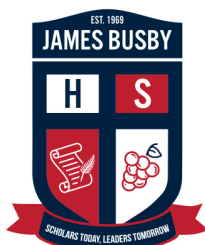


James Busby High School

Annual Report



2018



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Introduction

The Annual Report for **2018** 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

Our school has developed a strong collaborative culture with our parents and community and focuses on quality teaching, improving literacy and numeracy outcomes and ensuring the wellbeing needs of our students are supported. We take pride in the number of ways in which we are able to support the academic, emotional and social needs of our students. We are a school that is characterised as being responsive to the individual needs of our students and community and one that focuses on preparing our students for the world that they will inhabit. Our hope is that our students leave us as well educated resilient young adults who can make positive contributions to this complex and ever-changing world.

Our school's success is underpinned by our core values of Equality, Excellence, Respect and Safety. These core values drive the day to day approaches we engage with to support our students to be the very best versions of themselves at all times. As a result, we have a school culture that embraces inclusivity, respect and acceptance of our diversity.

"Our task is to educate their (our students) whole being so that they can face the future. We may not see the future, but they will and our job is to help them make something of it."

Ken Robinson (May 2013)

Our annual report planning, school self-assessment and milestone reporting was a consultative process that involved our whole school community. I certify that the information in this report is the result of evidence based practices and informed decision-making. This report provides an accurate account of our achievements and areas for future development.

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 45 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 10 classes for students with mild and moderate intellectual disabilities, with 5 autism classes. The school has a strong focus on quality teaching, literacy and numeracy enhancement, values driven classroom management underpinned by Positive Behaviour for Learning and a welfare system that empowers its staff and students to maximise their potential. The school employs a Head Teacher Community Consultation, two part-time community liaison officers to promote community involvement. The school also funds an after school study 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.

In the domain of **Learning**, the school was found to be Sustaining and Growing for *Learning Culture*, with a strong focus on learning, commitment to improving student performance, with well-development transition plans for students across the school. Partnerships with parents are integral in successful planning for student improvement through the development of individualised learning plans, as well as successful pathways to employment and further educational opportunities. The school also regularly analyses its attendances data to identify students at risk, whilst organising intervention strategies to improve student engagement and retention.

The school identified itself as Sustaining and Growing in the element of *Wellbeing*, with systemic wellbeing processes that support the development of the whole child so that they can connect, succeed, thrive and learn. Students are supported by a strong welfare team whom they can turn to for advice and assistance, that includes an experienced counselling team. The school collects and analyses a variety of data to refine and tailor its approach to student wellbeing and engagement, as well as address the individual learning needs of students. Behaviour expectations have been co-developed with community consultation that led to new school values, a new motto and logo, the product of student voice.

For the element of *Curriculum*, the school found itself to be Delivering in this area. The school has a culture of high expectations, tasks are differentiated to meet the different learning needs of students, and teaching and learning programs describe what all students are expected to know, understand and do.

The school was also Delivering in the element of *Assessment*, using assessment data to monitor student achievement, identify gaps in learning, as well as to inform planning for particular groups of students and individuals. Our Head Teacher Senior Studies, co-ordinates all assessment tasks, assessment schedules and booklets for all KLAs and all grades, ensuring that there is a uniform process across the school. The school utilises reliable assessment data to capture student progress in order to inform teaching and learning programs and evaluate student engagement.

We were Sustaining and Growing for the Learning element of *Reporting*, using a centralised reporting system to comment on student academic and non-academic performance, as well as cross-curriculum data. The school uses a variety of data sources to inform its planning process and make decisions on student learning, as well as identify improvement measures in the school plan. Parents are provided with ongoing information on their child's progress through our reporting process as well as ongoing meetings throughout the year.

The school was Sustaining and Growing in the area of *Student performance measures*, students are aware of and showing expected growth on internal school progress and achievement data. Students continue to make incremental progress in NAPLAN achievement scores with regular growth in both Literacy and Numeracy, the school's value-added data demonstrates that we are Delivering in this area.

For the **Teaching** domain, we are Delivering in the element of *Effective classroom practice*. Our teachers work in collaboration with others and across faculties to share expertise, and build the capacity of others in order to develop evidence-based teaching and learning programs and lessons, which meet the needs of all students. Teachers explicitly teach their content, whilst building the skills of students, review their practice and revise teaching and learning programs to reflect new syllabus changes and educational trends. Teachers respond promptly to student work, providing them with regular feedback on how to improve their practice. There is a school-wide approach to effective and positive classroom management, that is underpinned by the Positive Behaviour for Learning Model.

We are Sustaining and Growing in the area of *Data skills and use*, demonstrating that we have school-wide analysis of data to identify student achievements and progress, and we utilise this data to reflect on our teaching effectiveness and to inform our future school directions. Teachers engaged in professional learning that developed their capacity to analyse and interpret data in order to inform their teaching and learning practice. The school's leadership team regularly and comprehensively analyses data to identify student progress and achievement rates in order to inform the school planning cycle. There is a consistent, school-wide approach to assessments across all stages, reasonable adjustments are made in order to ensure that all students are given equitable opportunities to access the curriculum. There is a co-ordinated approach by the school to engage the school community to reflect on student progress and achievement data in order to develop plans and strategies for improvement.

For the element of *Professional standards*, we identified ourselves as Sustaining and Growing. Teachers utilised the Australian Professional Standards to measure themselves, reflect on their practice and plan for and monitor their own

professional development to improve their performance. The school has a teacher mentor that monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use the professional standards and PDP process to identify and monitor specific areas for development. Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject area.

