

Sir Joseph Banks High School
2019 Annual Report



8250

Introduction

The Annual Report for 2019 is provided to the community of Sir Joseph Banks High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

Educational excellence, purpose and equal opportunity for every student.

School context

Sir Joseph Banks High School is a comprehensive coeducational community school. Our students come from over 30 different language backgrounds with 90% of students identifying as LBOTE. Our current enrolment is at 730, which consists of 32% female and 68% male students. The school has a Support Unit of five classes (3 IM, 2 IO).

Excellence in academic growth

Sir Joseph Banks High School is one of the highest growth high schools in the state between Years 9–12. Our literacy and numeracy programs have been acknowledged for excellence at the Public Education Foundation Secretary's Awards for School Excellence (2018) as well as Australian College of Educators Award for Excellence in Education (2018).

Passionate teachers, partners in learning: where every student is known, valued and cared for. Our staff are highly trained educators who focus on 'how to learn', not just 'what to learn'.

Acknowledged by the Centre for Educational Statistics and Evaluation (CESE) as best practice in student advocacy, we know how to support our students to prosper and grow. Teachers work alongside our students and develop authentic 'partnerships in learning'.

Empowerment through opportunity

Quality partnerships with community groups, TAFE, the business sector through ABCN, all major universities and the local vocational education network extend a broad network of opportunities for every student's interests, abilities and skill level. For the last 5 years every student on an ATAR pathway has been accepted into university.

Our school is a positive, welcoming learning environment where every child is known, valued and cared for. Students are mapped on the literacy and numeracy continuums and their learning is closely monitored to optimise potential and growth.

Leaders of futures learning

Our future focused learning spaces, with state of the art facilities, empower students to be critical thinkers, collaborators and leaders of their own creativity. Our STEAM innovators (teachers) immerse learners in a world of endless possibilities, where they can inquire, explore and innovate.

Our community, our commitment

We are proud to be part of a connected, student focused community of schools. Our commitment is to continue to lead our learning community and deliver an outstanding educational experience.

Post-school pathways for everyone

We provide our students with authentic post school pathways that set them up for success in their chosen field. Every student leaves our school with one foot planted firmly into their future through a clearly defined and supported pathway.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Strategic Direction 1

QUALITY LEARNING: Effective pedagogy

Purpose

To develop self directed and reflective critical learners who, in partnership with their teachers, understand how they learn through adopting a Growth Mindset.

Improvement Measures

Literacy & Numeracy Growth:

Using internal and external testing to establish baseline data, an increased number of Stage 4 and 5 students attain one year of growth for one year of learning.

An increased number of students achieving Bands 5 and 6 in the HSC.

All Teaching and Learning programs reflect school directions using school developed procedures.

All assessment tasks reflect school directions using school developed procedures.

Progress towards achieving improvement measures

Process 1: Literacy : A literacy transition pathway informed by the Literacy Progressions is embedded in all programs across all KLAs from Stages 4– 6.

Evaluation	Funds Expended (Resources)
<p>A systemic approach to literacy was researched, piloted, implemented, re-evaluated and embedded across Stages 4–6 throughout 2018/9. As a result of the schools literacy initiatives our NAPLAN data for Reading (63.1%), Writing (63.9%) and Spelling (60.0%) reflects students achieved higher rates of growth at expected or above expected levels– this is higher than both our similar schools and the the levels for the state.</p> <p>In Stage 4, the KNOW/MAKE scaffold was embedded across all Key Learning Areas to support the development of writing skills to ensure that students were able to access age and stage appropriate aspects of the curriculum.</p> <p>Best Start data was used to target the specific needs of Year 7 in Reading and Comprehension across all KLAs, implemented through team teaching between Key Learning Area teachers and the Literacy Mentor.</p> <p>By mapping students using baseline data from Best Start Yr 7, Internal diagnostic testing, Literacy Progressions/Continuum a visible learning/Futures Learning approach (Power Up!) is now established for every student in Year 8. Reading, Writing and Comprehension strategies where taught to students both explicitly and in the context of a range of Key Learning Areas using differentiated programs to target the students' next level of learning. In developing a learning partnership, students engaged in visible learning strategies through the mapping of their achievements on the Literacy Progressions (previously, the Literacy Continuum). Average student growth for Reading and Comprehension was recorded at 0.58 effect size, which is equivalent to over 1 years worth of growth in two terms. Formative assessment of student learning has been recorded through the use of PLAN2– a tracking tool mapped to the Literacy Progressions.</p> <p>The Drop Everything And Read program (D.E.A.R) was established to support the need for students to engage in wide reading. Funds were used to purchase class sets of staged readers and an explicit program was developed which focused on Reading skills, Comprehension strategies and building vocabulary for all students in Home Room for Years 7–9. This</p>	<p>HT T&L – Employed to lead literacy through Elbow to Elbow Conferencing with students, staff and school leaders. (\$33936)</p> <p>Instructional Leader Literacy – 0.5 (\$54692)</p> <p>Executive Professional Learning sessions led by Instructional Leaders (Free)</p> <p>Resourcing DEAR Staged Readers for the Program – (\$20000)</p> <p>Power Up! Literacy Program – Staffing 11 TCH at 5 lessons/Fortnight (\$158 318) to backfill staff.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$33936.00) • Socio-economic background (\$54692.00) • Socio-economic background (\$20000.00) • Socio-economic background (\$158318.00)

Progress towards achieving improvement measures

resulted in students accessing more than 30 minutes of scaffolded wide reading per week.

