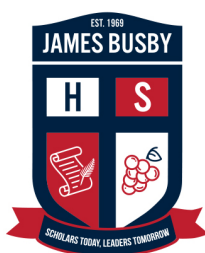


James Busby High School

2019 Annual Report



8460

Introduction

The Annual Report for 2019 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.

School contact details

James Busby High School
Brolga Cresc
Green Valley, 2168
www.jamesbusby-h.schools.nsw.edu.au
jamesbusby-h.school@det.nsw.edu.au
9607 7766

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 complex world beyond school 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. We focus daily on engaging with the strategies within Positive Behaviour for Learning (PB4L), Trauma Informed Teaching Practice, Quality Teaching and Student Voice. Our school's strategic directions, Excellence in Teaching, Positive Relationships and Enabling Leadership ensure that we have a school culture that embraces high expectations for all, inclusivity, respect, leading what we own 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 698, including 39 Aboriginal and Torres Strait Islander students and 77% 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 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

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>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Our self assessment against the School Excellence Framework shows that our school continues to maintain solid practices within the elements of learning culture, wellbeing, teaching standards, professional learning for staff, educational leadership, school planning, school resources, and management practices and processes. A greater focus is being placed on improving our performance within curriculum, assessment and reporting, as well as effective classroom practice, data skills and the use of student performance measures to better inform the planning and delivery of teaching and learning activities. These findings will inform the next school planning phase and have direct impact on educational delivery across all facets of school life.

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.

Improvement Measures

The school contributes to the proportion of students demonstrating proficiency in literacy and numeracy in line with the Premier's targets.

The school contributes to the proportion of students achieving the top 2 bands in literacy and numeracy in line with the Premier's targets.

Curriculum differentiation is evident across the school.

Overall summary of progress

JBHS has made significant progress in relation to implementing integrated whole school approaches to build the literacy and numeracy skills of our students. The Literacy and Numeracy Team have established foundational whole school practices through the planning for and delivery of, literacy and numeracy programs in timetabled literacy and numeracy classes. A number of professional learning (PL) sessions have taken place to further equip our staff with data on student progress and areas for focus. Students have access to online resources such as Word Flyers, Literacy Pro, Literacy Reading Boxes, the Inquisitive Minds Program and Mathspace to compliment the teaching and learning scope and sequence implemented within the classroom. As a school we are seeing steady value-added growth in our NAPLAN results.

In 2019 JBHS began its journey to implement Quality Teaching Rounds, collaborating with the University of Newcastle. The QT Team was formed and undertook professional learning in readiness for the implementation of QT rounds across the school. As 2019 progressed, planning went into developing a scope for the introduction of QTR into school practice which reflected whole school professional learning. The Senior Executive participated in QTR and positive feedback was encouraging of the process and it's invaluable link to impact on and contribute to reflective practices which lead to high quality teaching and learning.

Progress towards achieving improvement measures

Process 1: Draw on research and expert knowledge to implement high quality practices and professional learning on curriculum differentiation across the school.

Evaluation	Funds Expended (Resources)
All executive staff know when they will take part and which group they are in for the QTR.	PL funds to cover cost of release time.

Process 2: Implement a whole school integrated approach to improving literacy skills so that students can reach proficient levels.

Evaluation	Funds Expended (Resources)
Year 10 students achieved the following percentages of minimum standards level 3 or 4 of the Australian Core Skills Framework: Numeracy: 77% Reading: 95% Writing: 78%	HT Secondary Studies and associated budget.

Progress towards achieving improvement measures

Process 3: Implement a whole school integrated approach to improving numeracy skills so that students can reach proficient levels.

Evaluation	Funds Expended (Resources)
Year 8 Team Planning for 2020 – teachers, term topics, resources, assessment, reporting. Completion of HSC Minimum Standards testing online.	Literacy and Numeracy Coordinators.

Next Steps

In preparation for 2020, the QT team and the school literacy and numeracy coordinators have a clear vision for the milestones of the year ahead. QTRs will continue and extend to encompass more and more teachers. Further PL will be delivered to work alongside the reflective practices which engaging in lesson coding encompasses.

The literacy and numeracy coordinators have established a scope of initiatives in place to build on the work undertaken in 2019 and will continue to provide enriching PL for teachers through an evidence-based approach.



Strategic Direction 2

Positive Relationships

Purpose

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

Improvement Measures

Increase in proportion of students who have a strong sense of belonging at the school

Increase the profile of our student Wellbeing ambassadors within the school

Strengthened community perceptions of the school

Overall summary of progress

The school is making progress towards implementing a trauma-informed approach when dealing with students, along with the implementation of Positive Behaviour for Learning. Students have been recognised for their efforts and progress towards achieving their goals by their teachers. Staff have been acknowledging student endeavours and their progression in their educational experiences. Students have learnt mindfulness strategies, as well as broadening their understanding of trauma and their ability to make proactive choices, building resilience, identifying triggers and developing effective learning plans, this has occurred through pastoral care lessons and throughout classrooms at the school through our revised recognition program.

