

Sir Joseph Banks High School

Annual Report



2017



8250

Introduction

The Annual Report for **2017** 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.

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Message from the Principal

What an amazing journey the last few years have been. We have spent a lot of time trialling new structures and researching 'What Works Best' across many other similar schools to ours to establish the highest standard and quality education experience for every student across the school. We have also developed, with the assistance of our partner primary schools, exemplary numeracy and literacy models that have already been shared with the Premier's implementation unit due to their effectiveness and high impact upon student learning outcomes.

In order for the school to be delivering high quality outcomes in every area, we spent time reflecting upon our practice internally via the School Excellence Framework. Our self assessment of this framework has highlighted several areas for future development that will formulate the baseline for our next three year plan. This qualitative data has been triangulated with external research based assessment conducted by the Department of Education's Community Engagement Team. Over eight months, focus groups were conducted with our feeder primary school teachers and parents to establish what it was that the learning community are looking for in a school. The feedback was open, honest and extremely helpful.

We learnt a lot about the areas that we perceived as strong and the research methodology also gave us a valuable insight into how others perceive us as a school. We were not surprised to learn that the students and families that are engaged with our school spoke very highly of the quality of teaching and learning, as well as the high standard of student and parent support offered through a well connected team of professionals who devote their days to supporting and enriching the lives of others.

Qualitative data

Towards the end of 2017, the NSW Department of Education's Centre for Educational Statistics and Evaluation (CESE) identified us as a high achieving school from the community's feedback through the Tell Them From Me surveys, conducted with our students, teachers and families. These surveys scored us as being extremely supportive of student learning through Advocacy and the way that we assist students to remain engaged with their learning and in touch with themselves through the strong wellbeing structures in the school. They interviewed both myself and Mrs Check to establish what it was that we are doing to create such a supportive environment. This is to be published across the state in one of their packages about best practice for the benefit of all schools in our system. We are incredibly proud of this achievement, which validates that our staff are amongst the elite in supporting strong student outcomes and learning.

The same team returned to interview us again through another research piece that reflected exceptionally high outcomes for post school destination support into tertiary education. Whilst we have had 100% of our ATAR students attain university entry for the last three years, we have also had a statistically high number of students entering further education in TAFE. The team from CESE recorded an interview for the purpose of a podcast, to once again share best practice for the benefit of all schools, of which we are very happy to be a part. This podcast is to be released early in 2018.

Quantitative data

Value Added data measures provide a fair way to analyse school performance as they 'level the playing field'. For Sir Joseph Banks High School, Value Added results in Years 9–12 were statistically 'significantly above' the average school since this measure was introduced, and has been among the top 10 schools in the state on this measure for the last four reporting periods. We attribute this strong data to the wellbeing structures that promote and support balance and perspective in students' lives. We also attribute such growth to well targeted use of Equity funding in supporting student learning in the areas that have the highest impact. The strategy of 'happy kids learn' is the foundation from which students form learning partnerships with their teachers and are well supported to access their curriculum. This is strong data that validates our approach to teaching and learning as being effective, as well as appreciated by the broader community.

The next three year plan involves a realignment of our Portfolio Structure so that the most appropriate skill set is aligned with the roles and responsibilities of our staff. We have employed a Head Teacher Mentor to oversee the professional development and accreditation of all of our teachers. The Learning Centre Coordinator will move to a leadership role on our Executive Team as the Transition Coordinator and our Wellbeing framework will be strengthened through the construction of a purpose built Student Services Centre with the Learning and Support Team combining with our Wellbeing team to deliver even better outcomes through collaboration.

I am extremely proud to be the Principal of such an outstanding school that has demonstrated commitment and dedication to our community over an extended period of time. The next three years will consolidate our reputation in the broader community as an aspirational school delivering the highest standard of quality teaching and learning for the benefit of the whole community. We look forward to even better outcomes through the development of a Community of Schools approach in collaboration with our primary schools as we aspire to be the school of choice in the broader local area.

Murray Kitteringham

Principal

Message from the school community

The Sir Joseph Banks High School (SJBHS) P&C Association believes the journey of our students is the result of the partnership between parents, students and the school. The P&C has adopted an inclusive approach to engage the school community from diverse backgrounds.

Over the past couple of years, the P&C has shifted its focus from purely fundraising to one which solely focuses on community engagement. As a result, the P&C works closely with the Principal and staff to support student learning and driving key initiatives and activities with the primary goal of increasing student engagement and parental involvement in our students' educational outcomes. Therefore, we have begun moving to community based activities where we can share our school and link with the community at large, adding to the Joeys experience.

The SJBHS P&C major event for 2017, the second annual Community Iftar, was an amazing night with over 250 students, staff, families and community members sitting down to share a meal and breaking their fast. The inclusive nature of the night had staff, students and their families on the same table sharing a meal together. The P&C put together a night that students and staff still talk about as one of the most successful community events ever held at the school. The Joeys family is not just a figure of speech, but an important part of what makes us great.

The P&C also had the pleasure of being part of many school events and activities to celebrate the successes of students including Subject Selection Night, Parent/Teacher Night, Award Ceremonies and the Festival of Cultures, to name a few.

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 89% of students identifying as LBOTE. Our current enrolment is at 565, which consists of 27% female and 73% 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

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 Domain of Learning:

Sustaining and Growing: Learning Culture; Wellbeing; Reporting

Delivering: Assessment; Curriculum; Student Performance Measures

The Domain of Teaching:

Excelling: Learning and Development

Sustaining and Growing: Data Skills and Use; Professional Standards

Delivering: Effective Classroom Practice

The Domain of Leading:

Sustaining and Growing: School Planning, Implementation and Reporting; Educational Leadership; Management Practices and Processes; School Resources

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/self-evidence-guide>

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 were extensively supported to achieve their academic goals through a number of initiatives that targeted student growth and performance. The Head Teacher Teaching & Learning was also responsible for leading the Year 9 Power Up program which was launched in Term 1 as a targeted literacy strategy. Hattie's Visible Learning Strategies provided the framework for teachers to establish a learning partnership between themselves and the students. This ensured that each student was aware of their place on the Literacy Continuum and that they had a clear understanding and input into their learning goals and progression on the continuum.

In preparation for future directions, students from Year 7–10 were tested in reading, writing and comprehension and plotted on the continuum to track their progress in these aspects. This data saw the development of targeted literacy programs in persuasive writing across Key Learning Areas for Years 8 and 10 and the introduction of ALARM in the senior school.

The Enrichment Class students co-planned lessons, assessment tasks and Project Based Learning programs as well as participating in focus groups that provided valuable feedback for teachers in developing the learning partnership. Students concluded the year with an Expo of their Project Based Learning tasks in a showcase supported by an encouraging number of parents.

In the area of numeracy, the visible learning journey started to include 10 minute explicit numeracy lessons at the beginning of each Stage 4/5 Mathematics lesson supported by the Numeracy Instructional Leader.

Progress towards achieving improvement measures

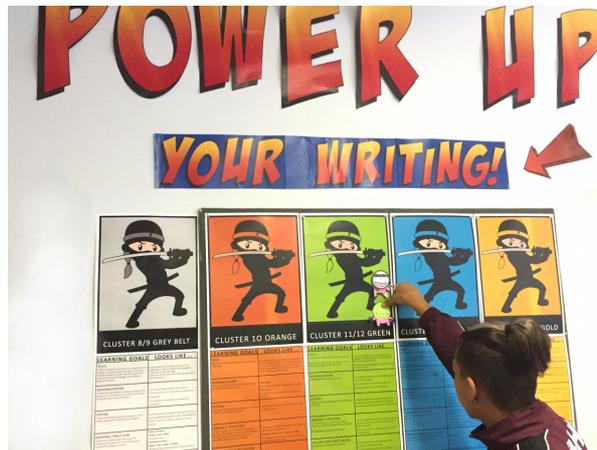
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Increase the average to 75% of the number of exiting Year 12 students accessing further education or training.• Increased percentage of Year 9 students in the 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.	<p>Learning Centre Coordinator \$104 113</p> <p>Literacy Instructional Leaders on half load each \$104 113</p> <p>Numeracy Instructional Leader \$52 056</p>	<p>Of the 69 students enrolled in Year 12, 52% of students completed an ATAR pathway, 39% completed a non-ATAR pathway and 9% of students completed a Life Skills pathway.</p> <p>100% of ATAR students attained an offer at their university of choice.</p> <p>Literacy: Seven Year 9 students achieved a Band 8 or higher in reading, and 15 achieved a Band 8 or higher in writing.</p> <p>In Reading 2.8% of Year 9 students achieved in the top two bands.</p> <p>In Spelling 8.6% of Year 9 students achieved Band 9 or Band 10.</p> <p>In Grammar and Punctuation 1.4% of Year 9 students achieved a Band 9 or Band 10.</p> <p>In Writing 4.3% of Year 9 students achieved a Band 9 or Band 10 in writing.</p> <p>Power Up explicit literacy class established for Year 9 with average growth of 0.69SE in one term for imaginative writing. This reflects almost seven times the expected growth in one term for</p>

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Next Steps

Literacy: The Power Up strategy will grow to support the literacy demands and learning partnerships in Years 8, 9 and 10. Through this we will continue to model Hattie's visible learning strategies. Further progress in the areas of targeted literacy support will be developed with the use of ALARM and KNOW/MAKE scaffolds for improving writing across the school. The Enrichment model will expand to include a greater focus on goal setting and personal achievement, including a Growth Mindset.



