Banora Point High School

2019 Annual Report

8282

Introduction

The Annual Report for 2019 is provided to the community of Banora Point High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self–assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Banora Point High School

Eucalyptus Drive

Banora Point, 2486

www.banorapnt-h.schools.nsw.edu.au

Banorapnt-h.school@det.nsw.edu.au

07 5513 1960

Message from the principal

We proudly celebrate the sincere dedication and commitment of staff, students and community members to ensuring that our school continues to travel in a positive direction. We have the resources and personnel to provide a unique, supportive and inclusive education for all of our students. Our school provides wonderful opportunities in the academic, sporting, creative, and social areas.

"Tell Them From Me" feedback indicates our students reported better than state norms for teacher/student relations and learning climate and similar to state norms for quality instruction and expectations for success. We utilised Equity funds available to the school to continue to improve the support for learners, by developing a Learning HUB, increasing the Learning and Support Teacher allocation and engaging an Aboriginal Education Officer. These proactive approaches to supporting our learners, strengthened the support for students across our Aurora Learning Community, which includes Centaur PS, Terranora PS and Banora Point HS, improving the transition of students from primary to secondary education.

Our motto, 'reach for the stars' is part of the fabric of our school, reflecting every part of what we do as students and staff. Our school provides authentic learning experiences that develop students' critical thinking, collaborative, creative and communication skills.

Creative and performing arts are a feature of our school and provide many opportunities for the development and showcasing of our students' talents. Increased student numbers in drama has value–added to our suite of creative and performing arts. Our showcase, BraveArts, a presentation of Music, Drama, Dance, Photography and Visual Arts, produced by our students themselves, continues to be one of our biggest items on the BPHS calendar. In 2019, this showcase elevated to the next level, presenting the "Alice in Wonderland" Theatre Restaurant experience.

School background

School vision statement

We foster an inclusive learning community, inspiring students to achieve their personal best by becoming life long learners, critical thinkers and healthy creative members of a global society.

School context

Banora Point High School is a comprehensive high school with approximately 600 students. 12% of the students are Aboriginal or Torres Strait Islander background. There are three support unit classes, two Multicategorical and one IO/IS. Socioeconomic background is diverse and a significant number of students come from low SES backgrounds. School attendance data and enrolments have shown a moderate improvement over the last three years. Our effect size for literacy and numeracy is below Hattie's hinge point (according to effect size measures). The evidence in the Visible Learning matrix shows areas of development including taking responsibility for monitoring relational trust between the staff and the school, establishing teachers as activators and adaptive learning experts, using goals and targets based on student achievement data and student feedback. Time is needed to plan and collaborate. The evidence in the Tell Them From Me survey shows 71% of students believe that the teacher supports them in their learning. Evidence from the focus groups shows that learning was more effective in classrooms where there was discipline, interest levels were high and more interaction and effective feedback occurred. Our situational analysis indicated that areas we need to focus on included communicating with parents more about their child's learning, assisting students to set learning goals, continuing to provide effective feedback to students and providing them more with appropriate learning skills.

The HSC subject trends, taken as a line of best fit of means, for the most part have been positive.

Girls have been generally improving in Mathematics, boys have been variable. Girls have generally improved in English Standard, while boys have slowly declined.

Self-assessment and school achievement

This section of the annual report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:
https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Learning

Purpose

Staff use evidence about individual students capabilities and needs to plan learning that supports students to connect, succeed and thrive.

Improvement Measures

Increase levels of student engagement, interest and motivation and effort, from 2017 Tell Them From Me baseline data.
Increase retention of year 10 students completing year 12, from 2017 baseline data.
Increase the retention of partner primary school students transitioning to year 7 BPHS, from 2017 baseline data.
Increase student identified TTFM post school destinations to at or above NSW government norms.
Increase student attendance from 2017 baseline data.
Increased learning growth for identified students mapped against internal and external measures, from 2017 baseline data.
Increase the number of students achieving at or above the national minimum standard on NAPLAN reading, writing and numeracy.
Increased levels of engagment in TAS, Science and Maths courses identified in entry/exit survey data

Overall summary of progress

Four focus areas for school improvement have been identified in strategic direction 1. They include: Learning Culture, Curriculum, Wellbeing and Student Performance.

Learning Culture

The Home School Liaison Officer (HSLO) was consulted in a review of existing BPHS procedures to support student attendance. Best practice attendance procedures were sourced from other schools and contributed to the development of attendance procedures to suit our school context. These included: an attendance flow chart which clearly articulates the role of attendance team members in supporting improved student attendance, an attendance improvement plan template, a series of attendance letters to send home to parent/carers which are linked to the attendance flowchart and a share Microsoft 365 document for attendance team members to use to track attendance interventions. As well, there was a continued focus on ensuring attendance team meetings took place and the teams were active in supporting improved student attendance. The student attendance rate was 85.9% in 2019, a slight increase from 2018 which was 85.2%. Key stakeholders were consulted to map existing year 6 into 7 transition activities. This information is being used in 2020 to identify areas of needed improvement in the transition program.

Curriculum

Developing a Project Based Learning Program for year 7 continued to be a focus in 2019. After a review of the 2018 year 8 STEM PBL project, a team teaching approach was implemented with two large groups of year 7 undertaking the project together instead of individual teachers delivering the program in their classrooms. A year 7 project was developed, 'emergency rescue device' and delivered using the team teaching approach. Student exit survey data revealed that the majority of students were engaged in the Mathematics, Science and Technology content of the project which was an improvement from the 2018 project where the majority of students indicated they were only engaged in the Technology content. A humanities PBL project 'make a change' was also refined and delivered to year 7 students with a shark tank presentation at the culmination of the project. A community member present on the shark tank judging panel commented on the high quality of projects. A focus in 2019 was embedding the PBL program in the 2020 year 7 timetable, establishing a PBL team and providing PBL team members with a teaching allocation to deliver the projects. This has been achieved in 2020 with all year 7 students participating in two periods of PBL a fortnight and a PBL team established consisting of English, HSIE, Science, Mathematics and Technology teachers.

Student Performance

A key initiative in 2019 was opting into Best Start literacy and numeracy assessment for year 7 students in early term 1. Best Start data combined with transition data received from primary schools, enabled the earlier identification of students requiring additional literacy and numeracy support than utilising NAPLAN data had allowed previously. Students identified as requiring additional support were placed in learning hub groups, where a learning support teacher (LST) worked with the students to target improvement in identified literacy and numeracy skills. As part of Best Start implementation, the LST received PL in using the literacy and numeracy progressions to map student progress. Students in these groups all became increasingly proficient within the literacy or numeracy progression element they were being supported to improve in. Team teaching was also undertaken to support areas of numeracy where Best Start data analysis identified the year 7 student cohort as a whole needed additional support. The LST worked with the classroom teachers, combining two classes in a large learning space to implement numeracy interventions. As well, year 8 and 9 students identified as requiring additional literacy and numeracy through the analysis of previous year's NAPLAN data and school based assessment continued to be provided with literacy and numeracy support in learning hub groups. The number of students achieving the national minimum standard in writing in 2019 year 9 NAPLAN data has shown the most significant improvement with 71% of students achieving the minimum standard in 2019 compared with 55% of students in 2018.

