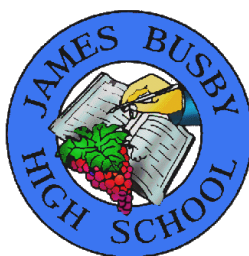


James Busby High School

Annual Report



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Introduction

The Annual Report for **2016** is provided to the community of **James Busby 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.

Olimpia Bartolillo

Principal

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Message from the Principal

At James Busby High School, our teachers embrace the concept of quality teaching and are active in seeking to continually update their skills in order to deliver meaningful, differentiated and engaging educational experiences for all students. At James Busby High School, we have a strong commitment to the 'whole child' and work hard to know our students and how they learn at an individual level. I value our achievements in all areas of our school environment as well as the significant progress being made across our school's strategic directions.

Our school's success is underpinned by our core values encapsulated in the acronym PRAISE: Positive Relationships, Respect, Achievement, Integrity, Safety and Equity. These core values drive our entire approach to all our day-to-day processes, teaching and learning activities and leadership of the school. As a result, we have a school culture that embraces inclusivity, respect and acceptance of our diversity.

Our annual school planning, school self-assessment and milestone reporting was a consultative process with staff, students, parents and other community groups which included our parent group and local Aboriginal Education Consultative Group (AECG). This produced a series of mandatory documents that were negotiated, transparent and in tune with the needs of our school.

James Busby High School is a place where people feel valued for their diversity and one which offers challenging teaching and learning experiences that equip people for the 21st century world in which they live. It is also a place, which has a lasting, positive influence that extends beyond the school boundaries into the community in which it stands.

I certify that the information provided in this report is the result of rigorous school self-assessment and review undertaken with staff, parent and student leaders and provides an accurate account of our achievements and areas for future development.

Ms Olimpia Bartolillo

Principal

School background

School vision statement

James Busby High School aims to provide a safe and caring environment where positive relationships are respected and valued across the whole school community. Students are provided with a diverse range of learning experiences within a dynamic, innovative and creative environment. Quality teaching is our core business where all student achievement is actively promoted and valued.

School context

James Busby High School has an enrolment of 710, including 39 Aboriginal and Torres Strait Islander students and 75% of students from a non-English speaking background. James Busby High School is a comprehensive high school supported by significant Resource Allocation Model Equity Funding. The school has a Support Unit comprising of 9 classes for students with mild and moderate intellectual disabilities. The school has a strong focus on quality teaching, literacy and numeracy enhancement, values driven classroom management and a welfare system that empowers its staff and students to maximise their potential. The school employs two part-time community liaison officers to promote community involvement. The school also funds an after school homework centre and a learning and re-engagement centre for small group tutorials and targeted instruction to address specific literacy and numeracy needs.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For schools 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated in the School Excellence Framework domain of Learning:

Our school has a very strong welfare focus due to the extensive cognitive, emotional, social and spiritual needs of our Support Unit and mainstream students. We continually endeavour to meet the needs of a diverse and very complex range of students in creative and innovative ways as well as through the establishment of strong support networks both within our school, drawing on the expertise of our staff, and through the partnerships we have developed with a number of external agencies. Student engagement is at the core of all planned learning and is an ongoing area for development. Our school assessed itself as delivering in the areas of Learning Culture, Wellbeing, Assessment and Reporting, and Student Performance Measures. The external validation panel however, identified our school as sustaining and growing in Learning Culture and Wellbeing. We identified Student Performance Measures as being an area of weakness, one that we must plan to ensure that data is utilised more regularly at the classroom level in order to improve student outcomes. We feel that we are strong in the area of Wellbeing and may have underestimated our impact in this area. It will continue to remain a strong focus for the future, as it is central to values and expectations and all we do in order to meet the very complex wellbeing, behavioural and learning needs of our students.

In the School Excellence Framework domain of Teaching:

We have strong collaborative practices that are embedded in the school culture and include firm ties with external agencies and universities. These collegial endeavours have ensured that staff are continually striving to improve their effectiveness in their classroom and are recognising the impact of their collective efficacy. Greater emphasis is needed on the optimisation of data analysis to inform teaching practice and improve learning opportunities through greater engagement. We are delivering in the areas of Effective Classroom Practice as well as Data Skills and Use. Our areas of enormous strength are Collaborative Practice, Learning and Development and Professional Standards, where we assessed ourselves to be sustaining and growing. Professional learning is utilised in a multitude of structures within the

school and has strong participation and engagement rates. This will be an ongoing feature for 2017, with a greater focus on translating data to influence teaching and learning in order to produce sustainable growth.

In the School Excellence Framework domain of Leading:

There is a strong commitment to the development of sound leadership practice at all levels of the school. This has been a deliberate strategy to ensure cultural development around the collective efficacy of teachers in order to embed it as an integral feature of our school. Our teachers are developing a culture of high expectations and engagement, continually striving to improve their performance through mentoring, collaborative practices and professional learning structures. Our school plans for ongoing improvement have established strong positive ties with the whole school community. We identified ourselves as sustaining and growing in the areas of Leadership, School Planning, Implementation and Reporting, as well as Management Practices and Processes, but deliberated over the element of School Resources, where we underestimated our achievements by stating that we were delivering in this area. The external validation team identified our school as sustaining and growing in this area. We have a culture of collective efficacy and a commitment to ongoing professional development and hope that is reflected more effectively in our external results.

The panel reports findings are outlined below:

In the domain of Learning the school's self-assessment is consistent with the evidence presented in two elements and is validated using the School Excellence Framework. In the element of: Learning Culture, the evidence presented indicates the school is operating at the Sustaining and Growing stage; Wellbeing, the evidence presented indicates the school is operating at the Sustaining and Growing stage; Student Performance Measures, the evidence presented indicates the school is operating at the Delivering stage.

In the domain of Teaching the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

In the domain of Leading the school's self-assessment is consistent with the evidence presented in three elements and is validated using the School Excellence Framework. In the element of: School Resources, the evidence presented indicates the school is operating at the Sustaining and Growing stage.

Our self-assessment and the external validation 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

Building an evidence-based culture to support student improvement

Purpose

We aim to achieve a culture of knowing our students and how they learn in order to prepare them for the broadening world around them. Our purpose is to enable student academic growth through differentiated teaching and learning practices, programs and pedagogy. At James Busby High School, we envisage a culture of evidence of impact reflective of student and teacher growth. Building this culture through relevant, differentiated Curriculum and Assessment is a future-focused educational priority at James Busby High School.

Overall summary of progress

In achieving the purpose of Strategic Direction 1: Building an evidence-based culture to support student improvement, the team was able to attain half of the identified milestones. The focus was heavily on developing individualised literacy plans for all students in years 8 and 9. As such Teacher Professional Learning (TPL) was provided on SMART data – NAPLAN. Work also included the formation of a Literacy and Numeracy Team representative of each KLA. At the conclusion of 2016, we met each of our milestones to a satisfactory/limited level as some milestones were achieved in full while others were not. This has implications for the 2017 cycle of the school plan where a re-visiting of milestones is to occur and where there is greater potential for all milestones to be met.

The team was able to meet some of the milestones associated with the Strategic Direction. However, greater TPL on differentiation, numeracy and gifted and talented strategies associated with the Strategic Direction was required. As we progressed through the year, we also felt it was important to refine the way in which we analysed our facilitation of the milestones and overall Strategic Direction.

Our team had the planned impact of highlighting each component of the Strategic Direction. Literacy Profiles were circulated and strategies for improving writing was a key focus. This resulted in greater staff awareness on the foundational role literacy plays in every KLA. TPL analysing SMART data and how to access this data was a valuable way in which we began the process of encouraging data-informed decision making. As a school, practices around our utilisation of data (Literacy, Numeracy and ILP's) were examined and a clear message conveyed about the importance of data driven decision making.

