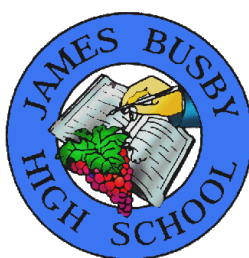


James Busby High School

Annual Report



2017



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Introduction

The Annual Report for **2017** 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 Equality, Academic Excellence, Respect and Safety. These core values drive our 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 our students in their future endeavours. 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 705, including 47 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

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.

Learning Domain

In the **Learning Culture** element, our school identified itself as Sustaining and Growing overall, and was Delivering for *High expectations*, indicating that further development was needed here. We were Sustaining and Growing for the theme of *Transitions and continuity of learning*, showing that we are able to successfully utilise data to support students' successful transition to school and into the workforce, whilst also having a strong collaborative culture with our parents and community in order to design personalised supportive structures and programs that enable and foster student success. We were also Sustaining and Growing for the theme of *Attendance*, as we regularly analysed our attendance data to inform our planning and practice, with the development of personalised programs to support student engagement.

In the **Wellbeing** element we judged ourselves to be Sustaining and Growing, we were excelling in the theme of *Caring for students* with a strong welfare approach within the school that underpins all that we do. Students are provided with mentors and support through various internal and external programs designed to ensure that students are able to connect, succeed and thrive at each stage of their schooling. We were Sustaining and Growing for the theme of *A planned approach to learning*, through our strong data collection that informs and drives all of our programs to support students within the school. We have a large wellbeing and learning and support faculty that provide assistance to both students and staff, and focus on building teacher capacity to improve student learning and engagement. We were Sustaining and Growing in the Individual learning needs theme, with a well established practice of using an evidence-based approach to drive student programs and support through ongoing differentiation and personalised learning plans. We identified ourselves as Delivering for the theme of *Behaviour* as we need to develop consistent school-wide approaches that enhance student behaviour and the learning environment.

For the area of **Curriculum**, we identified ourselves as Delivering in this area, specifically in *Curriculum provision* and *Teaching and learning programs*, we provide our students with a robust curriculum and have high expectations of achievement but need further development in this area, particularly for our able and interested students. We identified ourselves as Sustaining and Growing in the area of *Differentiation* as this is a particular strength in our school due to the expertise of our large and dynamic Learning and Support faculty, who provide ongoing support to students, whilst also professionally developing and building the capacity of our staff.

We identified ourselves as delivering in the area of **Assessment**, for all themes including Formative assessment, Summative assessment, Student engagement, Whole school monitoring of student learning. We have a NESA team that was established in 2017 and evaluates school-wide assessment practices. This is an ongoing area for development particularly for our able and interested students.

In the Learning area of **Reporting**, the school identified itself as Delivering in the themes of *Whole school reporting*, *Student reports* and *Parent engagement*. The school funds as Head Teacher Community Consultation in order to strengthen school and community partnerships and took part in an external consultation process to identify how we can improve our communication with parents.

In the area of **Student performance measures**, the school identified itself as Delivering, for the themes of NAPLAN, *Student growth* and *Internal and external measures against syllabus standards*. We were Sustaining and Growing for theme of *Value-added*, particularly in Years 9–12, as indicated by our SCOUT data. We continue to make incremental progress in *NAPLAN* with explicit teaching of literacy and numeracy skills, as well as the appointment of literacy and numeracy co-ordinators, participation in the numeracy project and our targeted Year 8 literacy classes, as well as our teams that continue to build staff capacity and expertise.

Teaching Domain

The school judged itself to be Delivering in the element of **Effective classroom practice**, for all themes including

Lesson planning, Explicit teaching, Feedback and Classroom management. We have had numerous staff gain promotional positions and have lost some expertise in this area, as such we have a mentoring program in place to support new head teachers, as well as beginning teachers at the school. We also have 2 new members of the senior executive team, including an equity funded deputy principal. The school will be implementing the Positive Behaviour for Learning Framework in 2018, along with our new values that will underpin classroom management in 2018, as 2017 data indicated that staff were not familiar with the existing values and behaviour management practices.

For the element of **Data skills and use** the school identified itself as Delivering overall, and in the 2 themes of *Data literacy* and *Data analysis*. Whilst data analysis was particularly strong for our Wellbeing and Learning and Support faculty, along with the literacy and numeracy teams, further development was needed with specific faculties. We identified ourselves as Sustaining and Growing in the area of *Data use in teaching* and *Data use in planning*, as our literacy and numeracy co-ordinators and teams, senior executive and certain faculties had a particular strength in utilising data to inform their teaching and learning practices, as well as for creating personalised learning and support plans for students, this was particularly evident in our Special Education Unit.

In **Professional standards**, the school identified itself as Sustaining and Growing in all themes of *Improvement of practice*, *Accreditation* and *Literacy and numeracy focus* with explicit Professional Development Plan (PDP) structures embedded in the school to build teacher capacity and promote ongoing professional learning and development, along with the appointment of a teacher mentor within the school.

The school made a judgement of Sustaining and Growing for the element of **Learning and Development**, in all themes, including *Collaborative practice and feedback*, *Coaching and mentoring*, *Professional learning* as well as *Expertise and innovation*. The school's strategic directions are indicative of the school's commitment to enhancing professional practice within the school through an Instructional Collaboration and Instructional Leadership model. Strategic Direction 2 was primarily concerned with future-focused practices and improving student engagement. Our mentoring and Action Learning programs focus on collaborative practice and feedback at all stages of teaching from lesson planning, development and implementation to evaluative practice.

Leading Domain

In **Educational leadership**, the school identified itself as Sustaining and Growing in all themes including *Instructional leadership*, *High expectations culture*, *Performance management and development* and *Community engagement*. High expectations are evident in all facets of our school, with staff continually striving to improve student performance. We have a strong culture of appreciation of professional learning within our school and have embedded explicit practices, whilst utilising existing expertise to improve teacher capacity. We have a parent group within the school that is consulted in the school planning and development cycle, and employ a Head Teacher Community Consultation to seek parent feedback and build stronger parent-teacher relationships.

We judged ourselves as Sustaining and Growing in the Leading element of **School planning, implementation and reporting**, particularly in the areas of *Continuous improvement*, *School plan* and *Annual report*. Our value-added data indicates ongoing growth and improvement in Years 7–9 as well as 9–12. Our leadership team embeds the school plan in all school processes and has established a leadership team within the school to monitor plan and milestone implementation. The Annual Report is indicative and reflective of the school's progress in plan implementation, whilst reflecting funding sources.

Once again, we are Sustaining and Growing, in the area of **School resources**, particularly in the themes of *Staff deployment*, *Technology*, *Community use of facilities* and Financial management. We identified ourselves as Delivering for *Facilities*, as our physical resources are aging and require ongoing maintenance and care. We do, however, share our facilities with the community and utilise the Trade Training Centre, Library/Afterschool Study Centre and Gymnasium to utmost effect.

For **Management practices and processes**, we have identified ourselves as Sustaining and Growing in all 3 themes of Administrative systems and processes, Service delivery and Community satisfaction. We have implemented flexible processes and streamlined our administrative practices to ensure that we are utilising resources that are reflective of school needs. The school is committed to improving student resources and facilities through ongoing monitoring of systemic practices and policies.