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 and practical monitoring of senior projects continued across all faculties ensuring teaching and learning programs were aligned with our high expectations for student achievement. The collaborative process continued to be led by the Head Teacher Quality Performance and Development to ensure school wide improvement in teaching practice and student outcomes. The Enrichment Team professional learning included Future Focused professional learning in STEAM, Visible Learning and Project Based Learning, John Hattie's Effect Size data and the literacy continuum tracking in the newly introduced Power Up course initiated our journey towards collective efficacy in teaching and learning. The teaching and learning model has been shared with three high schools as an example of innovative practice.

Teachers continued to be supported in making changes to their practice if required. Performance Development Plans were mapped to the School Excellence Framework and future directions within the school and faculty. The use of digital formative assessment tools were demonstrated in professional learning in the school. Staff used these tools to help implement formative assessment strategies into the classroom.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>Third Deputy Principal: \$50000</p> <p>Choice Theory Training 8 staff \$7200</p> <p>ALARM Training Max Woods: \$5000</p>	<p>The increase in Band 5 and 6 achievement has occurred through high quality teaching and learning programs and rigorous analysis of student achievement. This has been formalised through the Stage 6 review initiative, practical project monitoring and structured teacher mentoring along with the development of personalised learning plans.</p> <p>Power Up: Five English specialist teachers team taught with five non-English teachers on Power Up literacy to build capacity of the staff in explicit literacy. The non-English teachers will now become expert literacy teachers in the 2018 model of Power Up.</p> <p>An introduction to an integrated numeracy program was initiated this year for Year 8. Development and consultation has begun in designing our next three year plan.</p> <p>Professional Learning in Choice Theory, Alarm, Literacy, Numeracy, PB4L and Technology in the Classroom has helped grow all students.</p> <p>The Enrichment Team co-planned with students in a learning partnership to improve the visibility and engagement. Professional learning in visible learning, Project Based Learning and literacy for teachers of Enrichment Classes in Year 7 and 8.</p>

Next Steps

Professional learning in Performance and Development Plans will continue as well as literacy continuum implementation and future focused learning. This has led to the development of the strategic directions for the next three year plan. More aspirational targets for staff learning will lead to stronger learning outcomes for students as we grow our community of learners. All Products and Practices being developed for our new plan are created in consultation with all key stakeholders and mapped to the School Excellence Framework and DoE goals.



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

Over the three years of this current planning cycle the profile of Sir Joseph Banks High School has had a rapid rise in the local and broader community. We are now identified as the school of choice by an increasing number of local families, with our enrolments reaching nearly 600 students.

Our targeted Primary School Partner Programs have now become more targeted towards the more immediate learning community and the results of this have been extremely encouraging. This has led to professional learning and curriculum connections via joint projects like the Power Up program that has had an enormous impact upon the learning of literacy with our students. Collaboration between professionals leads to strong connections and smoother transition between the primary and high school.

Student transition between the high school and their post school pathway is now a highly refined process and we are extremely proud of the fact that every student wanting to attend university has gained entry. There are strong connections between our school and external agencies such as Australian Business Community Network, partner universities including University of Western Sydney, University of Technology Sydney and Sydney University.

At the end of 2017, Sir Joseph Banks High School was formally recognised for our exceptional achievements. Our Director of Education recognised us as being amongst the leading schools in the state for student growth between Years 9 and 12. Such exceptional results have led to media exposure through the Sydney Morning Herald, who featured our HSC results in their article titled 'Sir Joseph Banks High School: How they have turned their fortunes around'. This has led to greater public interest in our school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>Communications and Public Relations Officer: \$60000</p> <p>Community Liaison Officer: \$24265</p> <p>School Administration Officer: \$56914</p>	<p>Student enrolments have increased from 542 in 2015 to 578 in 2017. This was a 7% improvement. Whilst we had not reached the 10% aspirational goal, growth has been on a steady incline, with enrolments at the start of 2018 reflecting the 10% benchmark.</p> <p>We attribute the success of our increasing enrolments to our extensive Primary Partnership Program. This showcased the wide range of educational opportunities in which Sir Joseph Banks High School is leading, in the broader educational community.</p> <p>The majority of our students accessed opportunities within or beyond the school. Student participation rates were high, supported by programs including ABCN, PATH AIME, GOALS, Focus, SRC and Prefects Leadership programs, Mentoring, Mateship & Masculinity, Sport, Bankstown Youth Development Service, Spoken Word, Debating and the Bike program.</p> <p>All of these programs were targeting specific students with a specific need and aligning these needs to positive learning outcomes supporting their overall growth as learners.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>In 2017 we enlisted the support of the Department of Education's Community Engagement Team. This team conducted an extensive and independent research project over a six month period. Future directions were established and this has galvanised a clear purpose and vision moving forward.</p> <p>Our Public Relations Officer and Community Liaison Officer have supported our strategic messaging based upon the future directions from our research project. This resulted in a significant shift in community interest in our school evidenced by a 400% increase in regular parent involvement in our P&C, stronger relationships built with our feeder primary schools and the strong foundation for the establishment of a Community of Schools in 2018.</p>

Next Steps

Through the independent research project conducted in 2017, we have developed stronger relationships with our feeder primary schools. This has led to an open forum where five schools are formalising our relationship by way of a Community of Schools. We look forward to the excellent opportunities and rich outcomes that this will provide the broader learning community and our families within it.

Our Key messages have been refined to six key messages that we will consistently use in promoting who we are and what we deliver. These are:

1. Leaders in academic growth
2. Empowering through opportunity
3. Passionate teachers, partners in learning
4. Every child matters
5. Our community, our commitment
6. Post school pathways



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$9033	<p>Funding was used to support our Aboriginal students by employing a teacher to focus on literacy and numeracy skills for our Stage 4 Aboriginal students, technology acquisition for our senior students, continued engagement with Macquarie University's Walanga Muru program, Koori Club, and out of school opportunities such as the Careers Expo at Homebush.</p> <p>These targeted interventions and programs have yielded a range of positive outcomes including, Mereki Dennis–Reid being awarded the Patrick White Young Indigenous Writers Award, our students being encouraged to develop greater connections with their culture, to their community and to the resources available to them both in school and in the wider community.</p>
English language proficiency	\$287 653	<p>We continued to offer the Stage 6 English as a Second Language (ESL) course to eligible students, doubling the HSC course intake in 2017. This course allowed for small group interaction and intensive guidance and support to develop language competence and confidence.</p> <p>After the introduction of the Literacy Continuum in 2016, further professional learning was conducted within the EAL/D team to apply the EAL/D Scales against the Continuum to plot students' literacy in Years 7, 8 and 9. Professional Learning in the plotting and roll out of the Literacy Continuum was essential for teachers of Non English Speaking Background students (NESB) and was used for the EAL/D Survey of students' reading and writing. The EAL/D team was an integral part of school planning for the implementation of the Literacy Continuum in Stages 4 and 5 in 2017. 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>EAL/D teachers continued to work with classroom teachers, creating and implementing teaching and learning strategies that are most appropriate for the EAL/D learner in the targeted subjects. As part of our whole school focus to support our large number of NESB classes in co–planning and team teaching literacy in their subject area. Team teaching plays a major role in classes throughout the school where teachers team teach in identified class or subject areas. This is still a valuable aspect of professional learning and staff communicate their satisfaction with the quality of the lessons delivered and view this as a valuable professional learning opportunity. In the</p>