Student Wellbeing

The Wellbeing Self Assessment Tool (WSAT) was used to audit wellbeing programs across the school including those embedded in the outcomes of courses. This involved identifying the domains of the wellbeing framework the programs align with and also identifying whether the programs are delivered to all, some or few students. This information was used to develop a wellbeing map which is located in the Student Welfare and Discipline Handbook and will also assist in strategic planning for future wellbeing initiatives. Staff collaborated to identify school expectations in different settings across the school. Students and parent/carers will be consulted in 2020 to add their input into the collaborative development of school expectations. It is anticipated that on finalisation of the school expectations, signage will be placed in strategic locations around the school. Staff and students also took place in sessions where they collaboratively discussed, 'what is BPHS culture'? Parents/carers will similarly be consulted in 2020, with the aim to develop a school charter, 'our school'.

Progress towards achieving improvement measures

Process 1: Learning Culture – whole school and community partnerships contribute to the development and implementation of programs which support student learning progress and to achieve their personal best at all transition points.

Evaluation	Funds Expended (Resources)
Draft year 6 into 7 transition timeline developed and shared on Microsoft 365 BPHS attendance procedures reviewed and updated. Attendance procedure flowchart, attendance letters to parent/carer and attendance improvement plan template developed and is in use by attendance teams	Concessional allowance, Middle School Coordinator Concessional allowance, Attendance Coordinator **Funding Sources:** • ($0.00)

Process 2: Curriculum – the school's curriculum provision and evidence–based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills, while being able to articulate their learning and understand what they need to learn next to enable continuous improvement.

Evaluation	Funds Expended (Resources)
Year 7 STEM 2019 PBL project 'emergency rescue device' developed, delivered and evaluated Year 7 humanities 2019 PBL project 'make a change' refined and delivered PBL periods embedded in the 2020 timetable. A PBL team established and	Materials 2019 PBL projects Teacher release days for planning 2019 & 2020 PBL projects **Funding Sources:**

Progress towards achieving improvement measures	
meeting regularly. A 2 period teaching allocation for PBL team members Year 7 STEM PBL and humanities PBL projects developed for implementation in 2020	• Socio–economic background ($6820.00)

Process 3: Student Performance – literacy and numeracy support is embedded in curriculum, supported through Learning and Support practices and measured against external standards and progressions

Evaluation	Funds Expended (Resources)
Best Start assessment undertaken by all year 7. PL in Best Start data analysis and mapping students on the literacy and numeracy progressions completed Progress of year 7–9 students participating in literacy and numeracy hub groups mapped on progressions Evaluation of 7–9 literacy/numeracy support programs shared with senior executive on microsoft 365 HSC minimum standards test undertaken by students. Support program for students who haven' achieved HSC minimum standards implemented.	Best Start PL 0.4 additional LST Literacy Planet Numeracy Ninja's/Mathspace **Funding Sources:** • Socio–economic background ($46825.43)

Process 4: Wellbeing – evidence–based strategies are employed to monitor and refine whole school approaches to wellbeing and engagement to support learning, through collective responsibility for planning student learning.

Evaluation	Funds Expended (Resources)
Student behaviour expectations in different school settings established by staff Audit of wellbeing programs completed using the WSAT. Map of wellbeing programs located in the Student Welfare and Disciplines Procedure Handbook. Consultation with staff and students on 'school culture'. Data analysed and shared with staff Gotcha certificates incorporated into the existing recognition system. Recognition system description updated in the staff handbook and student/parent/carer handbook. Gotcha prize draw every fortnight at assembly	Equity Funded Deputy Principal Teacher release days to develop and facilitate school culture sessions with students and staff Printing gotcha and merit certificates and student prizes for merit certificate draw **Funding Sources:** • Socio–economic background, Locally funded Deputy Principal ($170162.00)

Next Steps

Learning Culture

- Finalise the year 6 into 7 transition timeline, outlining programs and activities
- Consult with key stake holders to develop year 10 into 11 and post school transition timelines outlining programs and activities
- Review the year 7 'Supernova' class selection procedures and finalise 2021 selection procedures
- Review attendance procedures implemented in 2019 and make necessary adjustments

Curriculum

- Develop a year 8 STEM project for implementation in 2021
- Identify and implement initiatives to involve the school community in 2020 PBL projects
- Evaluate the 2020 PBL program and consult with key stake holders to plan the 2021 PBL program

Wellbeing

- Finalise the identification of school expectations in different setting across the school

- Develop a school charter 'our school'
- Increase student connection to house groups through student led development of house competitions

Student Performance

- Review and strengthen the program of support to students not achieving minimum NAPLAN standards
- Develop a four year literacy and numeracy plan
- Collect base line and post intervention data on students receiving literacy and numeracy support including using the literacy and numeracy progressions

Strategic Direction 2

Teaching

Purpose

High quality teaching is underpinned by inclusive learning opportunities which are engaging, evidence–based and informed by reflective practice.

Improvement Measures

Increase the number of staff engaged in personalise evidence–based professional learning focused on improved instructional practice.
Increase the number of students meeting the national minimum literacy and numeracy standard, maximising the number of students HSC eligibility.
Increase student performance through increased teacher performance as measured by the Australian Professional Standards for Teachers.

Overall summary of progress

In 2019 we effectively increased the number of staff engaged in personalised evidence–based learning focused on improved instructional practice. A further group of staff have engaged in learning utilising Scout and have used their data analysis to inform their teaching practice.

In 2019 we successfully increased the number of staff understanding and utilising our TEEL scaffold for paragraph writing, and introduced the ALARM scaffold for essay writing. This model is now substantially utilised throughout the school and improved HSC results this year reflect the effectiveness of this model for improving student outcomes.

Teachers effectively used the Professional Standards for Teachers to inform their professional learning in 2019, improving practice and deepening understanding of new syllabuses to be taught in 2019 and beyond. One teacher is working towards Highly Accomplished accreditation, and a further two teachers have indicated interest in pursuing accreditation at higher levels in 2020. The Professional Learning Team mapped the use of the professional learning funds and discovered relatively even use of the funds across all faculties, with a larger portion being utilised for whole school projects in order to meet our objectives in the school plan.

Progress towards achieving improvement measures

Process 1: Effective Classroom Practice – evidence–based strategies are used by students and teachers to improve lesson planning, explicit teaching, feedback and classroom management

Evaluation	Funds Expended (Resources)
Effective introduction of TEEL paragraphs and ALARM matrix to staff. Majority of teachers now upskilled in utilising the TEEL paragraph structure. Improved results in student writing achievements, including improved HSC results.	HT English, HT PDHPE **Funding Sources:** • Socio–economic background ($11264.00)

Process 2: Data Skills and Use – development of student and staff capacity to use data literacy, data analysis, data use in teaching and data use in planning to improve student learning progress.

Evaluation	Funds Expended (Resources)
Sentral markbook being used competently across all faculties. Staff trained in use of Scout, for creating groups specifically. Faculty minutes documenting data analysis discussions.	HT Maths **Funding Sources:** • Socio–economic background ($5632.00)

Progress towards achieving improvement measures

Process 3: Professional Standards – develop and implement whole school practice to improve teaching practice by utilising teaching standards and PDPs to identify an monitor specific areas for development.

Evaluation	Funds Expended (Resources)
PDP goals mapped across all staff. Staff accurately tracking their progress along the accreditation journey through MyPL. 2019 TPL Summary. Results from survey of required TPL (end of Term 3).	HT CAPA, Professional Learning Team

Next Steps

The ALARM scaffold was effectively introduced in 2019 and we will be expanding the number of teachers utilising this scaffold, in addition to ensuring that all new teachers to the school in 2020 are introduced to our writing expectations in the use of the TEEL paragraph scaffold.