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/sef-evidence-guide>

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 changing world around us. 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 products and practices that facilitate 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

Building culture and confidence among staff with the use of data to inform teaching and learning has been a key focus this year. Staff have been provided with TPL in the areas of SMART data, ALARM and TEEL. These frameworks have been adopted across the school to provide our students with a consistent approach to all writing tasks as was a clear need identified from RAP and SMART data.

Additionally, the *Collaborative Practice, Collaborative Learning* pilot project proved successful for the way in which it highlights the collective impact of teaching on the learning outcomes of the students. Students involved in the project participated in several pre and post testing exercises and provided feedback on teacher practice through focus group interviews. The school's academic partner Dr Les Vozzo is currently finalising his evaluative report of the project and its impact.

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">School contribution to DoE target of 8% improvement in the top 2 bands of NAPLAN.	\$10,400.00	<p>Our NAPLAN data indicated significant improvement in the proportion of students achieving the top 2 bands in NAPLAN for Years 7 and 9. There was strong improvement in all aspects of Literacy and Numeracy.</p> <p>The percentage of students achieving the top 2 bands in Year 7 NAPLAN are as follows:</p> <ul style="list-style-type: none">Reading – 3.8%Spelling – 15.2%Writing – 3.8%Grammar and Punctuation – 6.7%Numeracy – 11.8% <p>The percentage of students achieving the top 2 bands in Year 9 NAPLAN are as follows:</p> <ul style="list-style-type: none">Reading – 6.9%Spelling – 15.7%Writing – 10.4%Grammar and Punctuation – 5.2%Numeracy 10.4%												
<ul style="list-style-type: none">Demonstrated growth data for literacy and numeracy indicates that the school is contributing to the state Premier's targets for Aboriginal and non-Aboriginal students of: 8% increase in students achieving the top 2 bands in NAPLAN by 2019; 30% increase in the proportion of Aboriginal students achieving top 2 bands of NAPLAN.	\$15,929.55	<p>Our growth data for Aboriginal students indicates that they are not achieving the top 2 bands.</p> <p>However, our growth data for Year 7 Aboriginal students was strong, particularly in the areas of Reading, Writing, Spelling and Numeracy as indicated by SMART data with the following growth scores in NAPLAN:</p> <table><tr><td>• Reading:</td><td>School 51.8</td><td>State 46.5</td></tr><tr><td></td><td>NSW DoE 46.2</td><td></td></tr><tr><td>• Writing:</td><td>School 39.7</td><td>State 18.4</td></tr><tr><td></td><td>NSW DoE 16.2</td><td></td></tr></table>	• Reading:	School 51.8	State 46.5		NSW DoE 46.2		• Writing:	School 39.7	State 18.4		NSW DoE 16.2	
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• Writing:	School 39.7	State 18.4												
	NSW DoE 16.2													

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"> • Demonstrated growth data for literacy and numeracy indicates that the school is contributing to the state Premier's targets for Aboriginal and non-Aboriginal students of: 8% increase in students achieving the top 2 bands in NAPLAN by 2019; 30% increase in the proportion of Aboriginal students achieving top 2 bands of NAPLAN. 		<ul style="list-style-type: none"> • Spelling: School 65.7 State 47.9 NSW DoE 47.1 • Grammar & Punctuation: School 36.7 State 39.2 NSW DoE 39.0 • Numeracy: School 68.6 State 57.5 NSW DoE 49.9 <p>Our growth data for Year 9 Aboriginal students particularly in the areas of Grammar & Punctuation and Writing, as indicated by SMART data with the following growth scores in NAPLAN is positive.</p> <ul style="list-style-type: none"> • Reading: School 23.9 State 33.5 NSW DoE 31.8 • Writing: School 88.6 State 29.5 NSW DoE 25.2 • Spelling: School 24.8 State 33.1 NSW DoE 32.4 • Grammar & Punctuation: School 41.3 State 33.6 NSW DoE 32.8 • Numeracy: School 43.4 State 52.5 NSW DoE 52.2
<ul style="list-style-type: none"> • Year 8 students participating in the <i>Collaborative Practice, Collaborative Learning</i> Pilot Project demonstrate growth in formative and summative assessment results complementary of their progress along the Literacy Continuum. 	<p>To run this pilot project, \$20,000 was set aside to account for resourcing. This factored in timetabling, resourcing of learning space and for teacher release time. The funds also supported the involvement of Western Sydney University academic partner Dr Les Vosso who examined teacher and student performance for impact.</p>	<p>The Collaborative Practice, Collaborative Learning project was a very successful professional learning initiative as it was dynamic and responsive to the professional learning needs of staff that in turn impacted on the learning of Year 8 students.</p> <p>Pre to post student assessment data reveals 81% growth in performance for writing and analysing tasks when students were supported through the learning process. 100% of the teachers involved in this project have revealed increased confidence and enthusiasm when team teaching as they feel valued and are learning from one another. 77% of students surveyed within the project report feeling "excited" when learning in a combined classroom format and "look forward to their English lessons".</p> <p>Three recommendations for future are:</p> <ol style="list-style-type: none"> 1. Create and design a learning space which allows for greater collaborative practice for staff and students. 2. Review all assessment criteria across all KLAS to ensure criteria is 'student friendly' – that is, clear and explicit to allow for greater student success. 3. Allow for greater time in programming/teaching and learning so that student pre-testing results and feedback can drive summative assessment preparation and completion.

Next Steps

Strategic Direction 1 will morph into 'Excellence in Teaching' as a natural extension of the learning and progress made throughout the current school plan. It will focus on continued engagement with data to inform teaching and learning while also embedding greater reflection on practice to ensure our students are provided with differentiated learning experiences that allow them to connect with the curriculum, succeed in their learning and thrive while at school.

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 build the skills and knowledge of students to support them to transition in a competitive global community by encouraging our teachers and students to take risks with their learning through the establishment of quality learning environments.

Overall summary of progress

This strategic direction focussed on improving student engagement through innovative teaching, whilst also creating a culture of collaborative practice within the school. The focus was on Stage 5, with a focus on 21st Century teaching and learning practices, through Project Based Learning (PBL) and authentic assessment tasks. Staff were provided with professional learning on the Wellbeing Framework to foster stronger teacher-student relationships and thus build a positive classroom climate that was conducive to learning.

Students were provided with rich and authentic tasks that required them to work for an extended period of time to investigate and respond to an engaging and complex problem. Stage 4 teachers designed a cross-faculty PBL task where students were observed and given feedback regarding their progress. Students were actively engaged in the task and developed a flexible and collaborative approach to their learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Action Learning data indicates collaborative participation in the peer coaching program.	\$10000.00	The Action Learning program ran during semester 1 of 2017, as most staff had participated in the collaborative rounds on numerous occasions. Staff feedback indicated that a new collaborative model was required. Quality Teaching rounds are to be investigated in 2018, along with other collaborative coaching models.
• Internal survey data of students participating in PBL demonstrates a productive learning environment that supports student learning.	\$10000.00	Project Based Learning continued in 2017 with a focus on future focussed learning. Students showcased their work, '24 Hours of Me', to all staff and students, indicating high participation and satisfaction rates.
• <i>Tell Them From Me</i> data indicates that our students are actively engaged and challenged in their learning environment.	N/A	Our <i>Tell Them From Me</i> data indicated a score of 6.3 out of 10 for Effective learning time, 5.7 for Relevance and 6 for Rigour (above NSW Govt. Norm 5.8).