<p>English language proficiency</p>	<p>\$287 653</p>	<p>senior school our expert senior EAL/D teachers withdrew students in small groups to provide intensive learning support in all their subjects.</p> <p>SJBHS has continued to include some EAL/D support in the form of literacy mentoring of Head Teachers and teachers. This targeted extended responses with writing in HSC subjects in Creative and Performing Arts and Technical & Applied Science subjects.</p> <p>English HSC results continue to improve. Students have moved from the lower Bands 1 and 2 completely and we have a decreasing number of students in Band 3. This met the EAL/D faculty target (2014 into 2017) to eliminate Band 2 results in English Standard, Advanced and English as a Second Language courses. Advanced English students achieved 4.0% above the state average with one student achieving a Band 6 and the remainder earning Band 4 or 5.</p> <p>The HSC ESL English course 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 Standard English. This was a significant achievement from a cohort that had a 100% EAL/D and NESB learners.</p> <p>The target for 2018 will be maintaining our at and above state average 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 in all courses by 2019.</p>
<p>Low level adjustment for disability</p>	<p>\$261 315</p>	<p>Learning and Support Team</p> <p>In 2017, the Learning and Support Teachers (LaST) and Student Learning Support Officers (SLSO) provided literacy support by withdrawing students in small groups to provide intensive support depending on individual needs. The team assisted classroom teachers to cater for team teaching and through the adjustment of curriculum content prior to delivery of programs.</p> <p>Students who required Special Provisions under examination conditions were also catered for.</p> <p>Staff continued to reflect on the Disability Standards Act and the implications of the Department of Education's 'Every Student, Every School' reform to ensure the best outcomes for all students.</p> <p>The Learning and Support Team worked with the Literacy Team to place all transitioning students, Aboriginal and Torres Strait Islander students and those requiring additional support were mapped on the Literacy</p>

<p>Low level adjustment for disability</p>	<p>\$261 315</p>	<p>Continuum.</p> <p>Autism Spectrum Disorder students received additional support through a withdrawal group focused on building and strengthening social skills within multiple environments.</p> <p>In 2018, the team will 'triage' all new enrolments at our school so that appropriate support is identified and applied from the first day at school.</p> <p>Students will continue to be mapped on the literacy and numeracy continuums to ensure that continuity of learning and a shared understanding of learning goals is available.</p>
<p>Socio-economic background</p>	<p>\$855 953</p>	<p>In 2017, under the Resource Allocation Model, the school funded a range of innovative programs and positions. Programs included a third Deputy Principal, Head Teacher Quality Performance and Development, Learning Centre and Transition Coordinator, Instructional Leader – Numeracy and Literacy, Power Up Literacy Program, Student Support Officer and a Student Engagement Officer.</p> <p>The third Deputy Principal allowed the Senior Executive of the school to enhance teaching and learning through leading organisational portfolios. The portfolios included Professional Learning, Student Wellbeing, Teaching and Learning, Learning Support, High Performing Students, Community Partnerships, ICT, Work Transition and School Management.</p> <p>The Head Teacher, Quality Performance and Development embedded quality practices and process that supported professional learning for staff including the implementation of the Performance and Development Plans. They lead the Literacy, Numeracy and Future Focused Coordinators, as well as coordinate subject reviews in line with the NESAs review process continuing with Stage 6 and now reviewing Stage 4.</p> <p>The Learning Centre Coordinator has evolved into a Transition Coordinator role where personalised learning and transition plans for all students from Year 10, 11 and 12 were created. They also tutored/mentored Year 12 students during timetabled lessons where they have reduced their units from 12 to 10. Approximately 90% of students chose to drop a subject, which made this excellent use of funding and student time. The impact of this program: 100% of students on an ATAR pattern of study gained university placement in the 2015, 2016 and 2017 HSC cohorts.</p> <p>The Student Engagement Officer and Student Support Officer allowed students to participate in programs that complemented their learning or assisted in engaging students in school life. They ran award</p>

Socio-economic background	\$855 953	winning mentoring programs as well as provided new and exciting initiatives that catered for student needs.
Support for beginning teachers	\$13 450	There are three graduate teachers including one permanent and two teachers on a block. These teachers have accessed funds from Beginning Teacher Funding to ensure they are supported in transitioning into the role. They are mentored by the Head Teacher Coach/Mentor throughout the year working towards achieving the Australian Professional Standards for teachers as well as achieving their goals in their Personal Development Plans.
Targeted student support for refugees and new arrivals	\$1651	<p>In 2017, the school identified nine international students and 11 students with refugee status. The students accessed English as a Second Language support and were mentored by the Refugee Officer at school.</p> <p>Students were supported through the development of Personalised Learning Plans to target specific areas of learning and identify goals.</p> <p>The School Counsellor, Student Support Officer, Refugee Officer and Student Learning Support Officers (SLSO) provided ongoing assistance where required.</p>
	\$45 467	Flexible Funding Wellbeing Allocation has assisted in the employment of our Student Support Officer to engage with students who are at risk of disengaging and require additional support.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	383	389	407	418
Girls	161	153	163	160

Student attendance profile

School				
Year	2014	2015	2016	2017
7	91.9	91.6	92	90
8	89	89.9	88.4	87.8
9	86.7	87.9	87.6	87.9
10	81.7	79.1	86.5	82
11	83.7	85.9	80.2	81.4
12	85.7	88.1	83.2	84.8
All Years	86.4	86.7	86.3	85.4
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

In 2017 an attendance team was established. The team comprised the Principal, the three Deputy Principals, the School Attendance Officer and the Home School Liaison Officer (HSLO). The team reviewed students' attendance over the year each fortnight. Cases were managed according to year group, by the relevant Deputy. The Attendance Officer would prepare the HSLO referrals for those students whose attendance was not improving. Parents would be contacted by the allocated 'Case Manager'. Regular attendance was stressed as leading to success at school.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	9	7
Employment	2	6	4
TAFE entry	0	6	4
University Entry	0	0	52
Other	0	0	0
Unknown	0	0	34

Of the 52% of students who aspired to a 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 the Educational Access Scheme. This is the third 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 69 students in Year 12 in 2017:

- VET Construction course – Five students.
- VET Hospitality course – Seven students.

Both of these courses are presented at school.

- TAFE – Five students were attending TAFE courses.

This represents 25% of students engaged in some form of trade training over the cohort.

Year 12 students attaining HSC or equivalent vocational education qualification

Of the 69 students enrolled in Year 12, 52% of students completed an ATAR pathway, 39% completed a non-ATAR pathway and 9% of students completed a Life Skills pathway.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	8
Classroom Teacher(s)	35.9
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.9
Teacher Librarian	1
Teacher of ESL	2.6
School Counsellor	1
School Administration & Support Staff	13.48
Other Positions	1

*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	0

Professional learning and teacher accreditation

In 2017, the school continued to deliver professional learning opportunities focused on all aspects of the school plan. We had an introduction to Positive Behaviour for Learning to be implemented across the whole school community in 2018. We addressed wellbeing through Choice Theory, focusing on the quality world and strategies to use in the classroom. Instructional leaders delivered professional learning on how to target and integrate Literacy and Numeracy in all teaching programs.

As part of the conclusion of a three year plan we carried out a whole staff evaluation of the plan and collected the data to inform decisions for the next planning cycle. Instructional leaders delivered professional learning on the effective use of Integrated Communications Technology and Bring Your Own

Device devices in the classroom for engaging students, linking strategies and software, specific to the direction of the school.

Staff capacity was increased in the use of digital formative assessment tools to provide feedback in the classrooms. Staff engaged in co-planning with students in an enrichment environment to enhance visible learning in the classroom. Teachers have used these skills to embed Hattie's principles into the classroom and students can adjust their learning to the way they learn best. We completed various sessions throughout 2017 on data evaluation and analysis with representatives from the Centre for Educational Statistics & Evaluation in demonstrating 'What Works Best'.

The introduction of Choice Theory was a whole school focus. More staff were trained over four days by Judy Hatswell who is a Choice Theory Instructional Leader. This philosophy supports the Wellbeing Framework and continues to target aspects of the School Plan.

Mandatory training modules were conducted for the following: Child Protection 2017, Anaphylaxis, CPR and Emergency Care. All staff have successfully completed this training.

During planning meetings, the Literacy Team used NAPLAN results to help individualise programs developed for our Power Up group. The Literacy Continuum was used to place visible learning strategies into the program so that students could identify what part of the continuum they were on and what they need to do to get to the next step.