Data driven evidence based practice will be a focus in 2020, ensuring that the number of teachers proficient in data analysis and the use of this as a foundation for their teaching is increased so that the majority of the teaching staff are proficient.

In 2020 we will be encouraging teachers to consider working towards Highly Accomplished or Lead accreditation. We will also be receiving evaluations for professional development in order to better determine the efficacy of professional development, particularly as it relates to teacher's personal professional learning goals.

Strategic Direction 3

Leading

Purpose

A commitment to leadership fostering a school–wide culture of high–expectations and shared sense of responsibility for measureable whole–school improvement.

Improvement Measures

Increase the quality of systemic leadership to support evidence–based teaching through the teacher accreditation process, from 2017 baseline.
Increase the quality of communication between school and parents to share information about student learning progress, from 2017 baseline.
Increase the number of students making measurable learning progress, from 2017 baseline.

Overall summary of progress

Our aim is to ensure every student makes measurable learning progress and to develop a culture of high expectations which cater for the range of equity issues, through effective evidence based teaching and learning led by a distributive instructional leadership model and effective two–way communication between families and school. School staff collaborated to develop a shared vision, underpinning the goals of our three strategic directions Learning, Teaching and Leading.

The schools' Supervision and Improvement Process was refined as staff became more familiar with the process, aimed at building strong conversations, targeting improvement in teaching practice, leading to improved student outcomes. The new school process threads the Performance and Development Framework into the fabric of our school processes, distributing the leadership across the school and connecting existing processes such as REGROW, our peer mentoring strategy to improve instructional practice, and accreditation to individual's personal development. Leadership is distributed across all members of the executive team and classroom teachers or champions support and lead programs. This strategy has engaged all staff with the school plan for growth in the three strategic directions.

Our community indicated they wanted short real time information or updates. In return, the school has redesigned a communication strategy developing key messages and communications processes, such as Facebook and Adobe Spark for our newsletter, and updating the school's website ensuring information currency. Underpinning our improved communication is a developing culture of our school brand and pride in our brand. Staff have become more familiar with these communications processes and provide greater consistency to our corporate branding and image.

Progress towards achieving improvement measures

Process 1: Develop systemic and regular monitoring procedures to inform school improvement.

Evaluation	Funds Expended (Resources)
Executive participation in the 4C Transformational Leadership professional learning has increased leadership capacity across the executive team. Our local commitment differed to some of our partner schools, in both a financial and engagement sense. Our executive team shares a common dialogue based in the disposition wheel of the 4C Transformational Leadership framework, underpinning an approach to meeting the diverse needs of all learners. Our executive model these strategies with their faculties. Leadership capacity has increased in the area of literacy supporting targeted approaches to improving student literacy outcomes in all years. The Best Start program was trialed in 2019, as a diagnostic task, informing the implementation of our program to support improved literacy and numeracy via the Learning HUB. Executive leaders continued to access professional learning to increase their capacity to lead the Lifting Achievement in Literacy program, targeting a common approach to improving extended written	Socio–economic background funds were used to supplement the professional learning funds to access the year long training. Executive staff provided time outside of their regular working week to attend the T5 Executive afternoons (one in each semester) to engage in the training activities, whilst trialling and exploring these learnings back in the classroom and with the staff they supervise. Professional learning funds supported staff to access training in Best Start and Literacy and Numeracy

Progress towards achieving improvement measures	
responses, ultimately being measured in the HSC. This program continues to support improved learning outcomes for students, being attributed to contributing to our school's best HSC results in the history of our school, in 2019.	improvements, Data Skills and Use and Literacy National Standards. **Funding Sources:** • Socio–economic background ($32000.00)

Process 2: Develop school communication strategies to share information about students' achievements and learning needs, school policies, practices and community initiatives.

Evaluation	Funds Expended (Resources)
Protocols have successfully been established which support increased: community messaging whilst maintaining currency of information; child protection; greater depth to community knowledge; and celebration of student activities and learning. Staff are increasingly engaging in this process, through innovative strategies such as the student created science youtube clips. Parents have engaged in a digital space, accessing information via an online newsletter, Facebook updates and detailed information on our website.	• Staff identified and provided responsibility for communications strategy, PSA funds and staff concessional periods • Online publishing software **Funding Sources:** • Socio–economic background ($1024.00)

Next Steps

We will focus on increasing our school leaders capacity to lead positive psychology as the philosophy underpinning our school structures. We will approach this professional learning for executive through building a partnership with Griffith University, along with our T5 community of schools.

Our focus on improving literacy and numeracy outcomes for students will look to ensuring sustainability of the program, through the development of the next wave of leaders. PE and English staff will be targeted and provided specific professional learning, allowing the program to continue whilst our executive staff look to lead new projects in the next school plan.

We now have multiple platforms to communicate emerging school information to parents. Our next step is to support ease of access to individual information. We will explore options for parents to access student timetables, daily announcements, excursion permission notes, school fees and more, online. Our current form of communication utilises images to showcase student success. We will increase our use of video in this space. Future work will continue to unpack our key messages, through greater promotion of our proof points.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Employment of 1.0 AEO Aboriginal program initiatives were supported by an additional $20000.00 from consolidated funds **Funding Sources:** • Aboriginal background loading ($96 277.00)	2019 ATSI attendance support procedures document is located in the BPHS attendance procedures booklet. ATSI attendance teams met weeks 4 and 8 of each term with documented interventions in SENTRAL and on a Microsoft 365 shared tracking document. An ATSI student produced music video 'The Messengers' was shared at NAIDOC assembly. The community was connected to school through attendance at YARN UP breakfasts, a NAIDOC assembly and a Close the Gap touch football competition. All year 7 students participated in a 'Pathways on Journey' excursion facilitated by local Aboriginal Elders. A Plus Minus Interesting evaluation was completed for all 2019 ATSI programs, to guide planning for 2020.
English language proficiency	0.2 EALD teacher employed **Funding Sources:** • English language proficiency ($28 371.00)	The BPHS, EALD program reflects strategies outlined in the EALD evaluation framework. EALD literacy and numeracy learning hub group evaluations identify student progress using the literacy and numeracy progressions. BPHS Learning and Support Teachers (LST), supported teachers to make adjustments to teaching and learning for EALD students. The Student Learning and Support Officers (SLSO) timetable was developed to enable support for identified EALD students.
Low level adjustment for disability	Employment of SLSO to support identified students **Funding Sources:** • Low level adjustment for disability ($84 184.00)	The year 7–9 LST was trained in Year 7 Best Start Literacy and Numeracy Assessment: administration, data analysis, PLAN 2. Primary school, NAPLAN and Best Start data identifying students requiring literacy and numeracy support was shared on Microsoft 365. Literacy and Numeracy learning hub group evaluations identified student growth on literacy and numeracy progressions. PLaSP for students requiring learning support were developed for year 6 into 7 students 2020 were shared with their teachers at the end of 2019.
Socio–economic background	1.0 equity funded Deputy Principal Equity funded wellbeing initiatives **Funding Sources:** • Socio–economic	The 2019 Anti–Bullying Plan was shared with all staff and is on the school website. Strategies outlined in the plan were completed. An audit of wellbeing programs was completed using the WSAT. The audit was shared with executive and wellbeing teams

Socio–economic background	background ($195 342.00)	A map of 2020 wellbeing programs was produced and is located in the BPHS Student Welfare and Discipline Handbook The BPHS Student Welfare and Discipline Handbook was updated to reflect current DoE policy and BPHS procedure. It was shared with staff. The red behaviour monitoring card was redesigned and ratified by the welfare team as well as the executive team. It is in use by the 7–9 Deputy Principal.
Support for beginning teachers	Beginning Teacher funds provided to the school for three of the beginning teachers seeking accreditation. Strong Start, Great Teachers resource.	Four of the six beginning teachers successfully completed and submitted accreditation by the end of 2019. Two beginning teachers are in progress to complete and submit their accreditation in 2020. Beginning teacher workshop sessions were effective in building capacity in both the beginning teachers and the head teachers and aspiring leaders who attended the sessions.