Greater impact was necessary in the area of applying strategies gained from TPL that are then reflected in faculty units of work. ALARM, too, slowly bloomed towards the conclusion of the year and is certainly a key focus of the 2017 milestones document.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)												
• Demonstrated above state average growth data for all aspects of Literacy in Year 9	Our Year 9 students demonstrated above state average growth in the following areas of the literacy component of NAPLAN: <table><tr><td></td><td>School</td><td>State</td></tr><tr><td>Reading</td><td>35.4</td><td>33.2</td></tr><tr><td>Spelling</td><td>42.2</td><td>33.8</td></tr><tr><td>Grammar & Punctuation</td><td>21.9</td><td>21.1</td></tr></table>		School	State	Reading	35.4	33.2	Spelling	42.2	33.8	Grammar & Punctuation	21.9	21.1	\$11,136.38
	School	State												
Reading	35.4	33.2												
Spelling	42.2	33.8												
Grammar & Punctuation	21.9	21.1												
• Improved Numeracy results (NAPLAN Smart data) for Year 9 (above state average)	Our Year 9 students demonstrated above state growth in the Numeracy component of NAPLAN. The School average scaled score growth was 51.1, whereas the state was 40.7.	This amount is stated above (\$11,136.38)												
• School contribution to DoE target of 8% improvement in the	The Business Intelligence data indicates that 5% of our students (2015–2016) achieved the top two	This amount is stated above (\$11,136.38)												

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
top 2 bands in NAPLAN	<p>bands in NAPLAN for Reading and Numeracy in Year 7; whilst 4% (2015–2016) achieved the top two bands in NAPLAN for Reading and Numeracy in Year 9.</p> <p>Our school continues to make incremental progress in both literacy and numeracy as evidenced by our growth data.</p>	
<ul style="list-style-type: none"> School contribution to DoE targets for improvement of indigenous students' performance in NAPLAN 	<p>Our Year 7 growth data for indigenous students in Reading was 52.2, above the state growth of 44.5. Whilst our Spelling, Grammar and Punctuation and Numeracy data demonstrated less growth than the state.</p> <p>Year 9 growth data for indigenous students in Numeracy was 41.1, just below the state growth of 42.7. Our Reading, Spelling and Grammar and Punctuation data was below the state growth. A significant contributing factor to this was 1 student's extenuating circumstances that affected the overall data of small group of students (3) who were in this category.</p> <p>Our school continues to make incremental progress in the contribution of DoE targets for indigenous students with the majority of students demonstrating growth.</p>	This amount is stated above (\$11,136.38)

Next Steps

The Strategic Direction will focus greatly on the implementation of ALARM. It will continue to promote and value literacy and numeracy as a core focus of the school's 'Back to Basic' philosophy. 2017 will hone in on student academic growth through differentiated teaching and learning practices, programs and pedagogy. Additionally, we envisage a culture of evidence reflective of student and teacher growth as underpinning the Hattie project *Collaborative Practice, Collaborative Learning*.

Strategic Direction 2

Creating a culture of change through 21st Century teaching and learning practices

Purpose

The school's purpose is to foster learners who are independent, critical and creative thinkers through establishing a culture of innovation where teachers and students value learning and flourish as lifelong learners. We will develop students with skills and knowledge to function in a competitive global community by encouraging our teachers and students to take risks with their learning in order to engage and challenge students through the establishment of quality learning environments.

Overall summary of progress

The processes for 21st Century teaching and learning had a significant positive impact on staff, students and parents. Learning opportunities were more relevant, enabling students to develop greater leadership capacity whilst forging connections with outside collaborators, including our academic partner, Dr Les Vozzo. Project Based Learning (PBL) was strong within the school and evident in all Key Learning Areas (KLAs).

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">Action Learning data indicates a high level of staff involvement	<p>95% of school staff have taken part in Action Learning (AL) at the school, with many staff having completed several cycles. The mentoring project continues to attract staff that are new to the school, thus ensuring that a substantive number of staff have taken part in the project, demonstrating ongoing growth in participation rates.</p> <p>In 2015 an additional 28 teachers were involved in Action Learning. This motivated the teachers, who found it useful in coming up with new ideas for class room practices. Feedback from peers was useful and constructive, and staff understood the importance of engaging students and setting tasks that are challenging.</p> <p>In 2016 an additional 11 teachers became involved in Action Learning. Staff were able to identify areas in which they could improve as a direct result of their involvement in Action Learning. This project provided teachers with useful feedback in the planning of lessons, in particular incorporating the Quality Teaching Framework.</p>	<p>\$13,133.29</p>
<ul style="list-style-type: none">NAPLAN data for students who participated in PBL demonstrates higher growth than other students in the areas of literacy and numeracy	<p>Analysis of NAPLAN data demonstrates that students who participated in PBL had strong growth in literacy and numeracy. PBL students' growth in Reading was 45.1, significantly higher than the school growth of 35.4 and state growth of 33.2. In Spelling, PBL students achieved a growth of 44.6, above the school growth of 42.2 and state growth of 33.8. PBL students also achieved a growth of 63.7 in Numeracy, significantly higher than the school growth of 55.9 and state growth of 40.7.</p> <p>Through their involvement in the cross-curricular program <i>TinyHouses</i>, students were provided with opportunities to develop their research skills, independent and creative thinking skills, which in turn enabled them to thrive and succeed as</p>	<p>\$939.28</p> <p>In addition to this, part of the professional learning funds were utilised to support teacher development and release. This can be found in the 'Financial information' section of the Annual Report.</p>

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">NAPLAN data for students who participated in PBL demonstrates higher growth than other students in the areas of literacy and numeracy	learners.	
<ul style="list-style-type: none">Internal survey data of students participating in PBL demonstrates a productive learning environment that supports student learning	Survey data reveals most students participating in PBL were engaged in their learning. 75% of students stated that they would recommend the project to other students. The majority of survey responses indicated most students felt the PBL allowed them to reflect on their own learning style and the importance of team work, planning and research. 82% of students stated that they were proud of their accomplishments and enjoyed the course, as well as working in a group.	\$2883.69

Next Steps

The school will continue to focus on collaborative practice, with a focus on literacy and numeracy teaching strategies for 2017. We will continue to ensure that student engagement is increased through Project Based Learning, whilst providing innovative programs that challenge student learning, utilise multiple perspectives and drive students to broaden their knowledge and understanding of the world.

Strategic Direction 3

Enhancing leadership capacity within the school

Purpose

James Busby High School aims to empower all staff to lead effectively at all levels by supporting them through targeted professional learning in order to develop their opportunities and expertise. We will create innovative curriculum patterns framed by quality teaching which inspires their own and others' growth. All staff develop a collective responsibility for the development of their own professional growth as well as a sense of purpose for student learning.

Overall summary of progress

Building the leadership capacity of our staff through the utilisation of internal and external professional learning opportunities has been integral in the successful implementation of this strategic direction. Internal surveys revealed that 90% of staff valued the internal professional development opportunities that were provided to them throughout the year, whilst also having a greater impact on student learning through ongoing collaborative practice and shared expertise. Head teachers took part in the Executive Mentoring program, assisting many of the newly appointed and relieving head teachers at our school with the implementation of the school plan, departmental initiatives and strategies, finance, as well as the daily policies and procedures. This program was highly valued and is also evidenced by our internal survey data.

Professional Learning also focused on the Wellbeing Framework and MindMatters modules, in an attempt to address the complex and diverse needs of students. Staff developed a greater awareness of the social, cognitive and physical needs of students and their capacity to improve student wellbeing. The Tell Them From Me data demonstrated that 60% of our students had a strong sense of belonging to the school, this was greater in boys than in girls.