Train the Trainer professional development opportunities continued in the school. This continued in the area of literacy and also started in the area of numeracy. A Stage 4 'Make it Count' program was developed by the Numeracy Team to identify areas for improvement using SMART data. This is integrated into lessons across all Year 7–10 Mathematics classes. The Numeracy Continuum and Visible Learning strategies were utilised empowering students in developing strong learning partnerships.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

Receipts	\$
Balance brought forward	998,778
Global funds	382,960
Tied funds	464,244
School & community sources	157,690
Interest	13,846
Trust receipts	3,469
Canteen	0
Total Receipts	1,022,208
Payments	
Teaching & learning	
Key Learning Areas	58,452
Excursions	37,059
Extracurricular dissections	68,688
Library	11,981
Training & Development	160
Tied Funds Payments	578,715
Short Term Relief	37,344
Administration & Office	176,746
Canteen Payments	0
Utilities	59,634
Maintenance	48,562
Trust Payments	21,425
Capital Programs	140,136
Total Payments	1,238,903
Balance carried forward	782,083

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

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	1,606,624
Appropriation	1,495,646
Sale of Goods and Services	29,848
Grants and Contributions	79,938
Gain and Loss	0
Other Revenue	0
Investment Income	1,192
Expenses	-764,975
Recurrent Expenses	-743,215
Employee Related	-429,270
Operating Expenses	-313,945
Capital Expenses	-21,760
Employee Related	0
Operating Expenses	-21,760
SURPLUS / DEFICIT FOR THE YEAR	841,649
Balance Carried Forward	841,649

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	5,457,820
Base Per Capita	96,311
Base Location	0
Other Base	5,361,509
Equity Total	1,413,955
Equity Aboriginal	9,033
Equity Socio economic	855,953
Equity Language	287,653
Equity Disability	261,315
Targeted Total	1,179,138
Other Total	153,479
Grand Total	8,204,393

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

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 Improvement Measure noted in the School Plan 2015–2017 was to increase the percentage of Year 9 students in the top two bands to 8.5% for both numeracy and literacy. In addition, 2017 was the first year in which the HSC pre-qualification requirement of a Band 8 in the reading, writing and numeracy tests applied to Year 9 students.

Literacy

Literacy is broken up into four test results: spelling, grammar and punctuation, reading and writing. Student growth between Year 7 and Year 9 continued to illustrate the success of the strategies improving student literacy outcomes.

Comparison of the Year 9 cohort's results to their Year 7 test data revealed some notable improvements in the test areas of numeracy and writing in reducing the number of students achieving below the national minimum standard (Band 5). Additionally, our Year 9

cohort showed that for both the writing and grammar/punctuation tests, students were able to maintain their Year 7 results, in contrast to the statewide downward trend between Year 7 and Year 9.

The Year 9 cohort exceeded state average growth and significantly exceeded state average growth, with 55.9% of students achieving growth equal to or exceeding expected growth.

Additionally, the Year 9 cohort growth in grammar and punctuation also significantly exceeded state and DoE growth in scaled scores.

Specifically in relation to the school improvement measure:

Spelling: 8.6% of Year 9 students achieved Band 9 or Band 10, slightly exceeding the targeted improvement measure. 20% of students achieved the bottom band, Band 5.

Grammar and Punctuation: 1.4% of Year 9 students achieved a Band 9 or Band 10, although 20% of students achieved the bottom band, Band 5, around half of the results in 2016. Trend data for this test shows that grammar and punctuation skills remain relatively stable compared to previous years.

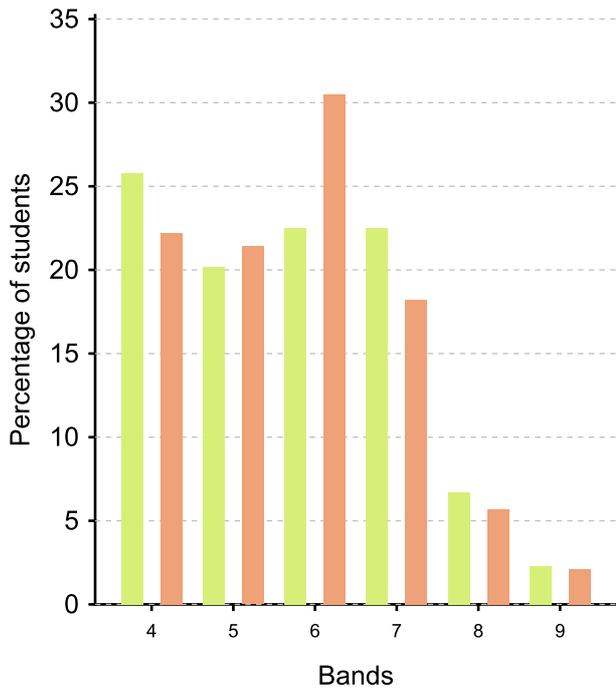
Reading: 2.8% of Year 9 students achieved in the top two bands. The percentage of students in the bottom band, Band 5, remained stable compared to 2016, at 19.7%.

Writing: 4.3% of Year 9 students achieved a Band 9 or Band 10 in writing.

Next Steps in Literacy

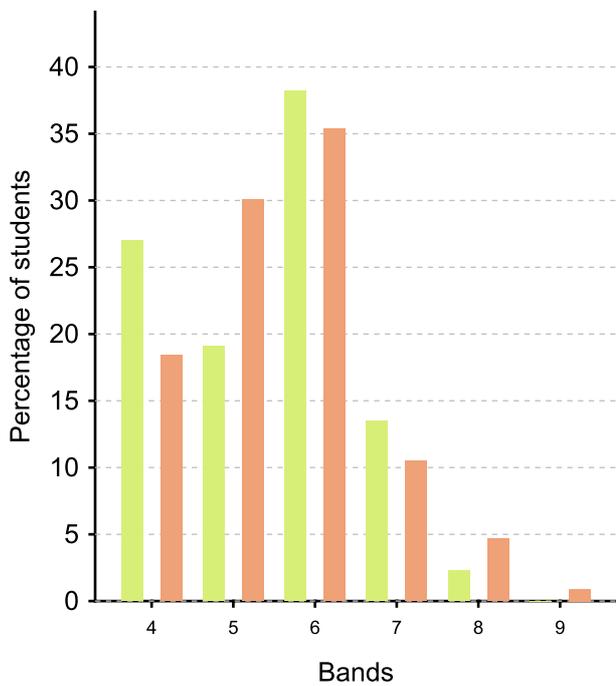
The experience gained by staff involved in the Power Up program has deepened their capacity for quality literacy teaching. The incorporation of Visible Learning strategies to create a learning partnership with students has also been a key part of the success of the program. In 2018 it is intended to extend this capacity for literacy teaching and use of visible learning strategies to a new group of staff, by partnering more experienced Power Up teachers with a new group of staff. It is also intended to continue working on the reading comprehension and informative and essay writing skills of Year 10 students through the continuation of Power Up with this pioneer cohort. Lastly, it is intended to trial new approaches to developing the informative writing skills of Year 9 in their Power Up classes, by creating STEM projects with embedded explicit literacy instruction from Term 2–4.

Percentage in bands:
Year 7 Grammar & Punctuation



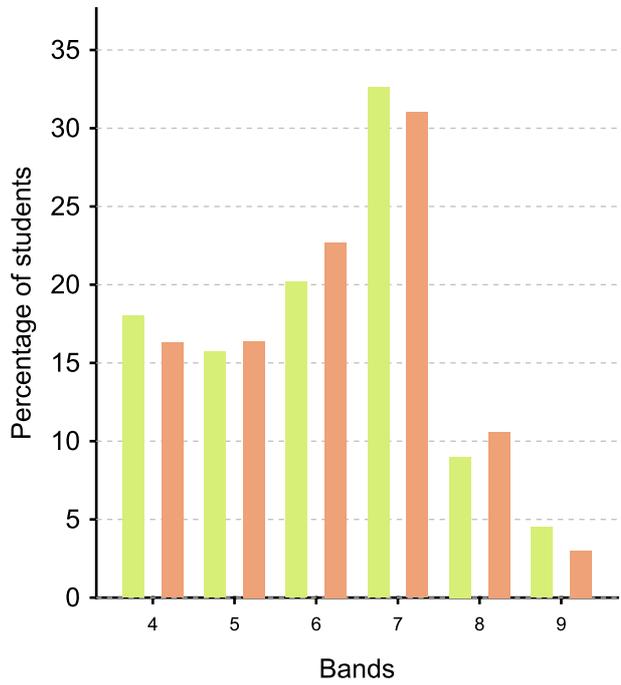
Band	4	5	6	7	8	9
Percentage of students	25.8	20.2	22.5	22.5	6.7	2.3
School avg 2015-2017	22.2	21.4	30.5	18.2	5.7	2.1