Student information

Student enrolment profile

	Enrolments			
Students	**2016**	**2017**	**2018**	**2019**
Boys	276	295	315	349
Girls	279	304	282	290

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
7	90	91.2	90.7	89.9
8	88.3	87.6	87	88
9	86.1	83.5	82.9	86.3
10	84	84.8	80.7	82.8
11	85.2	85.7	84.3	84.7
12	88.6	84.6	83.1	82
All Years	87.1	86.4	85.2	85.9
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	1	1
Employment	3	3	96
TAFE entry	0	0	19
University Entry	0	1	60
Other	2	0	1
Unknown	0	4	3

Year 12 students undertaking vocational or trade training

49.47% of Year 12 students at Banora Point High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

93.6% of all Year 12 students at Banora Point High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	8
Classroom Teacher(s)	36.3
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	11.88
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	725,819
Revenue	8,585,166
Appropriation	8,370,758
Sale of Goods and Services	37,390
Grants and contributions	172,993
Investment income	4,025
Expenses	-8,752,295
Employee related	-7,955,964
Operating expenses	-796,331
Surplus / deficit for the year	-167,130

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	920,083
Equity Total	650,151
Equity - Aboriginal	74,155
Equity - Socio-economic	314,038
Equity - Language	28,371
Equity - Disability	233,587
Base Total	6,116,693
Base - Per Capita	144,223
Base - Location	0
Base - Other	5,972,470
Other Total	379,796
Grand Total	8,066,723

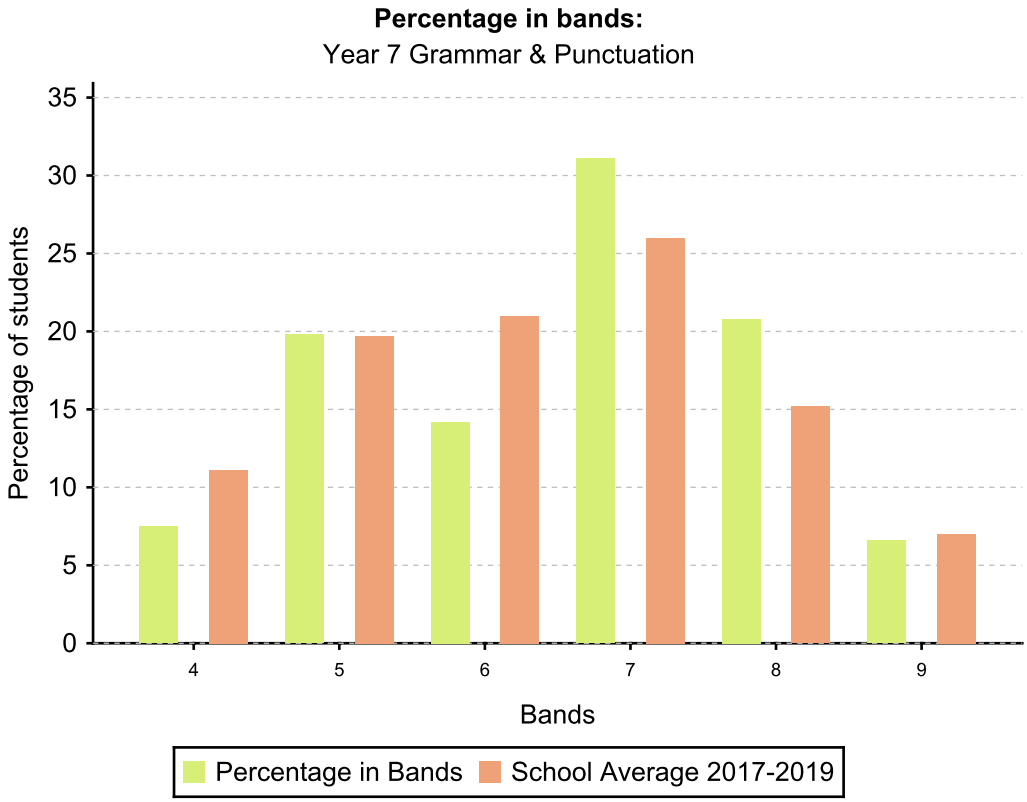
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - 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.

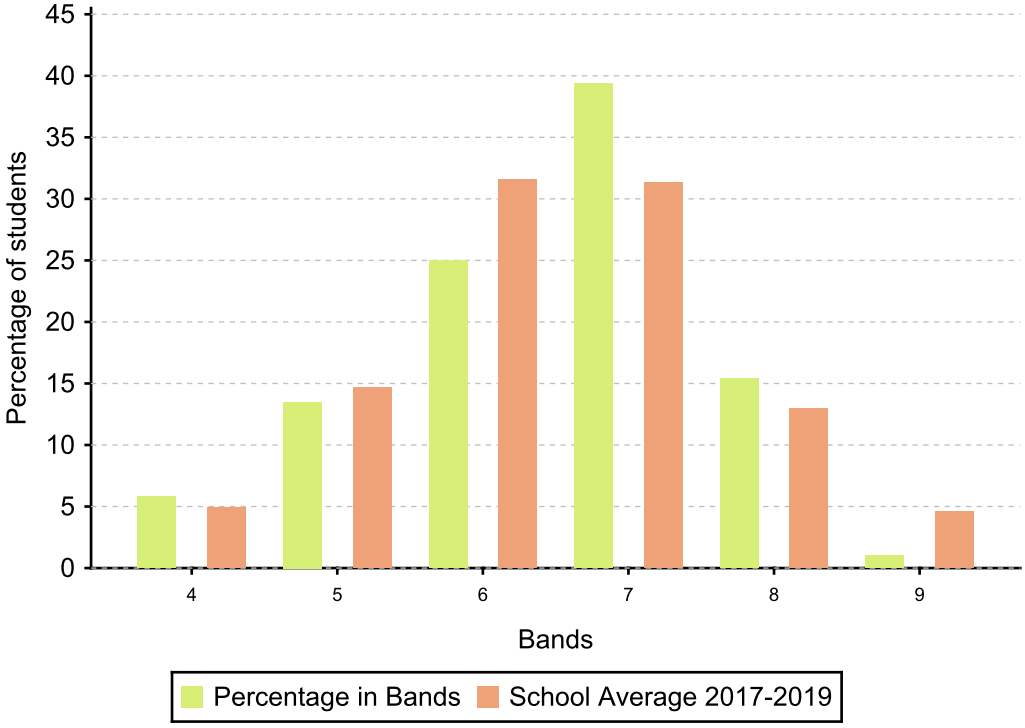
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