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">Internal survey data reveals that staff have opportunities for ongoing development through the evaluation of internal and external professional learning structures.	<p>Internal survey data revealed that 90% of staff surveyed valued the internal professional learning opportunities provided to them at the school. Staff overwhelmingly felt that they were given access to ongoing and extensive professional development opportunities in order to meet their PDP goals whilst developing their pedagogy. Staff valued the extensive professional learning activities provided by external providers, as well as the multitude of internal professional development opportunities.</p> <p>The leadership development course that was delivered at the school was highly valued and extremely successful. All participants (100%) indicated that the program was valuable in enabling staff to assess their own leadership style whilst developing their leadership skills. The majority of staff were able to then successfully gain relieving promotional positions, as well as lead programs within the school.</p>	Professional Development Funds are outlined in the Financial information section of the school plan (\$46,172.19).
<ul style="list-style-type: none"><i>Tell Them From Me</i> data reveals strong student engagement.	<p>Our <i>Tell Them From Me</i> survey data reveals that our students are more engaged than the NSW government norm. 58% of our students are intellectually engaged. The NSW government norm is 46%, indicating that our students experience greater engagement. 55% of girls and 61% of the boys in the school were intellectually engaged, in comparison to the NSW government norm of 43% for girls and 48% for boys.</p> <p>37% of students our students stated that they were interested and motivated, whilst the government</p>	N/A

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"> <i>Tell Them From Me</i> data reveals strong student engagement. 	norm is 26%. 31% of the girls and 43% of the boys in the school identify as being interested and motivated in contrast to the NSW government norm of 26% for girls and 29% for boys.	
<ul style="list-style-type: none"> Record of executive staff participating in the mentoring program indicates improved staff understanding of DoE requirements, the school's strategic directions, along with leadership development. 	All executive staff who participated in the mentoring program indicated that they had an improved understanding of DoE requirements, the school's strategic directions, whilst demonstrating leadership development. Staff evaluated their teaching and learning programs, assessed effective pedagogy whilst exploring effective leadership strategies. The majority of executive staff indicated that they found the program highly beneficial as evidenced by internal survey data.	\$26,431.56
<ul style="list-style-type: none"> Decline in <i>Sentra</i>/ discipline referrals at Head Teacher and Deputy Principal level demonstrates improved individual and collective wellbeing. 	The wellbeing of our students continues to be an ongoing focus. Unfortunately, we did not experience a decline in discipline referrals at a Head Teacher and Deputy Principal level. This finding can be attributed to contextual changes within the school, particularly the significant increase of students with complex behavioural and psychological needs.	N/A

Next Steps

The 2017 plan will continue to focus on leadership development through ongoing professional learning. Internal survey data revealed that staff needed more faculty planning time and as such the structure of the school's staff meetings has been changed to reflect this. The focus for 2017 will also include professional development in preparation for the implementation of the new curriculum. In addition to this the school will provide professional learning on teacher wellbeing throughout the year. The plan will also focus on building student leadership through close collaboration with the wellbeing team, Head Teacher Community Consultation and various staff members who will continue to provide and expand the leadership opportunities of our students.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Our Aboriginal students' needs are identified through their Personalised Learning Pathways (PLP). These are created through a consultative process with their parents and caregivers. NAPLAN data was analysed to support the PLP process.</p> <p>The Aboriginal Education Co-ordinator implemented the Year 6 to Year 7 Transition Program.</p> <p>Our students also took part in the Macquarie University Ngamuru Mentoring Program, along with the Western Sydney University mentoring program for transition into tertiary education.</p> <p>All staff were provided with professional learning about the <i>8 Aboriginal Ways of Learning</i> to implement into their programs. The <i>8 Aboriginal Ways of Learning</i> was also embedded into the James Busby High School Action Learning program.</p> <p>The After School Study Centre is also utilised to support our Aboriginal students with homework, assignments, assessment tasks and examination preparation, three times a week.</p> <p>Individual and group literacy and numeracy tutoring is also provided in addition to assistance given through Norta Norta funding.</p> <p>Higher School Certificate tutoring is also available for specific subjects to senior students.</p> <p>Additional LaST and SLSO support is provided for our Aboriginal students, enhancing student engagement.</p> <p>Our <i>Tell Them From Me</i> survey results indicated that our Aboriginal students feel that staff and students respect their culture. Our school ensures that we acknowledge the traditional custodians of this land in every gathering and during all assemblies to deepen the school community's understanding and appreciation of Aboriginal culture.</p>	<p>\$15,929.55 (Aboriginal Equity)</p> <p>\$29,949.32 (<i>Norta Norta</i>)</p> <p>Total expenditure: \$45,878.87 (this is not the total figure as other funds from various key initiatives are also utilised)</p>
English language proficiency	<p>At James Busby High School approximately 75% of students have a non-English speaking background. According to the EAL/D annual survey based on language proficiency, 2 students were identified as beginners with some print literacy, 10 students identified as being emerging, 169 students at developing phase and 321 students are at the consolidating phase. 4 of these students are international students who frequently seek EAL/D teacher support, 25 students are refugee students who have had a disrupted education for up to 4 years.</p>	<p>\$3,884.68</p>

<p>English language proficiency</p>	<p>Nearly all of the refugee students have experienced trauma.</p> <p>The EAL/D students received targeted support from the Learning and Support Team, through in-class support as well as receiving mentoring from our EAL/D teachers, Dhan Sharma and Matthew Sambucco. These students needs were met through a differentiated curriculum, participation in the school's literacy and numeracy programs, after school tutoring, re-engagement classes as well as special provisions.</p> <p>EAL/D students with high needs were also provided with wellbeing support and extra-curricular opportunities to enhance their English language proficiency. The school's interpreter service was also utilised to ensure effective communication with all stake holders, as well as providing cultural support.</p>	<p>\$3,884.68</p>
<p>Low level adjustment for disability</p>	<p>Through evidence provided by external service providers and assessments conducted by school Psychologists and members of the school Learning Support Team (LaST), we identified approximately 110 students with a disability in the mainstream setting of our school. These students were all included in the Nationally Consistent Collection of Data (NCCD). Learning and Support Teachers (LaSTs) and School Learning Support Officers (SLSOs) assistance, in and out of the classroom, was timetabled for these students accordingly.</p> <p>All staff completed professional learning on identifying and providing reasonable adjustments to students in the mainstream setting who have a disability. Staff were: informed of students in their classes who had a disability; provided with support from members of the LaST to identify appropriate adjustments for these students and were able to provide evidence of reasonable adjustments delivered to those students throughout the year.</p> <p>102 students in years 7–12 were deemed eligible for special provisions at the start of 2016 based on their disability. All eligible students had an Individual Learning Plan (ILP) developed in consultation with the student and/or their family. These plans identified SMART goals, adjustments and strategies that staff could implement in their classrooms. LST identified increased submission of assessment tasks and decreased anxiety in students completing examinations. They also indicated improved engagement in class. 14 students were removed from the special provision list at the end of 2016 when reassessed and reviewed by the Learning and Support Team as they had made significant progress and were achieving outcomes at an age/stage appropriate level.</p>	<p>\$57, 185.60</p>

<p>Low level adjustment for disability</p>	<p>Faculties were provided with four periods per fortnight of professional learning on making reasonable adjustments for students with a disability. LST faculty representatives developed the ability of staff to make reasonable adjustments to assessment tasks, units of work and programs. These adjustments led to increased participation in class, increased submission of assessment tasks and reduced anxiety among students.</p> <p>20 students with the highest reading and comprehension literacy needs worked in small groups with a LaST to complete the Reading Eggs online program. Student confidence in reading and attacking comprehension questions improved. Students ability to decode also improved significantly.</p>	<p>\$57, 185.60</p>
<p>Socio–economic background</p>	<p>All year 7 and 8 students were plotted on the Literacy Continuum. The Literacy team produced Individual Literacy Plans for all year 8 students. This enabled staff to provide individualised learning strategies for all students in their class.</p> <p>The Reading Comprehension Program has been introduced in order to improve the reading comprehension of students at James Busby High School. The school has purchased a subscription to Scholastic Literacy Pro in order to provide valuable data that tracks the progression of students. Literacy Pro measures students' reading comprehension through the online, adaptive Literacy Pro test. Scholastic Literacy Pro uses the information gathered to help develop students' reading skills. This is optimised when students read in their targeted reading range. The program provides staff and students with realistic targets for improvement. The program is currently being implemented in years 7–10.</p> <p>Planning began to establish a whole school approach to improving extended writing for all students. ALARM (A Learning and Response Matrix) provides a structured format for students who have difficulty in developing and sustaining extended writing passages. A school based matrix will allow for structure and consistency across all KLAS.</p> <p>The school also implements a peer literacy TAFE tutoring program which has continued to be very successful at James Busby High School. Ongoing evaluations of the program have demonstrated that the implementation of literacy activities have significantly enhanced student engagement as well as their literacy skills.</p> <p>20 year 10 students participated as tutors and successfully completed the TAFE component of the program which includes both theory and fieldwork (tutoring). 69 year 7 students participated as tutees. These students were</p>	<p>\$8,040.42 (Peer Tutor Reading)</p> <p>\$23,644.63 (HSC tutoring)</p> <p>\$189,508.38 (Re–engagement/LaST/SL SO)</p> <p>\$50,354.56 (After School Study Centre)</p> <p>\$15,094.80 (Support Unit)</p> <p>\$17,094.00 (Support Unit Head Teacher Wellbeing)</p> <p>\$18,972.19 (Head Teacher Welfare – relief from Face–to–Face teaching)</p> <p>\$88,656.38 (TSO)</p> <p>\$4,632.92 (Student Assistance)</p> <p>\$34,012.46 (CLOs)</p> <p>Total expenditure: \$450,010.74</p>

