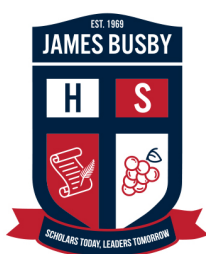


# 2020 Annual Report

## James Busby High School



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## Introduction

The Annual Report for 2020 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

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## Message from the principal

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At James Busby High School we aspire to create a harmonious school culture that strongly focusses on life-long learning, collaboration and inclusivity. This stems from the foundation of our core values of Academic Excellence, Respect, Equality and Safety. We are committed to supporting the wellbeing needs of our students through creating a caring and responsive learning environment where we work in partnership with our community, ensuring that all students are provided with the opportunity to flourish. James Busby High School celebrates student's achievement and success and prides itself on student voice in all aspects of schooling.

Connections with our community, parents and carers are developed in order to bridge equity gaps, as well as creating supportive relationships to enable students to connect, succeed and thrive which are vital in our journey towards ongoing improvement.

We are committed to establishing a culture of ongoing improvement in all facets of teaching and learning by embedding innovative and courageous mindsets. Leadership development is integral in our pursuit of excellence and encompasses collaboration, collective efficacy as well as distributed and instructional leadership.

The school has a strong focus on quality teaching, literacy and numeracy improvement as well as ensuring growth and attainment in the Higher School Certificate by providing a curriculum that is rich, authentic and responsive to individual student needs. Our learning and support team provides extensive support structures for students and staff in meeting the complex learning needs of our diverse student body.

We want our students to leave us being the very best versions of themselves. Our hope is that our students will leave us well prepared for life beyond school and that they are well educated resilient young adults who can make positive contributions to this complex and ever-changing world.

"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 to make something of it."

Sir Ken Robinson.



## School vision

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 682, including 44 Aboriginal and Torres Strait Islander students and 79% 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, as well as students with autism. The school has a strong focus on quality teaching, literacy and numeracy enhancement, values driven classroom management underpinned by trauma informed practice. Positive Behaviour for Learning and our welfare system empowers 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. We aim to meet the individual learning needs of our student body by utilising our additional learning and support staff.



Toy Drive for Westmead Childrens Hospital

## 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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
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, reporting, data skills and use, professional standards, school planning, school resources, and management practices and processes. A greater focus is being placed on improving our performance within curriculum, assessment and student performance measures, as well as effective classroom practice. Learning and development, along with educational leadership, including data skills and the use of student performance measures to better inform the planning and delivery of teaching and learning activities will inform the next school planning phase and have a 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 increases the proportion of students in the top 3 bands in the HSC.

Improvement in submission rates for Stage 6 assessment tasks.

Curriculum differentiation is evident across the school.

#### Overall summary of progress

JBHS has made notable improvement in regard to our integrated whole school approach to teaching literacy and numeracy skills to students. The Literacy and Numeracy Coordinators have further strengthened literacy and numeracy teaching practices across the school through the planning and delivery of literacy and numeracy programs and timetabled classes. Professional learning was scheduled to take place but due to the restrictions placed on schools with COVID-19, professional learning was not delivered. This will however, remain a focus for 2021. Students continued their learning and development with 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 sequences implemented in classrooms. JBHS is steadily growing its value-added growth data in NAPLAN.

Unfortunately, due to COVID-19, we were not able to conduct Quality Teaching Rounds. The QTRs will be a central focus for 2021.

#### 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)
Due to COVID-19, QTR was suspended.	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 for 2020:  Numeracy: 59%  Reading: 77%  Writing: 54%  There are still areas for improvement as many students did not take part in their testing.	Head Teacher Secondary Studies  \$146,000

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

## Progress towards achieving improvement measures

**Process 3:** proficient levels.

Evaluation	Funds Expended (Resources)
A systematic approach to HSC Minimum standards has ensured students complete their testing/re-testing requirements. Literacy and Numeracy classes are well structured and remain a commitment of the school in 2021.	Literacy and Numeracy Coordinators and programs \$20,000 HT Secondary Studies \$146,000

## Next Steps

In planning for 2021, the QTR team will re-group and re-orient staff with Quality Teaching Rounds. After this point, QTRs will take place. Literacy and Numeracy Coordinators have a plan in place to work towards mandated DoE targets. Professional learning for all staff will regain momentum in the areas of Quality Teaching and Literacy and Numeracy among other topics. Literacy and Numeracy Coordinators have created a scope and sequence of activities to extend the practices utilised in 2020 through an evidence informed, data driven approach to building student skills and proficiency.