The school has identified itself as Sustaining and Growing in the Teaching element of *Learning and development*. The school has a strong culture of collaborative practice and feedback, utilising professional dialogue, collaboration, classroom observation and the modelling of effective practice to improve teaching and student results. Formal mentoring is also embedded to support beginning teachers and aspiring leaders, as well as teachers who request it or those who are identified as needing support. Teachers actively evaluate, share and discuss learning gained from professional development with other staff through faculty, executive and staff meetings, these opportunities are embedded in the school structure. The school identifies expertise within its staff and utilises this to develop a professional learning community, broadening the depth and capacity of teachers to trial evidence-based and future-focused practices.

In the **Leading** domain, the school identified itself as Sustaining and Growing for the element of *Educational leadership*. Distributed, instructional leadership is the focus of the school, in order to sustain a culture of effective, evidence-based teaching with a focus on ongoing improvement for every student. The leadership team have established professional learning communities which focus on the continual improvement of teaching and learning through ongoing reflection, collaboration and feedback. Teaching and non-teaching staff proactively seek to improve their performance through the performance and development process. The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.

For the Leading element of *School planning, implementation and reporting* the school identified itself as Sustaining and Growing. The school leadership team are committed to continuous improvement, actively supporting change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored. The leadership team embeds clear processes, milestones and timelines to effectively implement the school plan. Staff understand what they need to do in order to address the school's strategies directions and meet the school's improvement measures, this is done through ongoing professional learning and evidence-based practice. The annual report, is a reflection of the alignment of resource allocation, professional learning and the monitoring of student data, in line with the school plan's strategic priorities.

The school identified itself as Sustaining and Growing for the element of *School resources*; the leadership team deploys teaching and non-teaching staff to make best use of available expertise to meet the needs of students, using data to evaluate the effectiveness of management processes, creating a culture of collective efficacy. The school's physical resources and facilities are maintained in order to provide a safe environment for students. Technology is effectively utilised to enhance learning and service delivery. the school plans for community use of school facilities and strategic financial management is used to gain efficiencies to maximise resources available to implement the school plan.

For the element of Management practices and processes, the school identified itself as excelling, as it made informed choices about administrative practices. It had systems in place based on cost effectiveness that were in response to need and the local context. Management practices and processes were responsive to community feedback and based on improving service delivery and customer experience. The leadership team measure school community satisfaction through regular surveys and did so in 2018 with a focus group study, sharing its analysis with staff, along with actions in response to findings with the community.

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

Excellence in Teaching

Purpose

To improve the proportion of students demonstrating proficiency in literacy and numeracy through a data driven decision making process that informs teaching and learning.

Overall summary of progress

James Busby High School is currently building a culture and confidence among staff to routinely reflect and contribute to data collection and use. Staff have explicitly and routinely embedded literacy and numeracy strategies across the curriculum. Teaching and learning programs are differentiated to achieve better student outcomes.

Faculties benefitted through support and professional learning delivered by the Literacy Co-ordinators with the implementation of ALARM and TEEL in classes. The implementation of ALARM had a significant impact with the number of year 12 students in the top 2 bands increasing to 32%. Year 8 students continued to benefit from intensive literacy classes. Year 9 students who participated in this program experienced an average growth score of 66 compared to the state average of 44.6 in Reading. The school also took part in the organisation and implementation of NAPLAN online assessments.

Professional learning was delivered to the executive team on SCOUT data analysis to assist with curriculum differentiation. This ensured that staff were able to create more engaging lessons and teaching and learning programs that reflected the individual needs of students.

Mathlympics was planned and delivered to promote numeracy to students and engage them in the learning process. It was successful and resulted in high participation rates from staff and students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school contributes to the proportion of students demonstrating proficiency in literacy and numeracy in line with the Premier's targets.	\$35,714.89 LaSTs	Analysis of NAPLAN data indicates that there has been some improvement in Literacy results. Growth data has improved and indicates that strategies used in Year 8 Literacy classes made an impact on Reading Comprehension results: 70% of year 9 students are at or exceeding expected growth with a growth score 21.4 points above the state score. Numeracy NAPLAN data analysis indicated that 75 % of Year 7 students are at or above expected growth in Numeracy. 67% of year 9 students are at or above expected growth for Numeracy. 60% ATSI students at or above expected growth. Impressive growth data in both Numeracy and Literacy indicates that strategies employed to improve the number of students who are proficient have been successful.
The school contributes to the proportion of students achieving the top 2 bands in literacy and numeracy in line with the Premier's targets.	\$35,714.89 LaSTs	Student achievement in the top two bands continues to be a focal point in DoE schools. Our students NAPLAN data indicates that the school has played a role in reaching those targets. For the area of Reading, 3.8% of Year 7 students achieved in the top 2 bands, whilst 12.4% achieved in the top 2 bands in Spelling, 3.8% achieved the top 2 bands in Writing and 9.2% achieved the top 2 bands in

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school contributes to the proportion of students achieving the top 2 bands in literacy and numeracy in line with the Premier's targets.		<p>Grammar and Punctuation. These results demonstrate consistency in most areas, as well as a strong improvement in Grammar and Punctuation in the number of students achieving the top 2 bands in Year 7.</p> <p>In 2018, 4.8% of Year 9 students achieved the top 2 bands in Writing, while 8.3% achieved the top 2 bands in Spelling, 4.1% achieved the top 2 bands in Reading, and 5% have received the top 2 bands in Grammar and Punctuation. These results display an improvement from the Year 9 cohort's Year 7 NAPLAN results, displaying growth in both Reading and Writing.</p> <p>4% of year 9 students are in top 2 bands.</p>
Curriculum differentiation is evident across the school.	<p>\$35,714.89</p> <p>LaSTs</p>	<p>70% of staff indicated that they have engaged with ALARM which is a learning and responding matrix developed to help differentiate the curriculum for EAL/D learners.</p> <p>Staff have engaged with procedures that ensure that assessment notifications are forwarded to LaST representatives to assist with modification.</p> <p>Staff provide evidence to the learning support team for NCCD and EAL/D Progressions. This indicates that differentiation is taking place across the school.</p>

Next Steps

Strategic Direction 1 will continue with the 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 whilst 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.

