2010 Annual School Report
Banora Point High School

NSW Public Schools – Leading the way
Our school at a glance

Students

In 2010 Banora Point High School had 634 students, a slight decrease on the previous year. 26 students did a Life Skills level of study through the Special Education faculty.

Staff

There were 52 teaching staff and 12 permanent support staff. Both groups were supported by a reliable group of temporary and casual staff who enabled the smooth running of the school, and the operation of additional programs throughout the year. 3 permanent appointments were made through the year.

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

Significant programs and initiatives

Provision for gifted and talented students was extended, and students were successful in the Tournament of the Minds, Public Speaking and Debating, national academic competitions, performing arts and many areas of sport.

Consolidation of the Aurora Learning Community was assisted by the conduct of two combined School Development Days. These focused on the use of technology in teaching and learning; and on increasing staff awareness of local Aboriginal culture and heritage. The inaugural Aurora Showbiz was the major cultural program for the year.

Technology was a major focus of professional development, with the establishment of the school moodle site for online learning. As teachers and students became more competent in the use of the laptops, so the quality of work produced improved. Significant spending on interactive whiteboards and video conferencing equipment will bear fruit in 2011 and beyond. We were selected to pilot the online English test for the School Certificate, and the Year 8 ESSA test. This was due to past success in online testing.

To address the challenges of the increased school leaving age, Banora Point High began the pilot of an alternative Year 9 program for selected students: Strive to Succeed. This is a partnership with other agencies, and will continue in 2011. We began our own alternate program for students in Stage 4 students at risk of disengaging with school. Both these programs rely on parental support, which has been strong.

Student achievement in 2010

Naplan Results

121 Year 7 and 128 Year 9 students sat the tests, representing 98% and 94% respectively of the enrolment in each year.

In Year 7 the percentage of students achieving in the top two bands in literacy and numeracy improved significantly upon 2009 results. Average growth in both areas was still below state, with girls achieving at a level closer to state average than boys.

In Year 9 the percentage of students achieving in the top two bands in literacy and numeracy also showed significant improvement upon 2009 levels. Average growth was again below state levels.

In 2011 under the Low SES School Communities National Partnerships the School Plan targets are to increase the number of our students achieving in the top 2 bands for NAPLAN Writing by 3% for Year 7 and 7% for Year 9 and to increase the number of students achieving in the top 2 bands for NAPLAN Numeracy by 5% for Year 7 and 7% for Year 9. This will bring School results in line with Regional levels of achievement.
School Certificate

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

11% of results were in the top 20% of the state, and 37% were in the top 30% representing an overall increase on 2009 results. Individual student achievement demonstrated very significant improvement upon 2009 when no Band 6 result was recorded. In 2010 one student achieved the outstanding result of Band 6 in all courses.

School versus State variations were most favourable in the Key Learning Areas of English, Science and Australian Geography, Civics and Citizenship whilst Mathematics, Science and History results showed improvement on 2009 levels of achievement.

Higher School Certificate

68 students completed the Higher School Certificate in 2010. There were two Band 6 results, and 32 Band 5 results. 13% of results were in the top 20% of the state, and 38% of results were the top 60% of the state. This was a slight improvement on 2009 results.

Strongest performances were in English Advanced, Music, Community and Family Studies, and Visual Arts. Areas for greatest improvement included Standard English and Mathematics.

Messages

Principal’s message

The second Higher School Certificate cohort began the process of consolidating a culture of achievement. Again, about 25% of Year 12 students gained early entry to universities for 2011. Most graduates have gone on to further study at university or Tafe, or started work in the local area.

Ms McLean’s Tournament of Minds team came second in the region at their first attempt, and both junior and senior debating teams were zone champions. Thanks to teachers who are providing opportunities for students to excel in their areas of talent and interest.

School Spectacular, Regional and State Dance, and Aurora Showbiz provided talented dancers with the opportunity to both develop and demonstrate their skills. We began what I hope will become a culture of student performance on weekly assemblies. Students have talents in such a broad range of areas, and it is a joy to see their confidence and expertise.

Two students were nominated for the inaugural Tweed Kids in Community Awards. Again, this will become a tradition as we share with the community what great things our students are doing.

Sporting teams were again successful in a variety of competitions, and the Talented Athlete Squad excelled as leaders and role models.