## 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

Strengthened community perceptions of the school

Increase the profile of our student Wellbeing ambassadors within the school

#### Overall summary of progress

Creating a school community where students can connect, succeed and thrive has been an ongoing commitment of the staff, students, parents, carers and wider community. We have continued to make progress in this area by building student leadership through our extra-curricular programs that enable social, emotional and creative development. Our Wellbeing Ambassadors program, has allowed students to effectively mentor and lead others in order to forge a culture of change. The school is committed to building the proportion of students' sense of belonging at the school, whilst also strengthening community perceptions of James Busby High School. Our partnerships with external agencies as well as university partnerships have ensured that all students are provided with equitable opportunities to succeed.

#### 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)
Positive Behaviour for Learning became a focus for the school, with the Positive Behaviour for Learning Team evaluating current structures and data as well as creating a new framework for student recognition and positive behaviour. The school's Wellbeing Ambassadors have become a central leadership group within the school.	\$15,000.00

**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)
The Positive Behaviour for Learning Team created behaviour matrix charts for teachers and students in order to support students' learning and behaviour in both the classroom and playground. Extensive wellbeing programs, student guidance programs, explicit intervention strategies and individualised support were also provided to students to assist them with their studies, wellbeing and resilience building. Our <i>Tell Them From Me</i> data, as well as internal staff and student survey data indicated that this area needed ongoing development.	PL funds

#### Next Steps

The school will continue to focus on improving connections with students, staff, parents, carers and the community by creating positive partnerships in 2021. A situational analysis revealed that staff wanted further training in trauma informed practice as well as positive behaviour for learning and as such this will continue to drive the new school improvement plan with a focus on explicit strategies. The positive behaviour for learning team, as well as the school, will continue to embed positive recognition and language as its ethos for 2021.



National Day of Action Against Bullying

### 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

Over the course of 2020, student participation in programs remained strong. Students took part in many wellbeing programs and leadership events to build on their sense of belonging and levels of engagement within the classroom and in other extra-curricular initiatives. Staff collaboration was limited due to the restrictions bourn out of COVID-19, however, in the latter part of the year, professional learning took place in small group formation ensuring connections between teachers remained strong and led to continued inclusion of all in whole school decision making. In 2021, we aim to further extend student involvement in wellbeing programs but also through a focus on Quality Teaching, we aim to enhance their levels of engagement in learning. Staff, too, will engage in PL though structured PL time as indicated on the school calendar and meeting cycle.

#### 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)
Overall, the year there was a mixed sentiment by staff, given restrictions and "roadblocks" but most engaged positively with some creative re-thinking by participating in online PL facilitated through MS Teams and Google. Staff demonstrated resilience and leadership in engaging with online communities for developmental purposes and to provide rich learning experiences to students. PL experiences included understanding of TAFE options, NESA subject guides and requirements, PL for understanding features of programs and tailoring these to our student needs, and internal PL re: transitioning students.	nil

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

Evaluation	Funds Expended (Resources)
Evaluation of school programs at this time indicated a positive trend by students towards feeling a greater sense of pride, belonging, commitment and determination. A number of leadership programs as well as strong well-being programs such as Girls and Boys Ed, Yr. 12 Fast Forward conference, Yr. 11 study workshops, RuOK Day, Harmony Day, White Ribbon Day and Yr. 10 Subject Selection Information sessions were implemented with many student groups and cohorts. Such programs and activities provided students with leadership development opportunities and to better assist them to take ownership of their learning. Feedback and discussions from students	nil

## Progress towards achieving improvement measures

indicated that such programs were beneficial and played an integral part in their leadership and development, with many feeling a greater sense of self-confidence as a result.