Next Steps

This strategic direction will not continue into 2018 and instead will be called 'Positive Relationships' where the focus will be on improving student and staff wellbeing. Our Sentral data and Tell Them From Me results indicated that strengthened positive relationships within the school would have a stronger impact on student engagement and participation rates.

Strategic Direction 3

Building 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. Students will be provided with leadership opportunities through internal and external programs that are co-ordinated by the school.

Overall summary of progress

Building leadership capacity in staff and students has been an integral focus at the school. Staff received ongoing professional learning and the school adopted the collaborative leadership approach in order to utilise existing expertise and model best practice within the school. We utilised the Wellbeing Toolkit to ensure that staff were given appropriate support structures, approximately 30 staff successfully completed the Toolkit and found it a valuable collaborative venture.

Students were provided with ongoing leadership opportunities by the school through their participation in numerous programs such as Fast Forward with Western Sydney University, Sky High in partnership with UTS, Macquarie University leadership programs, various leadership groups, SRC and many more. Students have valued their participation in these programs. The school also endeavours to provide students with opportunities to build their leadership capacity in their own learning through the ongoing assistance provided by our Learning and Support Teachers and students participation in the After School Study Centre.

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">Internal survey data reveals that staff have opportunities for ongoing development through the evaluation of internal and external professional learning structures.	\$35249.53 (Internal and External Professional Learning)	Professional Learning structures were altered this year with staff meeting time being allocated to faculties as they indicated this as a preference in 2016. Twilight Sessions were very successful and provided staff with ongoing professional learning. Staff did indicate however that they wanted staff meetings to return and felt that this professional learning time was lost in 2017 and as such our school structure will change in 2018 to accommodate both staff and faculty meeting times in alternative weeks.
<ul style="list-style-type: none"><i>Tell Them From Me</i> data reveals stronger student engagement.	N/A	Our student engagement data indicated that this area needed further development. 44% of our students indicated intellectual engagement, 30% felt interested and motivated and 53% indicated that they made effort to succeed in their learning.
<ul style="list-style-type: none">Internal survey data reveals that students value the leadership, collaborative and extra-curricular opportunities provided to them by the school.	\$4000.00	Students who participate in leadership programs (Sky High, Fast Forward, SRC, Leadership Team, Prefects, etc.) indicated that they value their participation in such programs.
<ul style="list-style-type: none">All staff demonstrate an understanding of and collaboratively lead the implementation of the processes associated with the school's 'Back to Basics' policies and procedures.	\$3000.00	Anecdotal data revealed that our 'Back to Basics' policies and procedures needed to be reworked to reflect the school's future approach to behaviour management through Positive Behaviour for Learning. The school has had an influx of new teachers, whilst expertise has been lost to promotion, indicating that the school needs to develop more explicit support structures for staff.

Next Steps

'Enabling Leadership' capacity will continue to be a central focus in the 2018–2020 plan as we still have much that we want to achieve. We will continue to develop the leadership capacity of our students and staff. We will alter our school days to allow for alternate faculty meetings and whole school professional learning as this was identified as being an area of need. We will also utilise the expertise of our staff to improve staff leadership capacity whilst also providing extensive professional learning through an instructional leadership model.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<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>	<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>An Aboriginal education team was established within the school and staff were provided with explicit training and development in the implementation of the 8 Aboriginal Ways of Learning where all key learning areas within the school were represented. Staff then implemented the 8 Ways in their teaching and learning in consultation with the Aboriginal Education Co-ordinator within the school. This was a highly successful program with participants who felt far more capable and knowledgeable in meeting the needs of Aboriginal students.</p> <p>The After School Study Centre was 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>English language proficiency</p>	<p>EAL/D staff, English staff and faculty time</p>	<p>English staff have the knowledge and understanding to identify progression levels of students.</p> <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, students were identified as Beginners with some print language literacy, 16 students were identified as Emerging, 242 students at Developing level and 215 students are at Consolidating level. 4 of these students are international students who frequently seek EAL/D teacher support, 12 are refugee students who experienced trauma and had disrupted education for up to 4 years.</p> <p>The EAL/D students receive targeted support from the Learning Support Team, through in–class support as well as mentoring from our EAL/D teachers, Dhan Sharma, Karen Plumridge and Rani Nand. These students' needs are met through a differentiated curriculum, training staff using EAL/D Learning Progressions, participation in the school's Literacy and Numeracy programs, Re–engagement classes, special provisions and Peer Tutor Reading. EAL/D students with high needs are also provided with wellbeing support and extra–curricular activities to enhance their English language proficiency. The school's interpreter service is also utilised to ensure effective communication with all stake holders, as well as providing cultural support to our community.</p>
<p>Low level adjustment for disability</p>	<p>LST, LST assessments and data, special provisions observations and SMART data.</p> <p>\$57, 185.60</p>	<p>One permanent and five part–time School Learning Support Officers (SLSOs) were employed to provide additional in class support to students with a disability and to assist students requiring disability (special) provisions for assessment tasks. These staff also provided support to students in class who were not identified as having a disability but were identified as having significant additional learning needs.</p> <p>Students with a disability in the mainstream setting of our school were identified through evidence provided by external service providers and assessments conducted by school Psychologists and members of the school Learning Support Team (LaST). These students and all students in our support unit were included in the Nationally Consistent Collection of Data (NCCD).</p> <p>A professional learning session was delivered to all staff and LST faculty representatives provided follow–up support to staff identifying and documenting reasonable adjustments provided to NCCD students. Staff provided evidence of reasonable adjustments delivered to those students throughout the year.</p> <p>Head Teacher Wellbeing delivered</p>

<p>Low level adjustment for disability</p>	<p>LST, LST assessments and data, special provisions observations and SMART data.</p> <p>\$57, 185.60</p>	<p>professional learning to LST faculty on NCCD processes. Using case studies from the 'NCCD High School Update' professional learning, members of LST are able to identify appropriate levels of adjustment and categories of disability for students. This learning assisted the LST in entering NCCD data for the annual census and provided the team with the opportunity to reflect on the school processes and procedures for NCCD.</p> <p>All students in year 7 were assessed by LST in the areas of spelling; writing; comprehension and numeracy. Assessment results, LST observations and Counsellor feedback were used to identify those students requiring special provisions and additional in class support. All students in year 9 and 11 who were deemed eligible for special provisions were re-assessed. All updates to special provisions lists were communicated to staff.</p> <p>The Learning Support Team (LST) deemed approximately 100 students as being eligible for special provisions at the start of 2017. All eligible students had an Individual Learning Plan(ILP) developed in consultation with the student and/or their family. These plans identified goals, adjustments and strategies that staff could implement in their classrooms. 14 students were removed from the special provision list at the end of 2017 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>All ILPs were reviewed at the end of semester one and semester two in consultation with LST staff, student and Parent/Carer. Any necessary adjustments to plans were made accordingly and plans were archived in accordance with faculty policy.</p> <p>The school Counsellor provided professional learning to LST to develop our understanding of the types, meaning and uses of formal assessments completed by Psychologists. This assisted us developing more meaningful ILPs and in engaging with external and school based Psychologists.</p> <p>Faculties were provided with two 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.</p> <p>The special provisions lists for 2018 are updated and students requiring an PLSP for 2018 are identified.</p>
<p>Socio-economic background</p>	<p>\$8,040.42 (Peer Tutor Reading)</p>	<p>All year 7 and 8 students were plotted on the Literacy Continuum. The Literacy team produced Individual Literacy Plans for all year</p>