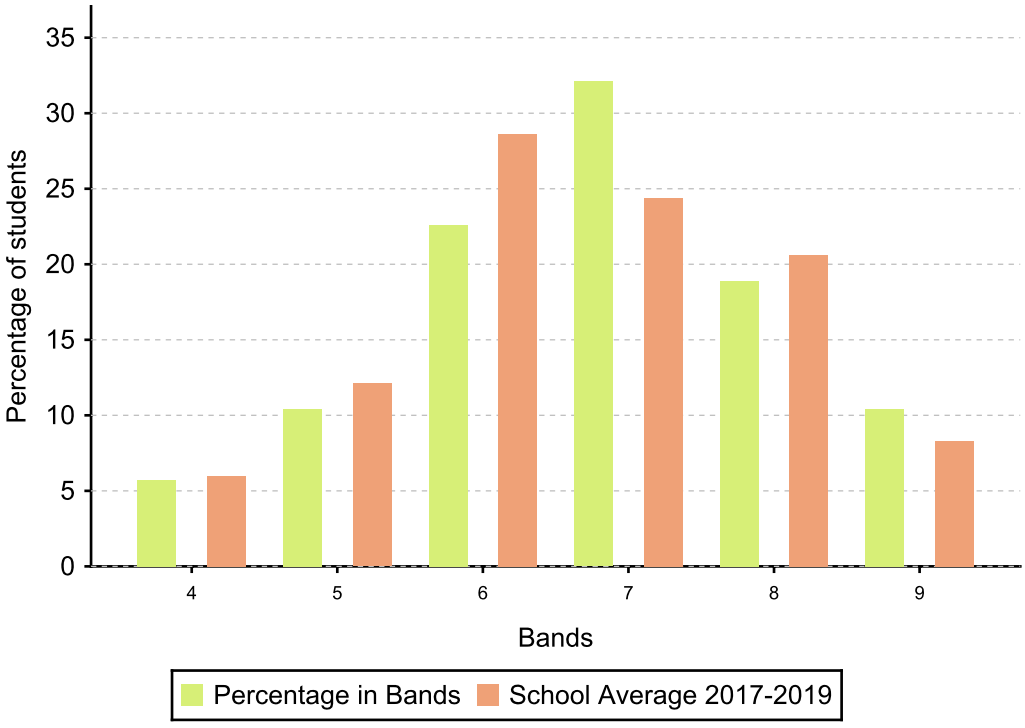
Band	4	5	6	7	8	9
Percentage of students	7.5	19.8	14.2	31.1	20.8	6.6
School avg 2017-2019	11.1	19.7	21	26	15.2	7

Percentage in bands:
Year 7 Reading



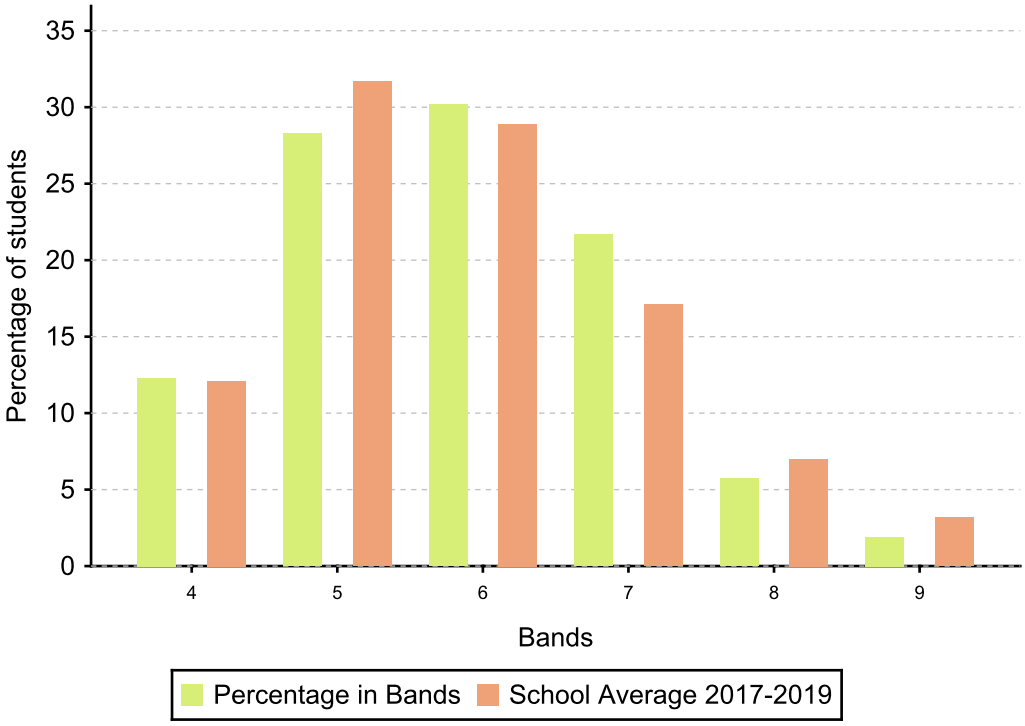
Band	4	5	6	7	8	9
Percentage of students	5.8	13.5	25.0	39.4	15.4	1.0
School avg 2017-2019	4.9	14.7	31.6	31.3	13	4.6

Percentage in bands:
Year 7 Spelling



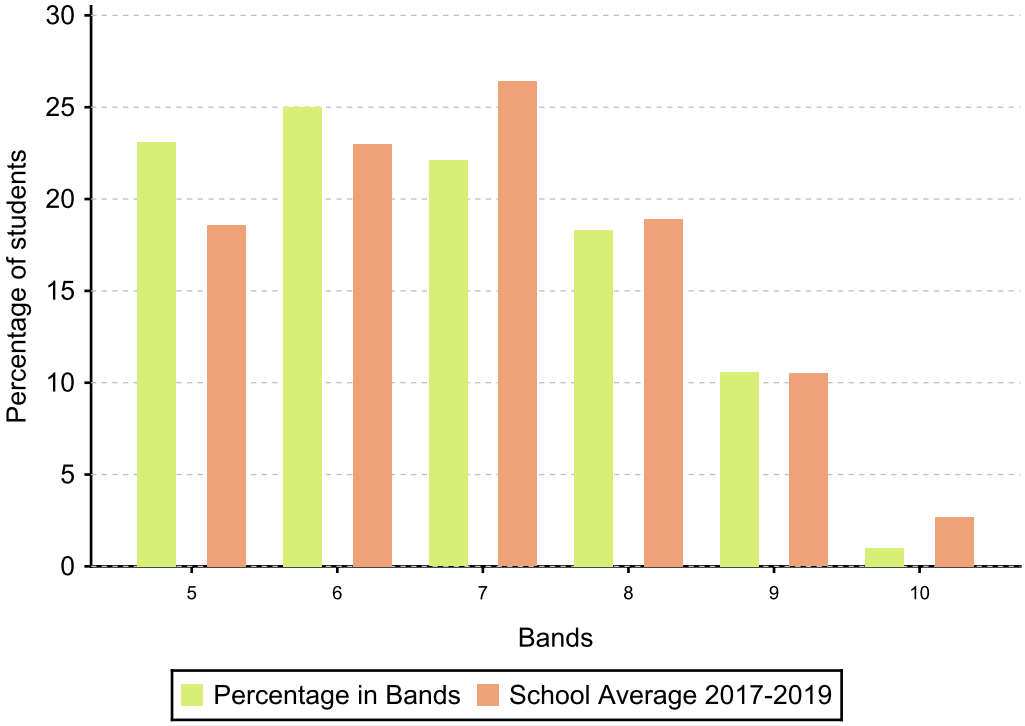
Band	4	5	6	7	8	9
Percentage of students	5.7	10.4	22.6	32.1	18.9	10.4
School avg 2017-2019	6	12.1	28.6	24.4	20.6	8.3

