

Sir Joseph Banks High School

Annual Report



2016



8250

Introduction

The Annual Report for **2016** is provided to the community of **Sir Joseph Banks 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.

Murray Kitteringham

Principal

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Message from the Principal

What a fantastic and extremely enjoyable first year it has been. I would like to acknowledge and thank the whole staff for making me feel so welcome and an immediate part of this very special, welcoming and warm learning community. Parents, broader community and partner primary schools have gone out of their way to introduce themselves and take the time to share their stories with me. I definitely feel a part of this community.

I would like to thank the P&C and its President Isobella Teixeira Henriques and our Community Liaison Officer Anita Krayem for their leadership during a period of great change for the P&C as we transitioned into a community events based model to embrace and build community. This has been an exciting move, as our parents can focus on building community by conducting a series of whole school culturally inclusive events to connect the school with the broader community.

Throughout the year we have identified and implemented many changes across the school to improve learning opportunities, the learning environment and resources for our students and staff. Some structural changes have also been discussed with the whole community and strategically implemented across the year, including a new structure for the school day and exciting targeted curriculum opportunities, specifically for literacy via our Power Up program to be launched at the beginning of 2017.

Outstanding Academic Results:

For two years in a row we have been able to ensure that every single student on an ATAR pathway has obtain entry into the university of their choice during first round offers and through the University's Early Admission Scheme. This is no mistake, as we have a highly supportive Learning Centre open all day, every day that is overseen by our Learning Centre Coordinator who ensures that students are extending themselves to meet the high expectations that our teachers have of our students. Every Year 12 student has mentoring support during their study periods from the Learning Centre Coordinator or tutors from University of Technology Sydney. This connects our students with curriculum and also creates a strong pathway to their aspirational goal of university. Last year we had a wide variety of careers undertaken including Law, Veterinary Science, Nursing, Teaching, Arts and Policing to name a few. We are incredibly proud of this record and intend on continuing and extending this program to be inclusive of VET and TAFE pathways as part of the individual Transition Planning with our Transition Team in 2017 and beyond. Every student will have an individual plan collaboratively designed in partnership with parents and coordinators to ensure that their pattern of study has relevance and purpose across Years 10, 11 and 12.

On the surface:

The toilets have been upgraded, school grounds cleared of unwanted growth, classroom furniture has been systematically identified and improved, lots of paint, the facade of the canteen has been partly removed and will be

completely removed over the holidays. A new and very healthy canteen menu has been negotiated and many rooms of brand new computers, interactive whiteboards and a whole school wifi upgrade.

Under the surface

We have improved our professional learning model to ensure that teams of teachers remain at the forefront of teaching and learning methods and are regularly meeting to work on our strategic directions.. Specifically around the incredibly important literacy and numeracy requirements for the new HSC in 2020.

Most significantly, our library has been completely upgraded to a brand new high tech Learning Hub, boasting the latest equipment, a Maker Space and Robotics centre where we host computer programming courses for our students as well as students and teachers from other primary and high schools. We have established ourselves as educational leaders in this innovative and exciting new area of teaching and learning.

We continue to pursue and develop strong Community links with Tim Carroll and Ola Elhassan from BYDS through the Linked Up program amongst the many interactive community programs that they offer. I thank BYDS for their ongoing commitment and support of the students and their families in our local area.

At Sir Joseph Banks High School we believe in developing the whole child, so student leadership opportunities are also on offer for the majority as opposed to the few. This year I have secured the services of our Youth Worker, Jennifer Croft who is now employed fulltime as our Student Support Officer. Our Student Engagement Officer, David Garlick who work closely together to ensure the highest quality Wellbeing Support and programs are offered to every student. We have had significant success with our students leading the Peer Literacy program, Peer Mediation, as well as Peer Support.

SJBHS are at the cutting edge of teaching using technology in the classroom and look forward to rolling out the BYOD infrastructure for the whole school, however only Year 7 will be required to have their own device from 2017.

Connections with other educators/business groups:

We have continued our partnerships with Western Sydney University through the Fast Forward program and pursued the University of Technology's S Sky High program as well. Our Aboriginal students have linked up with Macquarie University through the Warangara Ngarra program. We have also partnered with Sydney University and University of Western Sydney to host cadets, interns and student teachers from each university, whilst continuing our partnership with the business community through ABCN and its Goals program.

We have had hundreds of students from our primary partner schools participate in our community of schools programs throughout the year in a wide variety of events from robotics, computer programming and engineering through to the solar Boats STEM project, baking and creating magazines as well as our MiniJoeys Magazine.

Links with community:

We had one of our most successful community events ever hosted by the P&C this year with our Inaugural Community Iftar. We finished the year with our festival of cultures where our new sister school from Grenfell, 3– 1/2 hours west of Revesby in country NSW, visit for the day to experience what a mainstream, multicultural school in the city is like. We hope to visit Henry Lawson High School next year to reciprocate this ongoing arrangement. I'm sure many of our student would love to experience what life is like in a rural setting and what it is like to work and live in a farming community!

Exciting adventures & opportunities:

At the end of 2016, I joined our Year 10 Adventure Camp to the Gold Coast where we experienced so many local cultural delights as well as Sea World, Movie World and Wet N Wild Waterworld. What a life changing experience it was for many of our students to catch a plane interstate and experience another area of this culturally and geographically broad country, in person. Thank you to Ghada Majed who spent 3 years fund raising, starting from when the students were in Year 7, to make this adventure a reality. The students are lucky to have such dedicated and hard working teachers.

So what can we look forward to?

We will be continuing to ensure that Sir Joseph Banks High School is a rich and diverse learning community for our students and their families. We will be trialling exciting new elective lines and connecting our students with curriculum through innovative use of the timetable with our Power Up program for next year's Year 9 students, the first cohort to be effected by the literacy and numeracy benchmarks for their HSC in 2020.

It has been such a wonderful year and I can proudly say that SJBHS is not only at the centre of learning excellence, but we are also so much more than that. We are a school with soul! I hope you gain a lot of useful information from our Annual School Report and develop an understanding of how we operate as a school, our priorities and strategic

directions as well as other detailed and useful information.

School background

School vision statement

Sir Joseph Banks High School is a vibrant learning environment, which has built a strong culture of excellence, opportunity, innovation and success. Our students receive a high quality education within a school where expectations are high and positive relationships are the key to all we do. We maintain a constant focus on quality teaching and learning for both mainstream and support students, as well as providing a broad range of opportunities in creative and performing arts, sport, career education and community service. At Sir Joseph Banks High School we are proudly inclusive. We welcome students to our school whole heartedly, and celebrate the fact that they come from a wide range of cultural and language backgrounds. Within the school, we have fostered an environment where students care for each other and for those less fortunate than themselves. We believe that a quality education is the key to unlocking the unlimited potential of every individual student.

School context

Sir Joseph Banks High School is a comprehensive coeducational community school and our students come from over 30 different language backgrounds with 80% of students identifying as LBOTE. Our current enrolment is at 580, which consists of 30% female and 70% male students. The school has a Support Unit of five classes (3 IM, 2 IO). Our school is growing in numbers and status as we increase our profile within the local community as the school of choice.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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 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.

The school executive met regularly to systematically evaluate the progress made regarding the School Excellence Framework. This was a valuable tool and gave the executive the opportunity to reflect upon our practice using clear evidence to validate our progress and prioritise planning for the future.

The Learning Domain of:

Sustaining and growing for the elements: Learning Culture, Curriculum and Learning, Wellbeing

Delivering: Assessment and Reporting and Student Performance Measures.