Our Wellbeing Ambassadors increased their profile within the school and received ongoing training throughout the year by both staff members and external providers. They have had a significant role in improving the culture and support network within the school, providing the student body with a voice, as well as implementing wellbeing initiatives. The program has allowed students to develop their leadership skills, develop an understanding of bullying and how to support others, as well as reporting strategies, creating a more cohesive environment in which students can connect, succeed and thrive.

We still have progress to make in strengthening community perceptions of the school and have been committed to doing this by employing a Head Teacher Community Consultation in order to create stronger ties within the community. Our various academic partnerships with universities have provided our students with opportunities to experience a breadth of programs and on-campus experiences, preparing them for the future as well as fostering a growth mindset.

Progress towards achieving improvement measures

Process 1: Implement a whole school integrated approach to wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
Feedback from staff regarding use of awards and students receiving them (anecdotal data).	Values awards utilised at specific times of the year.

Process 2: Provide staff with support structures so that they can apply the Wellbeing Framework in line with school, policy, programs and procedures.

Evaluation	Funds Expended (Resources)
Student and teacher surveys.	Staff and training material.

Next Steps

The school will continue to work on strengthening relationships between students, staff and the community in order to create positive relationships within and across the community. We will continue to focus on a trauma-informed practice within the school, as well as positive behaviour for learning. Building resilience, as well as providing students with an

array of strategies to improve their mental health and wellbeing, including the identification of triggers, mindfulness strategies, goal setting and growth mindsets will continue to be a focus for 2020.

Student leadership and student voice will also play a significant role in the future direction of the school and assist us with forging stronger partnerships within the broader community. The wellbeing of our students, staff and community members is of utmost importance and as such it will continue to be a significant focus of our school plan and future directions. We would like our students to have a stronger sense of belonging at the school and will continue to build on the existing partnerships whilst also creating new ones. Our Wellbeing Ambassadors have had a significant presence in our school and have assisted with the analysis and evaluation of data as well as outlining future directions. They will continue to play a prominent part in the development of initiatives and strategies in 2020.



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.

Improvement Measures

Internal survey data reveals that staff have opportunities for ongoing development through the evaluation of internal and external professional learning structures

Tell Them From Me data reveals that students have a stronger sense of engagement at school

Staff participate in professional collaboration opportunities (Staff Register)

Increased proportion of student body actively involved in programs

Overall summary of progress

At this stage of the school plan, the school has seen a strong development of staff capabilities in various leadership initiatives and are steadily implementing these by incorporating them into their teaching ethos and practise.

Such initiatives include PDP participation and development, the implementation of wellbeing programs involving trauma informed practice, positive behaviour for learning and pastoral care lessons, as well as classroom management pedagogy. Various professional learning opportunities were made available to staff, both within and outside of the school to build their leadership capacity and to further strengthen the learning within the classroom. Feedback from staff is that they are better informed and feel more empowered to undertake teaching practice with a greater degree of confidence as a result of participation in these programs.

Initial assessment and evaluation of school programs indicated a positive trend by students towards feeling a greater sense of pride, commitment and determination.

The leadership programs implemented by the school such as, peer tutoring and mentoring, Sky High, SRC participation and prefect camps, as well as strong wellbeing programs such as Harmony Day, RuOK, Cyber Safety awareness and boys and girls education, were implemented with many student groups and cohorts, providing them with the opportunity to take ownership of their learning and feel a greater sense of self-confidence as a result.

Feedback and discussions with students suggests such programs are an integral part of student development, and should continue, as it supports student leadership and development.

Progress towards achieving improvement measures

Process 1: Implement structured professional learning opportunities for teachers that develop their capacity through mentoring, professional learning and collaborative opportunities.

Evaluation	Funds Expended (Resources)
Follow up staff discussion and feedback at faculty meetings.	Presented by senior executives at a whole staff meeting with a follow up Q & A session. PL resources made available to all staff.

Process 2: Implement internal and external programs that develop the leadership skills and opportunities of students.

Evaluation	Funds Expended (Resources)
Active student participation and feedback with anecdotal / informal assessment of camp experiences.	Trained staff from camp are presenters and facilitate the delivery of

Progress towards achieving improvement measures

Active student participation and feedback with anecdotal / informal assessment of camp experiences.

Group work, Discussions, set activities and teamwork to develop leadership capacity in prefect body.

Next Steps

Our school is committed to the ongoing implementation of programs which build the leadership capacity of staff and students.

Staff will re-evaluate existing programs and suggest further developmental programs that promote leadership capacity. We will aim to enhance the Beginning Teacher Induction Program, develop stronger relationships with local feeder schools and the community through programs such as Family Referral Services and Links to Learning, that facilitate a seamless transition for students into high school.