Building the Education Revolution funds were used to provide shade and shelter and improve Special Education facilities.

Thank you to our dedicated staff who provide such a range of experiences and opportunities for students; and thank you to all those who took the opportunities and made the most of them. Parents and carers supported the school in many ways, and I especially thank our small enthusiastic P&C.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

June Rogan Principal
P & C Message

The P&C has worked closely and successfully with Ms Rogan and her executive team to ensure quality teachers and teaching are delivered to the whole school. The P&C is encouraged by the appointment of the Highly Accomplished Teacher and looks forward to the improvements this will bring for the students.

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

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

David de Closey, P&C President

Student representative’s message

In the eight years since the establishment of Banora Point High School it has grown in size, experience and opportunities provided to the students. Students are able to develop their knowledge and experience as they enter all aspects of school life.

Our school experienced both losses and gains throughout 2010 with staff transfers such as Mr Sharp and Mr Macqueen from the science faculty. They were excellent teachers who had a positive relationship with their students and encouraged their students to strive towards excellence. We miss them and wish them the best in the future. New staff also provided students with expertise and enriched knowledge.

2010 saw our school expanding into the wider community and developing a positive reputation. The Aurora Learning Community developed relationships with local primary schools through the performing arts and grew bonds between the students and within the wider community.

Our school continued to provide opportunities for student leadership throughout the Student Representative Council, Peer Support, the Talented Athlete Squad and our participation in the Tweed Valley competition. Through these activities students have shown the capacity to stand up and support one another as well as represent the school positively.

2010 also saw our Debating teams compete and win against other students in our Zone, Region and State. We participated for the first time in Tournament of the Minds and came third. These are just some of the opportunities provided to our students.

In future years we would like to encourage students to take advantage of every opportunity provided to them, develop their leadership skills, work together and pursue their dreams. Through attaining these goals that you are trying to achieve, feel positive and grateful for the opportunities provided to you at Banora Point High School and reach for the stars.

Louis Wong SRC Representative
School context

Student information

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

Student enrolment profile

![School Enrolments](image)

Student attendance profile

We continue the challenge of addressing student attendance. A core group still does not understand the link between regular attendance and their outcomes at school. The decline in attendance has increased as the school moved into Stage 6.

![School Attendance Yr 7-12](image)

Management of non-attendance

Attendance and punctuality were addressed through the following means. Letters were sent to parents / carers when students missed three consecutive days. Regular roll call checks and monitoring were conducted. A change to roll call procedures was introduced, with penalties for consistent lateness. Regular reminders were given to senior students about signing out privileges, and sanctions were applied as appropriate. The newsletter contained regular features about attendance, both the legal requirements and research findings. The Home School Liaison Officers followed up many students, with some positive results. Attendance plans were applied to some students.

Retention to Year 12

Although apparent retention (for matched students) from Year 10 to Year 12 is still below regional and state levels, there was a 10% improvement on 2009 retention. 122 students sat the School Certificate in 2008; and 68 completed the HSC in 2010, a retention rate of 55.7%. The changes to the school leaving age are expected to impact upon this statistic over time.

<table>
<thead>
<tr>
<th></th>
<th>SC07 - HSC09</th>
<th>SC08 - HSC10</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>45.3</td>
<td>53.2</td>
</tr>
<tr>
<td>SEG</td>
<td>54.7</td>
<td>60.0</td>
</tr>
<tr>
<td>State</td>
<td>61.0</td>
<td>62.7</td>
</tr>
</tbody>
</table>

Post-school destinations

39 students received early entry offers to universities, and most have taken these up. For the second consecutive year the HSC Dux has chosen to study medical science. Some students have deferred for a gap year. Students have also commenced Tafe courses or employment, including apprenticeships and traineeships, locally.

Year 11: 38 students left during Year 11. Several who left school later returned when work prospects diminished. Confirmed destinations include the following:

Tafe – 3  
Other schools – 4  
Work – 8  
Exchange students returning home – 2  
The destinations of 21 students are unconfirmed. Many left school when they turned 17; and indicated they had only returned to school because the law had changed.

Year 12 students undertaking vocational or trade training

57(84%) students studied a vocational course as part of their HSC. This was a significant increase on 2009 levels. Courses were studied through school and Tafe. One student held a school based traineeship as part of his HSC, and his employer is
supporting him through a Business Degree at University.