<p>Socio-economic background</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>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). 65 year 7 students participated as tutees. These students were pre and post tested; their results indicated an improvement of at least 79% 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>52 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</p>
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<p>Socio-economic background</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>	<p>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 students 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 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</p>
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Socio-economic background	<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>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>An additional Deputy Principal is employed by the school, 2 deputy principals are substantive positions, of which one is devoted to our Special Education Unit, whilst 1 is equity funded.</p>
Support for beginning teachers	<p>96 Beginning Teacher relief days @ \$450 each = \$43,200.00</p> <p>24 Release days for Teacher Mentor and Assistant Mentor @\$450 each = \$10,800.00</p> <p>30 Team teaching days @ \$450 each = \$13,500.00</p> <p>Beginning Teacher Professional Learning including ActionLearning Relief days @ \$450 each = \$13,950.00</p> <p>Total Expenditure= \$81,450.00</p>	<p>Beginning teachers were provided with 1 relief day per term to plan lessons, evaluate units of work and review scope and sequence documents. Additionally, relief time was used to work towards completing accreditation at proficient, to pilot mark, and to develop Individual Education Plans. Beginning teachers planned and differentiated lessons to ensure that they were effectively implementing the school plan.</p> <p>They were also given the opportunity to observe other classes in a variety of Key Learning Areas.</p> <p>Beginning teachers participated in team teaching with the Teacher Mentor and Assistant Mentor. They were able to discuss their PDP goals and plan to achieve them.</p> <p>Funds allowed beginning teachers to reflect on their own teaching practice through a series of student learning observations 1–2 days per term.</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</p>

Support for beginning teachers	<p>96 Beginning Teacher relief days @ \$450 each = \$43,200.00</p> <p>24 Release days for Teacher Mentor and Assistant Mentor @\$450 each = \$10,800.00</p> <p>30 Team teaching days @ \$450 each = \$13,500.00</p> <p>Beginning Teacher Professional Learning including Action Learning Relief days @ \$450 each = \$13,950.00</p> <p>Total Expenditure= \$81,450.00</p>	<p>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 were also utilised to provide relief from classes for the Teacher Mentor and Assistant Mentor to ensure they were able to provide equitable support for beginning teachers.</p>
In-built Relief Program	<p>\$138,429.80</p>	<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>

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	383	382	390	394
Girls	319	323	320	299

Our student enrolments for our Special Education Unit are increasing; the unit now comprises of 10 classes, with 4 autism classes and 6 IO and IM classes. We have a significant number of male enrolments when compared to the number of female enrolments at the school.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	90.9	91.7	92.1	92
8	91.3	90.3	91.2	92.1
9	91.7	89.3	87.4	89.4
10	88.1	84.5	85.2	83.4
11	87.8	81	85.4	84.8
12	92.1	88.8	84.6	87.7
All Years	90.3	87.6	87.8	88.3
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

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. Our year advisers monitor student attendance through individual meetings with students, ongoing communication with parents and/or carers, including utilising counsellor support. 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 a 0.1% decline in student attendance between 2016 and 2017, however, our value added data indicates that the school is delivering in this area, as in previous years 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	11
TAFE entry	0	0	25
University Entry	0	0	75
Other	0	0	4
Unknown	0	0	60

Our post-school destination data is an accurate reflection of the student cohort surveyed based on 36 students (40% participation in survey). Percentages quoted are based on these students surveyed and do not account for the total student cohort in year 12.

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 (14), Hospitality (16 – Commercial Cookery) and Metals and Engineering (15). In 2017, 45 (50%) students undertook studies in one or more VET Framework Course.

Workforce information

Year 12 students attaining HSC or equivalent vocational education qualification

In 2016, 90 students achieved their Higher School Certificate. 3 either left or withdrew from the school, 1 undertook Vocational Education Studies at another institution, 3 partially completed their studies.

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	9
Classroom Teacher(s)	45.5
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	2.6
Teacher Librarian	1
Teacher of ESL	1.6
School Counsellor	3
School Administration & Support Staff	18.28
Other Positions	1

*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 3 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	100
Postgraduate degree	0

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.

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, 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.

Receipts	\$
Balance brought forward	1,340,240
Global funds	379,549
Tied funds	900,840
School & community sources	98,101
Interest	18,694
Trust receipts	20,970
Canteen	0
Total Receipts	1,418,153
Payments	
Teaching & learning	
Key Learning Areas	54,003
Excursions	17,217
Extracurricular dissections	38,589
Library	29
Training & Development	1,786
Tied Funds Payments	577,402
Short Term Relief	45,794
Administration & Office	108,035
Canteen Payments	0
Utilities	70,369
Maintenance	22,438
Trust Payments	16,729
Capital Programs	0
Total Payments	952,391
Balance carried forward	1,806,002

	2017 Actual (\$)
Opening Balance	0
Revenue	2,895,299
Appropriation	2,813,250
Sale of Goods and Services	29,138
Grants and Contributions	51,591
Gain and Loss	0
Other Revenue	0
Investment Income	1,319
Expenses	-1,015,429
Recurrent Expenses	-1,015,429
Employee Related	-555,256
Operating Expenses	-460,173
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,879,870
Balance Carried Forward	1,879,870

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.

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.

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.

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	6,294,854
Base Per Capita	120,861
Base Location	0
Other Base	6,173,993
Equity Total	1,805,901
Equity Aboriginal	29,092
Equity Socio economic	1,220,131
Equity Language	190,352
Equity Disability	366,326
Targeted Total	1,887,954
Other Total	392,844
Grand Total	10,381,553

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.

James Busby High School students have had continued growth in the area of Literacy as indicated by our NAPLAN data. We have numerous programs within the school that target Literacy, including a Literacy Co-ordinator who works with teachers across the school to implement specific literacy strategies and programs. Our Literacy Co-ordinator worked with all KLAS across the school to implement ALARM with Years 8 and 11. Staff were provided with professional learning on ALARM and how to embed it within their teaching and learning programs. The entire Learning and Support Team also received specific training to assist with the implementation of ALARM across the school.