Literacy and Numeracy Co-ordinators will continue to build the capacity of staff in using the data provided by the Literacy and Numeracy Progressions (via PLAN2) as a means to continue to support the Literacy and Numeracy development of all students

Literacy and Numeracy Co-ordinators will provide professional learning on the Literacy and Numeracy Progressions, Best Start data analysis and individual Literacy and Numeracy plans.

Strategic Direction 2

Positive Relationships

Purpose

To establish a positive and respectful school community that enables a happy, high achieving and resilient school.

Overall summary of progress

James Busby High School has continued to integrate the Wellbeing Framework into the school through its daily practice by embedding strategies and initiatives within the school plan. Staff have been provided with ongoing professional development in Positive Behaviour for Learning (PBL) by utilising the expertise of team members as well as attending external professional learning sessions. The school has a well established team with representatives from key learning areas across the school to provide students and staff with a value-driven approach to teaching and learning and behaviour management.

Staff have also received ongoing training in data analysis as well as having guest speakers targeting work-life balance to create a positive growth culture within the school. The school is committed to continuing to improve the sense of community within our context and will continue to do so with ongoing development of student wellbeing and extra-curricular programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in proportion of students who have a strong sense of belonging at the school	SRC, Wellbeing ambassadors, Wellbeing team, all staff	<p>The school has maintained its average of 55% for sense of belonging amongst students. This was consistent in 2017 and 2018.</p> <p>Year 7 had an average 77% sense of belonging in 2018.</p> <p>Year 8 had an average 55% sense of belonging in 2018.</p> <p>Year 9 had an average 55% sense of belonging in 2018.</p> <p>Year 10 had an average 48% sense of belonging in 2018.</p> <p>Year 11 had an average 58% sense of belonging in 2018.</p> <p>Year 12 had an average 55% sense of belonging in 2018.</p> <p>The school had an average of 55% for sense of belonging according to the Tell Them From Me survey, amongst students surveyed.</p>
Reduction of students being suspended	Wellbeing team All staff	<p>0.74% reduction in the number of students suspended in 2018 from 2017.</p> <p>Reduction in the total number of suspensions from 2016 to 2018.</p> <p>There was incremental progress made in the reduction of students being suspended.</p>
Strengthened community perceptions of the school	The Community Engagement Research	The school continues to make progress in strengthening effective two-way communication

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Strengthened community perceptions of the school	Report indicated that we needed to strengthen our school's perception in the community. This was done through the employment of a Head Teacher Community Consultation (\$33,109.00)	<p>between families and improving community perceptions of the school. The semester II 2018 <i>Tell Them From Me</i> survey data reveals an overall improvement in the satisfaction of the parent community in their perception of the school in a number of areas. The survey reveals that the majority of families feel welcome and informed about the progress of their child. The school continues to strive to develop strong relationships with all families, to build a culture of inclusion, that reflects our school's values.</p> <p>The school continues to provide opportunities to support families to become engaged in their child's education through regular parent group meetings. Our school collaborates with families to create positive attitudes to learning, through our opportunities for families to discuss the academic progress of their child. These meetings also provide opportunities for families to be active contributors to school decision making and planning. The meetings are open to all community members. Survey data reveals families feel included and welcome into the school, and feel well informed about the progress of their child.</p> <p>Our school utilises a range of communication methods to keep families informed about school matters. Communication on Skoolbag App and Facebook help to improve the positive perception of our school through the regular showcase of the successes of our students. The TTFM data reveals the families are satisfied with the communication available to them on our media platforms.</p>

Next Steps

The school is committed to the ongoing implementation of Positive Behaviour for Learning and has established a large team with representatives from key learning areas across the school. We have trained many members of the team and continue to do so, and will persist with providing staff with professional development in Positive Behaviour for Learning. Strategies of the initiative will be implemented in Pastoral Care lessons in 2019, along with a strong focus on values-driven education.

We are also establishing a Berry Street Education team with members currently being trained in the model and plan on expanding the team in 2019 by having other staff trained in the trauma-informed education model that addresses students' curriculum and wellbeing needs. It is underpinned by a positive, rapport-driven approach to teaching and learning.

Student leadership has also been a fundamental aspect of this strategic direction, this has occurred with the establishment of our Anti-bullying ambassadors, that will be renamed as Wellbeing ambassadors for 2019. They have an integral role within the school, they ran an Anti-bullying day in 2018 and have a supportive role within the school, but will play a significant role in student leadership through our value-driven approach. Students will undergo further training in 2019 and establish their own milestones and plan for the year, along with increasing their profile at assemblies, including taking part in creating Pastoral Care lessons.

Strategic Direction 3

Enabling Leadership

Purpose

To embed an Instructional Leadership model within the school. To empower students to develop confidence through their participation in curricular and extra-curricular leadership initiatives.

Overall summary of progress

James Busby High School is steadily working towards a leadership culture based on the principles of Instructional Leadership within the school. We continue to build practices that empower our students to develop their confidence through participation in extra-curricular initiatives. We focused on delivering structured quality learning for teachers that developed their capacity through mentoring and collaborative opportunities to further strengthen their skills to lead the learning within their classrooms and lead any initiative or program they coordinate across the school.