Year 12 students attaining HSC or equivalent vocational educational qualification

100% of Year 12 students gained their Higher School Certificate in 2010.

Staff information

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

Kim Taylor relieved as Deputy Principal during 2010, as this position was on review. It has been abolished for 2011 as student enrolments are below 700.

Members of staff appointed during 2010 were Luke Bristow, Head Teacher English; Darren Bodell, Maths teacher; and Roseanne Bondin-Bates, School Learning Support Officer. Eight teachers were transferred or promoted during the year, so there is significant staff change for 2011. At the time of writing these vacancies are still being filled.

Thirteen temporary teachers filled long term vacancies throughout the year. These vacancies arose from various forms of leave and alternate duties. An unfilled position was used to provide alternative programs in Stage 4 for students at risk of leaving school early.

Three Executive positions were filled in a relieving capacity for most of the year. Thanks go to Kim Taylor, Terry Simpson and Tracy Gee for stepping up.

The school administration staff consisted of the School Administration Manager, eight administration officers and the general assistant. Other support staff included four cleaners, two canteen operators and two uniform shop staff (all employed by other organizations.)

Three permanent and six temporary school learning support officers provided classroom support for students with identified learning and other needs. Aboriginal students were supported by two tutors, who were employed from Norta Norta funding.

<table>
<thead>
<tr>
<th>Staff establishment</th>
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</thead>
<tbody>
<tr>
<td>Position</td>
</tr>
<tr>
<td>Principal</td>
</tr>
<tr>
<td>Deputy Principals</td>
</tr>
<tr>
<td>Head Teachers</td>
</tr>
<tr>
<td>Classroom Teachers</td>
</tr>
<tr>
<td>Teacher of Severe Intellectual Disabilities</td>
</tr>
<tr>
<td>Teacher of Moderate Intellectual Disabilities</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
</tr>
<tr>
<td>Teacher Librarian</td>
</tr>
<tr>
<td>Careers</td>
</tr>
<tr>
<td>Counsellor</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Three members of permanent staff identify as Aboriginal.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>90</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10</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>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>245,066.39</td>
</tr>
<tr>
<td>Global funds</td>
<td>458,130.70</td>
</tr>
<tr>
<td>Tied funds</td>
<td>478,021.05</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>238,141.04</td>
</tr>
<tr>
<td>Interest</td>
<td>16,852.66</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>7,148.55</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1,443,360.39</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 148,151.93 |
| Excursions                 | 90,067.66  |
| Extracurricular dissections| 102,941.04 |
| Library                    | 25,154.27  |
| Training & development     | 8,521.67   |
| Tied funds                 | 398,983.42 |
| Casual relief teachers     | 158,530.83 |
| Administration & office    | 94,188.83  |
| School-operated canteen    | 3,498.00   |
| Utilities                  | 90,676.37  |
| Maintenance                | 21,177.45  |
| Trust accounts             | 16,119.12  |
| Capital programs           | 11,686.89  |
| **Total expenditure**      | 1,169,697.48 |
| **Balance carried forward**| 273,662.91 |

A priority for school funds was the purchase of technology resources such as interactive whiteboards.

Most training and development expenditure is included in Tied Funds. It exceeded $47,000, and included general funds, digital education learning, and newly appointed teacher support.

The school holds regional funds which totalled over $200,000 in 2010. The school does not control these funds.

A full copy of the school’s 2010 financial statement is tabled at the annual general meeting of the P&C. A copy can be obtained by contacting the school.

School performance 2010

The achievements listed below are a summary of the opportunities and experiences provided to students in 2010.

Achievements

General

- Our first ever Tournament of Minds team came second in the Region.
- Both junior and senior Debating teams were Zone champions. The senior team was third in North Coast, and the Juniors were third in NSW!
- Year 9 students participated in the Northern Rivers Maths Quest. Results included the second highest result in the individual competition to Ben Thorpe.
- Three senior students successfully completed the Kokoda Challenge, including walking the Kokoda Track.
- The first group of Years 9 and 10 students received their Premier’s Student Volunteering Awards.
- Ben Huthnance was second in Australia in the ‘Shout out for Climate Change’ competition.
- Students performed well at the Maths Quest day in Lismore.
- Senior Legal Studies entered a Moot Competition at Griffith University for the first time, and performed well.
- ECOBS (the Environmental group) was born and ran our first Green Day.
- Leadership activities included the Global Leadership Summit, Young Women’s Leadership Day at Parliament House Sydney, National Young Leaders Day in Brisbane, guest speaking at VIEW club, and District SRC camp.
- We hosted our first Japanese students over several days; and our first international student achieved his HSC.
- We hosted three long term exchange students.
• The Transition to Work program for Special Education students expanded to include 12 community work places.