Percentage in bands:
Year 7 Writing



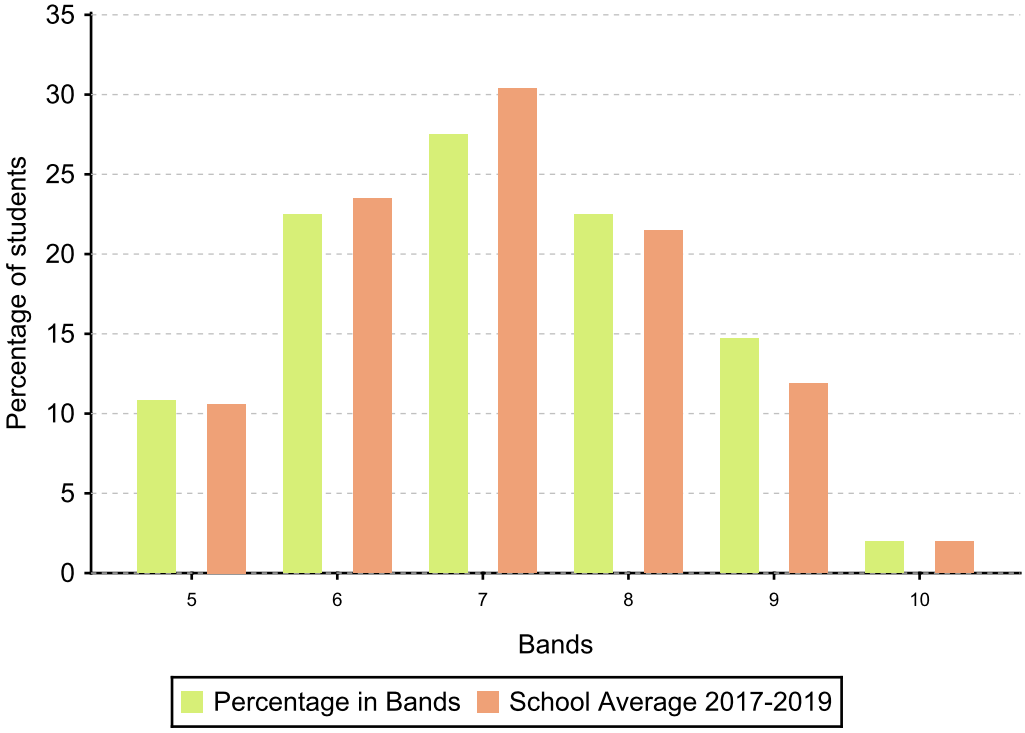
Band	4	5	6	7	8	9
Percentage of students	12.3	28.3	30.2	21.7	5.7	1.9
School avg 2017-2019	12.1	31.7	28.9	17.1	7	3.2

Percentage in bands:
Year 9 Grammar & Punctuation



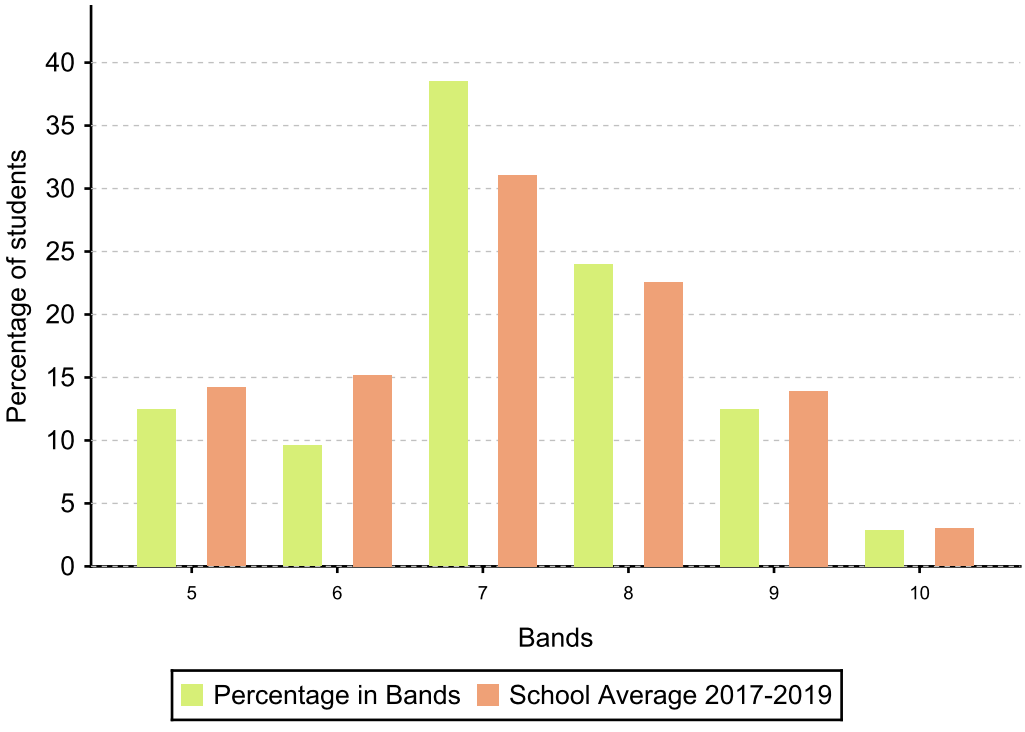
Band	5	6	7	8	9	10
Percentage of students	23.1	25.0	22.1	18.3	10.6	1.0
School avg 2017-2019	18.6	23	26.4	18.9	10.5	2.7

Percentage in bands:
Year 9 Reading



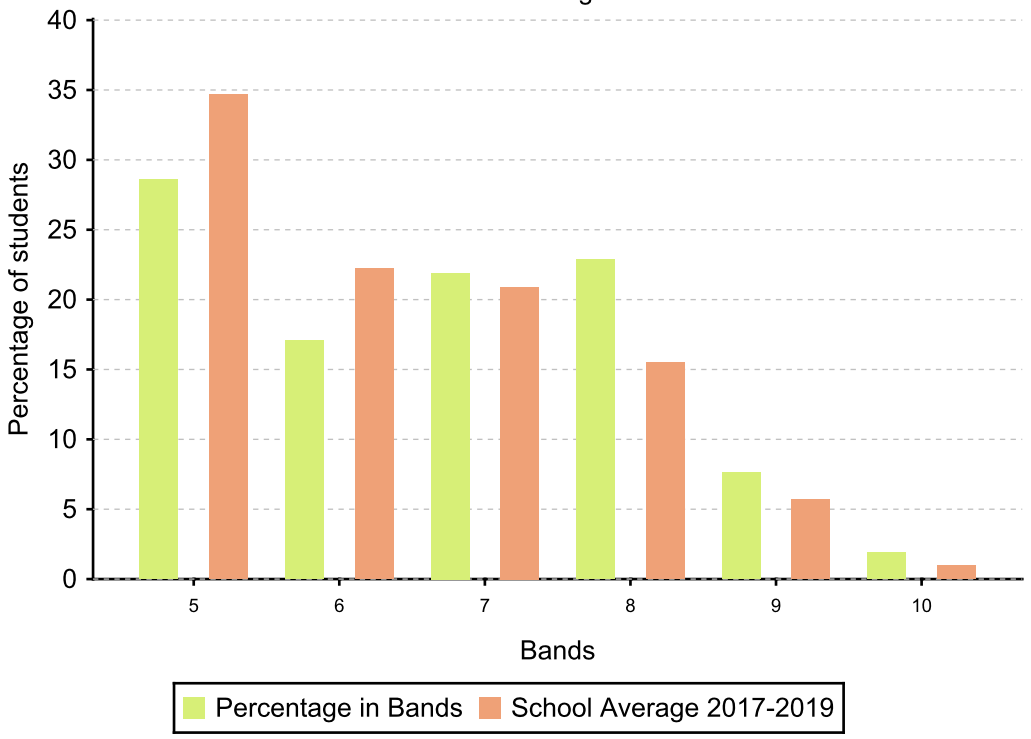
Band	5	6	7	8	9	10
Percentage of students	10.8	22.5	27.5	22.5	14.7	2.0
School avg 2017-2019	10.6	23.5	30.4	21.5	11.9	2