Students were provided with a variety of leadership programs to engage in which ranged from targeted skill development to holistic initiatives which exposed students to the multifaceted dimension of student leadership such as Fast Forward, Sky High, Leadership Group, SRC, Prefect Camp, Boys Education and Pasifika Group. James Busby High School students valued their participation in the programs offered across the year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Internal survey data reveals that staff have opportunities for ongoing development through the evaluation of internal and external professional learning structures	Funds associated with this initiative can be derived from the school's overall expenditure on professional learning (\$85,497.97)	Staff received targeted professional learning on school policies and procedures and their PDPs were reflective of this. A JBHS Daily Procedures Handbook was created and professional learning forms were re-created to reflect greater alignment to the School Plan, PDPs and Accreditation.
<i>Tell Them From Me</i> data reveals that students have a stronger sense of engagement at school	Wellbeing Team All staff	Levels of engagement declined from Year 7 to Year 12 on seven of the ten measures used to assess student engagement. The most pronounced decline was in the extent to which students valued schooling outcomes. School attendance and students' participation in school sports and clubs also declined substantially during the secondary school years. However, the decline in engagement was not evident in positive classroom behaviours, which improved from Year 7 to Year 12.
Staff participate in professional collaboration opportunities (Staff Register)	\$85,497.97 (professional learning expenditure)	Staff were provided with ample opportunities to work collaboratively with their colleagues both within faculties and across the school via team meetings and whole school initiative groups – wellbeing team, girls' and boys' education groups, prefect and student leadership groups.
Increased proportion of student body actively involved in programs	\$10,000.00	Our students have had an increase in the number of targeted programs they are involved in. The Girls' education group has gained traction while the Boys' education group and the Pasifika group have further strengthened their profiles within the school.

Next Steps

The school is committed to the ongoing implementation of initiatives which build the leadership capacity of all. There will be a greater shift and spotlight on the delivery of quality teaching and learning in line with the school's commitment to embedding 'Quality Teaching Rounds' as routine practice. A team will be established in 2019 and training will be

delivered to all staff. The expectations is that over time, greater ground swell will lead to more than 80% of staff participating in this reflective practice model where the focus remains on improving student outcomes.

The delivery of a high quality whole school induction model will also provide a forum through which we will empower and up-skill staff to meet the needs of our complex student body. This program allows the school to induct staff into our school ethos and expectations.

Student leadership programs will continue to operate as each program has developed strong roots. Students will continue to be afforded opportunities to engage with community members and other motivational members of society both within and outside of school. These initiatives will work hand-in-hand with Strategic Direction 2 as we empower students to becoming strong citizens of the world they live in.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Students, parents/Carers, external agencies, LST and Student Advisers</p> <p>\$38,115.00</p>	<p>Parents/Carers and external agencies where relevant are invited to attend end of year review meetings for individual students. to evaluate the achievement of goals and impact of programs and strategies implemented.</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>The <i>8 Aboriginal Ways of Learning</i> was also embedded into teaching and learning programs at James Busby High, in order to meet the needs of Aboriginal students at the school. Staff received training in this area in 2017.</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. A literacy and numeracy hub was also established to meet the individualised needs of Aboriginal students and help to bridge the gap between indigenous and non-indigenous students at the school.</p> <p>Individual and group literacy and numeracy tutoring is also provided in addition to assistance given through Aboriginal Background funding.</p> <p>Higher School Certificate tutoring is also available for specific subjects to senior students.</p> <p>Additional LaST and SLISO 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>
English language proficiency	<p>EAL/D staff</p>	<p>Plans are reviewed for individual students</p>

<p>English language proficiency</p>	<p>Data and evidence Beginning and Emerging EAL/D students</p> <p>\$248,933.00</p>	<p>and future goals are discussed.</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 the language proficiency 13 students were identified as Beginners with some print language literacy, 30 students were identified as Emerging, 248 students at Developing level and 158 students are at Consolidating level. 3 of these are international students who frequently seek EAL/D teacher support, 13 are refugee students who experienced trauma and had a disrupted education for up to 4 years.</p> <p>The EAL/D students receive targeted support from the learning and support team, through in–class support as well as mentoring from our EAL/D teachers, Dhan Sharma and Karen Plumridge. 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>LaST, students, Parents/Carers, external agencies and LaST data and observations.</p> <p>\$489,536.00</p>	<p>Special provisions lists are updated for 2019, students requiring bi–annual re–assessment for eligibility are identified and lists of students requiring PLSPs for semester one 2019 are identified.</p> <p>All students in the Special Education Unit have been accounted for through NCCD data. 101 students across 10 special education classes continued to receive provisions and support as a result of collated NCCD data. 17 teachers taught classes within the Special Education Unit across all key learning areas through the Life Skills curriculum. Teachers developed individual education plans (IEP) in consultation with parents/carers, and students where possible. Each class was supported by an SLSO who provided assistance to students in collaboration with support teachers. 6 job coaches were also employed to assist implementation of individual transition plans through additional SAP and LINK funding support. Teachers were able to continue to make reasonable adjustments to assessments and programs through the Life Skills curriculum, whilst staff were able to build their own and other's capacity through professional learning specialising in areas of disability and mental health, relevant to results based on NCCD contextual data.</p>
<p>Socio–economic background</p>	<p>\$1,202,058.00</p>	<p>The Special Education Unit employed a relieving non–teaching Head Teacher, due to</p>