Our school will continue to support the development of staff through its strong commitment to professional learning, developing teacher growth mindsets and by fostering stronger links with the community such as inviting former student leaders as motivational speakers and other guest speakers to support our programs and promote school values.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$26,307.70</p> <p>Students, parents/carers, external agencies, LST and student advisers.</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>Throughout the year we used the "2019 NSWTF Aboriginal Education Policy – 25 Year Approach: The Way Forward". Implementing the objective of this policy at James Busby High School has provided a beneficial way to benchmark and collect evidence to demonstrate our commitment to Aboriginal education.</p> <p>In 2019 the Aboriginal Education Co-ordinator (AEC) revitalised Aboriginal education. The JAIM (James Bushy High School Australian Indigenous Mob) program at James Busby High School, composed clear objectives for a whole-school Aboriginal program, and derived a plan to best meet the objectives, which centred on increasing the educational experiences, attendance and improving uniform for Aboriginal students. The program exists as an incentive program where students are invited to educational learning lessons, cultural eating sessions, didgeridoo lessons, arts sessions and the annual ski trip. These students are the leaders for Aboriginal education in the school and were selected based on participation in previous Aboriginal programs, engagement in all subject areas and high academic achievement. Students were actively monitored by the AEC and program mentors to keep track of attendance, behaviour and uniform.</p> <p>JAIM students chose the Aboriginal artist Saltwater Dreamtime to paint two murals, the Muggera Dancers ran culturally inspiring history lessons including bush tucker and smoking ceremonies, didgeridoo lessons and art classes. Students also assisted in the Aboriginal shirt design which helped to strengthen cultural identity at James Busby High School.</p> <p>The AEC wrote recommendations and nominations for the 'Aboriginal Student Achievement Awards' that saw all four nominated students successfully accomplish this accolade. Nominations were based on annual improvements in attendance, excelling academic achievements, positive behaviours and high participation, engagement and integrity throughout the year.</p>

Aboriginal background loading	<p>\$26,307.70</p> <p>Students, parents/carers, external agencies, LST and student advisers.</p>	<p>The NRL school to work program helped to cater to the senior Aboriginal students by assisting them in completing their studies and helped them transverse their secondary education by helping them apply to University and for Apprenticeships and Traineeships.</p> <p>Students engaged in the Western Sydney University Pathways to Dreaming where they engaged in resume writing, cultural activities and excursions to the university campus, supporting them in transitioning to University and focusing on their future pathways and careers.</p> <p>The 8 Aboriginal Ways of Learning was also embedded into teaching and learning programs at James Busby High, in order to meet the needs of Aboriginal students at the school.</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 helped to bridge the gap between indigenous and non-indigenous students at the school.</p> <p>Additional LaST and SLSO support is provided for our Aboriginal students, enhancing student engagement.</p> <p>Our Tell Them From Me 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, data and evidence, beginning and emerging EAL/D students.</p> <p>\$31,925.00</p>	<p>Plans are reviewed for individual students and future goals are discussed.</p> <p>At James Busby High School approximately 77% of students have a non-English speaking background. According to the EAL/D annual survey based on language proficiency 9 students were identified as Beginners with some print language literacy, 34 students were identified as Emerging, 242 students at Developing level and 210 students are at Consolidating level. 5 of these are international students who frequently seek EAL/D teacher support, 14 are refugee students who have 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</p>

English language proficiency	<p>EAL/D staff, data and evidence, beginning and emerging EAL/D students.</p> <p>\$31,925.00</p>	<p>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, as well as Pastoral Care lessons, 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>
Low level adjustment for disability	<p>LST, students, parents/carers, external agencies, LST data and observations.</p> <p>Total expenditure for 2019: \$156,375.00</p>	<p>Special provisions lists are updated for 2020, students requiring bi-annual re-assessment for eligibility are identified and lists of students requiring PLSPs for semester one 2020 are identified.</p> <p>All students in the mainstream setting with a disability have been identified and provided with ongoing support from LaSTs and SLSOs. This support has been provided within the classroom and targeted students have been withdrawn and provided with explicit and intensive support on a one to one basis.</p> <p>Disability provisions lists have been updated throughout the year as a result of bi-annual re-assessment and feedback from external sources. Teachers are informed of provision entitlements for all students. LST co-ordinated the administration of disability provisions for these students.</p> <p>All students entitled to disability provisions had a Personalised Learning and Support Plan (PLSP) created for them. These plans were reviewed at the end of semester one and semester two. Students, Parents and Carers were involved in the creation and evaluation of these plans.</p> <p>Students in year 7 and 8 who were identified as requiring additional literacy support were removed from their English class, in consultation with Parents and Carers, to work in a small group setting for these lessons. Work was adjusted appropriately and students were supported by an English trained LaST and SLSO's in the completion of their work. Students returned to their class at the conclusion of the unit of work.</p> <p>A full-time SLSO was employed to work with our students. An additional 5 SLSO's were employed on a casual basis throughout the year to support our students. These staff provided support in class, in our learning hub at recess and lunch and supported the Learning Support Team (LST) members in administering disability provisions, completing observations of students and</p>