Stages 5/6 Junior 'A Learning And Responding Matrix' (ALARM) and Senior ALARM scaffolds were embedded to continue the skill development of student's academic writing across every Key Learning Area. The Head Teacher Teaching and Learning targeted the team teaching of ALARM scaffolds across 5 Key Learning Areas. This has resulted in a highly refined and strategic approach to improving whole school literacy.

Process 2: Numeracy: A numeracy transition pathway informed by the Numeracy Progressions is embedded in all programs across all KLAs from stages 4– 6.

Evaluation

Funds Expended (Resources)

A data driven approach to developing explicit teaching and learning resources to develop the capacity of staff within the Mathematics faculty and across the school was adopted. The Instructional Leader (IL) in Numeracy and Head Teacher (HT) Mathematics have developed and modeled best practice to staff across KLAs. As a result of the school's numeracy initiatives, our NAPLAN data for Numeracy (63.6%) demonstrated higher rates of growth at expected and above expected levels. This was higher than both our similar schools and the levels for the state by approximately 10%.

In Stage 4, internal testing and Best Start was used as baseline data to plan and develop resources to support identified student weaknesses. Instructional Leader in Numeracy analysed data and found Additive Strategies and Understanding units of Measurement skills were considerable weaker than previous cohort and the scope and sequences as well as teaching programs needed to be modified to address the needs of students.

Year 8 data from the previous year, showed their problem solving skills were still developing, using the 2 extra periods as numeracy lessons that the timetabling team gave the mathematics faculty, problem solving and critical thinking processes were explicit taught by developing their repertoire of strategies to approach different problems.

Head Teacher mathematics and Instructional Leader in Numeracy worked across a range of Key Learning Areas to identify, develop and embed best practice numeracy development strategies using the Numeracy Progressions. with numeracy team's nominated staff from each faculty in developing resources with explicit teaching outcomes. These resources were developed collaboratively and modelled by the head teacher and the instructional leader using the Lesson Studies approach.

Instructional Leader in Numeracy worked with Head Teachers across KLAs to develop explicit numeracy resources that were embedded into their programs. Stage 4 was completed and Stage 5 was partially completed. Head Teacher and Instructional Leader team taught with staff and attended faculty meetings to explain and model the pedagogy.

Numeracy Continuum programs – The Make it Count program was deconstructed and embedded into Stage 4 teaching programs. The Numeracy Progressions outcomes were aligned to mathematics syllabus. The ILiN developed explicit scaffolds that targeted the progression's outcome which were differentiated according to the syllabus outcome and embedded into the teaching programs in Stages 4 and 5.

Using NAPLAN data from Year 7, Year 9's scope and sequence were modified and concrete resources were purchased to develop the understanding of student's identified weaknesses. Programs embedded numeracy progression outcomes and NAPLAN style questions to develop skills. 94% of students received expected growth with 64% at or above expected growth.

Instructional Leader Numeracy 0.5 (\$54692)

Progress towards achieving improvement measures

Minimum standards data was analysed and individual learning plans were developed for Stage 6 students. The Instructional Leader in Numeracy withdrew students from their mathematics classes and worked on their identified weaknesses. Only 4 students from Year 12 are yet to reach the minimum standard.

Process 3: Future focused classrooms: Every teaching and learning program reflects best practice Future Focused lessons planned collaboratively with their students

Evaluation	Funds Expended (Resources)
<p>A targeted approach to Futures Learning was piloted, tested and implemented across all Key Learning Areas to address key aspects of best practice teaching and learning.</p> <p>The Learning Hub STEAM and STEM programs delivered high quality engaging learning opportunities for all students in Year 7 through a minimum of 2 STEAM lessons per class. The STEAM coordinator targeted cross curricular Futures Learning programs in Years 8–10 through team teaching and embedding activities into programs.</p> <p>Extra curricular opportunities delivered by the STEAM coordinator included First Lego League, Girls STEAM Punk, Robotics and Robo Girls. As a result of the high quality programs, several students were selected to showcase at the EDUTECH conference. The Teacher Librarian and STEAM Coordinator is seen as a leader in STEAM education and as a result, has featured in The Science and Technology Australia website for best practice Futures Learning.</p> <p>Year 10 Change Agents elective was initiated, developed and delivered to address the needs for students to become creative and critical thinkers. Students engaged in Project Based Learning (PBL) through the development of the soft skills of creativity, critical thinking, collaboration and communication. Students successfully piloted self reporting which has resulted in the practice being embedded into Year 7, 2020.</p> <p>The Enrichment class continued to engage in Project Based Learning across all subject areas. This resulted in 2 success publications for both 8E and 7E, showcasing their projects, process and inquiries.</p> <p>Professional learning of staff in Future Learning strategies resulted in an increased number of classes accessing quality effective feedback, PBL, Visible Learning and Visible Thinking as well as technology across the school.</p>	<p>STEAM – Makerspace Resources (\$4800) – Faculty Budget</p>

Strategic Direction 2

COLLECTIVE EFFICACY: Cohesive Leadership

Purpose

To lead a cohesive, high quality learning community in delivering best practice student wellbeing and learning programs.

Improvement Measures

All teachers are proficient in instruction and implementation of school developed literacy and numeracy frameworks across all Key Learning Areas.

All teachers are proficient in instruction and implementation of Future Focused teaching practices.

All teachers are trained in Choice Theory Reality Therapy positive Psychology model by qualified instructors within their first year.

The Community of Schools implements the Memorandum of Understanding and strategic directions within the CoS plan.

Progress towards achieving improvement measures

Process 1: Literacy Capacity Development:

- a. Instructional leaders research, develop and implement targeted teacher professional learning in the Literacy Progressions.
- b. A collaboratively developed pathway extending student literacy skills across Stages 4–6.
- c. Instructional leaders work with teachers to identify and develop explicit literacy content/strategies within the aspects of Writing, Reading & Comprehension within their KLA.