<p>Socio-economic background</p>	<p>\$1,202,058.00</p>	<p>the growing size and complexity of the unit. This role involved liaising with the substantial non-teaching, part-time, Head Teacher and Special Education Deputy Principal in the management of the faculty and Special Education Unit. The school continued to fund an additional deputy principal so that the Special Education Unit could be assisted in its transition to the establishment of such a large unit (10 classes). This resulted in capacity building and training for the management requirements of the support unit and delegation of roles and responsibilities that impacted across the faculty. 17 teacher PDPs were supervised and conducted through team teaching, head teacher demonstration lessons and ongoing support for teaching and learning practices. 101 students across 10 support classes were managed through the year advisers and head teachers support referral systems to address welfare and discipline in accordance with school procedures.</p> <p>The school also funded a non-teaching Learning and Support Teacher (LaST) role within the Special Education Unit. This teacher provided staff with ongoing professional learning and student support. They worked in consultation with Special Education Head Teacher and Special Education Deputy Principal to design programs for implementation with the faculty and targeted groups. This included the development of the SPARK program which involved research-based intensive fitness training for students at the start of their school day. Special education teachers also worked with the LaST via a referral process made through the head teacher. Other programs and interventions supported students that were experiencing difficulty at school and enhanced teacher practice through constructive team teaching, modelling and planning for differentiation.</p> <p>At the start of the year the lunchtime boys program facilitated by the LaST provided structured activities built on a rapport-driven approach to assist targeted student groups in collaboration with mainstream and support students. As the support unit has a high number of male students, this program improved social skills and allowed boys to build trust, respect and accountability for one another.</p> <p>New and developing teachers received ongoing support through the LaST referral process, in addition to that which is provided through the role of the Special Education Head Teacher. The position of the LaST played a significant role in supplementing the responsibilities of the head teacher, resulting in higher student engagement and social skills programs, and improved teacher capacity in the management and teaching of students with complex special needs.</p>
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Socio-economic background	\$1,202,058.00	<p>School funds were used to allocate additional staffing (in-built relief program) to create relief periods that were used to cover classes for absent teachers. This initiative aimed to give consistency within the classroom and minimise disruption during lessons.</p> <p>The in-built relief program is embedded in our daily structure and routine in order to minimise disruption to classes and to provide students with a familiar teacher. This has resulted in a significant amount of short term relief funds being rolled over into 2019, with the objective of maximising this budget into where it is most necessary.</p>
Support for beginning teachers	Total: \$144,522.16	<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>Beginning teachers took the opportunity to observe other classes in a variety of Key Learning Areas and by experienced teachers in their own KLA.</p> <p>Beginning teachers worked with the Teacher Mentor to plan their PDP goals and how to work towards achieving them.</p> <p>Funds allowed beginning teachers to attend professional learning courses appropriate and relevant to their needs.</p> <p>Beginning teachers participated in fortnightly induction meetings after school. During this time, they worked in collaboration with colleagues to adjust assessment tasks with the aim of improving student completion and submission rates and also coded their lessons/units of work using the Quality Teaching Framework.</p> <p>Beginning teachers also completed modules of learning designed to unpack DoE and school policies and procedures around child wellbeing, literacy, and numeracy, Work Health and Safety, communicating with parents, report writing and Code of Conduct.</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>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	382	390	394	395
Girls	323	320	299	299

Our student enrolments for our Special Education Unit are increasing; the unit now comprises of 10 classes, with 5 autism and a mixture of autism/IO classes and 5 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	2015	2016	2017	2018
7	91.7	92.1	92	91.7
8	90.3	91.2	92.1	89
9	89.3	87.4	89.4	90.4
10	84.5	85.2	83.4	83.3
11	81	85.4	84.8	85
12	88.8	84.6	87.7	88.3
All Years	87.6	87.8	88.3	87.9
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

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 0.4% decline in student attendance between 2017 and 2018, 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	43
TAFE entry	0	0	28
University Entry	0	0	60
Other	0	0	12
Unknown	0	0	30

The employment figure includes students who are working and studying at the same time. The school does not conduct a Year 10 and Year 11 post-school destination survey.

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. In 2018, students elected to undertake studies in the following three framework courses: Construction (21), Hospitality (Kitchen Operations) (17) and Retail Services (15).

Year 12 students attaining HSC or equivalent vocational education qualification

In 2018, 94 students achieved their Higher School Certificate, 8 either left or withdrew from the school, 1 partially completed her/his studies and 1 did not qualify for a Higher School Certificate. No students undertook Vocational Education Studies at another institution.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	46
Learning and Support Teacher(s)	3.2
Teacher Librarian	1
Teacher ESL	2
School Counsellor	3
School Administration and Support Staff	19.28
Other Positions	1

*Full Time Equivalent

The school has 2 permanent Aboriginal teachers on staff.

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

Professional learning funds (\$85,497.97) 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 teacher 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.

All new and 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, the Wellbeing Framework, student engagement, 21st Century teaching and learning skills, curriculum and syllabus requirements, the Quality Teaching Framework were just some of the areas of professional development.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	1,879,870
Revenue	11,532,098
Appropriation	11,334,565
Sale of Goods and Services	67,216
Grants and Contributions	116,982
Gain and Loss	0
Other Revenue	5,350
Investment Income	7,985
Expenses	-11,634,292
Recurrent Expenses	-11,634,292
Employee Related	-10,467,959
Operating Expenses	-1,166,332
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-102,193
Balance Carried Forward	1,777,676

The information provided in this table is accurate at the time of print.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	6,374,260
Base Per Capita	149,803
Base Location	0
Other Base	6,224,457
Equity Total	1,978,643
Equity Aboriginal	38,115
Equity Socio economic	1,202,058
Equity Language	248,933
Equity Disability	489,536
Targeted Total	2,124,378
Other Total	402,842
Grand Total	10,880,123

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The students of James Busby High School have shown continued development in the area of Literacy. NAPLAN data and HSC results indicate continued growth in areas of Reading and Writing. This is a testament to the numerous programs that are run within the school, harnessing student ability and encouraging growth in the area of Literacy. James Busby High School Literacy Co-ordinators have worked with staff to lead the implementation of these Literacy programs and strategies.

Our Literacy Co-ordinators have worked with all KLAs across the school to implement ALARM with years 8, 9, 11 and 12. Teachers were provided with modified professional learning on ALARM and, under the direction of the Literacy Co-ordinators, faculties created modified ALARM templates specific to their KLA. This was further enhanced through team teaching and implementing ALARM in literacy lessons.