Percentage in bands:
Year 9 Spelling



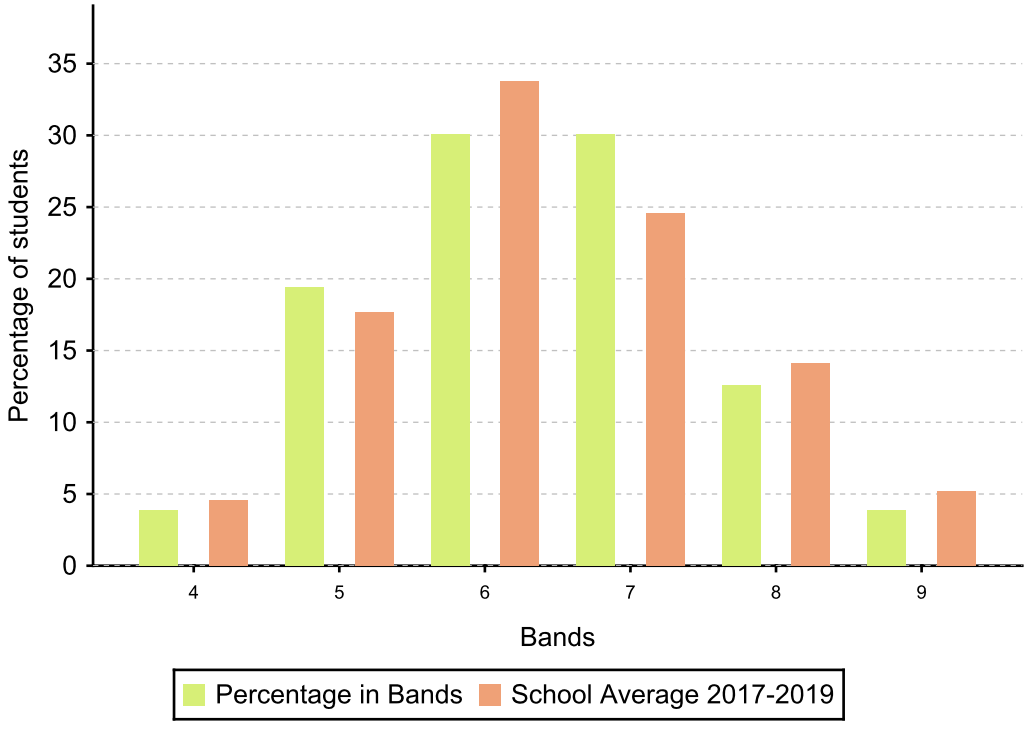
Band	5	6	7	8	9	10
Percentage of students	12.5	9.6	38.5	24.0	12.5	2.9
School avg 2017-2019	14.2	15.2	31.1	22.6	13.9	3

Percentage in bands:
Year 9 Writing



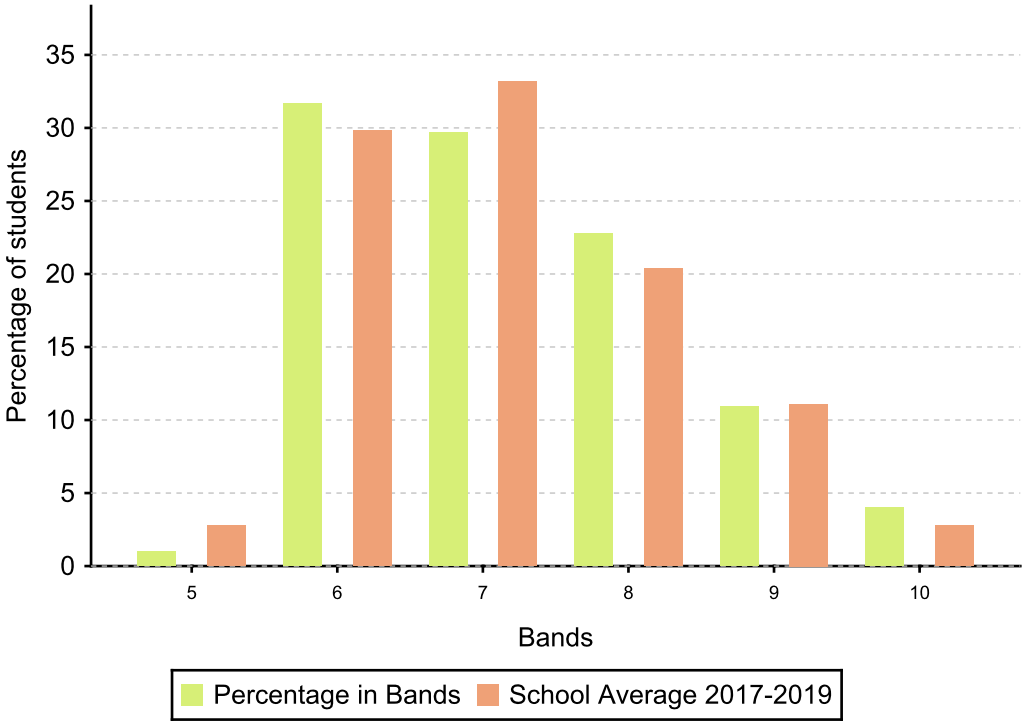
Band	5	6	7	8	9	10
Percentage of students	28.6	17.1	21.9	22.9	7.6	1.9
School avg 2017-2019	34.7	22.2	20.9	15.5	5.7	1

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	3.9	19.4	30.1	30.1	12.6	3.9
School avg 2017-2019	4.6	17.7	33.8	24.6	14.1	5.2