The school changed its structure and implemented 3 Literacy periods for Year 8, launching the Literacy Pro program with the focus of improving students' reading and comprehension skills. Baseline data was gathered and an assessment schedule implemented to track student growth in the area of reading comprehension. Students' Lexile scores indicated ongoing improvement in this program, with 95% of students indicating growth in their Lexile scores, as such it will continue into 2018, along with the specific Literacy classes. The number of students who were proficient in their Lexile reading scores doubled. An additional Literacy Co-ordinator was appointed late in 2017 for 2018, who will focus solely on the Literacy classes in order to continue to develop students reading comprehension scores.

The school contributed to the DoE's target in the number of students achieving the top 2 bands in NAPLAN. For the area of Reading, 3.8% of Year 7 students achieved the top 2 bands, whilst 15.2% achieved the top 2 bands in Spelling, 3.8% achieved the top 2 bands in Writing and 6.7% achieved the top 2 bands in Grammar and Punctuation. These results demonstrate improvement in the number of students achieving the top 2 bands across the school, particularly for Year 7.

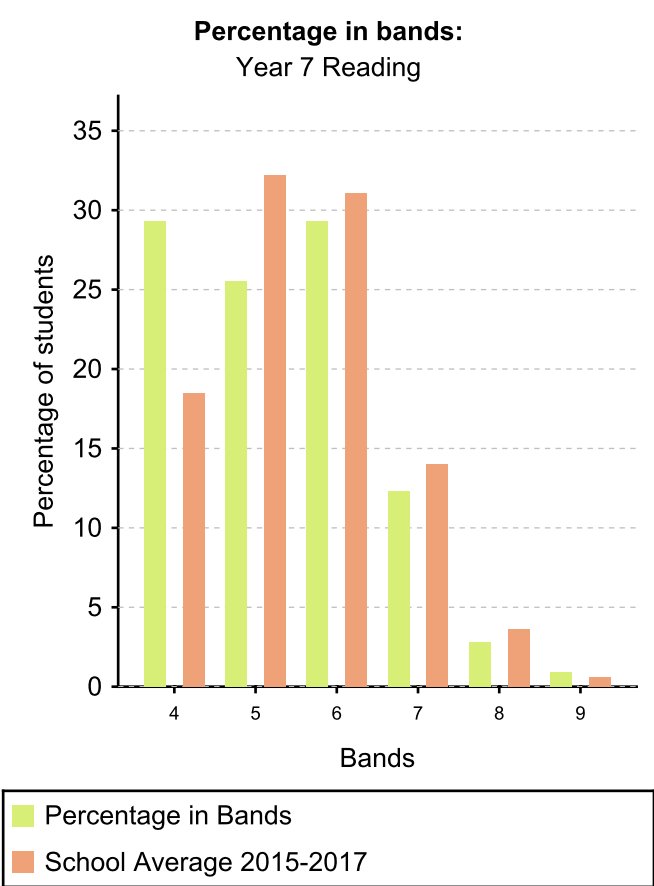
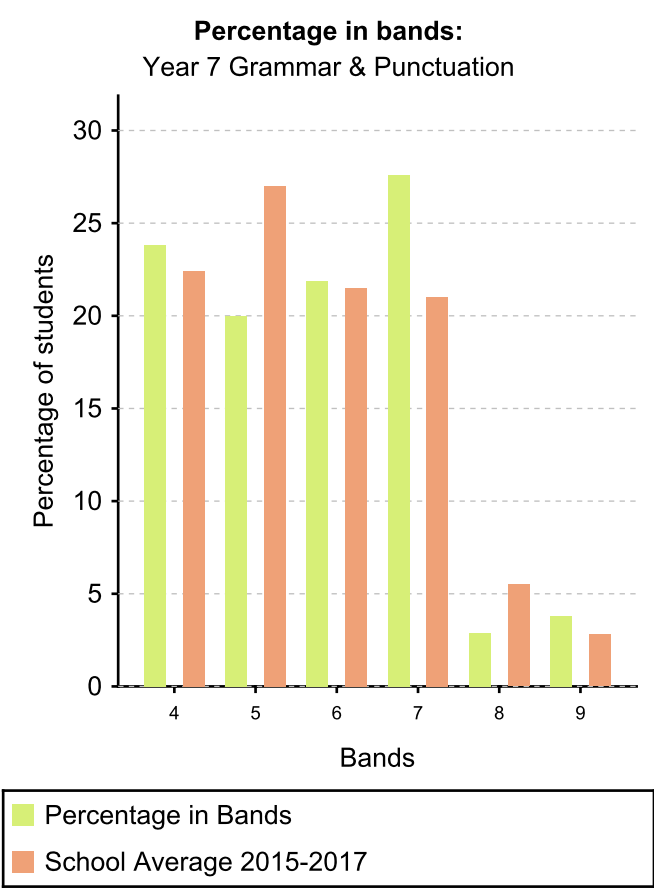
Year 9 students also achieved strong results in NAPLAN demonstrating that the school made valuable contributions to the DoE target in the number of students achieving the top 2 bands in all aspects of Literacy. 10.4% of Year 9 students achieved the top 2 bands in Writing, while 15.7% achieved the top 2 bands in Spelling, 6.9% achieved the top 2 bands in Reading and 5.2% achieved the top 2 bands in Grammar and Punctuation.

Our SMART data indicates that the school continues to make incremental growth in Literacy. Our Year 7 growth data for Year 7 Reading was 46.0, just slightly below the state and NSW DoE growth data. In Writing our Year 7 growth data was 28.4, below the state and NSW DoE growth data indicating that the students need ongoing, explicit teaching in composing texts. The growth data for Year 7 Spelling was 59.6 above the state growth of 52 and NSW DoE growth of 51.4. Grammar and Punctuation was a particular strength of Year 7 students who had a significant growth of 53.9, well above the state growth of 37 and NSW DoE growth of 37.3.

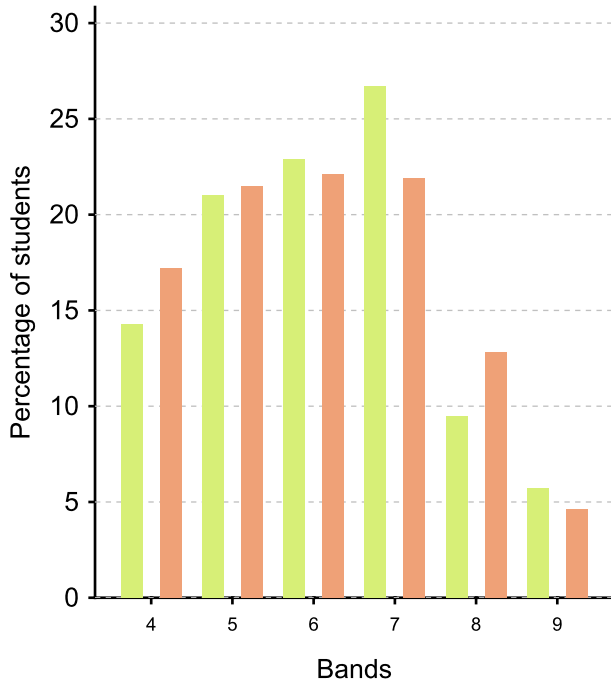
Our Year 9 SMART data was also indicative of

across the school. Students scored an average growth of 57.4 for Writing, well above the state growth of 46.5 and NSW DoE growth of 42.3. Students also had consistent growth in Grammar and Punctuation with 38.2, well above the state growth of 34.8 and NSW DoE growth of 33.9. Reading growth data was 29.9, below the state growth of 38.6 and NSW DoE of 37.1 indicating that the school's focus on Reading is an appropriate strategy in addressing this area of need. Spelling is also an area of concern with a school growth of 28.8, lower than the state growth of 36 and NSW DoE growth of 34.9. However, our trend data was very positive in all aspects of Literacy including Reading and Spelling; we had very positive trend data for Grammar and Punctuation and Writing, with significant improvement in these particular areas.