The Teaching Domain of:

Excelling: Learning and Development

Sustaining and Growing: Data Skills and use, Collaborative Practice and Professional Standards.

Delivering: Effective Classroom Practice

The Leadership Domain of:

Excelling: Leadership, School Resources.

Sustaining and Growing: School Planning, Implementation & Reporting

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

STRATEGIC DIRECTION 1 – Student Learning

Purpose

To provide all students equitable access to relevant educational experiences by promoting a culture of excellence through innovative teaching and learning. To give all students the widest possible range of post-school options.

Overall summary of progress

Students at Sir Joseph Banks High School have been extensively supported to achieve their academic goals through a number of initiatives that targeted student growth and performance. Our Head Teacher Quality Performance and Development extended the Stage 6 Review process to include Stage 4, facilitating critical reflection opportunity and support to develop high quality, best practice teaching and learning programs.

Equity funds allowed for continued employment of a Learning Centre Coordinator to facilitate higher student engagement, the development of more effective study habits, identification of individual learning goals and monitoring of student progress in the senior years.

Our Literacy and Numeracy Coordinators plotted students from Years 7 through to Year 9 on the Literacy and Numeracy Continuums. Student's individual learning needs were identified and programs implemented to meet these needs.

A Bring Your Own Device strategy was developed to implement with Year 7, 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Increase the average to 75% of the number of exiting Year 12 students accessing further education or training.• Increased percentage of Year 9 students in the top two bands to 8.5% for both numeracy and literacy.• 100% of students from Year 9–12 have their own laptop at school and at home.	<ul style="list-style-type: none">• Of the 67 students enrolled in Year 12, 34 students completed an ATAR pathway. Twenty seven completed a non ATAR pathway and six students completed a Life Skills pathway.• Every ATAR student attained a first round offer at the university of choice.• Literacy: 9% of students achieved Band 9 or 10.• Numeracy: 6% of students achieved a Band 9 or 10• This improvement measure was realigned to deliver a BYOD strategy in 2017.	<p>Equity Funding:</p> <p>Tutorial Program: \$7608</p> <p>Learning Centre Coordinator: \$88 000</p> <p>HT Quality Performance Development: \$30 000</p> <p>Literacy (0.5) and Numeracy (0.5) Coordinator: \$88 000</p> <p>Equity funded SLSO support for targeted literacy and numeracy programs: \$57 000</p> <p>Homework Centre: \$2000</p>

Next Steps

The Learning Centre Coordinator role has proven extremely successful since its inception. For the second year we have had 100% of students wanting to access university gaining first round entry. This strategy will continue and expand into a Transition strategy to cater for all students exiting on their chosen pathway from Year 10.

Literacy: Primary partnerships will be further developed in implementing a Visible Learning, Power Up literacy strategy using the literacy continuum to inform learning partnerships. Professional learning teams will continue to develop staff capacity with literacy strategies.

Numeracy: A Numeracy Instructional Leader has been employed to assist in developing a Visible Learning numeracy strategy in 2017.

A BYOD Chromebook strategy will be implemented with the Year 7 2017 cohort encompassing a leasing or purchasing option through our onsite student supplies store.

Strategic Direction 2

STRATEGIC DIRECTION 2 – Staff Learning

Purpose

To provide innovative teaching and learning programs that create independent learners, achieving excellence and success. To embrace professional leadership and learning opportunities that maximise teacher quality.

Overall summary of progress

The Stage 6 review process continued and a Stage 4 review process was extended which ensured that teaching and learning programs were aligned with our high expectations for student achievement. The collaborative process, led by the Head Teacher Quality Performance and Development, was based on data analysis including the NESA Results Analysis Package, review of programming, teaching and learning materials, assessment & reporting, feedback and reflection to ensure school-wide improvement in teaching practice and student outcomes. Teachers were supported in making changes to their practice where required.

The Performance and Development Plan (PDP) process was implemented to identify and support teacher professional learning needs for individual career goals and school strategic directions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">Teacher enrolment in the formal BOSTES accreditation to achieve Highly Accomplished Teacher or Lead levels increased to more than 10% of total staff.Double the number of students achieving in Band 5 and 6 in all HSC courses.	<p>Two Head Teachers are in the process of collating and annotating evidence for Lead level of accreditation.</p> <p>Currently we are maintaining achievement in Bands 5 and 6. We anticipate improvement in 2017 through high quality teaching programs and rigorous analysis of student achievement. This will be formalised through the Stage 6 Review initiative and structured teacher mentoring.</p> <p>Third Deputy Principal employed to facilitate the Portfolio Structure in all three Strategic directions.</p>	<p>Lead Development Initiative: \$5000</p> <p>Beginning Teacher funds: \$25000</p> <p>Third Deputy Principal: \$50000</p>

Next Steps

With the arrival of the new principal, an inclusive and thorough evaluation of the school plan was undertaken and new improvement measures were developed for implementation in the next planning cycle. This will encompass professional learning in Performance and Development Plans, Literacy Continuum implementation and Future Focused Learning. Whilst in its infancy, these areas are forming a strong foundation from which the school can move forward into the next three year plan. More aspirational targets for staff learning will lead to stronger learning outcomes for students as we develop our community of learners.

Strategic Direction 3

STRATEGIC DIRECTION 3 – School Community Culture

Purpose

To build and sustain a culture of excellence through active partnerships between students, staff, parents/caregivers and the local and global communities, maximising student opportunity.

Overall summary of progress

Strong partnerships have been established through an extraordinary Primary Partner Program. This program invites our feeder and partner primary schools from beyond our traditional boundaries to share in mutually beneficial programs and bring the broader community into the Sir Joseph Banks High School Learning Community from Year 3 onwards. We have also provided professional learning opportunities for our primary teaching colleagues in the areas of Persuasive Writing and STEAM (Science, Technology, Engineering, Arts and Mathematics). These initiatives promoted a positive school profile, encouraged greater parental participation and created extensive opportunities for students to be involved in a broad range of experiences within and beyond the school community. We have facilitated and embedded programs and initiatives that adopt a collaborative and negotiated approach towards Aboriginal and Torres Strait Islander (ATSI) and multicultural groups within our school (and primary partners). SJBHS has an ongoing and extensive relationship with our business partners and university partners.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Increase the number of student enrolments by 10% by 2017.• Ensure that all students participate in opportunities within or beyond the immediate school community.• Increase the parental involvement in the range of school community opportunities by 20%.	<p>Student enrolments have remained steady overall, however we have had a significant increase in enrolments into Year 7 for the last two years running at 103 students per year group. Primary Partnership programs have continued to assist in communicating the excellent opportunities available to students within our drawing area to teachers, students and parents alike. We have also started to target International students as an opportunity to address lower student numbers in senior years to ensure a variety of subjects will still be offered.</p> <p>An overwhelming majority of students across all year groups accessed over 50 different extra curricular activities that build life long learning opportunities to provide a strong foundation for who our students become.</p> <p>Through the employment of our Communications and Public Relations Officer, a Community Liaison Officer and School Administration Officer, Parent Teacher Evening numbers improved significantly. We held our inaugural Community Iftar that was extremely well attended, filling the school hall with 350 school and community members. Our communications channels are continuing to model best practice in the way we communicate our core messages and events to the broader community.</p>	<p>Communications and Public Relations Officer: \$60000</p> <p>Community Liaison Officer: \$41165</p> <p>School Administration Officer: \$49800</p>

Next Steps

Our Primary Partnerships Program will become more strategic in the number and type of programs delivered to ensure its ongoing success. We have engaged the services of the Department of Education's Community Engagement team to conduct a 360 degree survey of all stakeholders to assist in developing and refining our communications and engagement strategy.