<p>Socio-economic background</p>	<p>pre and post tested; their results indicated an improvement of at least 78% in their literacy levels. Year 10 students who received their accreditation with a TAFE certificate had a greater chance to successfully acquire part-time employment, this also assisted these students in their ability to take part in other leadership programs.</p> <p>50 students participated in the after school, Higher School Certificate tutoring program across most Key Learning Areas to enhance their achievement in their Higher School Certificate examinations.</p> <p>Students who participated in the program received support through ongoing revision of the curriculum, examination preparation, writing assistance through modelled, scaffolded and independent responses, emotional and psychological support, developing better study habits that focused on organisational skills as well as the preparation of effective study plans.</p> <p>The school also funds additional LaST and SLSO positions to ensure that students Literacy and Numeracy needs are addressed. Students are identified through their NAPLAN data in Reading and Numeracy. They are then tested before taking part in the re-engagement program and provided with Individualised Learning Plans that address their needs. They are provided with intensive and highly structured support before being re-integrated back into the classroom, with SLSO support. The program has been highly beneficial with all students demonstrating growth (internal assessment) in the areas of literacy and numeracy.</p> <p>The After School Study Centre is open 3 days a week on Tuesday, Wednesday and Thursday. The centre provides student with technology and an abundance of resources to meet their curriculum and syllabus needs. Staff monitor students, whilst also providing them with assistance with their work. The program is valued by students and the community as it provides them with equitable access to technology.</p> <p>The school has funded a Support Head Teacher Wellbeing position to assist the relieving Head Teacher with the diverse and very complex needs of the Support Unit. This teacher provides staff with ongoing professional learning and support in the implementation of the Wellbeing Framework, along with extensive support for our Support Unit students. Various extra-curricular and learning opportunities are provided to students. This has created a strong and cohesive team in the Support Unit, amongst staff and students, leading to highly successful transitioning from high school into the workforce for our Support students, along with broadening staff knowledge and</p>	<p>\$8,040.42 (Peer Tutor Reading)</p> <p>\$23,644.63 (HSC tutoring)</p> <p>\$189,508.38 (Re-engagement/LaST/SLSO)</p> <p>\$50,354.56 (After School Study Centre)</p> <p>\$15,094.80 (Support Unit)</p> <p>\$17,094.00 (Support Unit Head Teacher Wellbeing)</p> <p>\$18,972.19 (Head Teacher Welfare – relief from Face-to-Face teaching)</p> <p>\$88,656.38 (TSO)</p> <p>\$4,632.92 (Student Assistance)</p> <p>\$34,012.46 (CLOs)</p> <p>Total expenditure: \$450,010.74</p>
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<p>Socio-economic background</p>	<p>capacity.</p> <p>The school also funds our Head Teacher Welfare position to be relieved from classes in order to provide our mainstream students with greater social, emotional, psychological and cognitive support. Our internal data reveals that further work in the implementation of the Wellbeing Framework is needed across the school.</p> <p>The school also funds a TSO position. This has provided staff and students with ongoing technological assistance throughout the school. A result of this has been that students and staff have developed a greater understanding of technology and its relevance in the workplace as well as the education sector. Staff have been able to provide engaging lessons in a medium that is vital to 21st Century teaching and learning, whilst students are given the platform and capacity to respond to an ever changing global world. This position is integral to the implementation of ongoing successful teaching and learning programs.</p> <p>The school has also funded a Head Teacher Community Consultation in the latter part of the year. This head teacher's purpose was to build stronger school and community ties and entailed the ongoing engagement and broadening of relationships with universities, community members, whilst also developing students' wellbeing through their ongoing engagement with the UTS Sky High program, volunteer work and student leadership program. The students who have participated in these programs have had a significant decrease in the number of <i>Sentral</i> referrals. Students have become highly engaged and now represent the school with pride.</p> <p>The school also funds 2 CLO part-time positions ensuring that parents and community members are provided with ongoing support in their child's education. The CLOs have been integral in the school and community consultative process, particularly in the creation of the school plan. They also provide valuable interpreting services to our parents and caregivers leading to greater community engagement, whilst offering an array of services.</p>	<p>\$8,040.42 (Peer Tutor Reading)</p> <p>\$23,644.63 (HSC tutoring)</p> <p>\$189,508.38 (Re-engagement/LaST/SL SO)</p> <p>\$50,354.56 (After School Study Centre)</p> <p>\$15,094.80 (Support Unit)</p> <p>\$17,094.00 (Support Unit Head Teacher Wellbeing)</p> <p>\$18,972.19 (Head Teacher Welfare – relief from Face-to-Face teaching)</p> <p>\$88,656.38 (TSO)</p> <p>\$4,632.92 (Student Assistance)</p> <p>\$34,012.46 (CLOs)</p> <p>Total expenditure: \$450,010.74</p>
<p>Support for beginning teachers</p>	<p>Beginning teachers were provided 1–2 days relief per term to plan lessons, evaluate units of work and review scope and sequence documents. Beginning teachers planned lessons to ensure that they were effectively implementing the school plan.</p> <p>They were also given the opportunity to observe other classes once per fortnight in a variety of Key Learning Areas.</p> <p>Beginning teachers participated in fortnightly team teaching with the school mentor. They</p>	<p>53 Beginning Teacher relief days @ \$450 ea = \$23,850.00</p> <p>13 Release days for Teacher Mentor & Assistant Mentor @ \$450 ea = \$5,850.00</p>

Support for beginning teachers	<p>were able to discuss their PDP goals and plan to achieve them.</p> <p>Beginning teachers were relieved for 2 days to attend professional learning courses appropriate and relevant to their needs.</p> <p>Beginning teachers also participated in fortnightly induction meetings after school. During this time they worked in collaboration with colleagues to adjust assessment tasks with the aim of improving student completion and submission rates.</p> <p>Funds are also utilised to provide relief from classes for the Teacher Mentor and Assistant Mentor to ensure that they are able to provide equitable support for beginning teachers.</p>	<p>Team teaching 4 relief days @ \$450 ea = \$1800.00</p> <p>BT Teacher Professional Learning = \$1995.00</p> <p>(course costs + Casual teachers @ \$450 per day)</p> <p>Release time/periods allocation for TM = \$0.00</p> <p>Miscellaneous/Teaching Resources = \$800.00</p> <p>Total expenditure: \$33,259.77</p>
In-built Relief Program	<p>School funds were used to hire additional staff and create relief periods that were used across the school in all Key Learning Areas to cover classes for absent teachers. The program aimed to minimise the disruption to the school day and capitalise on the existing rapport established between students and teachers.</p> <p>This initiative led to a reduction in disruption to lessons due to staff absences. Students had a familiar teacher deliver the curriculum in line with the school's strategic directions. Staff developed greater capacity through teaching a wider range of classes and subject areas. This program is embedded in our daily structures and routines minimising the need for casual relief.</p>	<p>\$138,429.80</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	398	383	382	390
Girls	334	319	323	320