## Next Steps

The next school planning phase will ensure that leadership development continues to be a focus through collaborative practice that embeds Quality Teaching Rounds and differentiated learning experiences. This strategic direction will focus on teaching and learning and meeting the individual needs of all learners.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$32,618.00	<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". Having since implemented the objectives of this policy at James Busby High School and it has been a beneficial way to benchmark and collect evidence of the commitment to Aboriginal Australia education.</p> <p>The Aboriginal Education Co-ordinator (AEC) revitalised Aboriginal education and founded the JAIM (James Bushy High School Australian Indigenous Mob) program at James Busby High School, composing clear objectives for the 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 culinary 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 strengthened cultural identity at James Busby High School.</p> <p>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> <p>Catering to the senior Aboriginal students, the NRL School to Work Program assisted students in completing their studies and helped them transverse their secondary education by assisting them to apply for</p>

<b>Aboriginal background loading</b>	\$32,618.00	<p>University and for Apprenticeships and Traineeships.</p> <p>Students engaged in the Western Sydney University Pathways to Dreaming where they took part in resume writing, cultural activities and excursions.</p> <p>The Aboriginal 8 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 help 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>
<b>English language proficiency</b>	\$232,037.00	<p>Plans are reviewed for individual students and future goals are discussed.</p> <p>At James Busby High School approximately 79.2% of students have a non-English speaking background. According to the EAL/D annual survey based on language proficiency, no student were identified as Beginners, 42 students were identified as Emerging, 238 students at Developing level and 199 students are at Consolidating level. 6 of these are international students who frequently seek EAL/D teacher support, 10 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 Mayashwari Narayan. 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 as well as during recess and lunch time on a daily basis on our</p>

<b>English language proficiency</b>	\$232,037.00	<p>allocated computer room. 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> <p>Modified work was sent home as a package during COVID-19, students were provided with telephone support, as well as online support throughout this period to assist them with their studies.</p>
<b>Low level adjustment for disability</b>	\$499,391.00	<p>Disability 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, accounted for 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 in the NCCD.</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 withdrawn 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 4 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 delivering targeted literacy and numeracy initiatives.</p>

<p><b>Low level adjustment for disability</b></p>	<p>\$499,391.00</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 classrooms 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 2019 to support the large special education setting.</p> <p>Special Education Support Unit had undergone major changes to improve learning and wellbeing for staff and students through changes to the physical environment and management structure. Faculty and Support Unit refurbishment was completed in term 4 2019 which, resulted in 5 IOAU</p>
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<p><b>Low level adjustment for disability</b></p>	<p>\$499,391.00</p>	<p>classrooms rotated to face the playground quiet area and an extension to the Special Education Faculty staffroom. The physical changes improved operational practices and student safety. As a result, the playground is a secure environment maintaining safe calm spaces for students to enjoy. The staffroom has full view of the playground. The breakout space is utilised as a sensory space with new walls and doors opening into the playground through two of the classrooms. Staffroom extension supports the large Special Education team with a shared kitchen, computer hub, a common eating area, meeting area, and individual workspaces. Changes to the management structure of the Special Education Faculty with the addition of a second Head Teacher through equity funding was to support IM classes. The Special Education Support Unit developed IM and IOAU teams to work with 2 Head Teachers. 2 Year Advisors were selected through internal panel process to support student welfare in IM and IOAU classes. Support staff member was appointed to coordinate post-school transition consultative processes throughout whole school. 13 teachers taught classes across key learning areas through the Life Skills curriculum. Teachers developed individual education plans (IEP) in consultation with parent/carer, and students where possible. Each class was appointed school learning and support officer (SLSO) to assist student learning and wellbeing. All students in Special Education Support Unit have been accounted for through the NCCD data. 110 students were placed appropriately within 5 IM classes, 2 AU classes, and 3 IOAU classes. Core learning was supported through faculty funded literacy programs and diagnostic assessment with the implementation of Literacy Planet. Google Classrooms were set up to supplement hard copy learning tasks, which were, sent home during the Covid-19 learning from home phase. This supported families who had limited access to technology at home. 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. USSF support was utilised as well as referrals for Assistant Principal Learning and Support in order to assist teachers and build capacity for the development of Behaviour Support Plans and 1:1 student SLSO assistance in special cases. NDIS support agencies access school and teacher consultation opportunities to further support students with special needs via Speech Therapy, Occupational Therapy, and Behavioural Psychology support services.</p>
<p><b>Socio-economic background</b></p>	<p>\$1,300,000.00</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</p>

<b>Socio-economic background</b>	\$1,300,000.00	<p>community with ongoing stability and support 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>
<b>Support for beginning teachers</b>	\$47,818.00	<p>Teachers 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 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</p>