Evaluation	Funds Expended (Resources)
<p>A systemic approach to literacy has been piloted, delivered and embedded into teaching and learning programs and into teacher practice across the school.</p> <p>SJBHS was a pilot program for Best Start Literacy testing and this data was used to determine the strengths and weaknesses of our Year 7 cohort as well as areas to target for the Literacy Mentor to team teach across the school. The areas of Vocabulary and Process for Reading were targeted in a series of lessons developed and Power Up 2020 was adjusted to include more of a focus on these aspects. The school is now on the pilot program for Best Start Writing in 2020.</p> <p>Collective efficacy with literacy scaffolding across the school is now embedded. Professional learning of how to scaffold for writing continued with the use of Stage 4 KNOWMAKE, Stage 5 Junior ALARM and Stage 6 Senior ALARM. The HT T&L team taught 12 lessons across 4 KLAs on using Junior and Senior ALARM effectively. Teachers commented that the team teaching helped them to understand scaffolding in the context of their subjects and this resulted in these scaffolds now being embedded into programs across the school. A map of where and when the scaffolds are being used in now being developed through the Program Review Process. This will help us track consistency.</p> <p>Through Elbow to Elbow programming, teachers worked alongside the HT T&L to embed literacy strategies into their programs. They were given feedback on quality programming and time to make amendments through collaborating alongside a colleague. Each faculty was given a minimum of 2 Elbow to Elbow programming days for a staff member to work alongside the HT to improve quality programs for literacy.</p>	<p>HT T&L and Instructional Leader Literacy over see all Professional Learning programs for literacy.</p> <p>(Funding allocated within SD1.)</p> <p>Literacy Mentor – Minimum Standards (\$1000)</p>

Progress towards achieving improvement measures

Power Up continued in 2019 with two teachers team teaching the explicit literacy course. Team teaching has resulted in 73% of teachers across the school developing the ability to explicitly teach literacy strategies in their own Key Learning Areas. Alongside this, teachers were mentored in using Hattie high impact strategies of Visible Learning and Visible Thinking Strategies as well as differentiation in programming, assessment and in the classroom. The use of PLAN2 for documenting formative assessment provided teachers with a tool for use in all Key Learning Areas.

Professional learning in the Literacy Progressions has seen the Literacy Team develop a student speak version of the Progressions which will be embedded into Power Up 2020. It was critical to move from the Continuum to the Progressions in a timely manner and this was achieved with great success.

Drop Everything And Read (D.E.A.R) was established for all teachers to deliver in homerooms. As well as purchasing resources for staff to highlight guided reading with students, a program was developed to support teachers in delivering reading strategies. This program has facilitated teachers in delivering explicit reading strategies in every Key Learning Area.

As a result of the literacy programs our NAPLAN data for Reading (63.1%), Writing (63.9%) and Spelling (60.0%) reflects students achieved higher rates of growth at expected or above expected levels– this is higher than both our similar schools and the the levels for the state.

Process 2: Numeracy Capacity Development:

- a. Instructional leaders research, develop and implement targeted teacher professional learning in the Numeracy Progressions.
- b. Executive identify, align and coordinate a whole school, Cross KLA Stage 4 Numeracy Scope and Sequence.
- c. All teachers can identify and explicitly teach faculty appropriate numeracy strategies and embed these into teaching and learning programs.

Evaluation	Funds Expended (Resources)
<p>The focus was on staff awareness of the development of numeracy through collaboration and modelling and how data can inform teaching and learning using the Numeracy Progressions to develop skills.</p> <p>SJBHS was a pilot program for Best Start Numeracy testing and this data was used to determine the strengths and weaknesses of our Year 7 cohort as well as areas to target for the Instructional leader in Numeracy to team teach across the Mathematics faculty. The areas of Additive Strategies and Understanding units of Measurement were targeted. Faculty meetings and Twilight afternoons were used develop staff's understanding and model the strategies required to support student learning.</p> <p>Head Teacher Mathematics and Instructional leader in Numeracy worked in collaboration with numeracy team members to build teacher capacity and become the numeracy expert in that faculty. Explicit numeracy lessons were developed and tailored to each KLA. The Head Teacher (HT) and Instructional Leader (IL) in Numeracy then modeled the delivery of the lesson focusing on metalanguage to build a culture of reflection and feedback within the team. The Numeracy team then delivered the same lesson to another class with a different faculty member observing which built capacity within the faculty.</p> <p>The Instructional leader in Numeracy worked with HTs from different KLAs and the numeracy team to develop resources and scaffolds to align with the</p>	<p>Instructional Leader Numeracy (0.5) \$53,358</p>

Progress towards achieving improvement measures

mathematics faculty approach. These resources were embedded across all appropriate programs in Stages 4. The purpose was to develop collective efficacy across KLAs in the teaching of numeracy across of faculties.

School Development Day, faculty meetings and twilight afternoons were used as professional learning sessions in developing differentiation within programs and scaffolding, the role of the Numeracy Progressions in teaching and learning and how to implement explicit strategies including the understanding of the development of number acquisition. Staff also shared resources and expertise on developing student's problem solving and critical thinking skills.

As a result of the numeracy programs our NAPLAN data for Reading (84%), reflected that students achieved higher rates of growth at expected or above expected levels. This is higher than both our similar schools and the levels for the state. According to Hattie's algorithm 42.5% of student's growth was more than 2 years and 20% of students' growth was more than 3 years.