The Parent & Citizens committee will develop 2 new events for our students and parent community to ensure equity in recognition of the diversity of our community. These will centre around a female event– a twilight movie night and a boys event that is to be advised.

The Wellbeing team will conduct a thorough evaluation into the number and type of extra curricular opportunities available to students by way of mapping student access to events to ensure under and over servicing of certain groups and cohorts.

Key Initiatives	Impact achieved this year	Resources (annual)
<p>Aboriginal background loading</p>	<p>Equity funding has been used to create teacher time leading to the creation of initiatives including the Stage 5 Elective Line, Koori Club, Reconciliation Day Filming Project and a literacy program supported by a mentor from Macquarie University.</p> <p>These targeted programs have ensured that all of our Aboriginal students have had access to opportunities for cultural engagement, leadership, mentoring and a personalised approach to learning, to cater for their diverse needs.</p>	<p>Aboriginal Individual Sponsorship \$10152</p> <p>Personalised Learning Support</p> <p>\$7094</p> <p>Aboriginal Background loading</p> <p>\$7395</p>
<p>English language proficiency</p>	<p>In 2016 we continued to offer the Stage 6 English as a Second Language (ESL) course to eligible students. This course allows for small group interaction and intensive guidance and support to develop language competence and confidence.</p> <p>Professional learning for teachers of English as an Additional Language or Dialect (EAL/D) and Non English Speaking Background (NESB) is a major priority to support students needs. The EAL/D team was an integral part of school planning for the implementation of the Literacy Continuum. After the introduction of the Literacy Continuum, further professional learning was conducted within the EAL/D team to apply the EAL/D Scales against the Continuum during plotting sessions for Year 8 students. This targets students from Non English Speaking Background's explicit literacy needs. Targeted professional learning in the use of the Literacy Continuum will continue to support students emerging competency with English language proficiency.</p> <p>As part of our whole school English as a Second Language focus to support our large number of NESB students, support was provided in English and other literacy based Key Learning Area (KLA) classes. In the junior school our expert senior ESL teachers withdrew students in small groups to provide intensive learning support. Team teaching plays a major role in English and other classes throughout the school where teachers team teach in an ESL/English or other identified class. ESL teachers work with the classroom teacher, creating and implementing teaching and learning strategies that are most appropriate for the ESL learner in the targeted subjects.</p> <p>SJBHS has included some EAL/D support in the form of literacy mentoring of Head Teachers. This targeted extended responses with writing in HSC subjects like Biology and Chemistry.</p> <p>SJBHS continues to improve HSC results. Standard English achieved exactly 4.0%</p>	<p>2.6 Teachers: \$243 694</p>

<p>English language proficiency</p>	<p>above NSW average, by eliminating Bands 1 and 2 and decreasing students in Band 3, meeting the EAL/D faculty target (2014 into 2016) to eliminate Band 2 results in English Standard, Advanced and ESL courses.</p> <p>ESL HSC English remained at 5.3% above the state average for the second year in a row. Student numbers in Band 5 improved a further 20% in Advanced English and missed the state average by 0.2%. This was a significant achievement from a cohort that had more than 90% EAL/D and NESB learners. The target for 2017 will be maintaining our results in the HSC Standard English and ESL subjects while we continue to improve our Band 5 results in Advanced English and aspire to achieve above state average results by 2018.</p>	<p>2.6 Teachers: \$243 694</p>
<p>Low level adjustment for disability</p>	<p>Learning and Support Teachers</p> <p>The Learning and Support team identify and cater for students who are experiencing learning difficulties. Barriers to learning may be a result of a physical, intellectual or emotional disability and are addressed through the implementation of reasonable learning adjustments to learning programs and the school environment.</p> <p>The Learning and Support team measure and assess individual student needs and make recommendations in consultation with parents, classroom teachers and the student. These recommendations are communicated to all stakeholders and implemented to achieve the best possible learning outcomes.</p> <p>The Learning and Support teachers (LaST) and Student Learning Support Officers (SLSO) additionally, withdraw students in small groups to provide intensive support for literacy and numeracy or to model appropriate social skills depending on individual needs. They are also available for team teaching opportunities to assist students within their class and to provide professional learning for classroom teachers, assisting them to develop programs that are appropriately differentiated to cater for all students.</p> <p>Students who require Special Provisions under examination conditions were catered for. Staff continue to reflect on the Disability Standards Act and the implications of the DoE's Every Student, Every School Reform to ensure the best outcomes for all students.</p> <p>In 2016, the Sir Joseph Banks Learning and Support Team worked with the literacy team to place all transitioning students, ATSI students and those requiring additional support, onto the Literacy Continuum. Autism Spectrum Disorder students received additional support through a withdrawal group focused on building and strengthening social skills and organisation.</p>	<p>Learning and Support: Needs based funding – \$192990</p> <p>Learning and Support Flexible Funding – \$68324</p>

<p>Low level adjustment for disability</p>	<p>Learning and Support Flexible Funding</p> <p>Provision of support for students requiring a learning adjustment and the preparation of Personalised Learning Plans. This funding also allows for the collection of Nationally Consistent Collection of Data (NCCD) and literacy and numeracy data to ensure the delivery of equitable teaching and learning programs.</p>	<p>Learning and Support: Needs based funding – \$192990</p> <p>Learning and Support Flexible Funding – \$68324</p>
<p>Socio-economic background</p>	<p>Socioeconomic background funding has provided the opportunity to sustain the whole school portfolio structure. This required the supervision of a Head Teacher and was overseen by the Deputy Principals. This has developed a clear capacity building pathway and articulates opportunities for development in the areas of Leadership and Management. This has been fundamental for career development and building leadership capacity to support the Professional Development Framework. The portfolios were strategically designed to implement the school's three strategic directions and facilitate educational reforms.</p>	<p>4.4 Teachers \$ 377,753</p> <p>Head Teacher \$ 28,391</p> <p>Deputy Principal \$ 50,244</p> <p>1.918 SAO \$ 103,346</p> <p>Community Liaison Officer (6, .2,.4) \$ 65,998</p>
<p>Support for beginning teachers</p>	<p>We have two beginning teachers who have access to Beginning Teacher funding to ensure they are well supported in transitioning into the role.</p> <p>This money is used flexibly and supports their Performance and Development Plan, as such the requirements can be tailored to meet the individual's needs. Essentially it provides for cover to allow internal or external coaching of the teacher.</p>	<p>\$4081</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>In 2016, the school identified seven refugee students. These students come from various backgrounds and with differing academic and social requirements. The students have Individualised Learning Plans to target very specific areas of learning. In 2016, Sir Joseph Banks High School provided the opportunity for Ms Mikel to participate in a Refugee Facilitator Course. She will be facilitating this course in the Bankstown area and providing expert knowledge to other schools which have refugee students.</p>	<p>\$5000</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	373	383	389	407
Girls	162	161	153	163

Student enrolment numbers have improved overall, with our Primary Partnerships programs being identified as a core reason for the increase in enrolment numbers into Year 7 for the last 2 years.

