of stress? There you go. Stress can get in the way of sleep, cause headaches and change your appetite. It can also reduce your ability to concentrate and make it harder to remember course content.

ReachOut has lots of fact sheets and practical tools for beating stress. Here are a few:

- **All work and no play?** Bad idea. Make time every week to completely forget about study and do something you enjoy, like playing sport, hanging out with friends or watching TV. Taking regular breaks and ‘me-time’ to clear your head will also help you study more productively: [au.reachout.com/taking-regular-me-time](http://au.reachout.com/taking-regular-me-time)

- **Feel like you’re not achieving what you’re capable of?** Sit down and set goals at the beginning of each term. Define your goal, set sub-goals and make a plan of action. Then you’ll know what you’re aiming for and it’ll be easier to stay focused: [au.reachout.com/how-to-set-goals](http://au.reachout.com/how-to-set-goals)

- **When you’re feeling stressed, it helps to have a proven strategy lined up to help you deal with it.** It could be something like reducing the number of commitments you have, telling a close friend you’re stressed and talking through it, or even using positive self-talk strategies: [au.reachout.com/building-better-coping-skills](http://au.reachout.com/building-better-coping-skills)

Sometimes it might feel like stress is unbeatable, but it’s definitely manageable. For more info on keeping it in control, check out these fact sheets on ReachOut.com:

- **Tips on managing stress:** [au.reachout.com/managing-stress](http://au.reachout.com/managing-stress)
- **Ways to relax:** [au.reachout.com/ways-to-relax](http://au.reachout.com/ways-to-relax)
- **Tips for problem solving:** [au.reachout.com/all-about-problem-solving](http://au.reachout.com/all-about-problem-solving)
- **Information on anxiety:** [au.reachout.com/how-to-manage-anxiety](http://au.reachout.com/how-to-manage-anxiety)