Due to the previous success of the Literacy classes that were implemented for Year 8, the decision was made for the classes to continue in 2019. Students continued to participate in the highly successful Literacy Pro program with the focus on improving students' reading and comprehension skills. Student's Lexile scores were tracked, providing data on student growth in reading and comprehension scores. The data collected indicates ongoing improvement, with 87% of students showing growth in their Lexile scores, as such it will continue into 2019. Literacy Pro continues to assist growth in reading comprehension, as reflected in

NAPLAN data. Students who participated in this program experienced an average growth score of 66 compared to the state average of 44.6 in Reading (Year 9 NAPLAN).

Student achievement in the top 2 bands continues to be a focal point in DoE schools. Our students' NAPLAN data stipulates that the school has played a role in reaching those targets. For the area of Reading, 4.17% of Year 7 students achieved in the top 2 bands, whilst 12.4% achieved in the top 2 bands in Spelling, 3.8% achieved the top 2 bands in Writing and 9.2% achieved the top 2 bands in Grammar and Punctuation. These results demonstrate consistency in most areas, as well as a strong improvement in Grammar and Punctuation in the number of students achieving the top 2 bands in Year 7.

Year 9 students have also achieved pleasing results in NAPLAN. With a focus on students achieving the top 2 bands in all aspects of Literacy, it is evident that the school continues to contribute to the DoE's targets in NAPLAN results. In 2018, 4.46% of Year 9 students achieved the top 2 bands in Writing, while 8.3% achieved the top 2 bands in Spelling, 4.1% achieved the top 2 bands in Reading, and 5% have received the top 2 bands in Grammar and Punctuation. These results display an improvement from the Year 9 cohort's Year 7 NAPLAN results, displaying growth in both Reading and Writing.

Year 7

Year 7 Numeracy NAPLAN data revealed that our students scored an averaged scaled growth of 64.7, above the SSSG score of 51.6, and above the state score of 54.2. A significant number of our students scored at or above their expected growth in Year 7 with 77.3% achieving these scores at our school, whilst only 55.8% were able to do so in our SSSG and 65.5% were able to do this in the state for Numeracy. There was a significant decrease in the number of students achieving below their expected growth in 2018 for Numeracy from 31% in 2017 to 19% in 2018.

100% of our Aboriginal and Torres Strait Islander students achieved at or above their expected growth in Year 7 Numeracy NAPLAN data compared to their 2017 achievement levels of 64%, demonstrating a significant improvement in this area. However, we still need to increase the number of Aboriginal students achieving the top 2 bands in Numeracy.

Year 9

Our Year 9 Numeracy NAPLAN data indicated that our students scored an averaged scaled growth of 56.9, above the SSSG score of 47.9 and above the state score of 47.0. A substantial number of our Year 9 students scored at or above the expected growth in the Numeracy component of NAPLAN with 68.4% in this category, above the SSSG score of 59.2% and above the state score of 66.0%.

All of our Aboriginal and Torres Strait Islander students experienced growth in their Numeracy results in

NAPLAN in 2018. 60% of our Aboriginal students demonstrated improvement that was at or above their expected growth, this was much higher than 2017 (29%). Despite this positive improvement, we still need to work to increase the participation rates of indigenous students achieving the top 2 bands in Numeracy in NAPLAN.

4.46% of our Year 9 Numeracy students achieved the top 2 bands in NAPLAN contributing to the Premier's targets, demonstrating the school's ongoing contribution to the state's goals. Our school's programs and staffs' commitment to improving student achievement rates is ongoing and evident in the extensive strategies that we implemented in 2018 and that we will continue to run in 2019.

Our reflection on 2018:

In 2018 we have successfully broadened the scope of our projects across year groups and key learning areas (KLAs). We implemented a numeracy project on Fractions for all Year 7 students within the Technology Mandatory and Mathematics programs. Much of this program was delivered after NAPLAN 2018. It is hoped that any benefits from implementing this program will be realised in NAPLAN 2020. Positive aspects of this program are being included in the development of our Year 8 numeracy classes for 2019.

We implemented a numeracy project on Decimals, Percentages and Fractions for all Year 8 students as 'Starter Lessons' during PDHPE classes. We have decided to discontinue these Starter lessons in 2019, and instead work towards working with faculties to integrate (or enhance) numeracy activities in existing Stage 5 KLA programs. By the end of 2018 we have commenced this with the head teacher and classroom teachers, planning numeracy activities (creating graphs) in Science, ready to implement across Year 9 classes in Term 1. It is hoped that this approach will work towards improving the achievement of our Year 9 students in NAPLAN 2019/20.

The *Mathletics* program has been in use all year, with students in Years 7 & 8 working one period each fortnight on *Mathletics* activities ranging from diagnostic topic tests, to games and problem solving. This will be replaced in 2019 with *Mathspace* for Years 7 –10, and *Hot Maths* for Senior students, both programs providing a wider choice of activities that are more easily integrated into the Mathematics curriculum.

The HSC Minimum Standards online tests were carried out in Terms 2 and 4 this year, with those students not meeting the Minimum Standards being identified, provided with access to a Core Skills numeracy course in *Mathletics*, an introductory lesson to this course in small groups, and offers for further support in numeracy as required.

The Mathematics faculty will introduce a Stage 6 Numeracy course in 2019 which will also provide an opportunity for further support for these and future students not yet meeting the HSC Minimum Standards for Numeracy, should they choose to do so in the

Senior years.