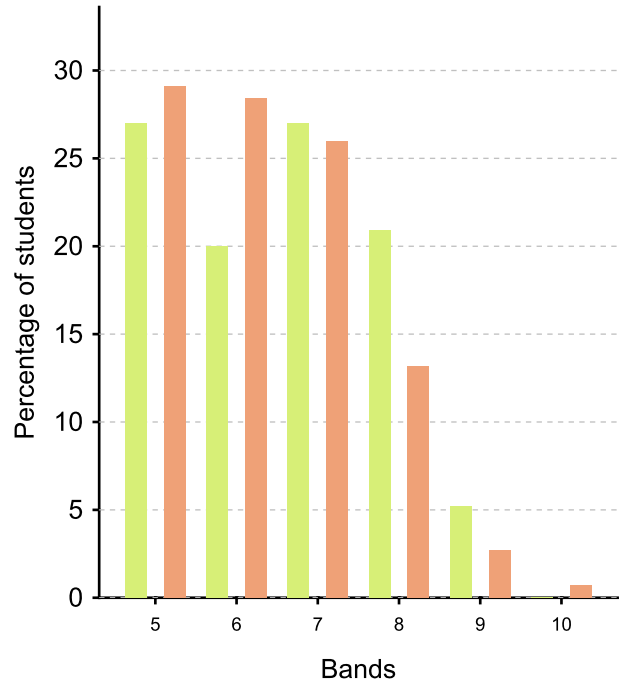
Overall our school had an average of 8.16% in the number of students achieving the top 2 bands in Reading and Numeracy of this 8.54% were EAL/D students who were at the Developing level, whilst 15.46% were at the Consolidating level.



Percentage in bands:
Year 7 Spelling



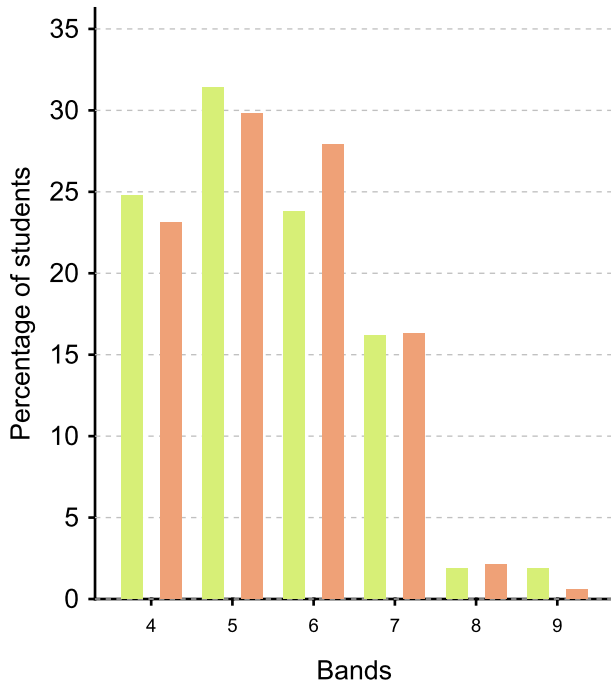
Percentage in bands:
Year 9 Grammar & Punctuation



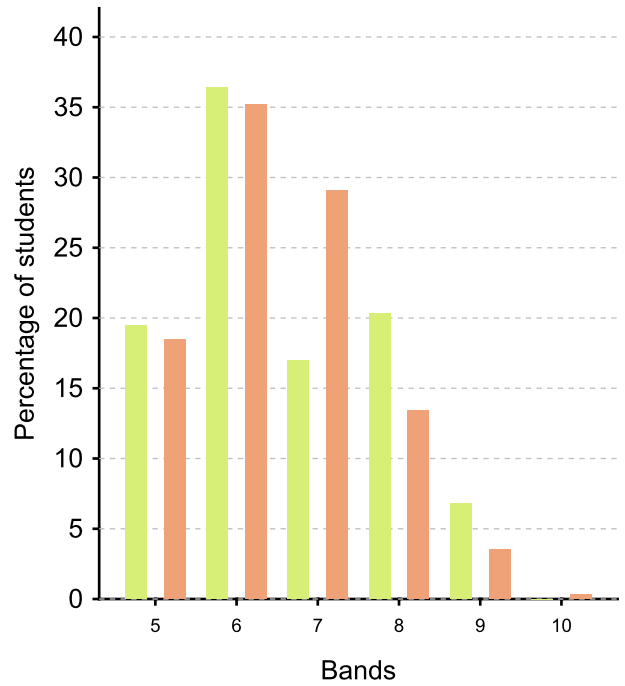
Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Writing



Percentage in bands:
Year 9 Reading

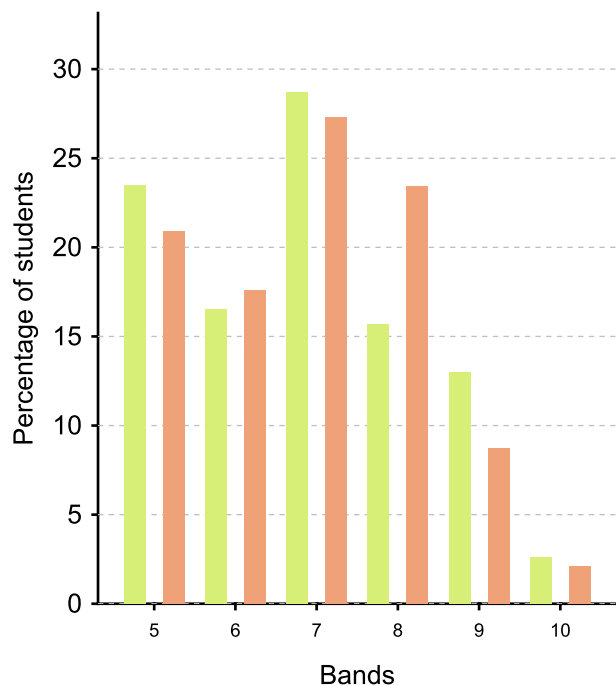


Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

Percentage in bands:

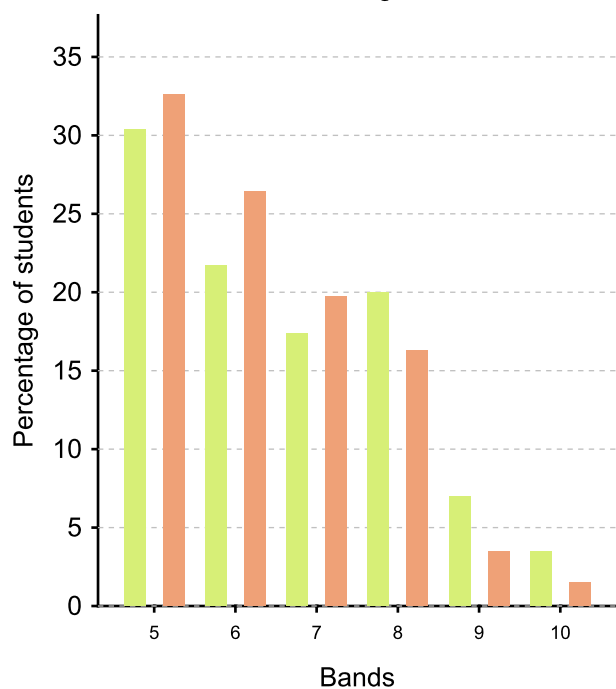
Year 9 Spelling



Percentage in Bands
School Average 2015-2017

Percentage in bands:

Year 9 Writing



Percentage in Bands
School Average 2015-2017

The school has continued to make incremental growth in all areas of Numeracy for years 7 as is evidenced by the SMART data that reveals above state and DoE growth in Numeracy. Our year 7 Numeracy school growth data was 64.7, above state growth of 61.1 and DoE growth of 59.0 Year 9 did not fair as well, the growth was not above state average for Year 9 in Numeracy. 11.8% of our Year 7 students achieved the top 2 bands in Numeracy for NAPLAN.

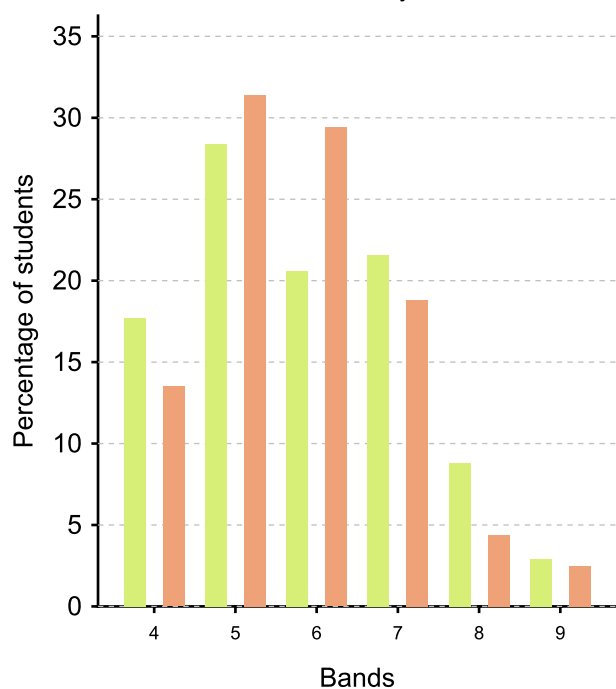
Equity funding has contributed to improvement in numeracy across the school in the following ways: The Numeracy Co-ordinator and an additional Numeracy Co-ordinator has been funded through Equity. Both of these positions were created to develop, implement and oversee Numeracy across the Key Learning Areas(KLA). We also introduced a Numeracy Team to the school. It was staffed by volunteers to help the Numeracy Co-ordinators with developing new programs to implement across the KLAs. We have a few projects planned for next year for a number of KLAs including a mini math lesson to be included in Home Economics and Industrial Arts. This year we are using the same 'Starter lessons' for Numeracy which we developed for year 9 last year, for Year 8. These mini lessons are being delivered by the PDHPE staff during terms 3 and 4 to Year 8 students. We are shifting the focus on the delivery of the lessons as it was too big a project to do in one term for Year 9 as we attempted during term 1 this year.

We are still using the *Mathletics* program to assist students with their numeracy. As Numeracy is a whole school initiative, we are taking one period a fortnight from different KLAs for Years 7 and 8 to do *Mathletics* with them. This has helped to increase the students' growth.

Through Analysis of SMART Data, we could conclude that Equity funding has resulted in the development, implementation and revision of strategies that have led to improved numeracy outcomes for our year 9 students. Our growth data shows that 64.6% of year 9 students had greater than or equal to expected growth. 10.4% of our Year 9 students achieved in the top 2 bands for Numeracy in NAPLAN, demonstrating strong growth in this area.

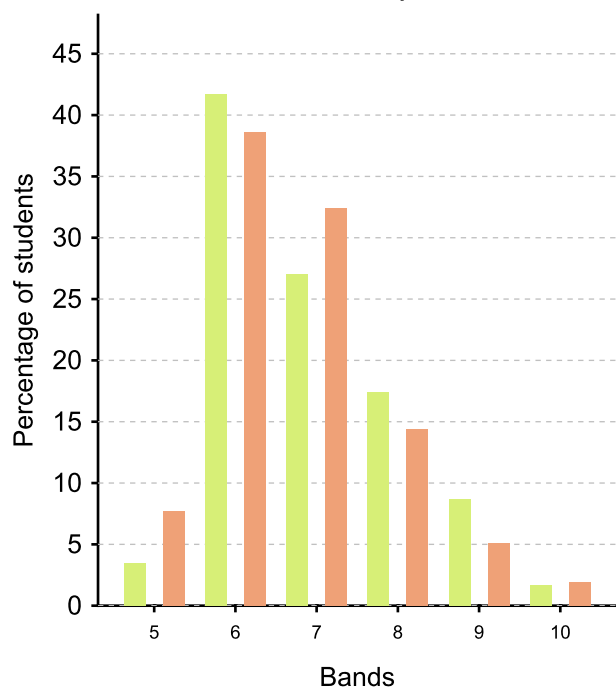
Overall our school had an average of 8.16% in the number of students achieving the top 2 bands in Numeracy and Reading.

Percentage in bands:
Year 7 Numeracy



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.

Percentage in bands:
Year 9 Numeracy



Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands

The school will continue to focus on improving the educational outcomes for our Aboriginal students. Our SMART data indicated that whilst students were making incremental progress in NAPLAN, they were not yet achieving the top 2 bands for Literacy and Numeracy. Year 7 data was positive and indicative of above expected growth for 5 out of 13 Aboriginal students for Reading, 6 out of 13 with above expected growth for Grammar and Punctuation, 9 out of 13 with above expected growth for Spelling and 8 out of 13 with above than expected growth for Writing.

Year 9 data showed that 2 out of 8 students had above than expected growth in Reading, 5 out of 8 had above than expected growth for Grammar and Punctuation, 2 out of 8 with above than expected growth for both Spelling and Writing. The school will continue to focus on improving the educational outcomes of Aboriginal students through specific and explicit curriculum support, targeting literacy.