Percentage in bands:
Year 7 Reading



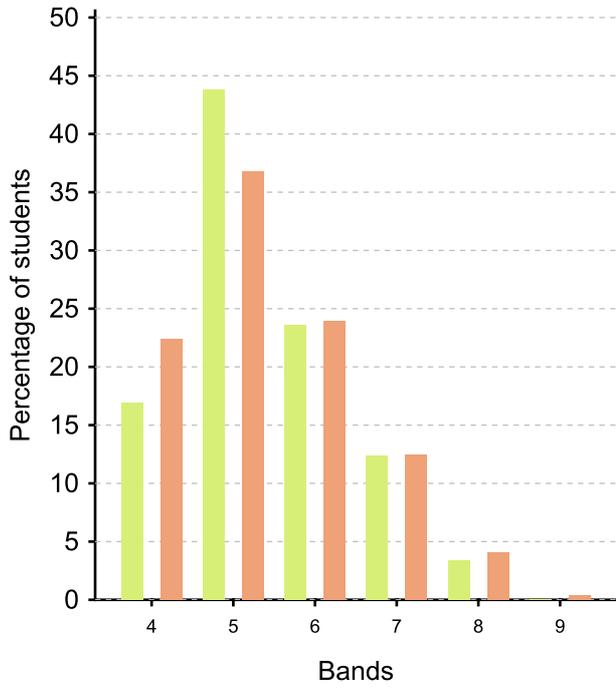
Band	4	5	6	7	8	9
Percentage of students	27.0	19.1	38.2	13.5	2.3	0.0
School avg 2015-2017	18.4	30.1	35.4	10.5	4.7	0.9

Percentage in bands:
Year 7 Spelling



Band	4	5	6	7	8	9
Percentage of students	18.0	15.7	20.2	32.6	9.0	4.5
School avg 2015-2017	16.3	16.4	22.7	31.0	10.6	3.0

Percentage in bands:
Year 7 Writing

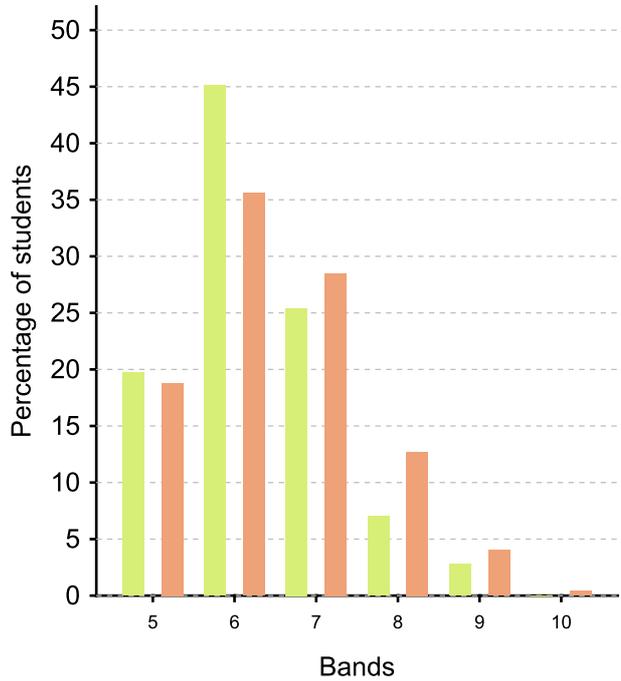


■ Percentage in Bands
■ School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	16.9	43.8	23.6	12.4	3.4	0.0
School avg 2015-2017	22.4	36.8	23.9	12.5	4.1	0.4

Band	5	6	7	8	9	10
Percentage of students	20.0	30.0	34.3	14.3	0.0	1.4
School avg 2015-2017	25.0	28.0	25.5	15.7	4.2	1.6

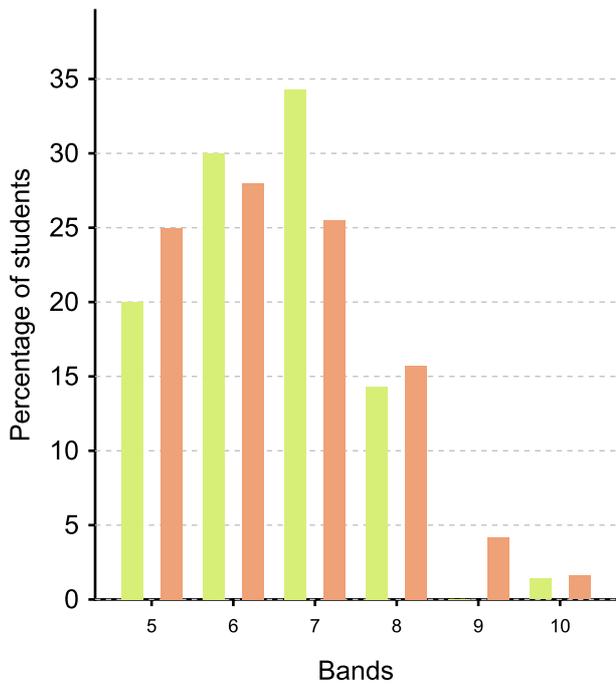
Percentage in bands:
Year 9 Reading



■ Percentage in Bands
■ School Average 2015-2017

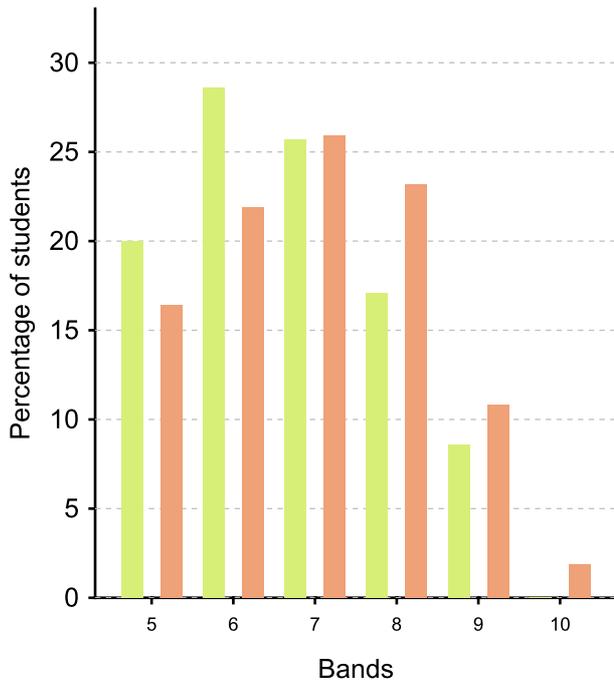
Band	5	6	7	8	9	10
Percentage of students	19.7	45.1	25.4	7.0	2.8	0.0
School avg 2015-2017	18.8	35.6	28.5	12.7	4.0	0.4

Percentage in bands:
Year 9 Grammar & Punctuation



■ Percentage in Bands
■ School Average 2015-2017

Percentage in bands:
Year 9 Spelling

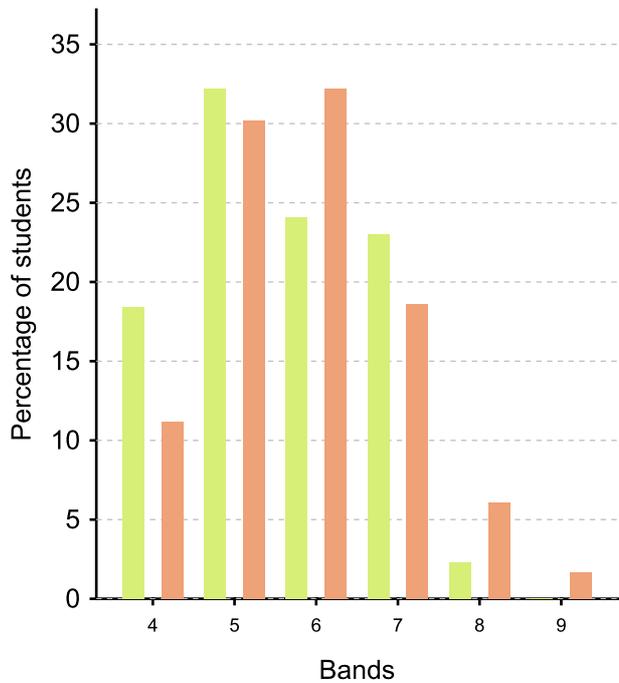


Band	5	6	7	8	9	10
Percentage of students	37.1	27.1	14.3	17.1	2.9	1.4
School avg 2015-2017	33.2	28.0	17.3	16.6	4.0	0.9

Numeracy

At the end of 2016 we implemented targeted intervention programs which continued into 2017. While the school dipped slightly in 2017, 68% of the cohort still achieved greater than or equal to expected growth (compared to 61% in 2016) with 80% of girls achieving greater than or equal to expected growth. The average scaled score growth in Numeracy was 58.6 points, 7.9 points above NSW DoE. Nearly every student experienced growth with 8% in the highest two bands and 3% receiving a Band 10, compared to none in 2016. Overall 22% of students achieved a Band 8 and above.