<p>Low level adjustment for disability</p>	<p>LST, students, parents/carers, external agencies, LST data and observations.</p> <p>Total expenditure for 2019: \$156,375.00</p>	<p>delivering targeted literacy and numeracy initiatives.</p> <p>Group workshops were delivered to students to address the wellbeing and learning needs of our students. These workshops covered topics such as cyber safety, digital citizenship, time management and study skills.</p> <p>All students in the Special Education Unit have been accounted for through NCCD data. 112 students across 10 special education classes continued to receive provisions and support as a result of collated NCCD data. 14 teachers taught classes within the Special Education Unit across all key learning areas through the Life Skills curriculum.</p> <p>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. 1 additional SLSO was employed to support complex behaviour through IFS. A total of 5 full-time SLSOs and 10 part-time SLSOs were employed across the 10 classes.</p> <p>SAP and LINK funding support was utilised to employ SLSOs to support work experience and community access programs as a provision for student transition and to prepare them for post-school life. 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 Autism, disability and mental health, relevant to results based on NCCD contextual data. 2 Year Advisors and 1 additional Student Wellbeing Coordinator roles continued to support student wellbeing in conjunction with the Head Teacher Support Unit and school executive welfare team.</p> <p>Support Unit physical restructuring occurred to improve learning spaces in the classroom and the playground. New doors to classes face a secured garden area to support the wellbeing of vulnerable students and implement safety procedures for staff and students. Improvements to the break-out room and repainting classes and staff-room were also part of the refurbishment process.</p> <p>Support Unit management restructuring also began for implementation in 2020. This includes the employment of a second Head Teacher from term 4 to support the large special education setting.</p>
<p>Socio-economic background</p>	<p>\$1,118,583.00</p>	<p>The school employed an additional Deputy Principal in order to continue to meet the wellbeing and learning need of students at the school. This provided the school and community with ongoing stability and support</p>

<p>Socio-economic background</p>	<p>\$1,118,583.00</p>	<p>resulting in cohesive partnerships and the strengthening of student-teacher relationships.</p> <p>Additional executive staff are also funded such as the Head Teacher Administration, Head Teacher Wellbeing, Head Teacher Science, Head Teacher Community Consultation and Head Teacher Secondary Studies. The funding of these additional staff members allows the school to provide vital services to the school community. This ensures the effective day to day running of the school by maximising staffing, utilising equitable resources, providing students with optimum wellbeing and curriculum support, whilst also forging strong community relationships.</p> <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. The aim of the program was to provide students with a familiar teacher, whilst also maximising resources. The school hired 2 additional staff under the program and was able to provide students with consistency and continuity in their educational outcomes.</p> <p>This funding is also utilised to provide student assistance to those in need. Students and their families access these funds (means tested) to provide subsidised uniform, course fees, excursion costs and equipment. The aim of the program is to ensure that no student is disadvantaged and as a result students are given equitable access to resources as well as educational and extra-curricular opportunities.</p> <p>The Special Education Unit also received an upgrade as well as additional resources; ensuring that students with special needs were provided with equitable educational and extra-curricular opportunities to meet their sensory, wellbeing and learning needs. As a result our staff were able to provide our large and complex, 10-class unit, consisting of 5 IO/AU classes and 5 IM classes, with the resources that were needed to meet the diverse needs of its community.</p> <p>The school also funds 2 Special Education Year Adviser positions, as well as providing an assistant adviser to the unit, in order to ensure that students' complex wellbeing needs are met. As a result, students have a support network and structured wellbeing program where their diverse needs can be addressed through a co-ordinated and holistic approach.</p> <p>The school also funds an array of additional wellbeing programs such as Positive Behaviour for Learning, our Wellbeing</p>
---	-----------------------	--