Our growth data for Year 7 Aboriginal students was strong, particularly in the areas of Reading, Writing, Spelling and Numeracy as indicated by SMART data with the following growth scores in NAPLAN:

- Reading: School 51.8 State 46.5
NSW DoE 46.2
- Writing: School 39.7 State 18.4
NSW DoE 16.2
- Spelling: School 65.7 State 47.9
NSW DoE 47.1
- Grammar & Punctuation: School 36.7
State 39.2 NSW DoE 39.0
- Numeracy: School 68.6 State 57.5
NSW DoE 49.9

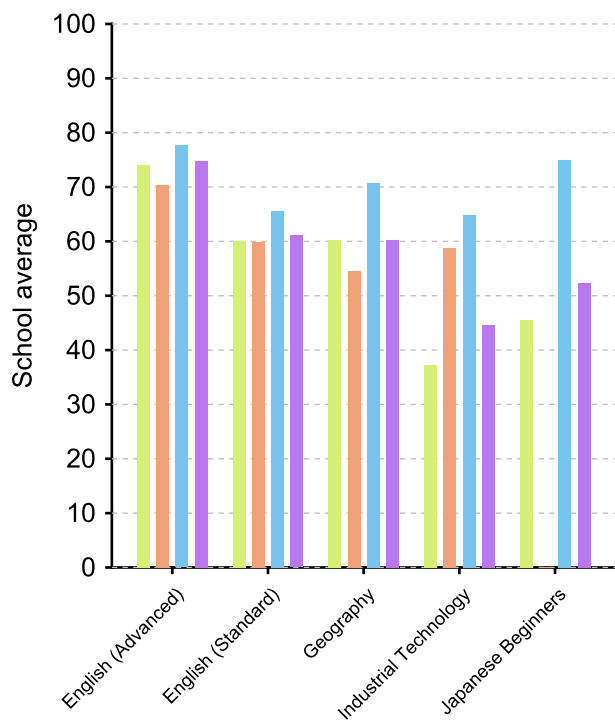
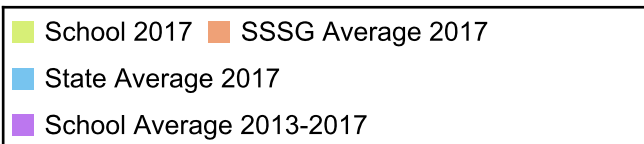
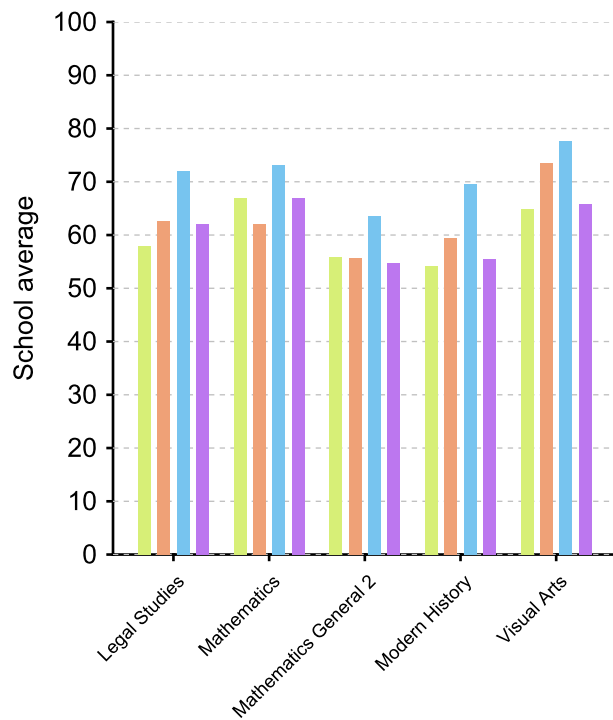
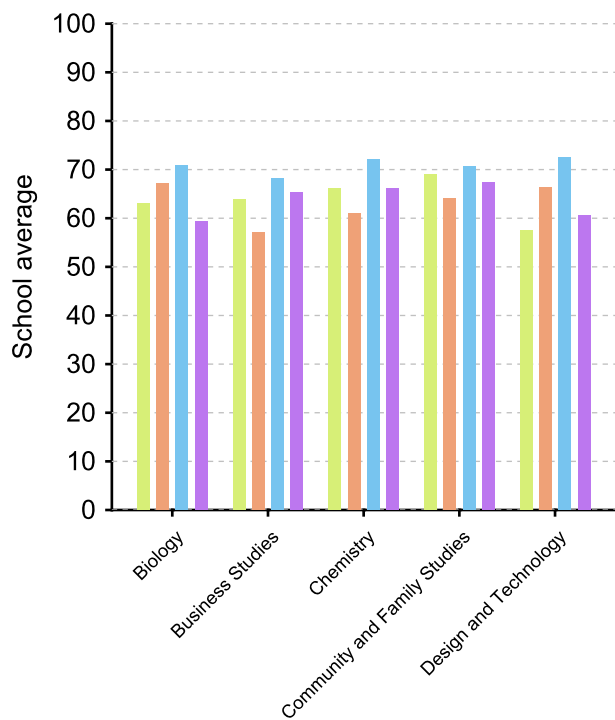
Our growth data for Year 9 Aboriginal students was strong, particularly in the areas of Grammar & Punctuation and Writing, as indicated by SMART data with the following growth scores in NAPLAN:

- Reading: School 23.9 State 33.5
NSW DoE 31.8
- Writing: School 88.6 State 29.5 NSW
DoE 25.2
- Spelling: School 24.8 State 33.1
NSW DoE 32.4
- Grammar & Punctuation: School
41.3 State 33.6 NSW DoE 32.8
- Numeracy: School 43.4 State 52.5
NSW DoE 52.2

The school will continue to focus on improving all areas of Literacy and Numeracy by providing our Aboriginal students with personalised learning plans, ongoing support in the classroom and tutoring.

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
Biology	63.0	67.2	70.9	59.2
Business Studies	63.9	57.0	68.2	65.4
Chemistry	66.2	61.1	72.1	66.2
Community and Family Studies	68.9	64.1	70.7	67.4
Design and Technology	57.5	66.4	72.6	60.6
English (Advanced)	74.1	70.4	77.6	74.8
English (Standard)	60.0	59.8	65.6	61.1
Geography	60.2	54.5	70.7	60.2
Industrial Technology	37.3	58.8	64.8	44.6
Japanese Beginners	45.6	0.0	74.9	52.4
Legal Studies	57.9	62.6	72.1	62.1
Mathematics	66.9	62.0	73.2	66.9
Mathematics General 2	55.9	55.6	63.6	54.8
Modern History	54.2	59.4	69.6	55.5
Visual Arts	64.9	73.4	77.7	65.7

Our Year 9–12 value-added data indicated that the school was Sustaining and Growing in the area of student performance from Year 9 to 12. This has been a consistent area of growth for the school, demonstrating that our programs are extending student achievement in the Higher School Certificate.

Parent/caregiver, student, teacher satisfaction

In 2017, 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 also surveyed the entire school community, comprising of the whole student body, parents and staff to identify what they value. The survey findings were then presented to our school community and is the basis of our school's behaviour policy and school plan.

The school community is supportive of and recognises the importance of a value driven school culture that meets the needs 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 our 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. We celebrated our multicultural school community with Harmony Day and Multicultural Day. These two events were led by our SRC (Harmony Day) and Prefects (Multicultural Day) and proved to be highly successful and engaging events.

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.