The majority of students continued with their studies into the senior years to obtain their HSC.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	90.4	91.9	91.6	92
8	86.8	89	89.9	88.4
9	85.8	86.7	87.9	87.6
10	85.7	81.7	79.1	86.5
11	82.6	83.7	85.9	80.2
12	85.3	85.7	88.1	83.2
All Years	86.1	86.4	86.7	86.3
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

Attendance in Stage 4 and 5 has been consistent over the last four years. However the attendance levels declined as students enter the senior years. We have identified this as a concern and evaluated our current structures and systems to completely change the way that attendance is monitored. We now have a clear process in its implementation phase which will be evaluated during 2017.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0.01	1
Employment	0	13.5	10
TAFE entry	0	1	13
University Entry	0	0	47
Other	0	0	0
Unknown	0	13.5	29

Of the 47% of students who aspired to university pathway, 100% of those students achieved this goal in the form of a first round offer at the university of their choice or through Educational Access Scheme. This is the second year in a row that this has occurred since we have utilised our Learning Centre strategy in 2015.

Year 12 students undertaking vocational or trade training

With 67 students in Year 12 in 2016:

VET Construction course: 9 students.

VET Hospitality course: 16 students.

Both of these courses are presented at school.

TAFE: One student was enrolled in Beauty Therapy.

This represents 1% of students engaged in some form of trade training over the cohort.

Year 12 students attaining HSC or equivalent vocational education qualification

There were 67 students enrolled in Year 12 in 2016.

35 students were completing an ATAR pathway with 32 completing a non ATAR pathway. Six students were undertaking a Life Skills pathway.

The Learning Centre Coordinator ensures Year 12 students are focused and engaged during study periods, reviews students' Personal Learning Plans and adjusts individual patterns of study. Tutorial periods are arranged with tutors from University of Technology Sydney.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	8
Classroom Teacher(s)	29.1
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
Teacher of ESL	2.2
School Counsellor	1
School Administration & Support Staff	13.48
Other Positions	8

*Full Time Equivalent

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

In 2016 the school continued to deliver professional learning opportunities focused on the Performance and Development Framework (PDF). The Faculty Goal was implemented successfully and used to plan whole school professional learning activities. Two Individual and a Faculty Goals were to improve student outcomes and improve classroom delivery. As such, school development days were dedicated to the analysis of NESA RAP data; specifically item analysis data.

Another whole school focus was the introduction of Choice Theory. All Executive members, as well as key teaching staff, were enrolled in a four day training session with Judy Hatswell, Choice Theory expert and trainer. The introduction to Choice Theory was designed to support relational pedagogy and the Wellbeing Framework structure and the targets that were embedded within the 2016 school plan.

Mandatory training modules were conducted for the following: Child Protection Update 2016 and Anaphylaxis. All staff have successfully finalised the training.

During planning meetings, the Literacy Team introduced NAPLAN marking of student samples to Year 7 teachers. Meanwhile the team worked on introducing and implementing the Literacy Continuum – Reading, Writing and Reading Comprehension. This was done by plotting Year 8 by the Literacy Team, while the Literacy Lead Team led the Year 7 teachers in marking and plotting Year 7 student samples. The continuum revealed specific literacy needs and a professional learning pathway. Professional Learning was targeted towards the Literacy Team who were teaching the current Year 7 cohort. This team worked on NAPLAN – Writing through pilot marking as lead by an Instructional Leader in this area. Criteria on how to mark was unpacked and applied to the generic scripts to establish the baseline for expectations in marking standards. Teachers then marked our own student's NAPLAN scripts as downloaded from the SMART data website. This allowed for triangulation of accuracy with our marking and validated the process through comparing our marking with that of the formal NAPLAN marking process.

Teacher accreditation at SJBHS continued with two executive members engaging in accreditation at Lead, one of whom has successfully applied for the Department of Education Leadership Development Initiative. The initiative granted \$5000 towards designing and implementing a Lead initiative and a Lead application.

Train the trainer professional development opportunities have become a target of the Professional Learning Team. Courses such as the Teacher Mentoring program and Quality Literacy Teaching Across the Secondary Curriculum were run by executive staff. The Lead Literacy team worked with regional Literacy Consultants to co-design a Writing for the HSC train the trainer course for implementation 2017.

Currently there are 23 New Scheme Teachers at Maintenance of Accreditation level and three who are working towards attaining their Accreditation Beginning Teachers.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary of financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	1 339 359.93
Global funds	514 953.19
Tied funds	830 379.79
School & community sources	229 978.11
Interest	20 116.22
Trust receipts	39 817.01
Canteen	0.00
Total income	2 974 604.25
Expenditure	
Teaching & learning	
Key learning areas	113 566.14
Excursions	32 473.96
Extracurricular dissections	64 436.04
Library	17 802.17
Training & development	7 841.22
Tied funds	995 468.81
Short term relief	61 107.78
Administration & office	204 135.92
School-operated canteen	0.00
Utilities	113 814.66
Maintenance	106 331.71
Trust accounts	34 126.35
Capital programs	224 721.26
Total expenditure	1 975 826.02
Balance carried forward	998 778.23

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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.

Our School Improvement Measure was to increase the percentage of Year 9 students in the top two bands to 8.5% for both numeracy and literacy.

Literacy

Literacy is broken up into four areas: spelling, grammar and punctuation, reading and writing. We have achieved growth in scaled scores above the state average in reading (7.2 points above state average growth), spelling (21.9 points above state average growth) and grammar and punctuation (21 points growth above the state average). There is no data available on growth in writing scores between Year 7 2014 and Year 9 2016 due to a change in writing genres preventing a comparison being made for any school.

Specifically in relation to the school improvement measure:

Spelling: 14.4% of Year 9 students achieved Band 9 or Band 10, exceeding the targeted improvement measure. Only 10% of students achieved Band 5. Trend data for this test shows that spelling skills remain relatively stable compared to previous years.

Grammar and punctuation: 10.8% of Year 9 students achieved a Band 9 or Band 10, although 37% of students achieved Band 5. Trend data for this test shows that skills in grammar and punctuation have been maintained compared to previous years, indicating a need for new approaches in teaching grammar and punctuation, through more effective integration into broader teaching programs.

Reading: 6.1% of Year 9 students achieved a Band 9 in reading, which represents an improvement compared to 2015 (4.3%) and a step closer to reaching the targeted School Improvement Measure. Although the percentage of students in Band 5 remained relatively stable, the greatest improvement in 2016 was in the increase of students in Band 7 from Band 6. When compared to 2015, this shows that programs and teaching practices targeting reading comprehension are improving student skill levels. This is an important foundation for learning in the senior years of schooling.

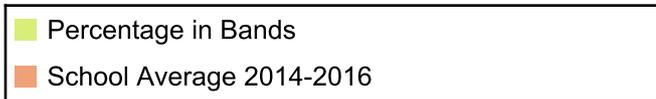
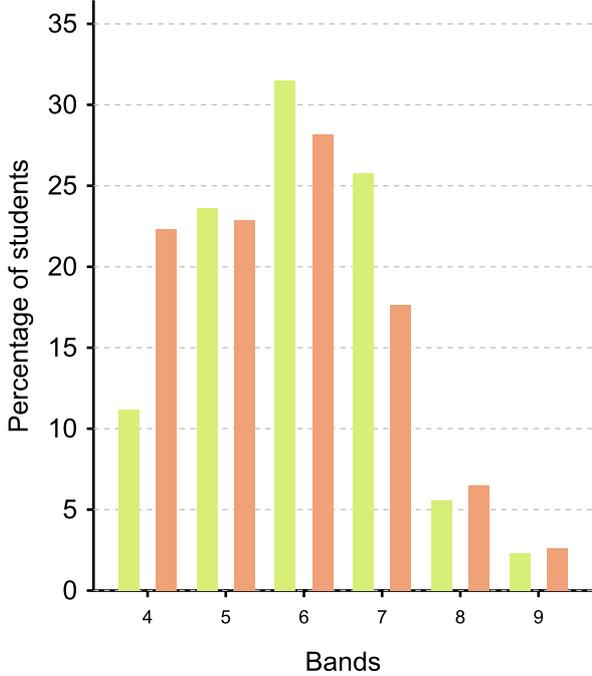
Writing: 6% of Year 9 students achieved a Band 9 or Band 10 in reading, which represents an improvement compared to 2015 (4.3% in Band 9 only) and as for reading, progress toward the targeted School Improvement Measure. Although the percentage of students in Band 5 remained stable, there was an increase in achieving Band 6 and Band 7, and decrease in students in Band 8, compared to 2015. A need for more explicit programs, carefully targeted at students' skill levels was identified to improve the results of these students.