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

• We nominated two young people for the Inaugural Tweed Kids in Community Awards.

Arts

• 2009 HSC Dance student Elissa Blanch performed in ‘Callback’, where excellence in HSC performance is recognised.

• HSC Drama students performed in the inaugural ‘Curtain Call’ Festival in Lismore.

• The inaugural Aurora Showbiz with Terranora and Centaur Public Schools was a success over two nights.

• We joined the national ‘Music, Count Us In’ day for the first time.

• Three students were selected in the NSW Public Schools State Dance Ensemble – Briannah, Emily and Nicole.

• Dancers performed with distinction at the Far North Coast Dance Festival and School Spectacular.

Sport

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


• Holly Provest, Aleisha Uitendaal and Dylan Wilson had success in non – school sporting events in rowing and motocross.

• Jay Wilson followed his world championship in motocross with further representative trips overseas.

• Sports coaching was introduced as a senior course, with strong interest from students.

• Five teams made the finals in Tweed Valley Sport; and another four only missed out by one point.

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

• Staff excelled themselves in the Mount Warning Dragonboat competition at their first attempt.
Academic

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

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

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Literacy – NAPLAN Year 7

121 students sat the tests in Year 7.

The percentage of our students achieving in the top 2 bands was 12% for Writing, 19% for Spelling, 20% for Reading and 17% for Grammar and Punctuation. The two latter figures represented a significant increase compared to 2009 results.

Literacy – NAPLAN Year 9

The percentage of our students achieving in the top 2 bands was 13% for Writing, 18% for Spelling, 17% for Grammar and Punctuation and 18% for Reading. The latter figure represented a significant increase on 2009 results.

Numeracy – NAPLAN Year 7

13% of students achieved in the top 2 bands in Numeracy. 22% achieved at these levels in Data, Measurement, Space and Geometry and 15% achieved these bands for Number, Patterns and Algebra. Each of these Numeracy results indicates a significant increase upon 2009 in the top 2 bands.

Numeracy – NAPLAN Year 9

11% of students achieved in the top 2 bands in Numeracy. 16% achieved at these levels in Number, Patterns and Algebra and 10% did so in Data, Measurement, Space and Geometry, a significant increase upon 2009 levels of attainment in the top 2 bands.
Progress in literacy and numeracy

For the 84% of Year 7 students who could be matched average growth in all aspects of Literacy was below State. Year 7 girls’ growth in Literacy was more consistent with State averages than boys.

In Year 7 Numeracy average growth was below State but results showed stronger growth overall than in Literacy.

The 80% of Year 9 students who could be matched showed average growth in all aspects of Literacy and in Numeracy below State levels.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Year 7 students in our school 2010

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Year 9 students in our school 2010

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

ESSA Results

ESSA is the assessment program for Year 8 Science skills. Overall results did not show improvement on previous years, with low numbers of students attaining the higher bands.

The Science faculty has addressed this through designing assessment tasks in Stage 4 to reflect the ESSA style, with tasks related to relevant stimulus material.

Aboriginal students performed better than the general population, with results more consistent with previous years. The percentage of Aboriginal students achieving at Level 5 was significantly
higher than the percentage of these students at this level across NSW, and in local schools.

Improving performance in the School Certificate continues to be a challenge for the school. The value added data shows a consistent pattern of greater improvement for students in lower bands than in the higher achievement bands.

**Higher School Certificate**

This was the second year of HSC testing for the school, so there is little data available for comparison.

These graphs show that there was some improvement in comparison to school results from 2009, but in general all courses are below state means. The most significant areas for improvement are in Biology, Chemistry, Drama, Advanced English and Extension Maths. Most of these have very small candidatures.

Those courses performing closest to state means were Ancient History, Community and Family Studies, Physics, Visual Arts and Hospitality.