Support for beginning teachers	\$47,818.00	<p>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. This was, however, interrupted by the moratorium on face-to-face PL. 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>
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## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	394	395	387	384
Girls	299	299	295	287

### Student attendance profile

School				
Year	2017	2018	2019	2020
7	92	91.7	88.7	91.5
8	92.1	89	86.5	88.2
9	89.4	90.4	85.2	89.9
10	83.4	83.3	79.3	87.2
11	84.8	85	82.8	88.5
12	87.7	88.3	82.3	87.8
All Years	88.3	87.9	83.9	88.8
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### 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	52
Employment	2	0	48
TAFE entry	0	0	5
University Entry	0	0	21
Other	0	2	3
Unknown	0	0	0

## Year 12 students undertaking vocational or trade training

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37.04% of Year 12 students at James Busby High School undertook vocational education and training in 2020.

## Year 12 students attaining HSC or equivalent vocational education qualification

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81% of all Year 12 students at James Busby High School expected to complete Year 12 in 2020 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)	45.8
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Professional learning funds (\$77,245.00) 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 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,559,794
<b>Revenue</b>	12,435,354
Appropriation	12,363,992
Sale of Goods and Services	63,382
Grants and contributions	-10,469
Investment income	1,604
Other revenue	16,845
<b>Expenses</b>	-12,484,714
Employee related	-11,445,129
Operating expenses	-1,039,585
<b>Surplus / deficit for the year</b>	-49,360
<b>Closing Balance</b>	1,510,434

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	54,194
<b>Equity Total</b>	2,064,046
Equity - Aboriginal	32,618
Equity - Socio-economic	1,300,000
Equity - Language	232,037
Equity - Disability	499,391
<b>Base Total</b>	8,733,319
Base - Per Capita	186,251
Base - Location	0
Base - Other	8,547,067
<b>Other Total</b>	693,430
<b>Grand Total</b>	11,544,988

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.

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

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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 weekly Pastoral Care Literacy lessons, Word Flyers, Literacy Pro, Literacy Planet 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.

Support Unit students were introduced to Literacy Planet, both IM/IO classes regularly worked on this program in order to improve their literacy skills. Classroom teachers were able to track individual student progress and focus on individual areas of focus.

The school did participate in practice NAPLAN testing, however due to COVID, NAPLAN was cancelled. Data from PAT E Write testing and Word Flyers was used instead to assess students' progress in literacy. Once a week, Literacy co-ordinators prepared a lesson for Pastoral Care classes to complete. These lessons focused on areas of literacy that needed improvement such as grammar and punctuation and sentence structure. 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.

The School also has two numeracy co-ordinators as well as a numeracy team that create, co-ordinate and implement various numeracy initiatives within the school, including the Year 8 Numeracy classes that run three times a fortnight.

Our Learning and Support Team, along with our numeracy co-ordinators provided students with individualised tuition for numeracy in order to assist them with attaining National Minimum Standards, ensuring that we had one of the highest success rates in our SSSG (2020).

Students also took part in the Numeracy Pilot program for Stage 6. *Mathspace* is also run with classes in order to help students improve their numeracy skills. Students also took part in Mathlympics allowing them to exercise their numeracy skills in a different format.