Process 3: Future focused teaching: Instructional Leaders develop executive and teaching staff capacity to develop, model and embed Stage appropriate future focused teaching and learning practices in every KLA that encompass:

Evaluation	Funds Expended (Resources)
<p>At SJBHS Futures Learning is two fold and encompasses technology as well as innovative teaching and learning strategies. Evidence based teaching and learning has been strategically identified, developed and embedded into programs and practice in 2019. The result of our highly successful pilots and professional learning opportunities in this area has seen the development of the Connected Curriculum (Curious Creators Course) for 2020. This highly innovative course for all Year 7 will ensure SJBHS delivers high quality, Futures learning to all students to develop the soft skills needed to develop futures leaders.</p> <p>Specifically we have:</p> <p>The STEAM coordinator worked with all teachers of Year 7 to deliver 2 STEAM lessons per class. Capacity of teachers to deliver STEAM education continues to be a focus.</p> <p>The school used John Hattie's high impact strategies as a basis for best practice teaching and learning and the development of the learning partnership between teachers and students. Professional learning in the delivery of effective and timely feedback, visible thinking and visible learning were at the forefront of several sessions from school development days to evening professional learning sessions.</p> <p>Formative assessment strategies was also a main target for 2019 with several professional learning sessions delivered and Elbow to Elbow planning time dedicated to improving assessment across the school. The reintroduction of Quality Teaching, and in particular, Quality Teaching Rounds commenced through and engaging professional learning session called QT Survivor. A plan for continued professional learning and introduction of QT Rounds begins in 2020.</p> <p>Two teachers piloted student self reporting through the Change Agents course for Year 10 students. The feedback from these teachers and students has been used to develop Year 7 2020 self reporting.</p> <p>Project Based Learning (PBL), piloted through the Enrichment Team was used to begin the planning stages for the Connected Curriculum. Staff visited Kurri Kurri High School, who developed a course connecting outcomes for learning. From this school visit, SJBHS developed the Curious Creators course for all Year 7, 2020 students connecting the learning outcomes</p>	<p>Project Nest Professional Learning Conference (4 staff, 3 days Cypress Lakes, Hunter Region) (\$10000)</p> <p>Visit to Kurri Kurri High School to see in situation (Internal cover, travel by school bus \$80)</p> <p>Reciprocal visit (3 staff) to implement Connected Curriculum – (cost of cover x 3 for 2 days, hotel, travel etc (\$4250)</p> <p>Quality Teaching PL course (1 day, 3 Staff– \$1200)</p>

Progress towards achieving improvement measures

through a PBL model. Seven staff collaborated to develop the course, lesson content and assessment targets resulting in student self reporting, 'Going for Green—Going for Gold' assessment targets and technology based PBL learning. Masterclasses in explicit Key Learning Areas support the connected outcomes course.

Process 4: Choice Theory Positive Psychology Model: All staff are trained in the use of Choice Theory Reality Therapy as a whole school approach to building positive relationships in order to develop relational pedagogy in the classroom and across the school.

Evaluation	Funds Expended (Resources)
<p>Choice Theory continues to be a pillar of our Relational Pedagogy Model. As the school grows, we intend to continue annual 'top up' training to ensure collective efficacy with our positive psychology model across all staff members – including non teaching staff. This year we shared training on site across several school communities and this supported the cost of running these courses. Twelve staff participated in training with 4 staff from Prairiewood High School. Choice Theory underpins our Lead management approach to running the school. The philosophy when shared across the majority of staff has led to strategically implemented systems and structures and calm staff, students and school. We now have almost 100% of staff trained in Choice Theory.</p>	<p>Professional Learning Funds – \$4020</p>

Process 5: Positive Behaviour for Learning (PB4L) Model embedded across the school. Establish a PB4L team to assess data that identifies problem behaviours that inhibit learning. Collaborate to create resources to teach the behaviours and values we want to see to improve school harmony and learning outcomes.

Evaluation	Funds Expended (Resources)
<p>School Communication & Engagement team worked collaboratively on a series of campaigns that targeted campaigns.</p> <p>Data from Sentral identified the following areas as causing engagement and/or behaviour concerns across the school. Areas identified and ensuing campaigns were:</p> <ol style="list-style-type: none"> 1. Inappropriate phone use: "Phone no/Phone go" 2. Swearing and verbal abuse: "Say it right" 3. Hands on behaviour leading to aggressive behaviour: "Hands off" 4. Lateness to class/punctuality: "Right time place" <p>As a direct result of these interventions and support structures, Pastoral Care has contributed significantly to significantly less mobile phone misuse. Swearing and verbal abuse is an ongoing issue and has had some success. Aggressive behaviours are significantly reduced, with incidents falling by 35%. Lateness to class improved significantly with the support of toilet passes and whole school process focusing on punctuality.</p> <p>The PB4L team also developed a holistic recognition of student achievement structure that was built within the Sentral positive incidents to recognise and report on whole student achievement in 3 areas.</p> <ol style="list-style-type: none"> 1. Attendance and consistent dedication to learning: 'Zero Heroes' – Zero negative incidents, zero lateness, zero academic application warning, zero absences. 2. Excellence: 'Learning Legends' – Achievement at a high level including student growth, Sport and academic excellence. 	<p>Pastoral Care: A 20 minute period where teachers use this time to integrate PB4L across the school to 'teach the behaviours we want to see'. This costs the timetable structure 2 FTE teachers to run.</p>

Progress towards achieving improvement measures

3. Community participation & inclusivity: 'Community Champions' for volunteering, exceeding expectations and representing the school.

This positive recognition program took several terms to consult and develop and was launched in Term 4 and early indications are very positive with many of these awards being given at Year Meetings, School assemblies and at the end of 2020, the Annual Presentation Day.