Next Steps in Literacy

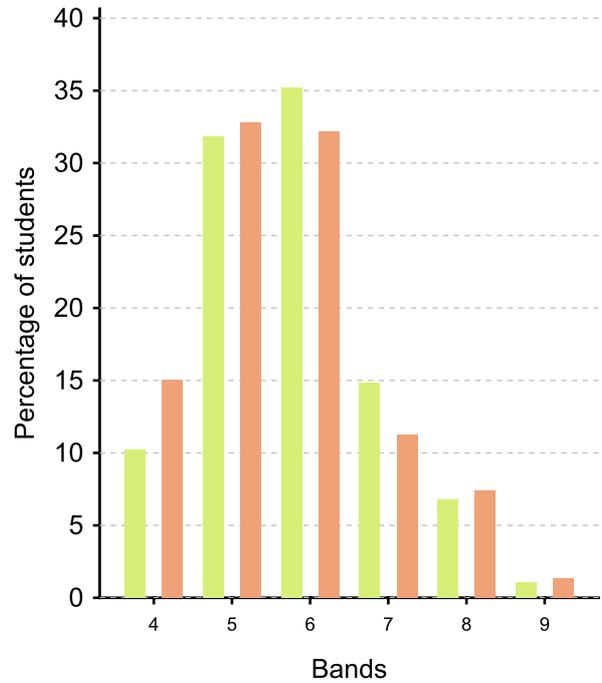
Building on the professional learning conducted during 2016 with teachers of Year 8, it is intended to implement a new intensive literacy program in 2017 with Year 9 students. The Power Up Your Literacy program is intended to combine an intensive focus on literacy, supported by additional staff resources to develop teacher capacity and quality feedback to students. Additionally, work will begin with a new

Literacy Team to improve the reading, comprehension and writing skills of Year 7 students. Teachers of Year 7 will be involved in matching student data to the skills-based NSW Literacy Continuum to guide literacy teaching across KLAs. Lastly, it is intended that once these initiatives are established early in 2017, work will begin with Year 8 students, with the explicit aim of developing their literacy skills to satisfy the Year 9 NAPLAN Band 8 to prequalify for the award of a Higher School Certificate.

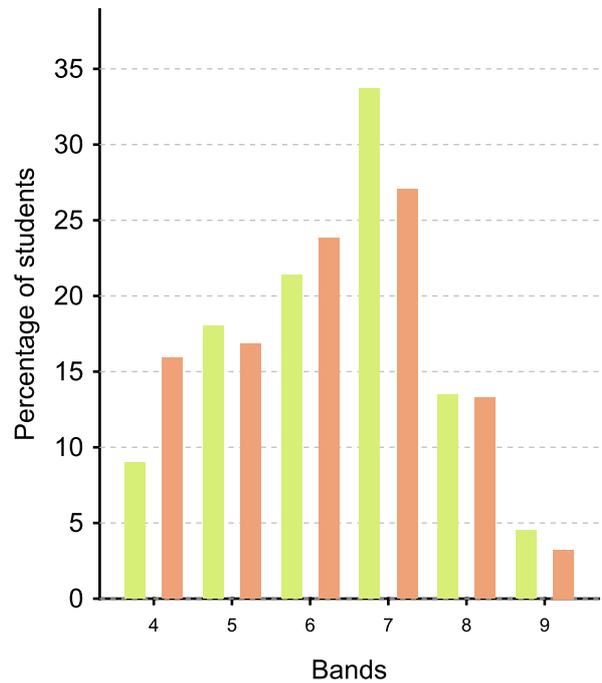
Percentage in bands:
Year 7 Grammar & Punctuation



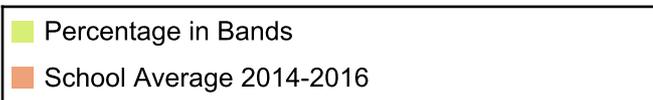
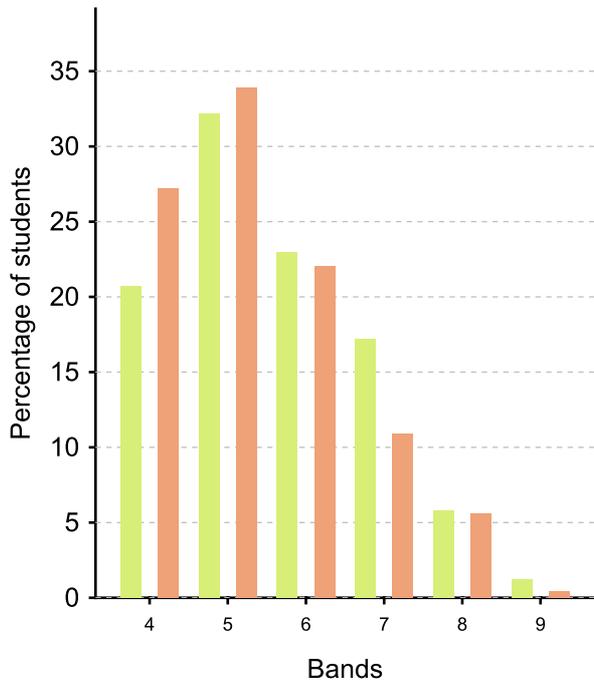
Percentage in bands:
Year 7 Reading