Evaluation of senior curriculum options has informed our commitment to the T5 shared curriculum model with other local public High Schools. Over time, collaboration will provide our students with access to the most experienced teachers the Tweed has to offer, and to the broadest range of course options possible.

Students now access the full range of Tafe courses through TVET, and in school they are offered Vet courses in Sports Coaching, Hospitality and Retail; as well as non–examined HSC courses in Exploring Early Childhood, Sport, Lifestyle and Recreation, and Work studies.

84% of students studied a vocational course through school or Tafe as part of their HSC in 2010.

**School Certificate**

*In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).*

110 students sat the School Certificate exams. Four students successfully completed a life skills level of study in all courses.

There were 12 Band 6 results, including one student with Band 6 in all examined courses. Band 6 results were an improvement on 2009 results. Overall, 37% of results were in the top 30% in the state, with a significant number of students achieving just below band cut off levels. This provides an opportunity to work to improve these results into the next band in 2011.

Geography and Maths results showed the greatest improvement on 2009 levels, and English and Science were comparable. History results declined over the previous year’s results. The computing skills assessment showed that students were competent in this area.

**School Certificate relative performance comparison to Year 5 (value-adding)**
Higher School Certificate relative performance comparison to School Certificate (value-adding)

Value adding to student performance is an ongoing priority for the school. This graph shows that matched students are not improving on their own performance in the School Certificate exams.

Ways of addressing this include ensuring that all students have appropriate patterns of study, that they develop good study habits and skills, and that they maintain their motivation throughout the senior years. Teacher professional development is a critical factor in improving student outcomes.

Significant programs and initiatives

It was a busy year, and the programs summarized here are only a fraction of the experiences provided to students by our school in 2010.

Aboriginal education

Funding under the Norta Norta Program enabled continued employment of two part time workers for in class support.

The funding supplied tailored learning assistance for year 8 and 10 students on the basis on the previous year’s NAPLAN results, as well as enabling the operation of Independent Learning hubs to support years 7 and 9 students in small groups.

Year 11 and 12 students were provided with Individual Sponsorship, enabling them access to individual tuition by qualified teachers to support them in the achievement of their academic goals.

Students were supports with class work, with a focus on stage 4 and 5. NAPLAN results in years 7 and 9 showed indigenous students were generally performing at or above minimum standard in literacy and numeracy. In the ESSA exam Indigenous students performed above state average.

Personalised learning plans were developed for all students.
Many Indigenous students attended “Deadly Days” at TAFE and six undertook the Tourism Australian Indigenous Culture VET course over the Christmas break.

Uncle Jim McDermott from The Family Centre continued to support a successful transition program for stage 4 boys through his weekly “Boys’ group.”

The Aurora Learning Community combined Term 3 staff development day with Terranora and Centaur Primary schools developed teacher awareness of Aboriginal culture.

All students who commenced Year 12 successfully completed the HSC course.

**Multicultural education**

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

International visitors included two groups of Japanese students who joined us for several days to experience life in an Australian school. We hosted students from Belgium, Holland and Japan, both as exchange students and international fee paying students. Our first international student completed his HSC and is now studying at university in Japan.

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

**Respect and responsibility**

Positive Behaviour for Learning was implemented in 2010. Initially students had “connect” classes each morning to support explicit teaching of expected behaviours. This did not work as well as anticipated due to variations in the delivery of the positive behaviour messages.

Whole school morning assemblies and roll call were introduced in semester 2 to ensure that students receive a consistent message about what is expected of them each day at Banora Point High School. During this assembly the three key messages of Respect, Responsibility and Readiness for learning are reinforced on a daily basis. The assembly also builds a sense of community among students and staff.

Student leadership activities were actively promoted throughout the year. Student Representative Council members and others participated in activities including Peer Support, leadership of the Year 11 RRISK day, the Global Leadership Summit run by World Vision, the Young Women’s Leadership Day at Parliament House Sydney and the National Young Leaders day in Brisbane. Members of the SRC attended the District Neighbourhood Watch meeting to give a youth perspective on issues facing the local community.

Students showed their respect for the local community in a variety of ways. These included weekly visits to Darlington Home for the Aged by students from the Support Unit; participating in Clean Up Australia Day and the Tweed Clean Up day; leading school Green Day and Harmony Day celebrations, and raising funds for charities in the wider community.