Socio-economic background	\$1,118,583.00	<p>Ambassadors, Boys and Girls Education as well as the Pasifika programs in order to address the diverse needs of our school community. These programs allowed us to build a positive, value-driven school community, where student voice and leadership is vital.</p> <p>The school provides our Literacy and Numeracy Co-ordinators with funding that supports students and staff in improving their skills in these areas. This includes specific programs and initiatives that target specific areas for development, as well as relief for effective programming and planning for future classes. Our Literacy and Numeracy Co-ordinators, as well as the literacy and numeracy teams, are able to effectively cater to the individual learning needs of students, thus ensuring they have equitable access to the curriculum. This has resulted in ongoing incremental progress in the areas of both Literacy and Numeracy which is reflected in our Value-added growth data where our school has been identified as Excelling, as well as our National Minimum Standards results that are higher than like schools in the area.</p> <p>Upgrades to the Industrial Arts block as well as the Basketball Courts were also completed utilising these funds. Classrooms were provided with upgraded equipment and resources in order to meet the new curriculum requirements resulting in improved student engagement and better educational outcomes for students in that KLA. Our Basketball Courts also provided students with diverse opportunities for additional physical educational practises and are utilised by students during break times. These upgrades have had a positive impact on our school community resulting in the creation of a context where students can connect, succeed and thrive.</p>
Support for beginning teachers	\$6,697.69	<p>Initially beginning teachers participated in fortnightly induction meetings before school. Additional beginning teachers that began teaching post Term 1 were taken through a 1-day induction at the beginning of their employment – funds were used to provide relief time for these teachers as well as the Teacher Mentor. The aim of both inductions was to give the teachers time to familiarise themselves with the underpinning policies and procedures of James Busby High School. This was to help ease their transition into the working environment. It was also a way to introduce these teachers to the Strategic Plan and goals as well as the initiatives of Quality Teaching, Pastoral Care, Positive Behaviour for Learning and trauma informed practice. The aim of this was to help them to implement these strategies into their teaching practice.</p> <p>Beginning teachers were provided with 1 relief day per term. This time was given to</p>

<p>Support for beginning teachers</p>	<p>\$6,697.69</p>	<p>teachers in order 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>Each teacher was observed by the Teacher Mentor and participated in a debrief following the observation. The aim of the observation was to help identify areas of strengths, and areas to focus on in order for the teachers to demonstrate proficiency as per the Australian Professional Standards for Teachers. Following these meetings, teachers were given relief time in order to observe other members of staff outside their KLAs. These observations and meetings were to give the teachers an opportunity to engage in collegial discussions and apply constructive feedback from colleagues to improve their professional knowledge and practice.</p> <p>Funds allowed beginning teachers to attend professional learning courses appropriate and relevant to their needs. Funds also allowed for the support of these teachers as they worked towards gaining their accreditation at Proficient. This support included meetings to discuss potential evidence to demonstrate proficiency; providing advice on annotations of evidence; and liaising with other stakeholders in the accreditation process on behalf of the beginning teacher.</p>
--	-------------------	--



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	390	394	395	387
Girls	320	299	299	295

Student attendance profile

School				
Year	2016	2017	2018	2019
7	92.1	92	91.7	88.7
8	91.2	92.1	89	86.5
9	87.4	89.4	90.4	85.2
10	85.2	83.4	83.3	79.3
11	85.4	84.8	85	82.8
12	84.6	87.7	88.3	82.3
All Years	87.8	88.3	87.9	83.9
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	14	46
Employment	17	0	12
TAFE entry	0	0	1
University Entry	0	0	22
Other	27	0	0
Unknown	0	0	19

Year 12 students undertaking vocational or trade training

53.57% of Year 12 students at James Busby High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

87.8% of all Year 12 students at James Busby 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)	9
Classroom Teacher(s)	46.1
Learning and Support Teacher(s)	3.2
Teacher Librarian	1
Teacher ESL	1.8
School Counsellor	3
School Administration and Support Staff	19.28
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.

Professional learning funds (\$74,143.38) 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 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, trauma-informed practise, Positive Behaviour for Learning, the Wellbeing Framework, student engagement, future focused teaching and learning skills, curriculum and syllabus requirements, Quality Teaching Rounds, and 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 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	1,777,676
Revenue	12,034,622
Appropriation	11,825,823
Sale of Goods and Services	46,341
Grants and contributions	96,529
Investment income	5,436
Other revenue	60,492
Expenses	-12,252,504
Employee related	-11,085,602
Operating expenses	-1,166,902
Surplus / deficit for the year	-217,882

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	2,201,497
Equity Total	2,057,735
Equity - Aboriginal	35,855
Equity - Socio-economic	1,300,000
Equity - Language	224,013
Equity - Disability	497,866
Base Total	6,454,283
Base - Per Capita	183,018
Base - Location	0
Base - Other	6,271,265
Other Total	713,223
Grand Total	11,426,737

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 website.

Literacy

The school has two Literacy Co-ordinators and a literacy team that implement and co-ordinate various literacy initiatives across the school, including the Year 8 Literacy classes that run three times a fortnight.

All of Year 7 took part in Best Start, and their results were used to provide the Learning and Support faculty with vital information in the identification of both mainstream and special education students requiring additional as well as extension support structures.

The Literacy Co-ordinators organised various programs and resources in the teaching and learning of literacy such as Word Flyers, Literacy Pro as well as literacy reading boxes to support students and staff in addressing individualised learning needs. Staff received ongoing professional development in the creation and utilisation of literacy pedagogy, as well as the optimisation of data analysis to inform teaching practice.