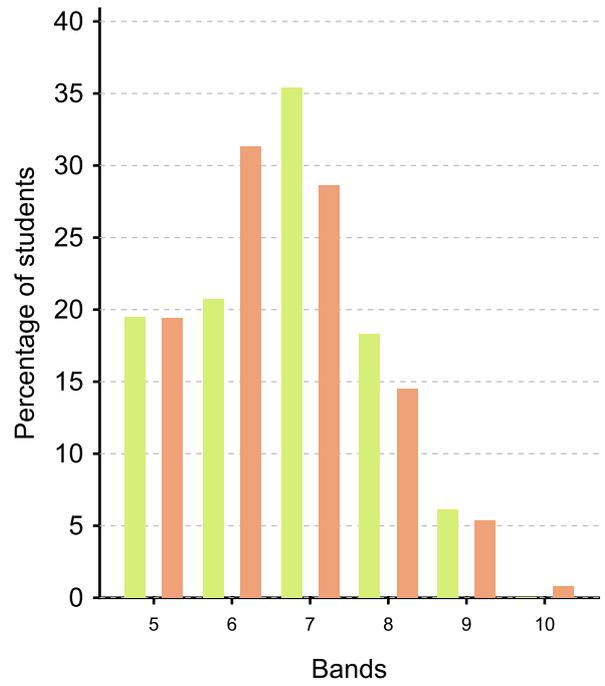
Percentage in bands:
Year 7 Spelling



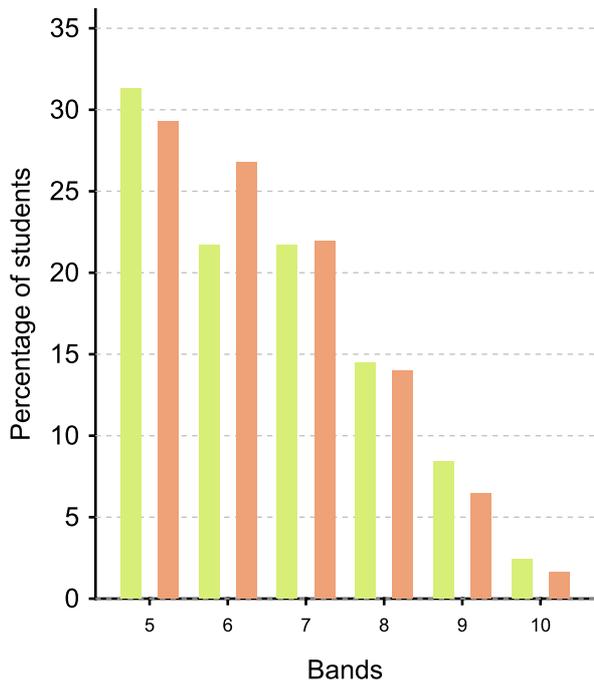
Percentage in bands:
Year 7 Writing



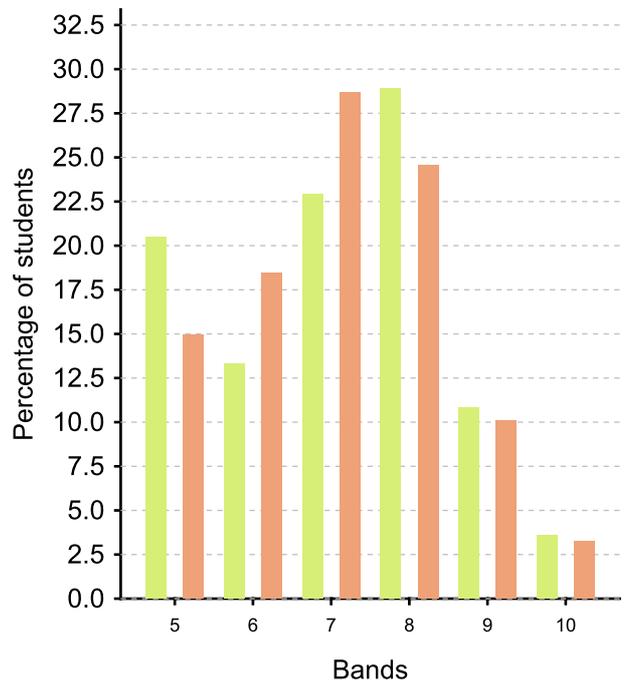
Percentage in bands:
Year 9 Reading



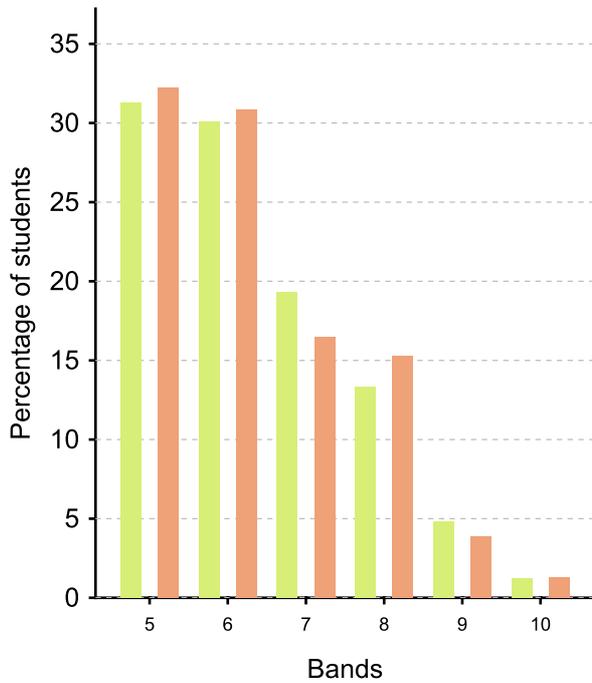
Percentage in bands:
Year 9 Grammar & Punctuation



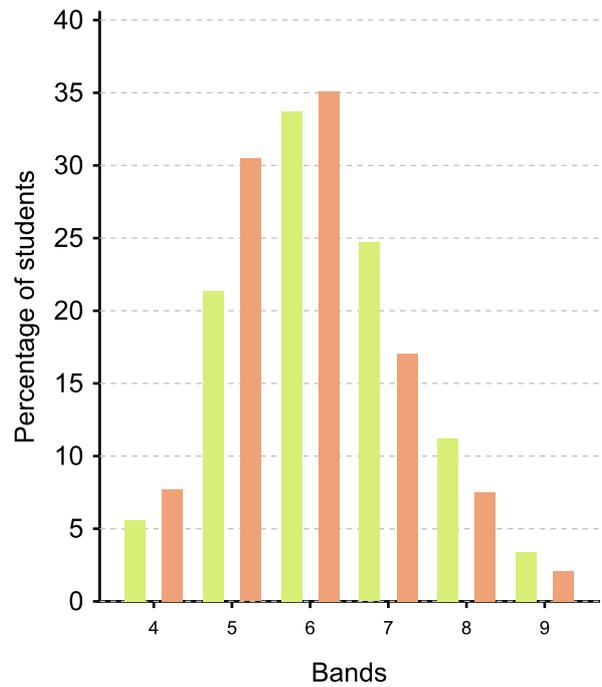
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Writing



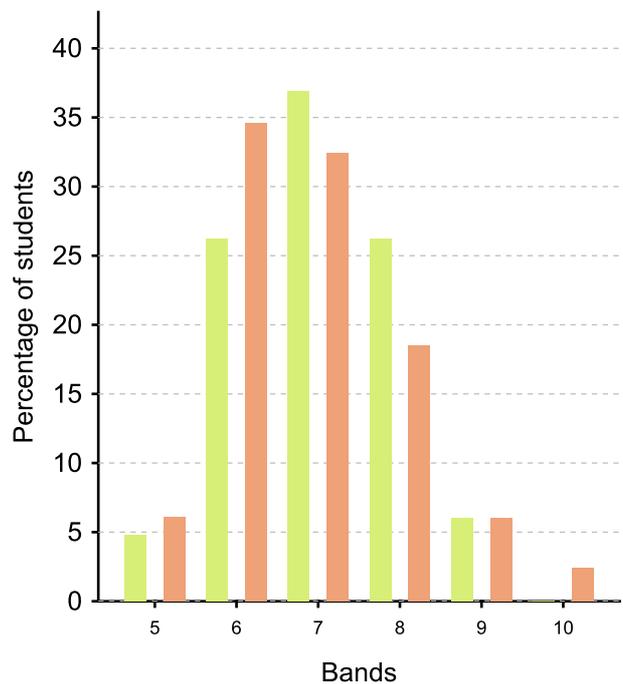
Percentage in bands:
Year 7 Numeracy



Numeracy

- In 2016 the school continued its upward trend of scaled scores. The school's overall result is better than similar schools.
- The Year 9 cohort results showed we have successfully moved our students from the lower bands by 11%, decreasing the number of students in Band 6 (37% in 2015). Consequently, the number of students in Band 7 has increased and the number of students in Band 8 has almost doubled. While 96% of the students experienced growth, approximately 61% of our students received greater than or equal to expected growth. While all Aboriginal and Torres Strait Islander students had positive growth, one student more than doubled their expected growth.