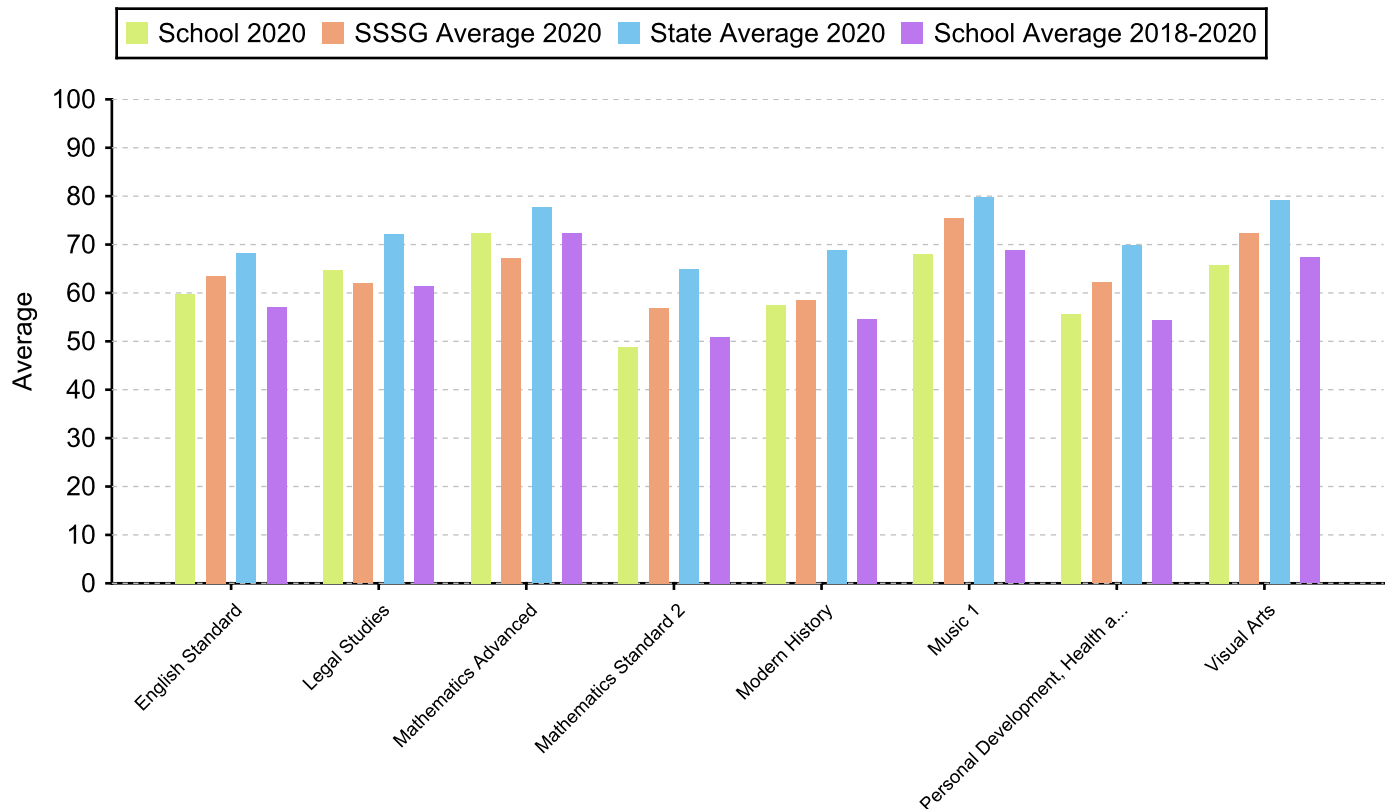
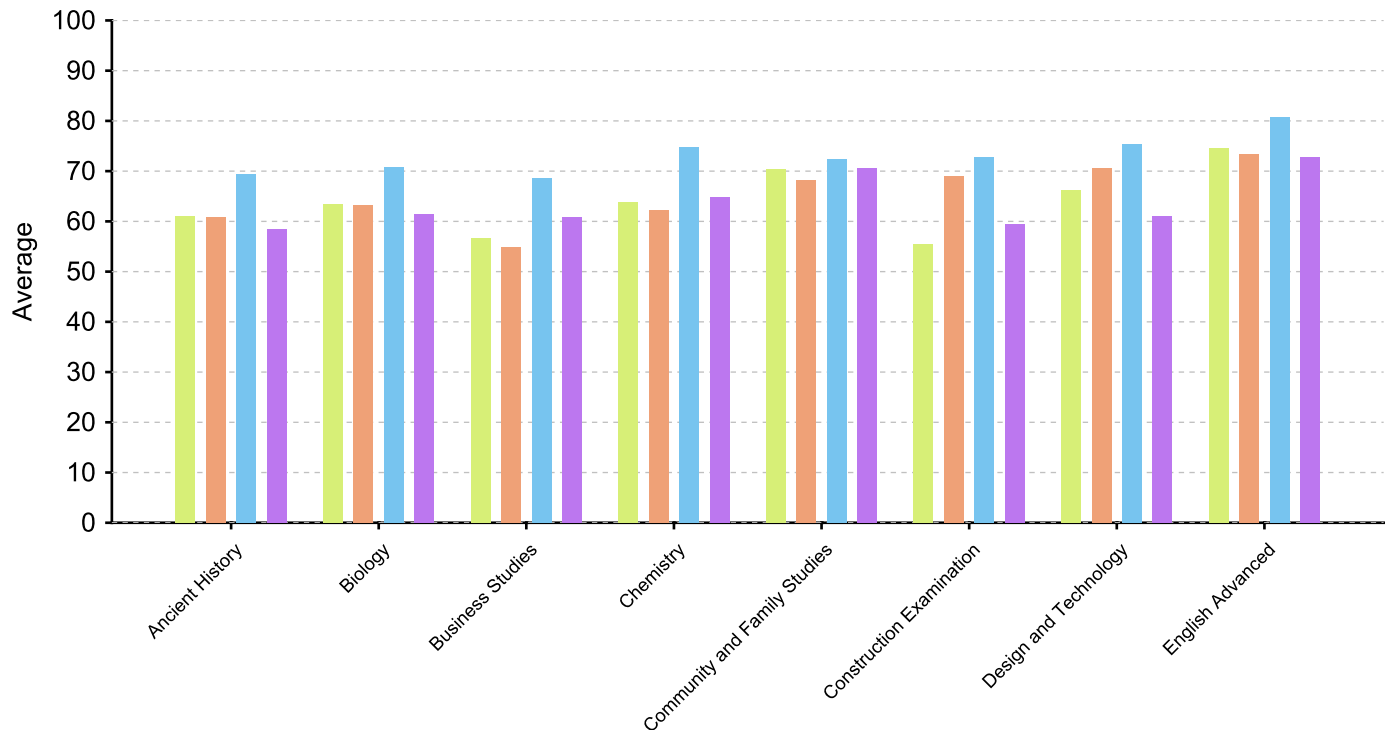
Year 9 students took part in Check-in Assessment to replace NAPLAN and this data was utilised to assess their literacy and numeracy progress.



