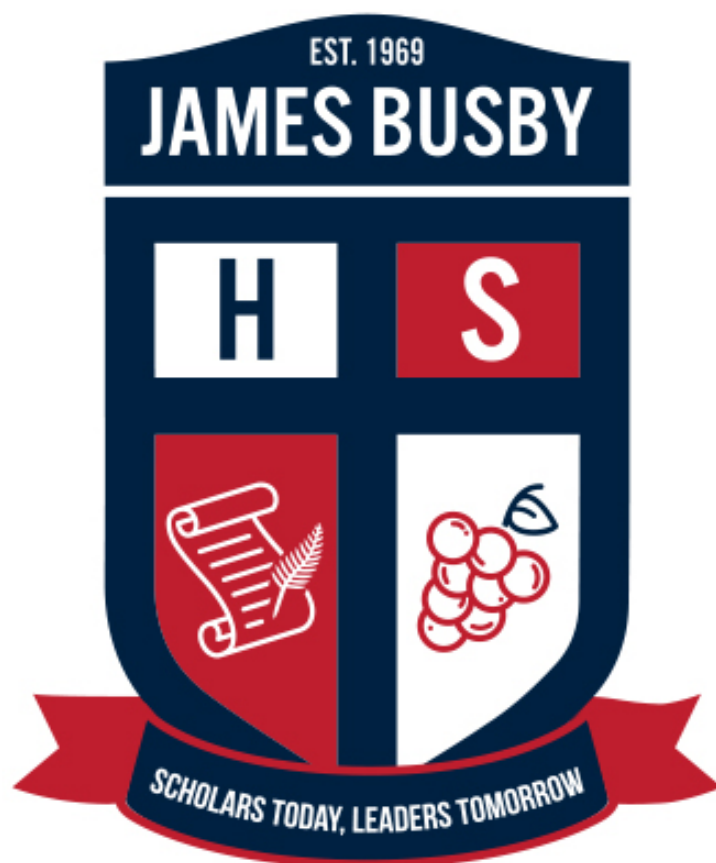


2021 Annual Report

James Busby High School



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Introduction

The Annual Report for 2021 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

At James Busby High School we aim to create a positive school culture that promotes excellence in learning, collaboration and inclusivity. Our core values of Academic Excellence, Respect, Equality and Safety are foundational to all we do. We have a strong commitment to all core business within learning and wellbeing and work hard to meet the needs of our students everyday. We do this in partnership with our school community to ensure all students receive a quality education.

Significant additional funding allows us to develop innovative programs and employ additional staff to bridge equity gaps. We are committed to establishing a culture of ongoing improvement in teaching and learning by professionally developing our staff to employ strategies that reflect best educational practice. Leadership at all levels is integral in our pursuit of excellence incorporating collaborative practices that harness the collective efficacy of our staff within a distributed and instructional leadership model.

As a result, our school has a clear focus on all core business associated with learning, wellbeing, quality teaching, literacy and numeracy improvement and student voice and leadership. This is aligned with the expectations of our school community. We strive to identify and grow potential in our students and believe in the principles of restorative practice, inclusion and respect.

Our task is to educate the whole student so that they confidently make their way to their future endeavours. Our job is to help them to make meaningful contributions to the world they inhabit.

Olimpia Bartolillo

Principal

Message from the students

2021 was a challenging and insightful year. Last year the whole school spent a term under lockdown which was not the greatest, especially for Year 11. Due to this we had to take our prelims at home and assignments and classwork became more difficult. Not being able to have face-to-face conversations with teachers was a challenge but they helped as much as COVID would allow. Coming back to school was a great change, especially for students interested in leadership roles. The prefects, vice captains and captains were chosen and we held some exciting fundraisers for Christmas and a local food drive which gave a car sized worth of food and drink to those in need.

The Wellbeing Ambassadors were lucky to have a Calibrate event organised by our wonderful teachers in which we learnt mediation skills, techniques and communication skills to become teen-life coaches. This was during pre-lockdown time where we could have conversations and meet others.

2021 was difficult and hard but was also exciting and eventful, especially at school where COVID difficulties created restriction on everyday lives but we all worked through it together.

Bethany Sykes

School Captain

School vision

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 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 distributive and instructional leadership.

School context

James Busby High School is a diverse and inclusive co-educational comprehensive high school located in south-west Sydney with an enrolment of 648. Our setting includes a large and dynamic Special Education Unit comprising of 10 classes, with 109 enrolled students. We celebrate our multi-cultural student body that includes 39 Aboriginal and Torres Strait Islander students, as well as 79% of students from a language background other than English.

The school will continue to 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. We are committed to contributing to the Premier's Priorities and Department of Education's values. Our Learning and Support Team will sustain and grow extensive support structures for students and staff in meeting the complex learning needs of our diverse student body. We will endeavour to build the capacity of all, in differentiation, in order to meet the individual educational requirements for each child.