Percentage in bands:
Year 9 Numeracy



Validation of Assessment 4 Learning and Individual Development (VALID)

VALID Science 8 is mandatory for Year 8 students in NSW government schools. Sixty three students participated in the VALID exam. Student achievements

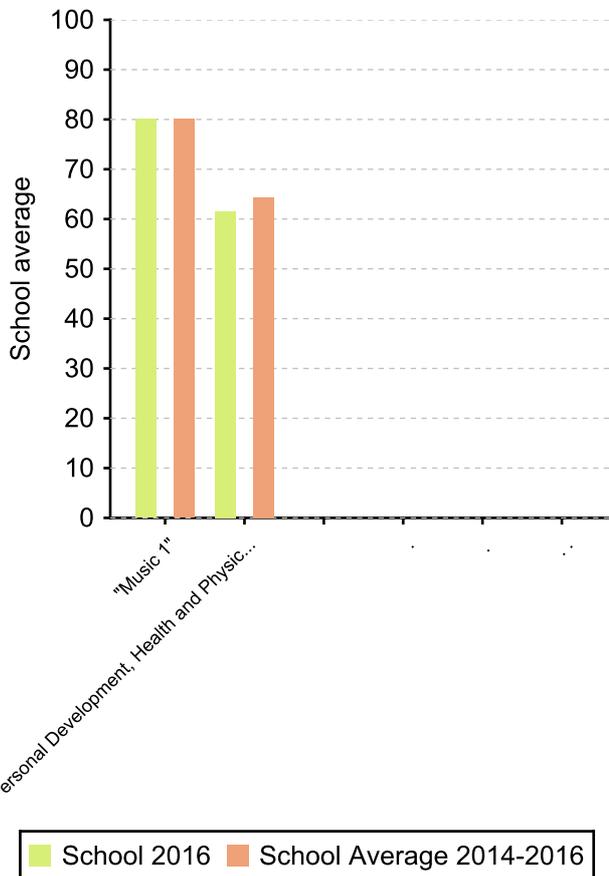
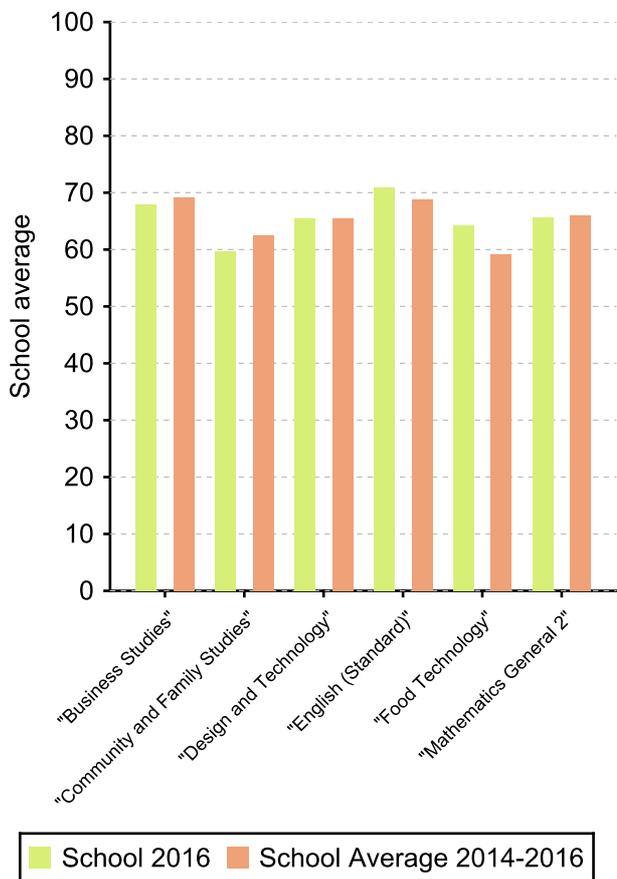
are scaled from Level 1 to Level 6. Five students achieved Level 5, eight students achieved Level 4 and 29 students achieved Level 3. One student achieved Level 6 in the areas of Knowledge and Understanding; Planning, Designing and Conducting.

VALID Science 10 is optional for schools with Year 10 students. 102 students participated in the VALID exam. Three students achieved Level 6, 17 students achieved Level 5 with the majority of students achieving Level 3 or 4.

Five teachers completed NESA registered professional learning in the differentiation of the quality of student responses and pilot marking.

Higher School Certificate (HSC)

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



Science – Annually one KLA reports on HSC results.

The Science faculty continued to achieve some pleasing results in the HSC in 2016. After analysis of HSC data for 2014 and 2015, extensive teacher time has been given for teacher professional development to target students' extended responses. In conjunction with the EALD, expert explicit scaffolding and literacy activities were created to back map teaching and learning cycles from the HSC exams. As a result:

In Biology, ten students completed the HSC course. 10% of students achieved a Band 6 as compared to 8.8% of all state school students.

10% of students achieved Band 6 as compared to 7.1% in 2015. 60% of students achieved Band 4 as compared to 28.6% in 2015.

Trend for HSC 2016 Year 12 – all students in Biology have shown improvement in scaled score (67.4 in 2015 to 73.1 in 2016).

In Chemistry, three students completed the HSC course. 10% of students achieved a Band 5 as compared to 8.8% of all state school students.

33.3 % of students achieved Band 4 as compared to 20% in 2015.

Trend for HSC 2016 Year 12 – all students in Chemistry showed improvement in scaled score (72.2 in 2015 to 75.3 in 2016).

The Science faculty is constantly striving to deliver programs, units of work and lessons that engage and challenge students. This will provide opportunities for

students to develop and expand skills and knowledge in 2017.

Policy requirements

Aboriginal education

In 2016, the majority of ATSI students were enrolled in Year 10. Our Aboriginal Team, equipped with literacy and numeracy data, engaged our ATSI students and carers to understand the needs and expectations for this cohort to successfully move on to Stage 6.

The Aboriginal team alongside the Learning and Support team developed a strategic program which included improving literacy skills and embedding the numeracy skills that would allow students to readily embrace Mathematics in Stage 6. They also looked at providing social support by helping students to manage their time, develop study and essay writing expertise.

The Senior Executive Team created a structure through which this program could be executed. This required consultation and approval from the Executive, ATSI parents/caregivers and students to implement. The structure involved dissolving a third elective line (6 periods) and replacing it with the **Waranara Ngarra** elective. It also required resourcing by releasing and engaging staff with the expertise to successfully initiate and implement the program.

The timing of the program was divided into three allotments.

- *Literacy (2 periods)*
- *Numeracy (2 periods)*
- *Cultural Exploration and Study skills (2 periods)*

Literacy – Professional Learning was provided to staff to analyse and plot students on the literacy continuum. This information was shared with students and through a visible learning model. Students were able to discuss and set goals for improvement and were provided with explicit instruction and skill building activities to move along the continuum and meet their individual goals.

Meanwhile, members of the Aboriginal Team participated in the Aboriginal EAL/D (*English as an additional language or dialect*) Capability Framework project. This allowed staff to engage in discussion around the specific needs of our Aboriginal students as EAL/D learners and professionally support the Year 10 Waranara Ngarra (meeting place) elective.