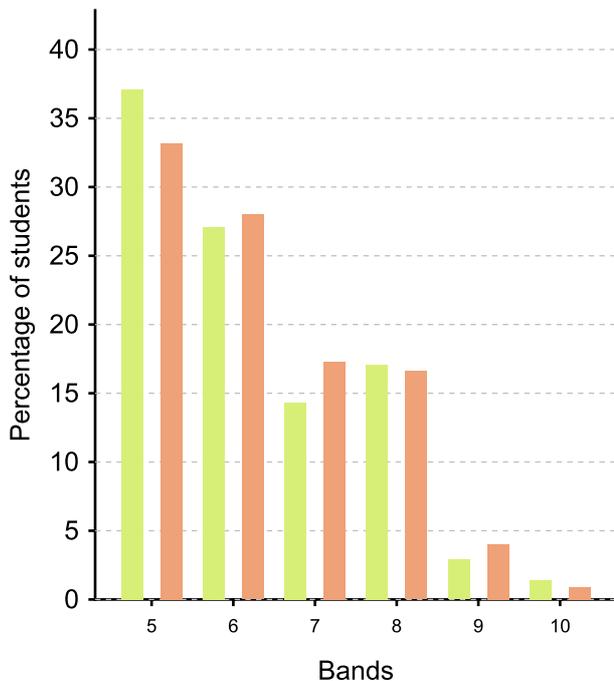
Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	20.0	28.6	25.7	17.1	8.6	0.0
School avg 2015-2017	16.4	21.9	25.9	23.2	10.8	1.9

Percentage in bands:
Year 9 Writing

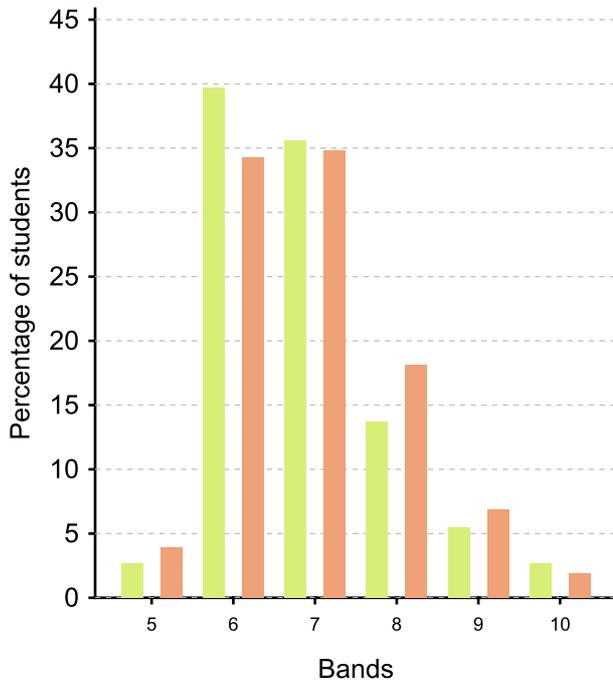


Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	18.4	32.2	24.1	23.0	2.3	0.0
School avg 2015-2017	11.2	30.2	32.2	18.6	6.1	1.7

Percentage in bands:
Year 9 Numeracy



Band	5	6	7	8	9	10
Percentage of students	2.7	39.7	35.6	13.7	5.5	2.7
School avg 2015-2017	3.9	34.3	34.8	18.1	6.9	1.9

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Validation of Assessment for Learning and Individual Development (VALID)

VALID Science 8 is mandatory for Year 8 students in NSW government schools. Eighty one students participated in the VALID exam. Student achievements are scaled from Level 1 to Level 6. Six students achieved Level 5, 22 students achieved Level 4 and 36 students achieved Level 3.

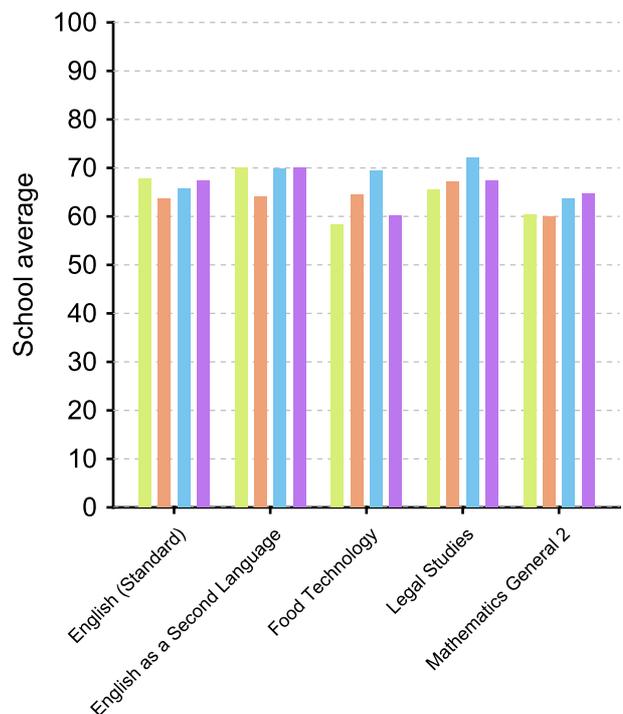
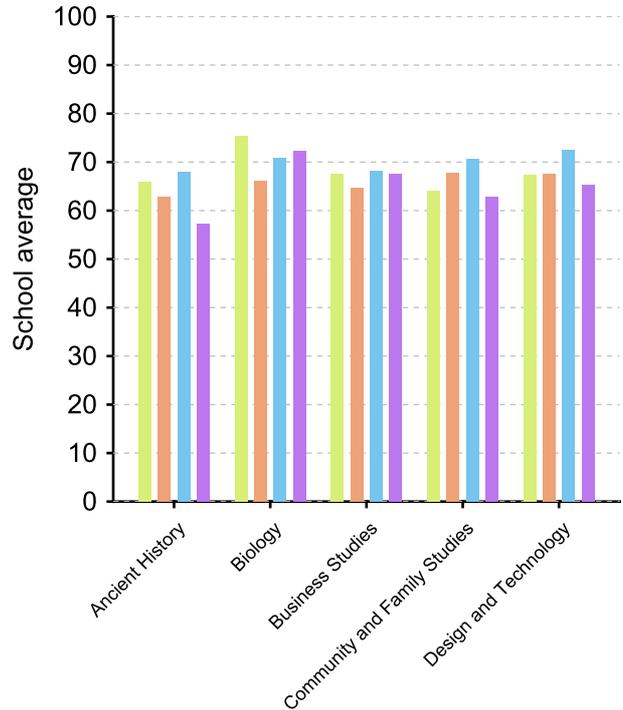
Scaled score improved from 75.3 in 2016 to 79.1 in 2017. Four achieved Level 6 in the areas of Problem Solving and Communicating and two students achieved Level 6 in the area of Knowledge and Understanding.