Percentage in bands:
Year 9 Numeracy

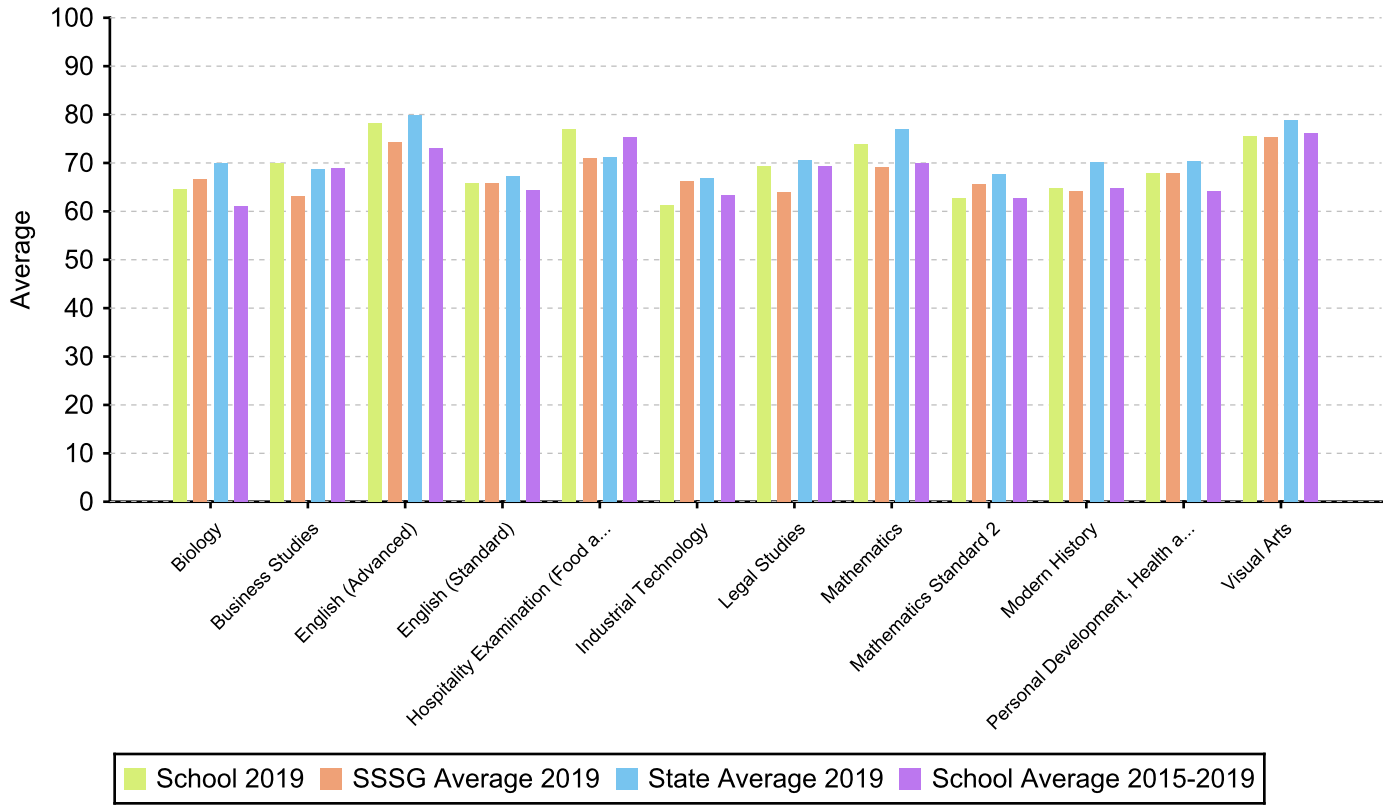


Band	5	6	7	8	9	10
Percentage of students	1.0	31.7	29.7	22.8	10.9	4.0
School avg 2017-2019	2.8	29.8	33.2	20.4	11.1	2.8

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Biology	64.6	66.5	69.9	61.1
Business Studies	69.9	63.0	68.6	69.0
English (Advanced)	78.2	74.2	80.0	73.0
English (Standard)	65.8	65.8	67.3	64.4
Hospitality Examination (Food and Beverage)	76.9	71.0	71.1	75.2
Industrial Technology	61.2	66.3	66.8	63.4
Legal Studies	69.3	63.9	70.6	69.2
Mathematics	73.8	69.2	76.9	69.9
Mathematics Standard 2	62.7	65.7	67.7	62.7
Modern History	64.8	64.2	70.2	64.8
Personal Development, Health and Physical Education	67.8	67.9	70.5	64.2
Visual Arts	75.6	75.3	78.8	76.2

Parent/caregiver, student, teacher satisfaction

In 2019, 400 Banora Point High School students completed the Tell Them From Me Survey between 13 Mar 2019 and 09 Apr 2019, which included ten measures of student engagement categorised as social, institutional and intellectual engagement, alongside the five drivers of student outcomes. For each aspect of engagement, students were asked to indicate the extent to which they agreed or disagreed with a number of statements, such as "I get along well with others at school." Their scores were scaled on a 10–point scale, and students with scores of 6.0 or above (i.e., a mild to moderately favourable view) were considered engaged.

Social Engagement

Students who are 'socially' engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra–curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation. Figure 1 shows the percentage of students in Banora Point High School that were socially engaged compared with NSW Govt norms for students at the year levels assessed in this school.

Institutional Engagement

Students who value schooling outcomes and meet the formal rules of schooling are considered 'institutionally' engaged. These students feel that what they are learning at school is directly related to their long–term success, and this view is reflected in their school and class attendance and their effort in doing homework. Levels of institutional engagement in Banora Point High School are shown in Figure 2.

Intellectual Engagement

Some students meet the institutional demands of school, but they are not truly engaged in their learning. Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher–order thinking skills to increase understanding, solve complex problems, and construct new knowledge. Students are more engaged when their level of skills is consistent with the challenges presented to them in their classes. These students are often deeply absorbed in academic activities. Figure 3 displays the results for Banora Point High School on the three measures of intellectual engagement

Drivers of Student Engagement

Research by The Learning Bar found that there were considerable differences among schools in their levels of engagement and only some of this variation was attributable to students' family backgrounds. Four school–level factors were consistently related to student engagement: quality instruction, teacher–student relations, classroom learning climate, and teacher expectations for success. Figure 5 compares Banora Point High School to NSW Govt norms for each factor on a ten–point scale.

Figure 2: Percentage of students institutionally engaged

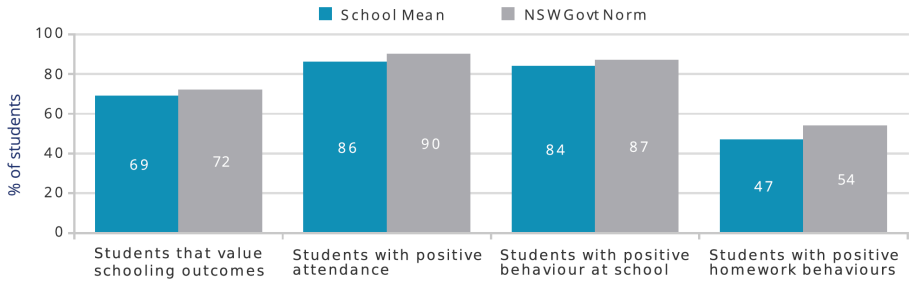
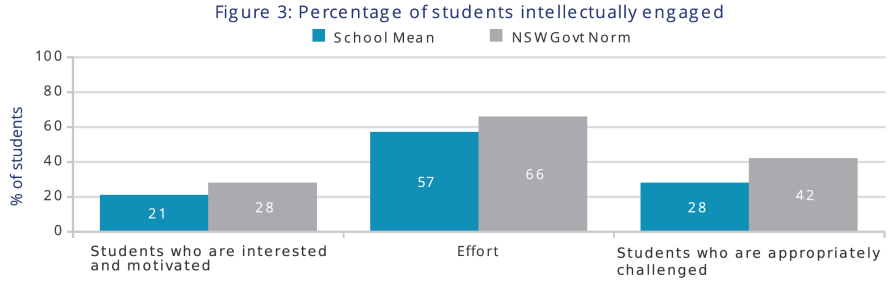


Figure 3: Percentage of students intellectually engaged



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.