This year the school was found to be Excelling in the Value-Added data in SCOUT against School Excellence Framework for NAPLAN in Reading and Numeracy.

Our school demonstrated 63.7% at or above expected growth in Reading for Year 9 in NAPLAN, above the state 60.2% and SSSG 55.6%. We had a growth of 68.9% in Spelling, above the state 56.3% and SSSG 51.3% in Year 9 NAPLAN. We had a growth of 49.5% for Writing, below the state 56.5% and SSSG of 52.6% in Year 9 NAPLAN. We had a growth of 48.9% for Grammar and Punctuation, below the state 55.0% and just below the SSSG of 49.8% in Year 9 NAPLAN.

The school's average scaled growth in NAPLAN for Year 9 was also positive demonstrating an average growth of 59 for the school in Reading, above the state of 35.7 and SSSG of 38.2. In Writing for Year 9 NAPLAN the school had an average scaled growth of 33.1, above the state 30.6 and below the SSSG of 34.7. Our Year 9 students had an average scaled growth of 49.6 in Spelling, above the state 29.9 and 32.5 of the SSSG. In Grammar and Punctuation our Year 9 students demonstrated an average scaled growth of 34.7 in NAPLAN, above the state 29.6 and SSSG's 32.5.

The Year 7 students' data for NAPLAN was informative and indicated that 48.4% were at or above the expected growth in Reading, below the state 51.2% and above the SSSG of 40.4%. Writing was also an area for further development for Year 7 with 43.0% of students achieving at or above their expected growth in NAPLAN, below the state 56.3% and SSSG of 51.6%. In Spelling 56.4% of our students achieve at or above their expected growth, just below the state 56.8% and above the SSSG of 51.9%. In the Area of Grammar and Punctuation 51.1% of our Year 7 students achieved at or above their expected growth, above the SSSG growth of 45.8% and below the state's 54.0%.

Year 7 NAPLAN results indicated that in the area of Reading, our students had an average scaled growth of 52.1, above the state's 40.9 and SSSG's 41.7. For the Writing section of NAPLAN our students had an average scaled growth of 28.0, below the state 36.6 and SSSG's 37.1. In Spelling our Year 7 students had an average scaled growth of 54.3 above the state growth of 45.2 and SSSG 43.6. Year 7 students had a growth of 53.1 in Grammar and Punctuation, above the state 38.0 and SSSG growth of 39.4.

The Literacy and Numeracy Co-ordinators worked in collaboration to effectively analyse available internal and external data, as well as identify best practice in order to inform future planning.

Numeracy

The school has two Numeracy Co-ordinators and a numeracy team that also implement and co-ordinate numerous initiatives across the school, including Year 8 Numeracy classes that run three times a fortnight.

The Year 8 Numeracy program ran throughout the year, it included pre and post-testing students against the Numeracy Progressions and focusing on specific numeracy skills in the areas of measurement, graphs and tables, finance, as well as ensuring the curriculum addressed was relevant and applicable to real life scenarios.

Staff received professional learning on Best Start as well as PLAN 2 and NAPLAN online. The Numeracy Co-ordinators were responsible for the planning, and implementation of NAPLAN testing and created resources for NAPLAN, Best Start as well as HSC Minimum Standards. Small groups of Year 12 students were also provided with online activities focusing on HSC Minimum Standards.

This year the school was found to be Excelling in the Value-Added data in SCOUT against School Excellence Framework for NAPLAN in Reading and Numeracy.

Our school demonstrated at or above expected growth of 58.0% in Year 9 Numeracy above the state 54% and SSSG 52.9% for NAPLAN. The average scaled growth for Year 9 Numeracy in NAPLAN was 49.5, above the state 36.5 and SSSG's 41.3.

For Year 7 Numeracy 53.9% of our students had at or above expected growth in NAPLAN, below the state 66.8% and SSSG of 55.9%. Their average scaled growth with 51.1, above the SSSG of 48.7 and below the state 57.6.