Process 6: Community of Schools: Creation of a Learning Community approach: Teacher Professional Learning to both lead and grow the capacity of teachers across a whole learning community encompassing 5 schools in alignment with the COS Strategic Directions.

Evaluation	Funds Expended (Resources)
<p>After planning all of Term 1 across the 5 schools, Revesby, Padstow North, Padstow Park, Bankstown South Infants School and Puncbowl Public school, we held a joint School Development Day on Day 1 Term 2.</p> <p>The focus was on Visible thinking and a full day of PL was conducted as a series of Keynotes Presentations as well as Break away sessions with individual schools. The whole staff had the opportunity to meet and collaborate with colleague across the COS, including Administration and Support Staff.</p> <p>Unfortunately the momentum of the COS fell off after this huge effort due to a number of reasons – possibly that the program had merit, however the schools were all moving in different directions to suit their communities.</p> <p>Our school benefited from looking at strategies and approached that were effective to students who are learning at earlier stage levels – and are still at these level in the high school.</p> <p>Our Director has decided to support the rebooting of the COS in the year ahead.</p>	<p>Joint School Development Day – Across 5 schools at Canterbury Leagues Club: \$4630 from Professional Learning funds.</p>

Process 7: NESA line of Sight compliance PL/implementation and faculty reflection. Faculty progress is mapped and progress milestoned to ensure quality teaching and learning is monitored and continually improved.

Evaluation	Funds Expended (Resources)
<p>As a school, NESA line of sight compliance alongside quality programming and assessment was a focus for 2019. Head Teachers and Deputy Principals worked alongside each other to ensure all programs are NESA compliant through a series of checklists and templates.</p> <p>As an Executive team, we evaluated current templates and processes and negotiated documents in line with NESA line of sight for use across the school.</p> <p>The Program Review Process continued in a modified format to address programming and assessment quality. The executive team completed the review process for 6 programs across 4 faculties. They then lead this process at faculty level to upskill all staff in the process and empower teachers in ensuring compliance and quality is a shared understanding.</p> <p>Elbow to Elbow programming was established so that staff could work with an expert to ensure a collective understanding of quality programming. Each faculty was given a minimum of 2 Elbow to Elbow programming days for a staff member to work alongside the HT and the HT T&L. This equated to 33 staff members involved in the review process.</p>	<p>Elbow to Elbow planning – Casual cover of staff 46 days x @ \$500 / day (\$23000)</p>

Progress towards achieving improvement measures

The Faculty Reflection Toolkit was utilised by 3 more faculties to establish targets for the faculties for the next 3 years. Targets identified and negotiated between the team were developed and rated through the use of a traffic light (Green, Yellow, Red) system. A large portion of the survey and targets included NESAs line of sight goals.

Strategic Direction 3

SCHOOL CULTURE: Connected Community

Purpose

To connect students with their learning through the development of a strong sense of self, their teachers and the broader community.

Improvement Measures

The Student Services Team establishes a series of clear processes and procedures that ensures every child is known, valued and cared for.

A whole School Positive Behaviour for Learning model is adopted and embedded into the Values Culture of the school.

Every student transitions into their future through a tailored post school transition pathway.

Progress towards achieving improvement measures

Process 1: Student Services Team: A Coordinated, cohesive student case management team who routinely Identify and implement the most appropriate case management strategies supporting negotiated student outcomes.

Evaluation	Funds Expended (Resources)
<p>Systematic processes are embedded into everyday practice.</p> <p>EAL/D and NCCD data is captured and addressed in real time. The Student Services team continued to deliver high impact programs and initiatives using evidence based strategies and data to specifically support quality teaching and successful student outcomes. The Learning & Support, Wellbeing and Transition teams used an integrated model to maximise resources and develop new systems to collectively, and cohesively, support and inform teaching and learning. The Student Services team has focused on developing comprehensive student learning profiles that empower teachers to 'Know their students as people as well as learners'. Likewise, students have also been empowered to develop strategies to successfully manage their environment and 'know what to do when they didn't know what to do'. In 2019, after a thorough review by the DoE's Specialist Support Team – Health and Safety Directorate, the SJBHS Student Services Team was highlighted as operating at 'best practice'. The team continues to re-evaluate and refine practices that reflect 'Excellence' under the School Excellence Framework.</p>	<p>LaST, EAL.D team and Wellbeing Team</p>

Process 2: Positive Behaviour For Learning: Connect students with a strong sense of self, wellbeing and the school by delivery of the school Values: THINK, Respect Learn through the Positive Behaviour for Learning program.

Evaluation	Funds Expended (Resources)
<p>Through the analysis of school data and consultation with community, staff and students we identified desired behaviours to enhance student learning. A complete PB4L/Wellbeing scope and sequence was created and a Pastoral Care program was embedded across the whole school. Twice weekly lessons are undertaken for all year groups and all lessons are archived and available for whole school use and future modification and implementation.</p> <p>Community engagement is enhanced through the sharing of values, focus areas and lesson through the school social channels.</p> <p>Improved positive behavioural outcomes are evident in the reduced</p>	<ol style="list-style-type: none"> 1. PB4L coach (no cost) 2. PB4L resources used throughout 2019. Communications and Engagement Team. 3. SSO and HT Teacher allocation. SLSO Admin support

Progress towards achieving improvement measures

suspension data in 2019 with short suspensions reduced by 18% and long suspensions reduced by 40%.

Further evidence of successful integration of relational pedagogy was seen in the Tell Them From Me Survey data which showed Positive Teacher –Student relations well above NSW Government Norm at 6.8 compared to 5.7.