By the end of 2018 we have planned the following for 2019:

- Year 8 Numeracy classes (three periods per fortnight) focusing on the use of Numeracy Progressions, KLA programs and Pre/Post assessment to target areas of need in numeracy.
- Mini-numeracy lessons within Stage 5 Science programs (with a view to expanding to other KLAs).
- Year 7 Problem Solving workshop with *Inquisitive Minds* in Term 1, 2019
- Targeted numeracy support for Year 10/11 students not yet meeting HSC Minimum Standards for Numeracy (*Mathletics* online Core Skills program)

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

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

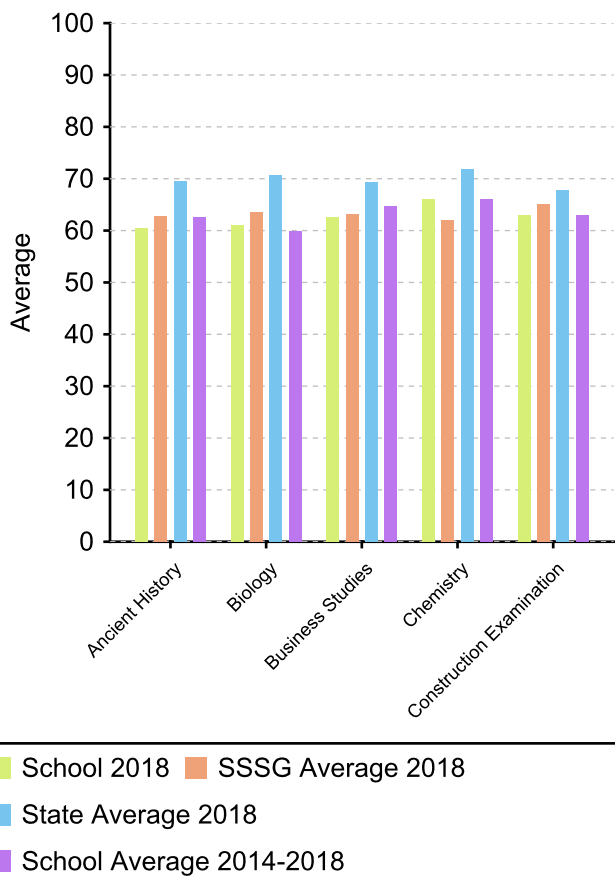
The school did not have any Aboriginal students sitting for NAPLAN in 2018 achieve the top 2 NAPLAN bands. It has, however, had an improvement in average scores achieved for Aboriginal students in the areas of Grammar and Punctuation, Reading, Spelling and Numeracy than previous years. Our trend data indicates that more work needs to be done to improve the literacy and numeracy skills of Aboriginal students and thus their educational outcomes. The school is committed to doing this by having a specialised Aboriginal Education teacher in 2019, who will provide students with mentoring, extra-curricular opportunities, university partnerships and strengthened community ties. Our Aboriginal students will continue to receive LaST support that targets their curriculum, as well as literacy and numeracy needs in order to improve their achievement rates and educational outcomes.

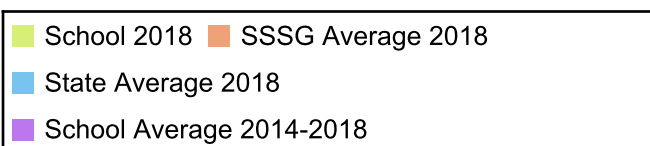
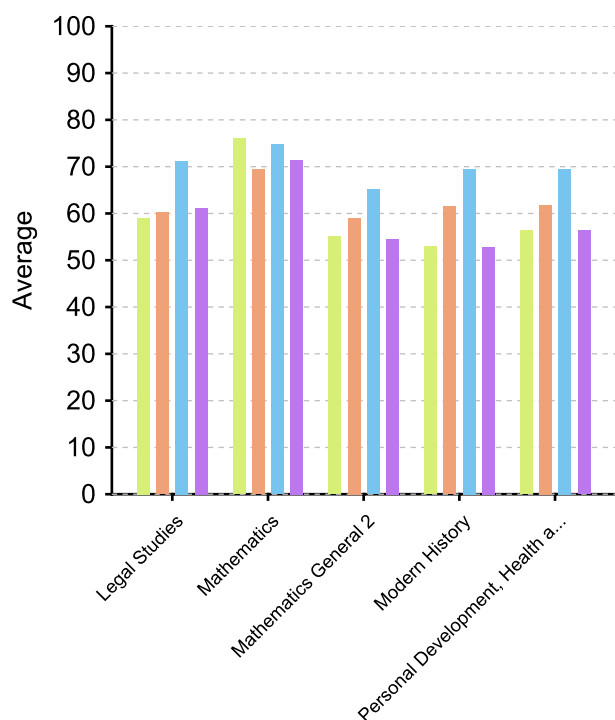
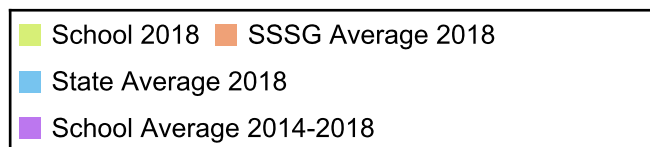
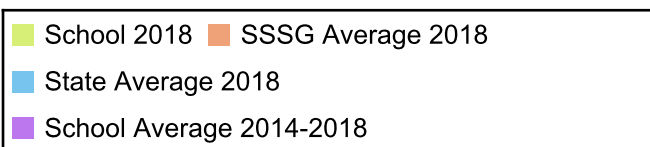
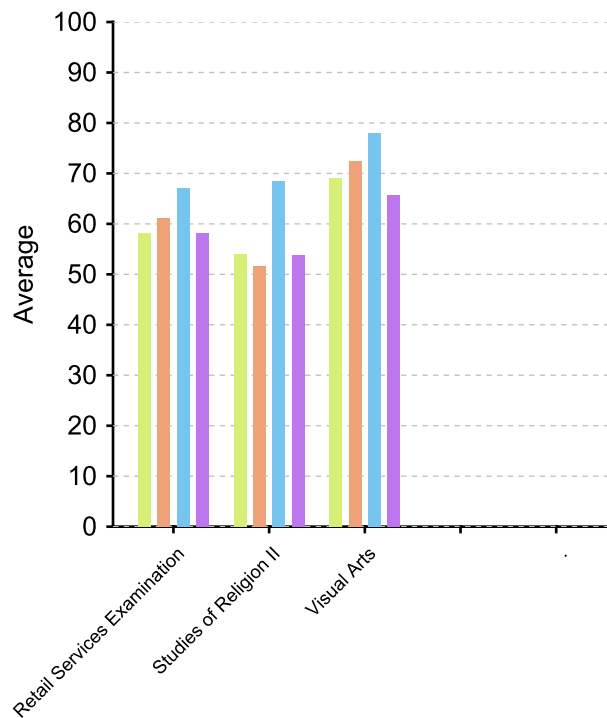
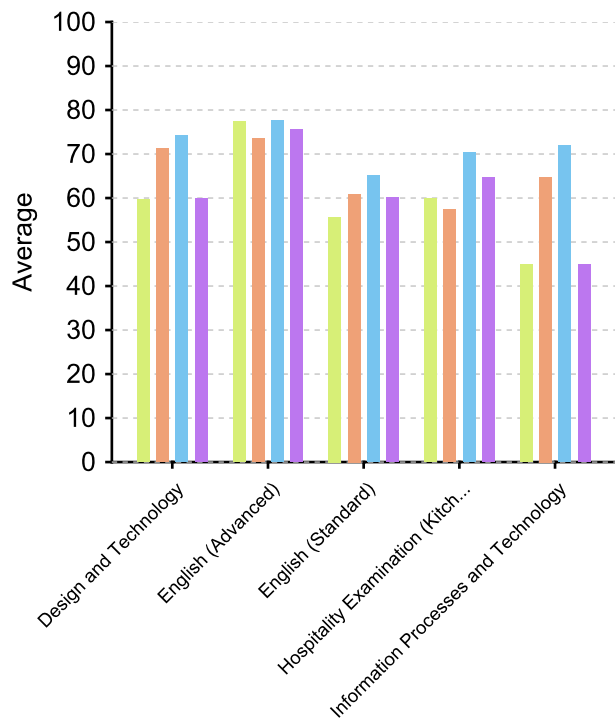
Higher School Certificate (HSC)