Our students demonstrated respect and responsibility in action throughout the year.

**National partnership programs**

The school has been placed on the National Partnerships Reform Extension program for Low SES schools for 2011 and 2012. This targets improvements in literacy and numeracy outcomes for all students.
**Connected learning**

Technology in teaching and learning was a major priority for the school in 2010. Digital Education Revolution professional learning funds were used to increase teacher confidence and skill in using technology in their classrooms.

The Term 2 School Development Day was combined with Aurora Learning Community, and by using our own in-house experts we were able to cater for all skill levels. Throughout the year teachers participated in Moodle training for online learning, the Intel Teach program, Smartboard and video-conferencing training, and faculty based programs for specific areas. Some staff completed online learning through the DET.

Funds were allocated to the purchase of new technology such as Smartboards, video – conferencing facilities, e-beams, computers and data projectors.

Increased student use of the DER laptops has enabled greater access to computers for all students, and teachers are now comfortable with designing online learning materials for the school Moodle site, which students can access from home.

**Other programs**

**Environmental Education for Sustainability**

The ECOBS team began to meet weekly, and through the inclusion of environmental activities as a sport option, has been able to both educate students and undertake some practical projects in and around the school.

While this is still a relatively small group, its profile has been raised in the school through regular participation in assemblies, the conduct of the first Green Day for environmental awareness, working with the Support Unit on the community garden project, a presence in both the newsletter and daily notices, and fund raising activities.

This group has taken responsibility for reducing our school environmental footprint, through actions such as turning off water heaters during school holidays.

In the community the group has encouraged student and staff participation in Clean Up Australia Day, and the local Tweed clean up of graffiti in community spaces. Students have been able to include these activities in their Student Volunteering record.

The School Environmental Management Plan was produced in draft form during 2010. We were successful in gaining a Solar Schools grant for 2011, which will reduce our expenditure on electricity through generation of solar power.

**Strive to Succeed**

We were approached by Region and invited to participate in a pilot program to address student engagement in Stage 5. Strive to Succeed was born as a partnership with DET, Connect, Nortec, Tafe, Distance Education, OnQ and the school.

Year 9 students who were considered to be at risk of disengaging with school were invited to apply for this pilot program, and six were selected to commence in Semester 2. The name, Strive to Succeed, was chosen to highlight the intention to assist these students to complete Year 10 and move into senior school with clear goals and a strong work ethic.

Paul Silver was allocated to teach this group and oversee their program, with the support of Distance Education materials. The students worked at school for two days per week on their subject materials, and spent the remaining days in activities through Nortec, Tafe and OnQ. These activities all focused on developing skills and
qualifications to take them into the world of work equipped to succeed.

Students, parents and staff members reported high levels of engagement in the program, and high morale. Teachers of their mainstream classes reported a positive impact on other students in the group.

These students continue in the program in Year 10 in 2011, and another Year 9 group will begin in Semester 2.

Vocational Education

Vocational courses provide students with the opportunity to gain national credentials as part of their HSC studies. Students study some courses at school (SVET) and others at Tafe (TVET).

In school courses were offered in Hospitality and Sports Coaching in 2010. Retail has been added for 2011.

Hospitality remains a popular choice with senior students with 2 full classes operating in Years 11 and 12. Students have had access to a wide range of workplace sites for their mandatory Work Placements and have received favourable comment on their efforts.

In its first year Sports Coaching was a popular option, and the number of students selecting it for 2011 has grown significantly.

Progress on 2010 targets

All school targets addressed improvement in student outcomes. This continues to be the major school focus.

Target 1

50% of students will show value added growth in NAPLAN results.

Student results have shown poor value added growth, especially in higher bands.

For Year 7 only 66% of students could be matched to Year 5, and for Year 9 only 61% of students could be matched in literacy and 56% in numeracy. This reflects the mobility of the school population.

Student growth was still below state levels in all areas. We need to focus on more able students, and improve their growth.

Our achievements include:

• Less able students showed strongest growth rates.

Target 2

10% of HSC results will be in Bands 5 and 6.

For students to achieve their goals in the HSC marks must be maximized. We did not reach our target.

Our achievements include:

• Only 2 Band 6 results in 2010.
• 11.7% of results were Band 5.

Many students’ results were just below the Band cutoff level. We still need to move them those few marks into the higher bands.