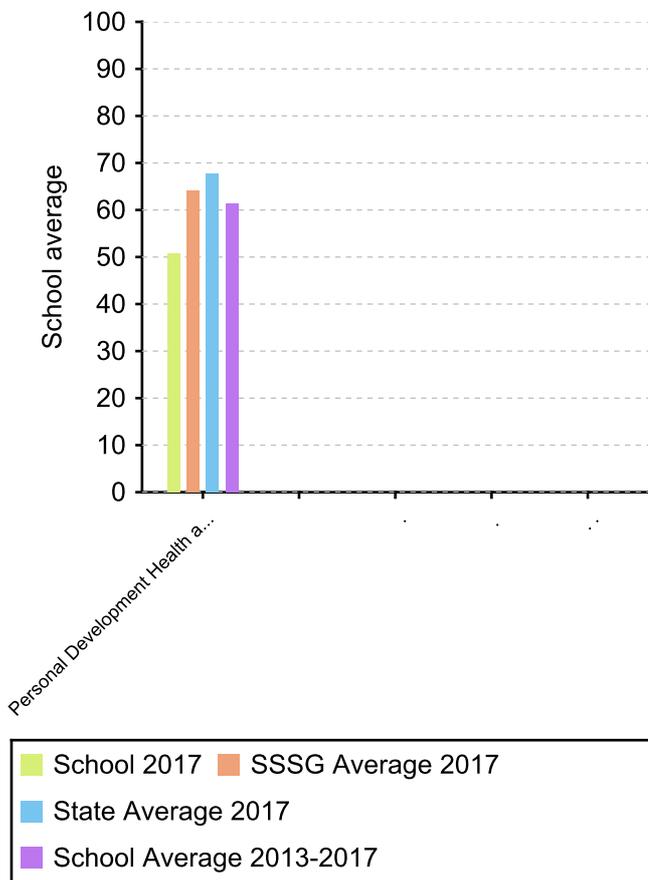
VALID Science 10 is optional for schools with Year 10 students. Seventy four students participated in the VALID exam. One student achieved Level 6, 10 students achieved Level 5 and most other students achieved Level 3 or 4.

Three teachers at Sir Joseph Banks High School completed NESAs registered professional learning in the differentiation of the quality of student responses and completed in-school 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).





Subject	School 2017	SSSG	State	School Average 2013-2017
Ancient History	66.0	62.8	68.1	57.3
Biology	75.4	66.2	70.9	72.3
Business Studies	67.6	64.8	68.2	67.6
Community and Family Studies	64.1	67.8	70.7	62.9
Design and Technology	67.3	67.5	72.6	65.3
English (Standard)	67.8	63.6	65.6	67.3
English as a Second Language	70.0	64.1	69.7	70.0
Food Technology	58.4	64.4	69.3	60.2
Legal Studies	65.5	67.1	72.1	67.3
Mathematics General 2	60.3	59.9	63.6	64.6
Personal Development Health and Physical Education	50.8	64.1	67.7	61.3

Science

Students studying Science continued to achieve impressive results. After analysis of the HSC Results Analysis Package, extensive teacher time was given to teacher professional development to target students' extended responses. Explicit scaffolding and literacy activities were created to back map teaching and learning cycles from the HSC exams. As a result:

- In Biology, 10 students completed the HSC Biology course. 40% of students achieved a Band 5 as compared to 27.35% of all state school students.
- Trend for HSC 2017 Year 12 scaled score in Biology has been above state average (75.4 compared to 72.6). Most students in Biology achieved above state average and showed improvement in scaled score (73.1 in 2016 to 75.4 in 2017).

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 2018.

Mathematics

In Mathematics, five students completed the course. The results were trending upwards and we achieved improved scale scores with 60% of students achieving a Band 5.

Mathematics General 2 showed a slight decline; the trend has shown a reduction in Band 3 and increasing students achieving Band 4.

Policy requirements

Aboriginal education

In 2017, the senior Aboriginal & Torres Strait Islander (ATSI) students were supported through funding initiatives to access technology. This assisted them to connect with teachers and receive immediate feedback from home and school when completing tasks. Additionally, laptops enabled students to access essential online resources for study success. Students reported that they felt more equipped to endure the rigours of Stage 6 learning.

Junior ATSI students were mentored and provided with additional learning support through a number of initiatives including engagement with Macquarie University and withdrawal by a literacy expert. A Macquarie University volunteer mentored our students by exploring family connections and helped them navigate the options associated with career choice.

The Koori Club invited our elders, led by Aunty Carol Brown, to assist in the development of an Acknowledgment of Country. This helped to shape and reflect our school community's proud recognition and respect for our Aboriginal heritage.

Equipped with literacy and numeracy data, Mr Stobbs

was employed in 2017 to specifically support students' literacy and numeracy. Through this program, Mr Stobbs entered Mereki and Tarli into the Patrick White Young Indigenous Writers Competition where they placed first in Year 7. Mereki and Tarli wrote an amazing Rap/Poem about Jonathan Thurston whom they both idolise.

The Junior members of the Koori Club participated in a song writing workshop to assist in the launch of the school's Positive Behaviour for Learning (PB4L) project. After creating the 'Me 2 We' rap, the students were invited to record their song in a professional studio. This recording was then used to promote the positive values identified as being important at school.

Beyond our Koori Club, Sir Joseph Banks High School continued to promote Aboriginal understanding and appreciation by learning and performing the National Anthem in the Dhurag language. This led to our school choir building further awareness when they performed in a range of venues and demonstrated leadership in teaching other school choirs the Dhurag version of the National Anthem.

In 2017, our Principal, Mr Kitteringham, was invited to sign an agreement between Sir Joseph Banks High School and the Bankstown AECG, to demonstrate our commitment to Aboriginal people and their education.

Multicultural and anti-racism education

Sir Joseph Banks High School has a culturally rich and diverse population with 92% 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 1.2 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.

EAL/D teachers worked with Stage 4 learners across the school. The EAL/D teacher assisted the KLA teachers with developing Teaching and Learning strategies that were meaningful and appropriate for EAL/D learners.

The EAL/D beginner and emerging learners were

targeted in KLA classes. The EAL/D team teaching support given, enabled these learners to engage in the English language as the EAL/D teacher provided 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 were 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 which 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 around the world and students participated in culturally diverse performances which were 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.

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 2017, one student from Year 11 was rewarded with the highly sought after national scholarship worth \$7500, through the Australian Business Community Network (ABCN). In addition, this scholarship program provides these students with ongoing mentoring throughout Stage 6 and into University. A 2016 graduate continues to be supported by his ABCN mentor and is now a representative of the scholarship alumni, and a Year 12 student, who was a scholarship winner in 2016, continued to be supported through mentoring and the financial provision offered through this scholarship.

The Sir Joseph Banks High School Academic Excellence Scholarship was revamped to encourage high achieving students to attend the school. As well as placement in the Enrichment Class in Year 7 and/or Year 8, the scholarship provided students with support towards the purchase of digital technology, school fees and uniform.

Learning Hub

In 2017, the Learning Hub continued to be a centre of excellence for future focused learning and innovation, not only for our own students but also for the wider community.

Our Makerspace had an injection of new resources in the form of Lego EV3 robotics, Ozobots, KAPLA blocks, Strawbees and laser printers. These were launched at our one year anniversary celebration, where teachers were able to learn from Lynette Tran, our Learning Hub Coordinator, about how they can be used in their classes. The Makerspace continued to be an outstanding community resource with robotics, 3D printing, coding and physical components that allowed our students to make by learning.

The Learning Hub Coordinator designed and implemented over 12 programs which ranged from game development to micro robotics, with 53% of students participating in at least one. In addition, more than 70% of the future focused learning spaces were accessed by staff and students. This was an increase of 25% from the previous year. Over 50% of students visited the Learning Hub at least three times a week during recess and lunch to access both technology and reading resources.

Literacy: Reading

The Premier's Reading Challenge took place for Year 7 and 8 students with an encouraging response. The Learning Hub Coordinator facilitated reading for the Power Up program and the Homework Centre, which averaged 25 students being tutored every Wednesday from 3:00pm–4:00pm with access to ICT and the Makerspace to complete their homework and assignment work. Over 35 lessons were taught on the Guided Inquiry Design Process (GIDP) to eight Stage 4 classes. The GIDP program provided more than 80% of students the opportunity to achieve at or above Level 4 in their ability to investigate with ICT. A highlight of the year was the Library on the Lawn event, where an engaging and visually exciting outdoor library was executed on the lawn for all students and teachers to access.

STEM Initiatives

STEM programs for Year 7 and 8 Gifted and Talented classes included *Thinktorium* and *Move It, Shake It, Do It* day. The critical thinking days gave students the opportunity to work collaboratively to successfully complete challenges using three forms of technology which specifically apply to an integrated approach to learning. As well as this, 67% of students excelled in critical and creative thinking skills using NXT Lego Robotics, Sphero and Makey Makey. The robotics

program delivered over seven one-hour sessions across five classes resulting in 84% of students demonstrating marked improvements in their computational thinking skills.

The Learning Hub Coordinator delivered seven sessions to our local primary schools as part of the Primary Partners program. The Learning Hub was the venue for the Coordinator to run two professional learning sessions to two different primary schools with over 55 primary school staff members. The Coordinator also worked with 14 teachers in the STEAM Team to implement STEM initiatives, ICT and critical and creative thinking skills into their regular classes.

It was a busy and fun year for the Learning Hub. Space is at a premium at recess and lunch with students busting to get in to enjoy our space and our programs.