## 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 2020	SSSG	State	School Average 2018-2020
Ancient History	61.0	60.8	69.4	58.5
Biology	63.4	63.2	70.8	61.4
Business Studies	56.6	54.9	68.6	60.8
Chemistry	63.8	62.3	74.8	64.8
Community and Family Studies	70.3	68.1	72.4	70.5
Construction Examination	55.4	68.9	72.8	59.4
Design and Technology	66.2	70.5	75.4	61.0
English Advanced	74.5	73.3	80.8	72.8
English Standard	59.8	63.5	68.1	57.1
Legal Studies	64.8	62.0	72.1	61.5
Mathematics Advanced	72.4	67.2	77.7	72.4
Mathematics Standard 2	48.8	56.9	64.9	50.9
Modern History	57.5	58.5	68.9	54.6
Music 1	68.1	75.4	79.8	68.8
Personal Development, Health and Physical Education	55.7	62.1	69.9	54.5
Visual Arts	65.8	72.3	79.2	67.3

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. Our Head Teacher Senior Studies also co-ordinators National Minimum Standards testing.

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 High School's representative council, helps benefit our school and our students through different programs. Each year, the SRC organises and participates in different activities such as fundraisers, student wellbeing activities, Harmony Day, R U OK Day and many more. We also do a yearly fundraiser for the Westmead Childrens' Hospital where our students donate new toys that are given to 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.

Our Wellbeing Ambassadors also have a significant leadership role in the school community, promoting harmony, resilience, 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 the others. The ambassadors have played an integral role in creating a positive school culture.

Our Prefect body and School Captains continue to lead the school in their own initiatives and assemblies, proudly representing the school community and continuing in their fundraising.



Wellbeing Ambassadors

# Policy requirements

## Aboriginal Education Policy

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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

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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.

The NSW

Department of Education rejects all forms of racism and is committed to the elimination of racial discrimination.

All teachers

are responsible for supporting students to develop an understanding of racism and discrimination and the impact this 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.

The

Department's (Anti-Racism Policy) requires each school to have an Anti-Racism Contact Officer (ARCO).

The ARCO is

an experienced teacher nominated by the principal. The ARCO is trained to assist students, teachers, parents, and community members who have concerns relating to racism in the school or complaints about incidents of racism. The ARCO can assist by providing:

1. advice on the procedure to resolve concerns or complaints about racism.
2. support during the process to reach a resolution.

## Multicultural Education Policy

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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.

## Other School Programs (optional)

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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 2020, 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 through to our recognition system. Overall, PEP provides a supportive environment for students to express their cultural identity whilst enhancing engagement at James Busby High School.