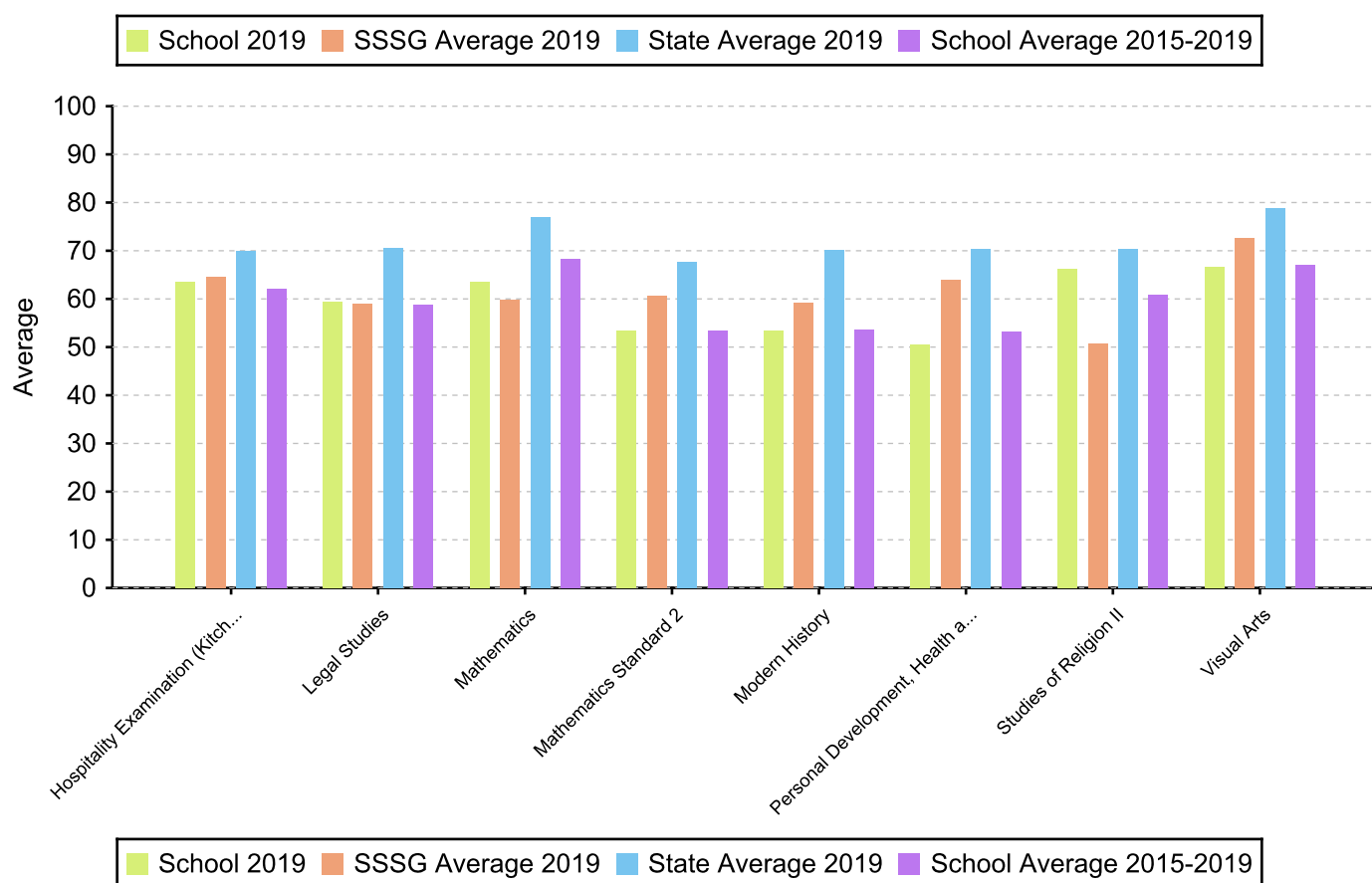
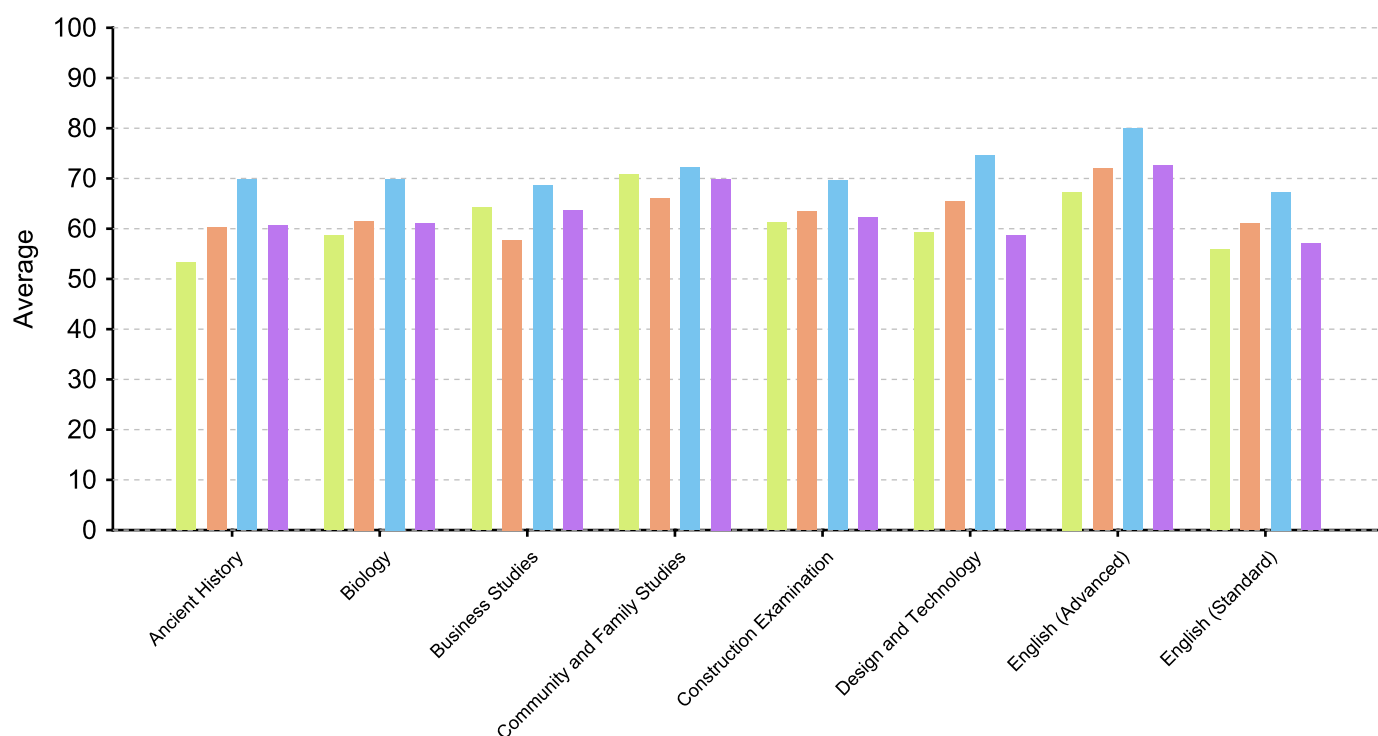
The Numeracy Co-ordinators analysed Best Start and NAPLAN data as well as their 2019 initiatives and provided staff with evaluative information.