James Busby High School consists of a diverse student population, including Aboriginal students as well as students from a language background other than English. We also have a large Support Unit which consists of 9 classes, including autism classes, as well as IO and IM classes. Our school's diversity is celebrated through a range of activities, staff ensure that we deliver an inclusive curriculum that meets the needs of all learners.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	92.3	90.9	91.7	92.1
8	91.1	91.3	90.3	91.2
9	89.4	91.7	89.3	87.4
10	85.4	88.1	84.5	85.2
11	84.2	87.8	81	85.4
12	89.5	92.1	88.8	84.6
All Years	88.5	90.3	87.6	87.8
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

At James Busby High School we endeavour to ensure that all students attend school regularly. We employ additional SASS staff to monitor attendance at the school through regular parental contact. Our wellbeing team, lead by the Head Teacher Welfare monitor student attendance, targeting students whose absence is the greatest concern. The Head Teacher works in

close consultation with our Home School Liaison Officer to ensure that students welfare and curriculum needs are addressed in order to improve student engagement and thus attendance.

Our student attendance data reveals an improvement in student attendance between 2015 and 2016 indicating that the school is delivering in this area and is achieving better student engagement than similar schools. This is also the case for Aboriginal students, as well as both male and female students in like schools.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	0	0	16
TAFE entry	0	0	16
University Entry	0	0	17
Other	0	0	10
Unknown	0	0	41

Year 12 students undertaking vocational or trade training

Vocational Education and Training (VET) forms a significant component of the curriculum at James Busby High School. Three VET frameworks were offered. They were Construction, Hospitality (Commerical Cookery) and Metals and Engineering. In 2016, 48% of students (36) undertook studies in one or more VET Framework Course.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2016, 76 students achieved their Higher School Certificate. 3 either left or withdrew from the school. We had 1 student transfer to another school, whilst 2 partially completed their Higher School Certificate.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	38.6
Learning and Support Teacher(s)	2.6
Teacher Librarian	1
Teacher of ESL	2.8
School Counsellor	2
School Administration & Support Staff	16.68
Other Positions	9.9

*Full Time Equivalent

The Australian Education Regulation, 2015 requires schools to report on the Aboriginal composition of their workforce.

At James Busby High School, we have 2 permanent Aboriginal teachers.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	78
Postgraduate degree	22

Professional learning and teacher accreditation

Professional learning funds were equally distributed across the school to allow opportunities for all staff to refine and develop their knowledge and skills. All professional learning activities were aligned with the school's strategic directions where professional development was a primary focus. The knowledge and skills that staff gained whilst undertaking professional learning was then shared with colleagues through internal structures of professional development such as executive, staff and faculty meetings, as well as mentoring and supporting opportunities within the school, along with all support materials and resources that were acquired.

Teachers seeking and maintaining accreditation were provided with professional learning opportunities, as

well as personalised support through our mentor, to ensure that they were meeting accreditation guidelines. There were structured and accredited courses also delivered at the school for all teachers seeking accreditation. There are a significant number of staff maintaining accreditation, and professional learning plays an integral role in their leadership capacity and credentials. Beginning teachers were also provided with relief from class where they could work collaboratively with other staff, observe best practice and gain valuable opportunities to develop their skills and capacity. Teachers were also given constructive feedback from their mentor teacher to assist them in their professional development.

Beginning teachers were also provided with an induction program to support them in implementing the school's and department's policies and procedures. Issues such as classroom management, student engagement, 21st Century teaching and learning skills, curriculum and syllabus requirements, the Quality Teaching Framework were just some of the areas of professional development.

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

Financial information

This summary financial information covers funds for operating costs to 1st December 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	1 443 189.80
Global funds	541 089.73
Tied funds	1 459 661.24
School & community sources	176 181.01
Interest	30 541.36
Trust receipts	32 048.25
Canteen	34 920.00
Total income	3 717 631.39
Expenditure	
Teaching & learning	
Key learning areas	97 575.68
Excursions	31 178.13
Extracurricular dissections	43 163.85
Library	100 742.32
Training & development	46 172.19
Tied funds	1 667 359.79
Short term relief	65 673.37
Administration & office	186 105.14
School-operated canteen	0.00
Utilities	122 836.67
Maintenance	79 314.19
Trust accounts	24 797.81
Capital programs	20 318.18
Total expenditure	2 485 237.32
Balance carried forward	1 232 394.07

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.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

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.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

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

School-based assessment

All assessment tasks are designed to ensure that students are meeting BOSTES requirements from Years 7 to 12. Students are provided with appropriate notification and all assessment booklets are uploaded on the school website. Differentiated assessment tasks are provided to students identified through NCCD, as well as those taking part in the enrichment and/or PBL programs. The school also operates an after school study centre to assist students with their assessment tasks by making technology and resources available to them, whilst also providing tuition and teacher support. Internal data reveals that students value their assessment tasks and in excess of 88% of students submit all tasks.

Our literacy and numeracy co-ordinators continue to map students against the Literacy and Numeracy Continuums in order to identify student areas of strength and weakness. This data is utilised to inform teaching practice and ensure that student areas of need are targeted through a multifaceted approach throughout the school, utilising learning and support staff and various key personnel across the school.

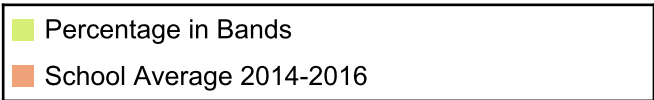
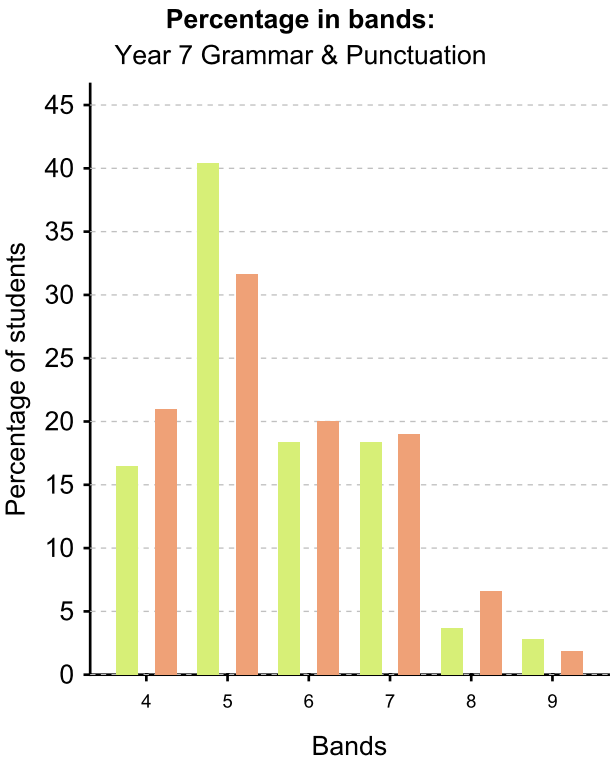
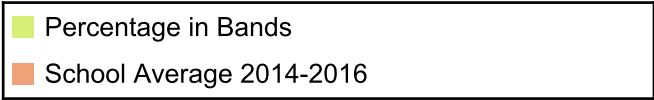
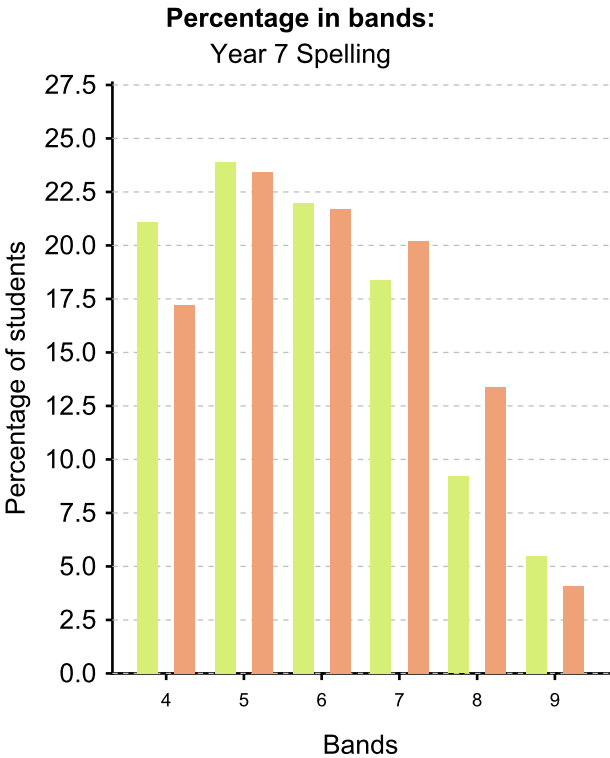
NAPLAN

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.