Target 3

Student attendance rates match regional level in 2010.

Improved attendance contributes to improved outcomes. We did not reach this target, being 2% below school figures for 2009; and 4% below regional figures. School, region and state attendance levels all dropped in 2010.

The most problematic year was Year 11, where school attendance was 7.6% below regional levels. This may be a reflection of the changes to the school leaving age, and the disengagement of some students with school.
Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of the Welfare and Discipline policy, and the Science faculty.

Educational and management practice

Welfare and Discipline Policy

Background

Since the formation of the school the welfare and discipline policy has undergone continuous refinement. There has been a deliberate focus on acknowledging positive behaviours through the merit system, and the introduction of Positive Behaviour for Learning.

In 2010 the impact of a small group of students with high needs was significant. Staff, students and parents all reported concern about this in the context of the effectiveness of the school discipline policy.

Staff concerns also arose in anticipation of the loss of the second Deputy Principal position for 2011, and the likely impact of this on whole school discipline support.

An evaluation was carried out in Term 4, through surveys, analysis of data, and informal discussions. It was noted that despite staff concerns, a significant number did not participate in the evaluation.

Findings and conclusions

Findings:

- The school provides a wide range of proactive welfare programs in all years 7 – 12.
- The discipline processes are unclear and require clarification and simplification.
- Some staff felt unsupported in managing student discipline.
- The impact of a small group of students, some of whom have significant mental health concerns, is significant on the whole school.
- School suspension rates are in alignment with other like schools, and a group of repeat offenders have an impact on the overall rate of suspension.

- Clear processes need to be developed to ensure that student management and discipline is fair, in accordance with DET policy, and promptly delivered.
- Risk assessments and student behaviour management plans need to be refined, communicated and followed to be effective.

Future directions

A Welfare Review team was established with a clear mandate. This team has representation from all faculties and the Administration staff.

The four priorities are to be completed during Semester 1 2011. They are:

- To follow up on the term 4 evaluation survey
- Clarify and codify the systems for school discipline, welfare and Positive Behaviour for Learning.
- Publish a revised policy
- Update the anti-bullying policy and processes in line with DET requirements

The risk assessment and behaviour management plan processes have already been revised to ensure wide consultation, clear communication, and prompt revision where necessary. Parents, students and staff are all involved in the production of these documents.

Processes for dealing with student discipline referrals have been streamlined to ensure that there is prompt support and follow up when Executive intervention is required. It is always clear that each classroom teacher has the prime responsibility for managing their class, and that Executive support is available when necessary.

Once the Welfare Review team has completed its tasks and revised procedures have been trialled, an evaluation will be conducted in Semester 2 2011.
Curriculum: Science faculty

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

Background

The Science faculty consists of experienced teachers who are committed to improving their results from Year 8 ESSA to the HSC. They teach all junior students and a significant number of seniors through the Physics, Chemistry, Biology and Senior Science courses.

The evaluation was conducted by a retired School Education Director over several days. He interviewed all faculty staff and Senior Executive, observed lessons, surveyed students and reviewed documentation.

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

Findings and conclusions

Findings:

- Planning and preparation are thorough, with a strong team ethos.
- While quality teaching practices were evident, further development was recommended.
- Technology was generally well used to enhance student learning.
- Assessment tasks need revision to ensure all students can access them.

Future directions

The recommendations included development of a peer teaching plan to share quality teaching practices, development of strategies to motivate and engage junior students further in Science, inclusion of extension activities to improve student outcomes in higher bands, revision of teaching programs, and promotion of science in the school and community.

In 2011 two members of the faculty are new to the school following the transfer of Science teachers in 2010. The faculty focus will include rebuilding the team to ensure that effective teaching takes place in all classrooms.

Other evaluations

HSIE Review 2009

This faculty was evaluated in 2009. In 2010 they have:

- Reviewed all programs and assessment tasks and included a quality teaching matrix, which has improved student engagement;
- Modeled all Stage 5 tasks on School Certificate format to familiarize students with this;
- Accessed professional learning in ICT, especially use of Moodle; and
- Formalised delegation of faculty tasks.

Morale and teamwork has improved noticeably in the faculty.

Special Education Review 2008

This faculty underwent a program review in 2008, and the recommendations of this review were given a three year timeline. Progress to the end of 2010 is summarized below.