To further support the positive approach to behaviour across the whole school it was identified that building a structure to support and empower the Year Advisors was required. Moving forward into 2020 plans are in place to build consistent and supportive routines and practices in order to develop

Process 3: Connect students with staff: Choice Theory Reality Therapy Basic Intensive training conducted with all staff across the school and a whole school Choice Theory approach adopted across the school.

Evaluation	Funds Expended (Resources)
<p>Choice Theory continues to inform how we behave as role models for students, between colleagues and how we approach the leadership of the school through quality Lead Management structures and strategies – including the 'Window of Certainty' as a process of achieving collective efficacy as a relational pedagogical approach.</p> <p>The whole school is connected and working effectively as a collaborative entity through staff being trained in this positive psychology approach. Choice Theory informs our structures of relational pedagogy including the 'Time Out' process for students who are not connected with self, their peers/teachers or their learning.</p> <p>A quality 'Positive Outcomes Process' interview is undertaken to assist the student to settle into reflection and work on solutions with the facilitator. All staff are trained in this process and it informs how staff treat each other and their students. This is how we maintain the philosophy that 'happy kids learn'. It is extraordinarily effective and has been the underlying reason for the success that this school has attained as a 'turn around school'.</p>	<p>All resourcing of this approach is through Professional Learning and has been covered in Strategic Direction 2 as far as resourcing expenditure is concerned.</p>

Process 4: Transition coordination and planning: A Transition Team Structure that aligns students aspirations with an individualised plan to support subject selection, school pathways and post school opportunities.

Evaluation	Funds Expended (Resources)
<p>Year 10 subject selection process embedded in the school structure and every student created and attained an individualised Senior Student Profile with 100% parent participation and involvement in the consultation process.</p> <p>TVET courses were promoted and 5 mainstream students as well as 7 support students were successful in securing a position in a TVET course, a School based Apprenticeship and Traineeship or a course through a private provider.</p> <p>The work experience program was completed by 61% of the Year 10 cohort with 39% remaining and engaged in a School to Work program delivered at school, including activities and external organisations that delivered workshops. Work experience will be optional in 2020 with varied career development needs and would benefit from school-based activities and workshops.</p> <p>Every student in Year 11 was engaged in the PLP process and made informed decisions about changes to their HSC pattern of study and contributed to their pathway planning.</p> <p>100% of Year 12 ATAR students received an offer from University upon</p>	

Progress towards achieving improvement measures

completion of the HSC, with 8 students securing an early entry offer from universities prior to the HSC exams. 100% of non-ATAR mainstream students were successfully registered with various employment and training organisations. 100% support students were referred to NDIS for further and ongoing assistance.

Upon completion of the HSC, non-ATAR student destinations included 59% enrolling in full-time vocational and educational training courses 24% attained full-time paid employment, 17% accessing employment opportunities through registered employment services.

Process 5: Community of Schools. A memorandum of Understanding that ensures a quality curriculum transition between primary and high school. A Communications Team who ensure key messaging is strategically aligned with the school vision and purpose to the community.

Evaluation	Funds Expended (Resources)
<p>The Community of Schools evolved into 5 primary schools and our high school. The vision was to bring the primary schools and high school into a closer alignment with curriculum to ensure a more connected curriculum pathway between the local partner (and feeder) primary schools and the high school.</p> <p>Gaps in literacy and numeracy instructional pedagogy were identified across several years of involvement and we had worked towards a collective project as a whole COS.</p> <p>With the support of Kristen Murray, our critical friend, we settled on Visible Thinking as the project to work on as a COS.</p>	Expended in Strategic Direction 2.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Aboriginal SLSO (0.12) \$7,534.00</p> <p>This position was also paid for with additional ELP funding to allow further support with literacy for our Aboriginal students as a (0.4) role in total.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$7 534.00) 	<p>Funding was used to employ an ATSI Student Learning Support Officer to work with our Aboriginal students on improving their literacy.</p> <p>Support of the Aboriginal student's heritage and identity formed another important aspect of this role. Koori Club students developed their own Acknowledgment of Country as our SLSO was of Aboriginal background and brought a wealth of knowledge in this area.</p> <p>To support and foster Aboriginal identity, we continued to purchase school jackets and have the student's name, Aboriginal flag and Mob embroidered onto these jackets that the students continue to wear with pride.</p>
English language proficiency	<p>Transition Coordinator Support of Literacy in preparation for HSC (0.4) \$42,686.40</p> <p>SLSO literacy Support (0.2) \$6,321.21</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$49 007.61) 	<p>The Transition Coordinator role has expanded and required an additional team member for an additional 2 days / week. This team has now developed Personalised Learning Plans for all Senior Students and has also tailored an personalised 1:1 Tutoring and mentoring of Year 12 students during timetabled lessons where they have reduced their units from 12 to 10 in literacy support.</p> <p>The SLSO (0.2) works with our EALD team to ensure personalised support of student learning outcomes.</p>
Low level adjustment for disability	<p>School Learning Support Officer employed (0.8) \$49 001</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$49 001.00) 	<p>The Learning Support Team consists of a Student Learning Support Officer (SLSO) who assists the team through recording and distributing learning adjustments across the school through the use of school generated Personalised Learning Plan template that is detailed and very user friendly. Essential information is not only distributed, but recorded to support the NCCD data collection process.</p> <p>The Learning Support Team worked towards providing learning adjustments for all students who were identified as requiring individualised learning assistance. The team worked in collaboration with classroom teachers and executive staff to analyse data and respond with appropriate adjustments to ensure the needs of all students were met.</p>
Socio-economic background	<p>Deputy Principal Higher Duties (HD) – \$56,538.00</p> <p>Head Teacher Teaching & Learning HD – \$33,109.00</p> <p>Head Teacher Mentor HD \$33,109.00</p> <p>School Administration Assistant (0.8) \$47,719</p> <p>School Learning Support</p>	<p>In 2019, under the Resource Allocation Model, the school funded a range of innovative programs and positions. Programs included a third Deputy Principal, Head Teacher Teaching and Learning, Learning Centre and Transition Coordinator, Instructional Leader – Numeracy and a shared position (1.2) as Student Learning Support Officer</p> <p>The third Deputy Principal allowed the Senior Executive of the school to enhance the third strategic direction of 'School Culture:</p>