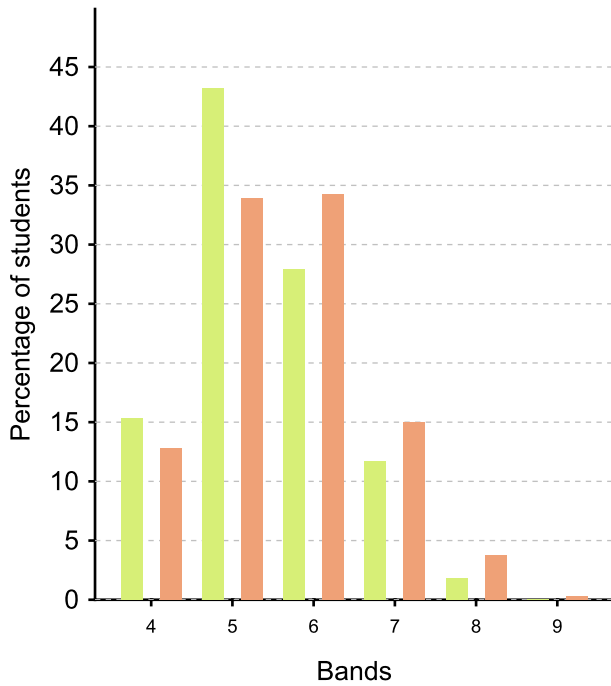
The school has continued to make incremental growth in all areas of literacy and numeracy for Years 7 and 9 in NAPLAN. This is evidenced by the SMART data that reveals above state and DoE growth in Reading, Spelling, Grammar and Punctuation (no data is available for Writing).

Our Year 7 school growth data for Reading was 52.9, above the state growth of 38.1 and NSW DoE growth of 39.2. Our Year 7 Spelling school growth was 48.9, above the state growth of 43.9 and NSW DoE growth of 43.5. Our Year 7 Grammar and Punctuation school growth was 45.3, above the state growth of 32.2 and NSW DoE Growth of 38.2.

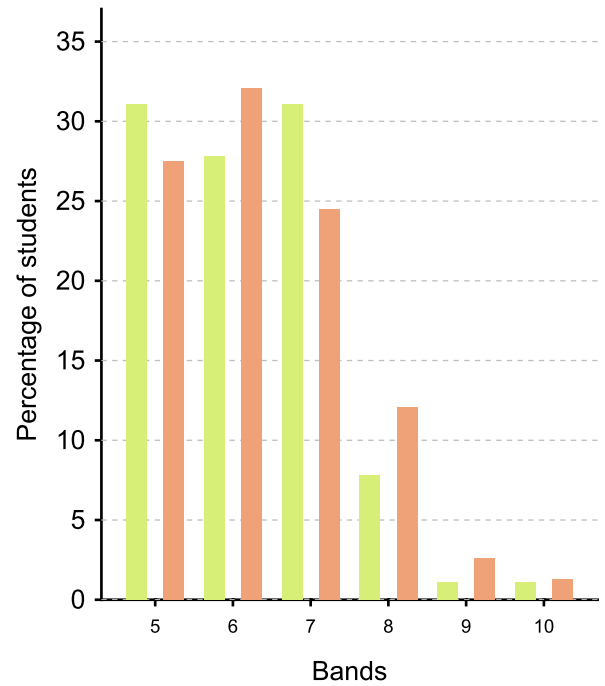
Our school's Year 9 growth data for Reading was 35.4, above the state growth of 33.2 and NSW DoE growth of 32.1. Our school's Year 9 growth data for Spelling was 42.2, above the state growth of 33.8 and DoE growth of 32.4. Our school's growth data for Grammar and Punctuation was 21.9, above state growth of 21.1.



Percentage in bands:
Year 7 Reading



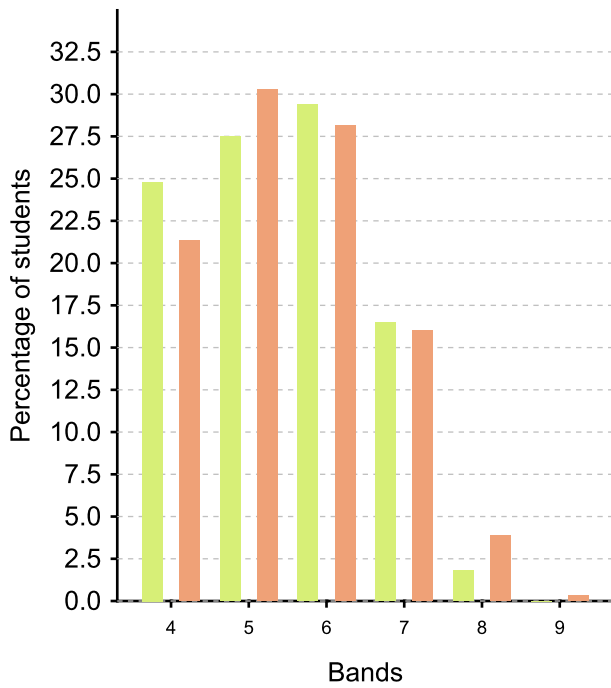
Percentage in bands:
Year 9 Grammar & Punctuation



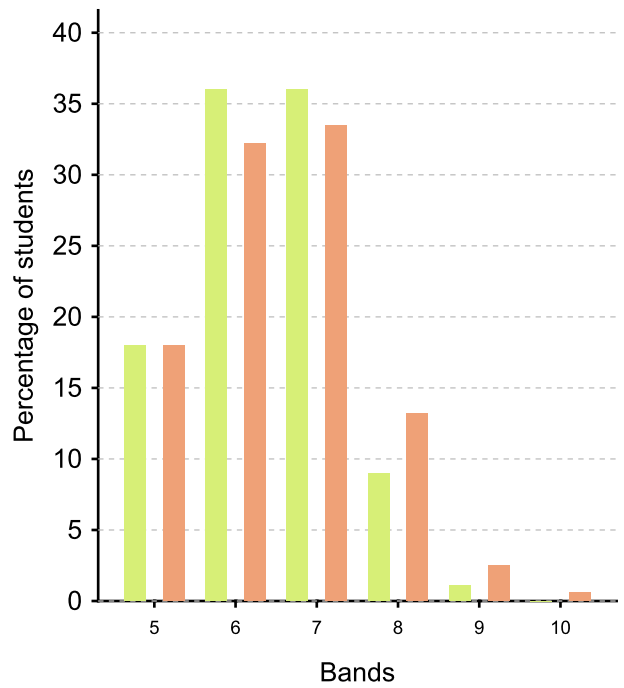
Percentage in Bands
School Average 2014-2016

Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 7 Writing



Percentage in bands:
Year 9 Reading

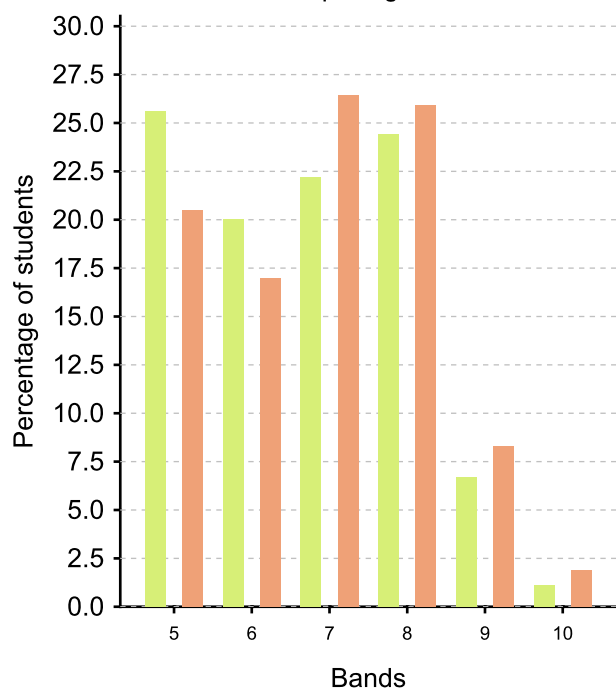


Percentage in Bands
School Average 2014-2016

Percentage in Bands
School Average 2014-2016

Percentage in bands:

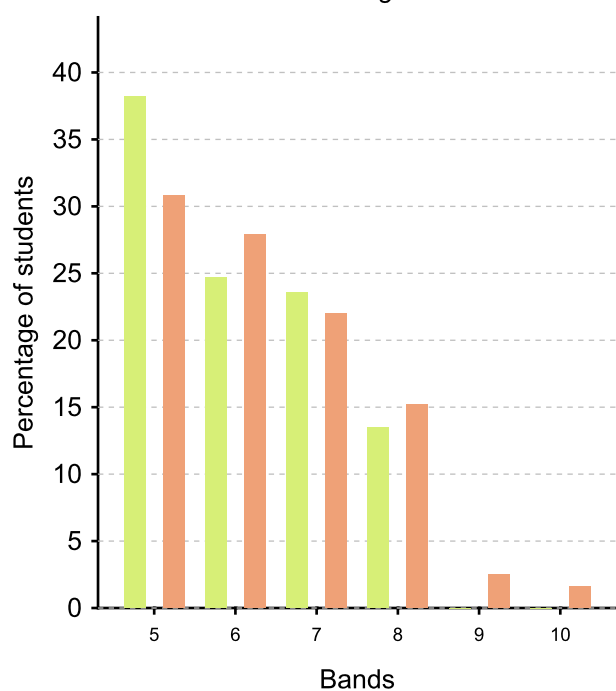
Year 9 Spelling



Percentage in Bands
School Average 2014-2016

Percentage in bands:

Year 9 Writing



Percentage in Bands
School Average 2014-2016

Equity funding has contributed to improvement in numeracy across the school in the following ways: The Numeracy Co-ordinator position and a second Numeracy Co-ordinator continued to be funded through Equity. Both of these positions were created to develop, implement and oversee numeracy across the Key Learning Areas. Both of these positions attracted a 4 period allowance per fortnight. This year Equity funding assisted with building teacher capacity within our mathematics faculty and provide professional learning for each mathematics teacher to better utilise SMART DATA. Being better informed, Maths teachers were able to provide a more targeted approach. This targeted approach has led to students being better able to complete their NAPLAN test, and improve learning outcomes within their class.

We have been using the *Mathletics* program to assist students with their numeracy. As numeracy is a whole school initiative, we took years 7 and 8 out of different faculties for one period a fortnight to do *Mathletics* with them. This has helped to increase the students' growth.

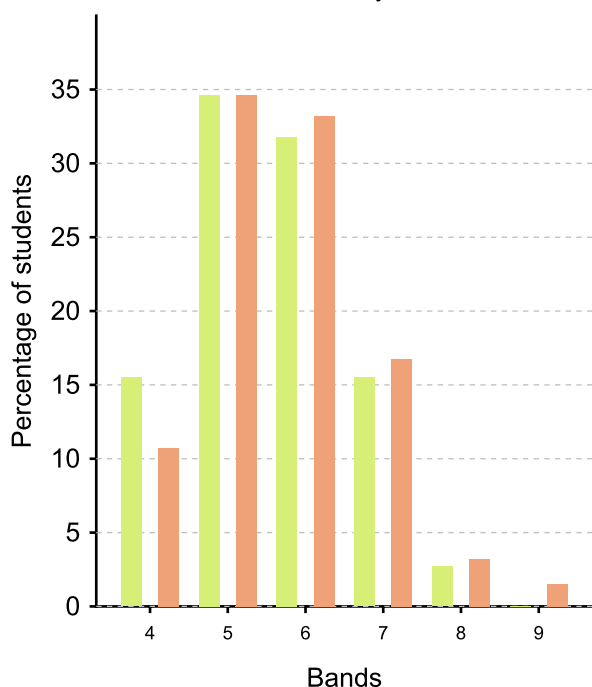
We are also developing 'Starter lessons' which will be used for the Improving Numeracy Outcomes Project. We are developing 28, 10 minute lesson starters which will be used in Year 9 next year for Term 1. The aim of this project is to help students to attain a band 8 in the Numeracy portion of the NAPLAN test.

Through analysis of the SMART Data, we could conclude that Equity funding has resulted in the development, implementation and revision of strategies that have lead to improved numeracy outcomes for our students. Our growth data for Year 9 indicated that all year 9 students were above the state average.

	School	State
All	51.1	40.7
Boys	47.0	39.7
Girls	55.9	41.8

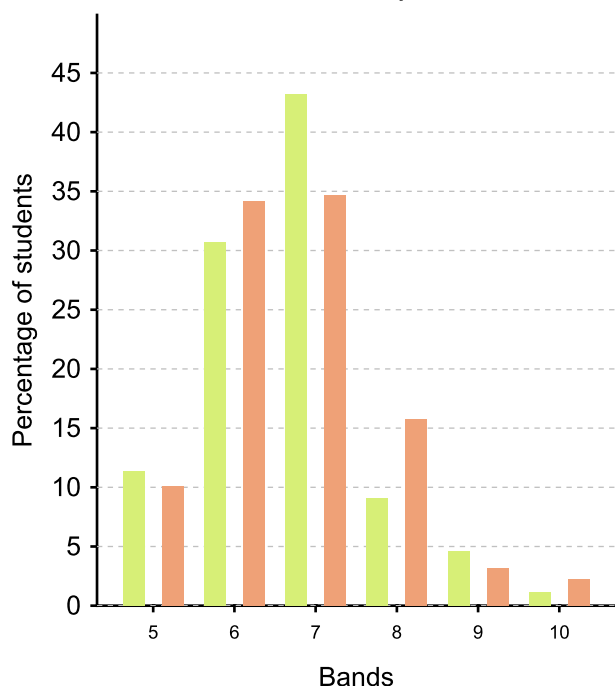
The school has continued to make incremental growth in all areas Numeracy for Years 7 and 9 in NAPLAN. This is evidenced by the SMART data that reveals above state and DoE growth in Numeracy. Our Year 7 Numeracy school growth was 62.4, above the state growth of 58.9 and DoE growth of 57.9. Our school's Year 9 growth data for Numeracy was 51.1, above the state growth of 40.7 and NSW DoE growth of 40.1.

Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2014-2016

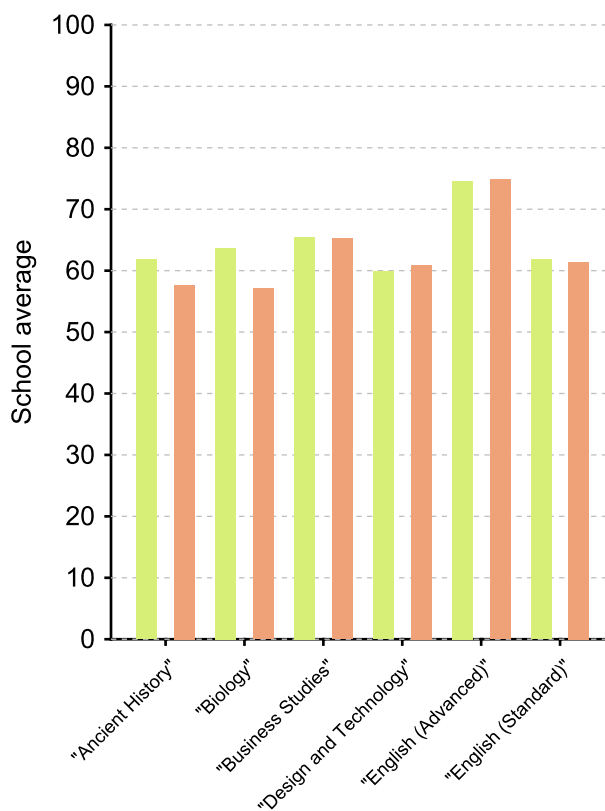
Our value-added (Business Intelligence) data from Year 7 to 9 indicates that our school is sustaining and growing in the areas of Reading and Numeracy. Our students growth data was 42.4 compared to 38.4 for similar schools. This demonstrates that our students are making strong progress throughout Stages 4 and 5.

The Business Intelligence data indicates that 5% of our students (2015–2016) achieved the top two bands in NAPLAN for Reading and Numeracy in Year 7. Whilst 4% (2015–2016) achieved the top two bands in NAPLAN for Reading and Numeracy in Year 9 (Business Intelligence data).

Our school's growth data demonstrates that we are contributing to the state's targets for Literacy and Numeracy, whilst also improving educational outcomes for our Aboriginal students.

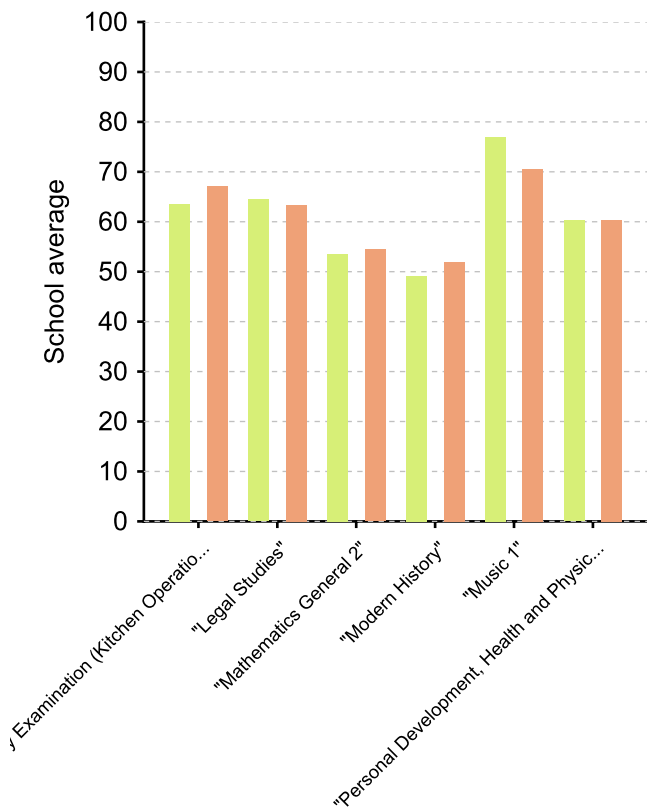
Higher School Certificate (HSC)

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

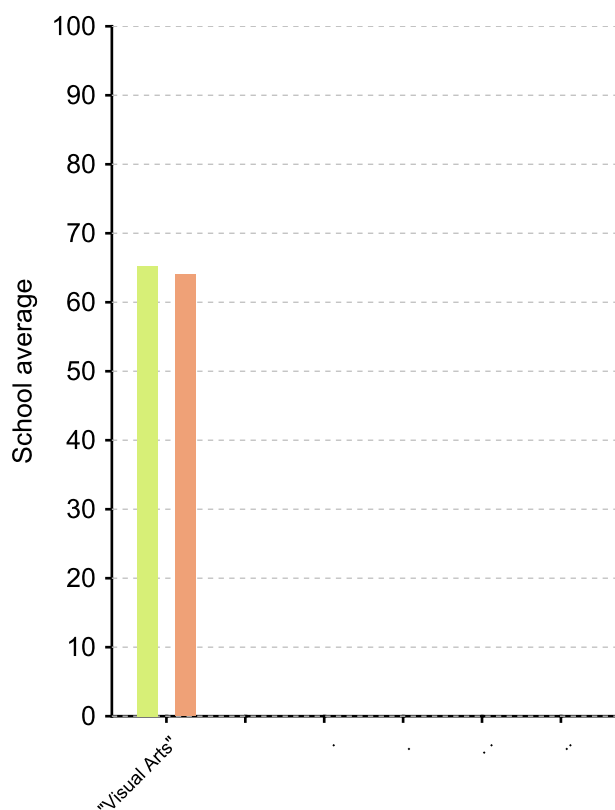


School 2016 School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.



■ School 2016
 ■ School Average 2014-2016



■ School 2016
 ■ School Average 2014-2016

Our value-added data for Year 9 to 12 (Business Intelligence) indicates that our school is sustaining and growing in this area, with 25.9 compared to 24.7 for similar schools. This indicates that our students are making significant progress throughout their schooling years.

Our Business Intelligence data indicates that 63% of

our students were eligible for an ATAR. In similar school 53% are eligible, demonstrating a downward trend for similar schools. Our school in contrast has had a significant increase in the number of students qualifying for an ATAR closing the gap between government schools and our school.

Our data indicates that the school continues to make incremental progress across various Key Learning Areas in Higher School Certificate results with positive growth in this area.

Parent/caregiver, student, teacher satisfaction

In 2016, our school sought the opinions of parent/carers, students and teachers about their school. Parents/carers and teachers were actively consulted in the school planning process and their responses are embedded in the school plan, through the school's strategic directions.

The school community is supportive of and recognises the importance of a value driven school culture that meets the need of the whole student. The strong welfare focus of our school is a driving factor in decision making and all decisions made are in the best interest of the students. The school supports the students through targeted literacy and numeracy programs, tutoring, the after-school study centre, the re-engagement centre and learning and support assistance. Students receive wellbeing support from all staff, particularly the year advisers, Head Teacher Welfare, executive staff and our team of counsellors.

Parents are supportive of the school's initiatives and programs and continue to support the school in its endeavours to improve student outcomes.

Policy requirements

Aboriginal education

The school continues to make incremental progress in the areas of literacy and numeracy for Aboriginal students and is committed to 'closing the gap' between indigenous and non-indigenous students. The school provides an inclusive curriculum that focuses on deepening the understanding and appreciation of Aboriginal history and culture.

Students are provided with pathways to university through the academic partnership with Western Sydney University and Macquarie University to ensure that Aboriginal students are given an equitable opportunity to succeed and thrive.

We provide students with tuition and fund an Aboriginal Education Officer to provide assistance to students in the classroom.

Our Aboriginal students proudly represent the school and have received external awards in recognition of their leadership and excellence achieved at school.

Multicultural and anti-racism education

The school reviews its teaching and learning programs annually to ensure that all classroom and school practices are culturally inclusive. Cultural perspectives are embedded in the school's programs to ensure that multiple points of view are explored fostering greater cultural understanding, whilst providing a diverse curriculum that is free of prejudice, enhancing greater citizenship as well as increasing students awareness of diversity and multiculturalism society.

James Busby High School is a diverse environment that not only has an array of students from various backgrounds, but also a very multicultural staff. This is utilised to form stronger school and community partnerships, whilst allowing us to communicate more effectively with parents and carers.

Our multi-cultural students and parents are also provided with assistance through our EAL/D teachers as well as our CLOs who regularly communicate with students and parents regarding curriculum, welfare and student needs. This has led to strong ties and highly successful post-destination options for our multi-cultural students.

We have an Anti-Racism Contact Officer (ARCO) that updates staff and assists in the development of cultural understanding and Anti-racism initiatives within the school community.