- Revision of all teaching programs, with allocation of staff members to specific program oversight.
- Increased student integration in mainstream classes, specifically electives from Year 9 – 12.
- Increased work experience opportunities and access to Tafe courses. Improved work placements, relevant to student experience and post school options.
- Regular revision of Individual Learning Plans with parents and carers. These have a strong focus on transition from school to work.
- Professional learning for staff in relevant areas such as manual handling, non violent crisis intervention, and teaching students with autism.
**Parent, student, and teacher satisfaction**

In 2010 the school sought the opinions of parents, students and teachers about the school. This was done informally, through exit interviews, through data analysis, and in an online survey as part of the Situational Analysis for National Partnerships.

Their responses are presented below.

- Most students understand the value of their studies, especially in the basic areas of literacy and numeracy.
- Most students believe their teachers communicate well with regard to student achievement. Many believe that more explicit feedback on what they are doing well and what they need to work on would be helpful.
- Some students believe they could be more challenged academically in their work.
- Most parents and carers believe that home and school work in partnership to support student learning.
- Some parents believe more interesting and engaging work could be provided in classes.
- Many parents do not feel encouraged to become involved in classroom and school activities beyond attendance at school events and celebrations.
- Many staff report feeling pressured as a result of competing priorities of the school and the DET.
- Most staff report the need for further professional development, especially in the area of ICT use in teaching and learning.

Overall satisfaction with the school varies throughout the year, in line with the number of activities and requirements in evidence at any one time.

There are consistently very few complaints from parents and carers, either formal or informal. Anecdotal evidence and communication from parents suggest high levels of overall satisfaction with the activities of the school.

**Professional learning**

Professional learning was offered to all staff, both on and off site. During the year the tied grant of $37,500 was fully expended on priorities such as Information and Communication Technology, Quality Teaching, Literacy and Numeracy and curriculum areas.

School development days were well used. Term 2 focused on the development of teacher skills in implementing Information and Communication Technologies in teaching and learning. It was conducted jointly with our Aurora Learning Community partners, Centaur and Terranora Public schools. Term 3 was again in conjunction with the Aurora Learning Community and focused on Aboriginal Cultural awareness. Term 4 was used for the analysis of student NAPLAN data and to set improvement targets for 2011.

There was targeted professional learning supporting the Digital Education Revolution, which provides laptops to year 9 students. This tied grant of $22,000 was fully expended providing learning to assist the effective integration of this technology by teachers and improving their skills in the creation of online learning opportunities in the form of a school moodle. This is hosted on a server dedicated to online learning resources created by staff.

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

SASS accessed professional learning in new administrative systems and the use of Information Communication Technologies.
School development 2009 – 2011

The school has been placed on National Partnerships Reform initiative funding from the Federal Government for 2011 – 2012. This funding is for low socio-economic schools to improve student outcomes, especially in literacy and numeracy.

The School Management Plan 2009 – 2011 was amended in the light of the situational analysis for National Partnerships funding, and specific targets were written as a result.

Targets for 2011

The original school improvement targets around external assessment outcomes, retention and attendance, and teacher and leader quality remain in the school plan. The following targets are those specifically related to National Partnerships.

Target 1

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

Strategies to achieve this target include:

- Professional learning in persuasive writing.
- Teacher release to prepare appropriate curriculum modifications and adjustments.
- Employment of a teacher 0.5 to implement specific literacy programs.

Our success will be measured by:

- Naplan results meeting the target.
- Improvement in student growth data in writing across all bands following Naplan.

Target 2

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

Strategies to achieve this target include:

- Purchase and use of numeracy resources such as Mathletics.
- Professional development in the use of moodle followed by preparation of targeted homework programs online.

- Professional development in teaching for improved numeracy outcomes by regional Numeracy consultant.

Our success will be measured by:

- Naplan results meeting the target.
- Improvement in student growth data in numeracy across all bands following Naplan.

Target 3

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

Strategies to achieve this target include:

- Implementation of assessment for learning model in Stages 4 and 5 following teacher professional learning.
- Professional learning in curriculum adjustment, followed by teacher release to prepare appropriate teaching programs.
- Employment of a tutor for Aboriginal students using Norta Norta funds.

Our success will be measured by:

- Results of survey of parents and carers indicating increased satisfaction rates.

About this report

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

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