Communications and Engagement Team

The Communications and Engagement Team continued to build and strengthen the school's communication channels in 2017. Our school website is regarded as best practice with news items and galleries added weekly. Parent engagement, which is driven through the Parent Portal, experienced significant growth with an increase from 5% to 70%, our Facebook following increased by 50% and subscriptions to Skoolbag increased by 45%.

Strong partnerships were established through an extraordinary Primary Partner Program. Eight schools participated in this program which invited our feeder and partner primary schools to share in mutually beneficial programs and bring the broader community into the Sir Joseph Banks High School Learning Community. We also provided professional learning opportunities for our primary teaching colleagues in 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.

The department's Communication and Engagement Team was invited to review our current communication channels and conduct in depth research of community perceptions. The results of this study will help determine our key messaging and the communication strategies we will employ in 2018.

Debating

In 2017 students at Sir Joseph Banks High School continued to excel at debating. Three teams participated in the NSW Premier's Debating Challenge with students representing the school in the Years 7/8 competition, the 9/10 Teasdale Cup and the Year 11 Metro Karl Cramp Trophy. All our debaters worked well to develop critical arguments, displaying outstanding teamwork and determination.

Our Year 8 team debated their way to the South Western Sydney regional final following several successful debates at zone and regional level. Their

place among the final two teams in the largest region in NSW was certainly a noteworthy accomplishment.

Our Year 10 debaters also managed to successfully debate into their respective regional final. The team made school history when they were crowned regional champions and progressed to the state quarter-finals of the competition.

Opportunities were also given to students to enhance their skills as they hosted the Years 11/12 and Year 11 regional finals as well as the South Western Sydney regional final of the New South Wales Plain English Speaking Award. This provided our students with the opportunity to enhance their hosting skills whilst experiencing exemplary debating and public speaking.

Support Unit

The Support Unit at Sir Joseph Banks High School which operates as an integral part of the school is made up of five classes; three IM classes and two IO classes, with a total enrolment of 74 students. The key learning areas of English, Mathematics, Science, PDHPE, Languages, and History and Geography are taught within the Support setting. All students in Support classes for students with mild intellectual disabilities access the curriculum in the regular setting through integration into the key learning areas of Technology and Applied Studies and Creative and Performing Arts. The provision was made for individual students to access the regular curriculum where identified through the consultative planning process as part of Individual Planning goals. Additional integration occurred in Mathematics, English, and Personal Development Health and Physical Education for five students. Students in the Support classes for students with moderate intellectual disabilities accessed the curriculum across all key learning areas within their class.

NAPLAN: The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 7 and 9. In 2017, most parents of students in Years 7 and 9 chose to exempt their children from participating in the National Assessment Program (NAPLAN). Seven students participated in language, reading, writing and numeracy components of this test and one participated in the numeracy component only.

Community Access: All students within the Support Unit access the community learning the skills needed to become independent community members. Each student used their Opal card to travel across the Sydney metropolitan and wider areas. Students were explicitly taught the skills to travel, shop, bank, as well as how to interact positively within the community environment. Recreational pursuits were investigated and students participated in whole class activities including, bubble sport, rock climbing, ten pin bowling, laser skirmish, dance, gymnastics, a walking program and swimming program. They also visited the Camden Show, local cinemas, Flip Out, The Botanic Gardens, The Blue Mountains and various historical heritage sites.

Transition: In 2017 as part of preparation into the workforce and into adult life, 15 students participated in work experience, in the retail, hospitality, warehousing and office administration areas. Two local School Leaver Support Programs ran fortnightly education sessions for Stage 6 students; seven of these students were preparing to exit the school setting and to participate in School Leaver Employment Programs, one student linked to community engagement programs and one student into full-time employment.

Dance: In 2017, Dance became a focus for 20 Support Unit students. From this program, six students performed in the East Hills Dance Festival and all 20 students were invited by The University of Sydney to support their Social Inclusion Day. The students performed in the quadrangle of the university, thoroughly enjoying this experience. Connections were made with local SSPs with ten of our students attending excursions to celebrate special events.

NDIS: A parent information session was held on the National Disability Insurance Scheme with parents reporting the session was helpful in providing them with a greater understanding of this new program of support for their children. Concern still exists around assisting parents in understanding how to gain and then deliver the support required for their children through this program.

Senior Learning and Transition Centre

The Senior Learning and Transition Centre was designed to exclusively meet the needs of senior students. Senior students who opt to drop a subject in Year 12 are timetabled to attend the centre so that they can access the support that may be required in their final year at school.

The facility is a safe and nurturing space; a supportive environment that allows access to resources and assists students in their learning. Students have the opportunity to engage in independent study to complete tasks, as well as the chance to work with their peers and become involved in collaborative learning activities.

The Learning Centre Senior Adviser collaborates with each student to create a Personalised Learning Plan that identifies learning goals and effective strategies for success. The Adviser also invites each student to explore post-school opportunities and to create a Pathway Plan. Applications for universities, scholarships and programs are completed with the Adviser to ensure that the students are well informed of the opportunities that are available.

Throughout their senior years, students have access to university visits, industry guests, study workshops, individual tutoring, and valuable wellbeing advice in preparation for the HSC and beyond.

Mentoring, Mateship & Masculinity (MMM) Program

In 2017, the Mentoring, Mateship & Masculinity (MMM) program once again delivered a range of experiences, learning opportunities and workshops designed to empower our developing young men.

Term 1 saw the boys learn about the program, its objectives and importantly, themselves. Learning about themselves came through workshops facilitated by a range of positive male role models sourced from in school – Mr Itaoui, Mr Baggaley and Mr Glaros, and also from supporting organisations – GWS Giants and LMA. At the end of Term 1 the boys participated in a day of rock climbing at the Sydney Indoor Climbing Centre at Villawood. This activity deepened the boys' understanding of themselves and was crucial in developing trust, teamwork and cooperation skills.

During Term 2, the MMM students worked hard on team building activities, preparing them for the camp later in the year. The students learned about others through engaging workshops facilitated by staff from the school, as well as presenters organised through the GWS Giants. Topics included personal hygiene, reputation development and management, and how to respectfully communicate with girls.

Term 3 saw the students focus on preparations for the annual three day camp through the Royal National Park. Students applied team work strategies as well as problem solving skills in order to be ready for their trek through the Royal National Park. During the planning phase, the boys proposed the possibility of engaging students from outside of the MMM group in order to widen the impact of the program. This was trialled successfully with one extra student from the year group, who since the experience has demonstrated increased maturity and personal regulation. The camp also involved the participation of a previous MMM member who performed the role of mentor and leader on the trek.

Term 4 involved the students planning and coordinating a whole day sporting event for our Primary Partners program. This was our largest event yet with a record number of participating primary students and the greatest number of participating schools since its inclusion in the MMM program in 2014. The day was highly successful with positive feedback from all stakeholders. Term 4 was also a time for the students to plan and coordinate their graduation ceremony. The students decided on a new format and its success can be measured by the high number of attending parents, teachers and support people on the day. For the third consecutive year, the MMM Young Man of the Year was awarded. This student received a MMM gift pack, a personal trophy, as well as his name being added to our MMM Young Man of the Year perpetual trophy.

Sport

2017 saw Sir Joseph Banks High School continue to maintain its reputation as fierce competitors when it comes to grade and knockout sport. The students fielded a number of teams including open boys and girls touchfootball, open boys and girls basketball, under 15 boys basketball, open boys and girls volleyball, open boys soccer, under 16 boys soccer, table tennis, open girls netball, open boys softball and under 14 boys rugby league – Buckley Shield. Many of the teams breezed through the first and second rounds and competed in Central Venue. For the first time, Sir

Joseph Banks High School fielded a girls rugby league team and although they were unable to produce any wins, they certainly improved by the end of the day. A special mention must be made to the University Shield team who made it through to Central Venue and the All Schools Rugby League team who took out the regional title and went on to represent Bankstown Zone at the state level.

The Bankstown OZTAG Inaugural Gala Day took place in May with SJBHS fielding two female and two male teams. Each team had a tough draw with the senior girls progressing to the semi finals.

Year 9 and 10 boys attended the Bachar Houli Cup to showcase their AFL skills. It was a fun day in which the students all participated well.

Finally some individual success must be celebrated, with Samantha Garces of Year 11 becoming the Martial Arts World Champion in Brazilian Jujitsu for under 16 females.

Congratulations to all students who participated in these teams and thank you to the teachers who volunteered to coach and train them.