<p>Socio-economic background</p>	<p>Officer (1.0) \$61, 250</p> <p>Innovation Teacher (0.6) \$64,029.60</p> <p>Instructional Leader Numeracy (0.5) \$53,358.00</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$398 121.00) 	<p>Connected Community' through our newly developed distributed leadership model.</p> <p>The Head Teacher, Teaching and Learning, embedded quality practices and process that supported professional learning for staff including the implementation of the Performance and Development Plans. Additionally, the HT T&L led the Literacy, Numeracy and Future Focused Coordinators, as well as leading our Connected Curriculum Initiative as an embedded, cross KLA curriculum program that embeds all that we have learnt from our Enrichment Classes across the whole and growing Yr 7 Cohort for 2020.</p> <p>A School Administration Officer was employed to strengthen structures across the school and assist every teacher with administrative support. This allows teachers to focus on the design of curriculum for implementation and promotes innovation across the school.</p> <p>Funding for SLSO position was shared across 3 different staff members to ensure a variety of expertise and specific support for our students in literacy and numeracy and had a positive impact upon our HSC Minimum Standards strategy.</p> <p>Innovation Teacher role was created to ensure that the ideation sessions and creative structures developed by the executive team are realised and come to fruition. This leadership role is unique in structure as it involved graphic design as a central skill set. This position allowed for our vision to realised through delivery of a contemporary rebranding of our school image and communication strategy – "Excellence , Innovation, Opportunity, Success".</p> <p>Instructional Leader Numeracy – An integral role that has seen the Numeracy Continuum transferred and reimagined into the Numeracy Progressions as the team embedded this approach across all Key Learning Areas. The impact has been a whole school approach to embedding numeracy across every faculty in the school, using the numeracy progressions.</p>
<p>Support for beginning teachers</p>	<p>Beginning Teacher funds were used to pay for casual staff as Release From Face to Face teaching time (\$20000)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$20 000.00) 	<p>Release from face to face was purchased by the teacher in conjunction with the HT Mentor to work towards attaining their teacher accreditation as proficient.</p> <p>Five staff finalised their accreditation attaining proficiency.</p> <p>Further funding was obtained throughout the year as new teachers joined the school.</p> <p>This funding was combined to provide further timetabled RFF and embed a support package.</p>

<p>Targeted student support for refugees and new arrivals</p>	<p>SLSO Support for Refugee students (0.2) \$5933</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$5 933.00) 	<p>An SLSO was employed using this funding, (along with ELP funding above) to provide literacy support, school induction and mentoring of our refugee students. Funding also contributed toward the purchase of Chromebooks for our refugee students.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	407	418	416	438
Girls	163	160	190	195

Student attendance profile

School				
Year	2016	2017	2018	2019
7	92	90	87.7	88.2
8	88.4	87.8	85.7	85.2
9	87.6	87.9	85.6	82.7
10	86.5	82	80.1	81.9
11	80.2	81.4	80.4	78.4
12	83.2	84.8	81.4	79.2
All Years	86.3	85.4	83.5	82.9
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	4
Employment	1	1	7
TAFE entry	1	1	15
University Entry	0	0	60
Other	12	6	3
Unknown	1	10	11

Year 12 students undertaking vocational or trade training

32.65% of Year 12 students at Sir Joseph Banks High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

86.3% of all Year 12 students at Sir Joseph Banks High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	8
Classroom Teacher(s)	38.4
Learning and Support Teacher(s)	2.2
Teacher Librarian	1
Teacher ESL	1.6
School Counsellor	1
School Administration and Support Staff	13.88
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	403,153
Revenue	9,696,171
Appropriation	9,397,273
Sale of Goods and Services	52,034
Grants and contributions	200,416
Investment income	4,004
Other revenue	42,444
Expenses	-9,518,094
Employee related	-8,608,255
Operating expenses	-909,839
Surplus / deficit for the year	178,076

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	1,288,218
Equity Total	1,352,431
Equity - Aboriginal	7,527
Equity - Socio-economic	782,432
Equity - Language	220,785
Equity - Disability	341,687
Base Total	6,040,201
Base - Per Capita	155,912
Base - Location	0
Base - Other	5,884,288
Other Total	402,857
Grand Total	9,083,707