Numeracy – A specific program was provided to students which specifically focused on the skills required to successfully navigate Stage 6 Mathematics and other numeracy demands.

Cultural Exploration and Study Skills – This area was addressed through a number of initiatives.

1. Engaged with Amelia Corr (Recruitment and Outreach Coordinator) from the Walanga Muru Office of Indigenous Strategy. Amelia listened to the identified needs of individual students as

outlined by the school, families and students. Together, we were able to create a program to target needs. Cultural understanding and cultural pride were identified as important areas to build our student's understanding of their culture. The group experimented with traditional storytelling, traditional painting and art making techniques as well as more contemporary indigenous issues such as accessing health services, discussing the problems with drugs and other substances of abuse, friendship and relationship issues and other personal and relevant discussion points; all with the important and authentic Aboriginal perspective brought by Ms Corr.

2. Students engaged with the community and our Aboriginal Elders through a Reconciliation Day project at school. This involved students exploring what Reconciliation means to them and working with other non Aboriginal students to create a video to broadcast to the whole school and our learning partners.

The following results were observed:

- Parents/Caregivers were extremely supportive of the third line Waranara Ngarra elective and valued the schools focus on planning for their children's best outcomes. Students readily engaged with staff and reported feeling empowered by recognising their areas of strength and those which they agreed to focus on. A strengthening of ties between our Aboriginal students, families, elders and Aboriginal Education Community Group (AECG) continues to develop.
- Teachers received professional learning around the Aboriginal EAL/D capability framework and specific literacy strategies. They worked collaboratively with students to individually meet student goals.
- All students successfully met the demands of the Record of Student Achievement (RoSA) and felt supported in their academic goals.
- 100% of students improved their attendance at school, and in particular when the Waranara Ngarra lessons were scheduled.
- Staff, student and parent relationships have significantly improved and a sense of 'we are all working together' now exists.
- A professional relationship has been established with Macquarie University and will extend beyond 2016.
- The Aboriginal Team presented the implementation of their EAL/D project at the Aboriginal Capability Framework deliverables in October.
- Students reported that they felt ready to take on the challenges of Stage 6 and were very specific about how they felt the Aboriginal Equity funding could be used to support their educational goals.
- Students have progressed along the literacy and numeracy continuums.

Multicultural and anti-racism education

Sir Joseph Banks High School has a culturally rich and diverse population with 84% of students from language

backgrounds other than English (LBOTE). The school continues to be a culturally inclusive and harmonious learning community. School values of respect, care, compassion and tolerance are reinforced through school assemblies, newsletters and promotional initiatives. The teaching and support staff are also representative of a wide range of cultures. Cultural diversity is valued and provides the school with many and varied cultural and social activities and perspectives.

The Language Background Other Than English (LBOTE) students are from a variety of backgrounds including Arabic, Iraqi, Afghani, Vietnamese, Chinese, Pacific Islands and Sudanese.

The school has an allocation of 2.2 EAL/D teachers. The EAL/D program is extensive and innovative to meet the needs of these students. Intensive support is provided in KLA classrooms where there is greatest need. EAL/D teachers work as a team across the school, teaching students and advising peers, the main focus being to support students' English acquisition and literacy learning.

Two EAL/D teachers work with Stage 4 learners across the school. The EAL/D teacher assists the KLA teachers with developing Teaching and Learning strategies that are meaningful and appropriate for EAL/D learners.

The EAL/D beginner and emerging learners are targeted in KLA classes. The EAL/D team teaching support given, enables these learners to engage in the English language as the EAL/D teacher provides specific English language structures and metalanguage through various reading, writing, listening and speaking activities.

The HSC ESL English course is available to Stage 6 EAL/D students. The school now has both a Year 11 ESL English class and a Year 12 ESL English classes. These students responded to the supportive environment and engaged with a variety of texts that were appropriate to their level of language. In class support was provided, as well as weekly tutorials to assist students in understanding the learning outcomes of their subjects and provide the opportunity to complete tasks to the best of their ability.

When required interpreters were available for parents and caregivers. These services are available for parent/teacher meetings and nights.

Some students elected to study at the Saturday School of Community Languages which was supported by the school.

Harmony Week is an important time in our school. During assembly Year 7 and 8 students spoke about the relevance of this to our school. The SRC conducted a Harmony Challenge. During the challenge, students met regularly and distributed orange ribbons symbolising the friendship and unity created in our multicultural community.

The Festival of Cultures multicultural day was held in

early December that proved to be a highly successful event. This afternoon of activities celebrated the many and varied cultures within the school. Students and teachers wore national costumes. It was an afternoon of colourful national dancing, of savouring various foods from round the world and students participating in culturally diverse performances held in the school hall. We were also visited by Henry Lawson High School from Grenfell in rural NSW to showcase our multicultural school community. This started a reciprocal relationship where we will also visit our country sister school to continue to provide unique opportunities for our learning community.

Other school programs

Scholarships

Students at Sir Joseph Banks High school have continued to be successful in attaining scholarships and being acknowledged for their successful approach towards their studies. In 2016, two Year 10 students were awarded highly sought national scholarships worth \$7500 each, through the Australian and Business Community Network (ABCN). In addition, this scholarship program provides these students with ongoing mentoring throughout Stage 6 and into University.

Two students in Year 12 were also rewarded with scholarships from Family and Community Services. The money from these awards has been used by the recipients to support their successful completion of Year 12.

Learning Hub

In 2016 we launched our new dynamic learning space called the Learning Hub. The Learning Hub is a centre of excellence for Future Focused Learning and transformed our library into a space for collaboration, creativity and innovation.

The Learning Hub consists of a Makerspace, collaborative booths, executive circular classroom, MAD Room, Waranara Ngarra Room, reading cave, reading nook, computer collaboration area, Learning Centre and library book space.

The Learning Hub team researched 21st century practices and trends to design a contemporary space that suited the needs of our ever changing world. New furniture was purchased, walls were painted and spaces were redesigned. With collaboration at the centre of our targets, we redesigned working spaces to cater for flexibility, function and design. Technology was a major target for improvement to make our space cutting edge. With this in mind, we purchased extra computers, an interactive projector and networked monitors to enhance collaboration while break out areas within larger spaces to allow students to work individually and in small teams. The creation of an exciting Makerspace which houses our 3D printer, physical technology, robotics equipment and Sphero

Balls promoted the development of computational and problem solving skills.

Ensuring our teachers were well equipped to use the space effectively and manage a new learning environment was paramount, and we have supported teachers in the use of the space as well as delivering several professional learning sessions around how to effectively use the space, use the technology and maximise student outcomes through Future Focused strategies.

The Learning Hub was launched in Term 4 with a special event where we invited local school principals, librarians and STEM coordinators. We had over 60 people attend with very positive feedback on our design. Most importantly we treated our guests to 21st century learning in action with a range of student led activities including Sphero Balls, Makey Makey, Photoshop tutorials, musical stairs, animation, robotics and coding. Our local paper reported on the success of the event with the headline – 'School Debuts New High Tech Hub'.

HSC Tutorials

The HSC tutorial program is designed to assist in achieving equitable outcomes from schooling for HSC students. This provided tutorial assistance to HSC students in school identified on the basis of need. The majority of Year 12 students voluntarily attended HSC tutorials, either before or after school. Students reported that the tutorials were very helpful in building the skills and knowledge needed for success in the HSC.