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
Ancient History	53.2	60.3	69.9	60.7
Biology	58.6	61.5	69.9	61.1
Business Studies	64.2	57.8	68.6	63.6
Community and Family Studies	70.8	66.1	72.2	69.9
Construction Examination	61.3	63.4	69.6	62.3
Design and Technology	59.2	65.4	74.5	58.7
English (Advanced)	67.3	72.1	80.0	72.5
English (Standard)	55.8	61.1	67.3	57.1
Hospitality Examination (Kitchen Operations and Cookery)	63.6	64.6	70.0	62.0
Legal Studies	59.4	59.1	70.6	58.8
Mathematics	63.6	59.8	76.9	68.3
Mathematics Standard 2	53.5	60.6	67.7	53.5
Modern History	53.5	59.2	70.2	53.5
Personal Development, Health and Physical Education	50.6	63.9	70.5	53.1
Studies of Religion II	66.2	50.8	70.4	60.8
Visual Arts	66.6	72.7	78.8	67.1

The school employs a Head Teacher Senior Studies to assist Head Teachers and teachers with assessment procedures, schedules and policies. This position is also funded to assist students with subject selection, providing them with guidance through that process as well as offering support to senior students in the latter part of their schooling.

According to the School Excellence Framework and our value-added data we are delivering in this area.

Our network data indicates that we are performing above all of the other SSSG schools in HSC minimum standards in Reading, Writing and Numeracy. Our Learning and Support Team and Numeracy Co-ordinators assisted students with reaching Numeracy standards through small group tutorials and targeted support.



Parent/caregiver, student, teacher satisfaction

The SRC, James Busby's representative council helps benefit our school and our students through different ways and programs. Each year, the SRC organises and participates in different activities such as fundraisers, student well-being activities, Harmony day, R U Ok day and many more. We also do a yearly fundraiser for the Westmead Children's Hospital where our students donate new toys that are given to the children in need. Our SRC works hard to voice the opinions of those who go unheard and try to push through the ideas to make the school more beneficial for our students.

The Wellbeing Ambassadors also have a significant leadership role in the school community, promoting harmony, resilience, the national day of action against bullying, as well as implementing their own initiatives within the school. There are representatives from all year groups within the school and ambassadors wear a distinctive jacket or t-shirt that distinguishes them from others. The ambassadors have played a integral role in creating a positive school culture.

Our prefect body and captains continue to lead the school in their own initiatives and assemblies, proudly representing the school community and continuing in their fundraising. Prefects attended a leadership camp, where they learnt new skills and were able to build stronger connections with each other.









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.

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.

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.

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. Our Anti-Racism Contact Officer provides support and guidance to staff and students and is easily accessible to all.

James Busby High School is an inclusive school community that promotes harmony and acceptance of all individuals.

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.

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 Harmony Day. This event was led by our SRC and proved to be highly successful and engaging.

Our multicultural students and parents are also provided with assistance through our EAL/D teachers and various staff 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 multicultural students.

Other School Programs (optional)

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 2019, 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.