In 2018, James Busby High School students achieved 7 Band 6 results and 30 band 5 results in Higher School Certificate courses.

The school employed a Head Teacher Secondary Studies to work with students in areas of attainment, transition and enrichment, as well as to assist students through processes of assessment and examinations.

Through the use of results data and the feedback of students and staff, the school also began planning for participation in the 2019 Stage 6 Numeracy pilot to assist students to develop functional numeracy skills and the demonstration of HSC Minimum Standards, as well as funding engagement and enrichment programs for 2019 HSC students to maximise their Higher School Certificate achievement.





Higher School Certificate

The performance of students in bands ranging from Band 1 (lowest) to Band 6 (highest). James Busby High School Year 12 cohort of 2018 has achieved success in their Higher School Certificate (HSC), with a heavy increase in Band 6 and Band 5 achievers. Overall, HSC students have achieved 9 Band 6s and 30 Band 5s. The combination of the total of the top 2 bands has increased by a dramatic 32% from the 2017 HSC results, with 28 Band 5s. The success of this growth in HSC achievement can be attributed, in part to the implementation of ALARM. 2018 HSC students are the first cohort of HSC students who have been explicitly taught ALARM since their junior education. The school's average Higher School Certificate score of 55.69 is just below the state average 66.65, displaying a need for continued focus and support for student learning.

Parent/caregiver, student, teacher satisfaction

James Busby High School values its parent community and continues to strengthen these partnerships through regular consultation and collaboration with the school community.

2018 has been another successful year. Our parent group was actively consulted regarding school practices and policies, including collaborating with the programs that were introduced into the school. These consultation processes supported and contributed to the overall values of the school.

Our meet and greet morning tea, as well as our regular

parent forums ensured our parents felt that they were included in the decision making process, whilst also building on the positive relationships within our wider community.



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 partnerships 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 in 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 Multicultural Day. This event was led by our Prefects (Multicultural Day) and proved to be highly successful and engaging.

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.

Other school programs

Pasifika Engagement Program

The Pasifika Engagement Program (PEP) is a school based program that aims to mentor the many students of Pasifika (Pacific Islander) heritage here at James Busby High School (JBHS), and is facilitated by one of our PDHPE teachers, Mr Louis Vaiotu – a proud New Zealand-born Samoan.

Pasifika heritage refers to those of indigenous background from these small nations within the South Pacific region: Ethnicity (Country)

- Maori (New Zealand)
- Cook Islander Maori/Rarotongan (Cook Islands)
- Samoan (Samoa and American Samoa)
- Fijian (Fiji)
- Tongan (Tonga)
- Niuean (Niue)

In 2018, there were over 100 students at James Busby High School, that identified themselves as being of Pasifika heritage, highlighting the relevance for a mentoring program to support our Pasifika students. PEP has been fully developed and customised to the James Busby High school setting to ensure that the unique and specific needs of our Pasifika students are catered to. PEP aims to support our Pasifika students and solidify their sense of belonging at James Busby High School. This is achieved by strengthening the connections between Pasifika students, their culture and the learning environment.

As part of the program, students participate in various workshops to heighten learning skills, and/or address areas of concern. Students are given opportunities to collaborate to produce cultural performances, and engage with a network of other cultural groups through the Western Sydney University (WSU) Pasifika Achievement To Higher Education (PATHE) seminars. Students can earn rewards by appropriately demonstrating school values, ranging from five-dollar vouchers to use at the canteen, to receiving an invitation to the Pasifika Rewards Day excursion to the Jamberoo Water Park. Overall, PEP provides a supportive environment for students to express their cultural identity whilst enhancing engagement at James Busby High School.