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

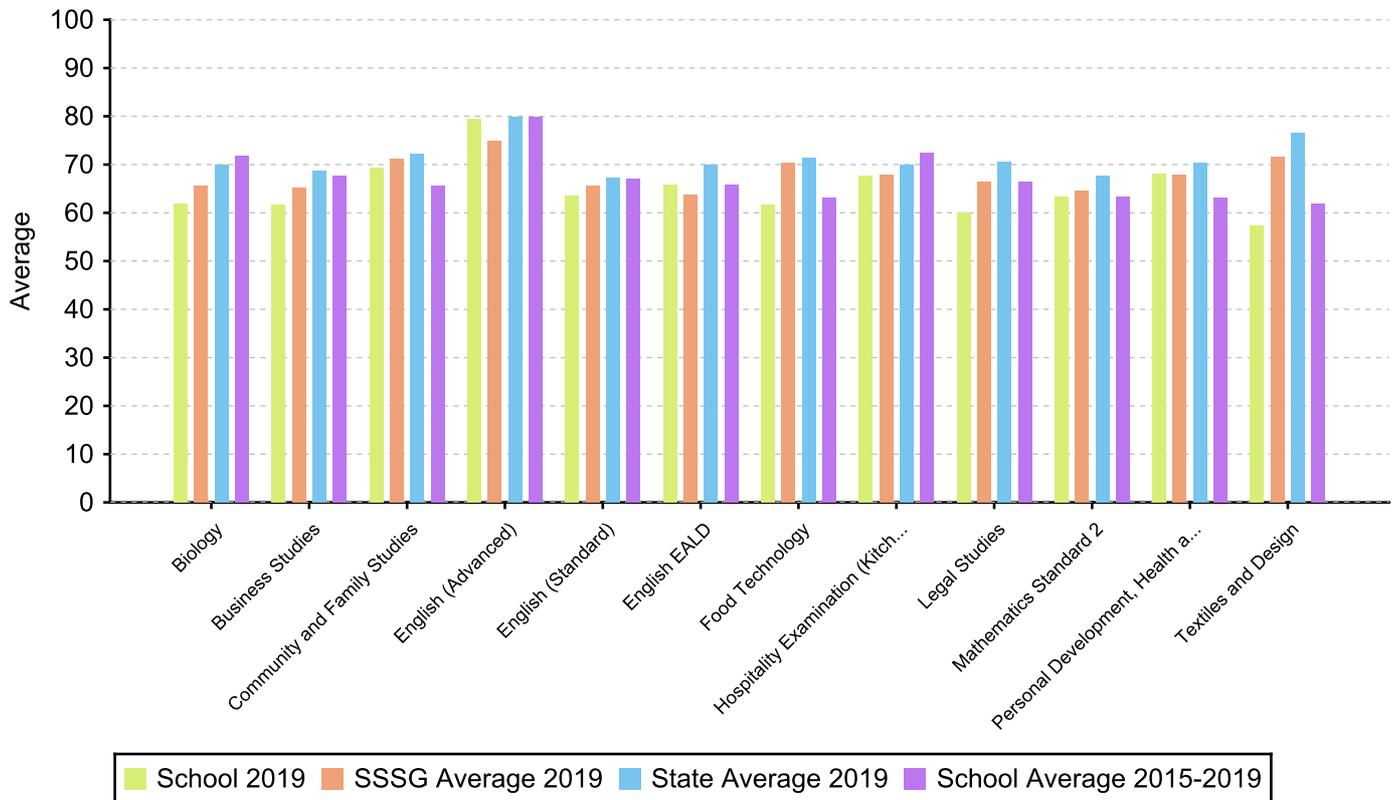
NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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](https://myschool.edu.au) website.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Biology	61.9	65.6	69.9	71.9
Business Studies	61.6	65.1	68.6	67.8
Community and Family Studies	69.4	71.2	72.2	65.5
English (Advanced)	79.4	74.9	80.0	79.9
English (Standard)	63.6	65.6	67.3	67.1
English EALD	65.8	63.7	70.0	65.8
Food Technology	61.6	70.4	71.4	63.2
Hospitality Examination (Kitchen Operations and Cookery)	67.7	68.0	70.0	72.5
Legal Studies	60.0	66.3	70.6	66.3
Mathematics Standard 2	63.3	64.5	67.7	63.3
Personal Development, Health and Physical Education	68.0	68.0	70.5	63.1
Textiles and Design	57.3	71.5	76.6	61.8

Parent/caregiver, student, teacher satisfaction

At Sir Joseph Banks High School, the Tell Them From Me survey is a key component in extracting feedback from our whole school community. This survey is used to evaluate and reflect upon the perceptions, impressions and directions from our three key stakeholders – students, parents and teachers.

In 2019, the Tell Them From Me survey conducted among the student cohort was completed by 489 students across the whole school, which is a significant improvement from the 2018 survey and represents a 46% growth in participation. The student voice revealed a **consistent positive attitude towards student advocacy in our school over several years of completing this survey**, demonstrating that students felt well supported in their schooling through the structures and services in place. The Intellectual Engagement Composite highlighted that on the whole, students at Sir Joseph Banks High School were intellectually engaged, finding enjoyment, relevance and interest in their learning with higher than the state average level of expectations of success.

The survey also revealed that a continued focus on **increasing the percentage of students who show a desire to complete Year 12 is required**. This feedback has contributed to a redesign of our transition processes and structures implemented in 2019 that will continue in 2020. At this stage the restructure has had anecdotal evidence to support its success with higher engagement levels in senior classes

Parents from across our school were also offered the opportunity to participate in the Tell Them From Me survey in 2019. More than **40 parents/caregivers** took part in providing their views of our school. Across all areas, **our parents reflected positive attitudes at equal or greater rates than the NSW mean demonstrating** a satisfied and engaged community. Parents felt communication was clear and consistent and they felt welcome when they visited the school.

Teacher Wellbeing is an ongoing whole school focus. The Tell Them From Me survey is just one part of our approach to ensure teaching staff feel challenged, prepared and supported every day. The 2018 survey indicated that **new teaching staff had a less optimistic outlook than our more experienced teachers**. This information helped us guide the Head Teacher of Mentoring to focus on specific support for newer teachers to provide them with the experience, resources and opportunities to develop their craft and in turn, their confidence in the classroom.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.