Positive Behaviour for Learning and our values driven approach to student wellbeing and behaviour management underscore our philosophy. We are committed to empowering staff in the area of trauma-informed practice when embedding a culture of high expectations and creating quality learning experiences for all. These initiatives will enrich students' ability to connect, succeed and thrive whilst meeting their individual wellbeing needs.

At James Busby High School we continually strive to create quality learning environments that demonstrate aspirational expectations of learning progress where teachers and students collaborate, reflect on and evaluate teaching and learning practice. Excellence underpins our extra-curricular and curricular programs, which remain a central focus.

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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2021 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	Sustaining and Growing
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	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Embed high expectations, continuing with our evaluative approach to data driven decision making, in order to provide learning experiences based on evidence-informed practices for teaching and learning initiatives that lead to growth and attainment by:

- increasing the capacity of staff to deliver and support effective teaching and learning within a differentiated curriculum, as well as a safe, inclusive and supportive learning environment. Our situational analysis indicates that a focus on explicit teaching is needed in order to improve student engagement in classrooms where learning conversations anchor the teaching and learning pedagogy.
- developing the ability of staff to deliver responsive, aspirational, diverse curriculum experiences that extend students' knowledge and skills in the areas of literacy, numeracy and achievements in the Higher School Certificate. A focus on improving student performance from Years 9 to 12 was highlighted as an area for development, along with high potential and gifted students, as well as students with additional needs, ensuring that they are provided with a rich, authentic and rigorous curriculum that extends their leadership, creativity, knowledge, skills and potential.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Evidence informed training and development
- Learning connections and pathways to success
- Embedding experiences and cultural connectedness to strengthen partnerships with our Aboriginal and Torres Strait Islander students, parents, carers and community

Resources allocated to this strategic direction

Professional learning: \$29,366.27

Socio-economic background: \$393,863.93

Integration funding support: \$101,505.00

Aboriginal background: \$30,751.68

Summary of progress

The school continues to work towards achieving its Department of Education targets by developing skills and expertise in its staff. They engaged in targeted professional learning, mentoring and team teaching at the school by working with expert teachers and leaders across the school. Our Aboriginal students performed well in Year 7 NAPLAN demonstrating positive growth in the areas of Literacy and Numeracy. The school identified high potential Aboriginal students providing them with leadership opportunities through internal and external programs, ensuring mentoring, successful retention rates and engagement.

Evidence Informed Training and Development: Despite the complications of COVID, professional learning (PL) occurred via Zoom for the delivery of Learning Intentions and Success Criteria (LISC). This need was identified as a result of our situational analysis and External Validation (EV) process. We were fortunate to have existing expertise in our school via a member of staff who is currently undertaking a PHD that includes using LISC as a high impact teaching strategy. This was then piloted in the Special Education Unit and imbedded in all teaching and learning programs and lesson delivery across the unit. It was also evident in a number of mainstream classrooms as some teachers chose to be early adopters. Unfortunately, we were unable to deliver PL for A Learning And Responding Matrix (ALARM) due to the presenter being unavailable. There was some limited expertise that still existed from previous PL and some faculties were able to review their practices with ALARM and re-engage with the matrix. In its place, staff were provided some training in the TEEL (Topic sentence, Explanation, Example/Evidence, Link) process to maintain a focus on improving written responses. ALARM PL has already been booked for 2022, LISC will be a whole school initiative and linked to a focus on the core business of explicit, skills driven teaching and visible learning.

Learning Connections and Pathways to Success: During 2021 we were able to begin to explore our capacity around the High Potential and Gifted Education (HPGE) Policy. A small number of staff engaged with PL and formed our first iteration of the HPGE Team. The team embarked on developing processes for identifying where potential already existed and that it continued to be supported in our school (Wellbeing Ambassador Program, Sport, Dance, Art) and how we could identify, support and grow newly identified potential in other areas. It was sometimes difficult to maintain the

momentum due to COVID disruptions and loss of some staff. Some progress was made across our school with staff generally understanding more about the HPGE Policy and how it differed from the previous policy. This placed us in a good position to move into 2022 with an improved understanding and approach. This included new HPGE Team members who had potential to contribute in a more meaningful way. ALARM as a strategy was limited in its scope as outlined above. ALARM and HPGE will continue to be initiatives in the 2022 SIP.

Embedding Experiences and Cultural Connectedness to Strengthen Partnerships with our Aboriginal and Torres Strait Islander Students, Parents, Carers and Community: Our Aboriginal and Torres Strait Islander Literacy and Numeracy Hub continued to run both as a model of support for learning from home and face to face small group tutorial to support the learning goals identified in the Individual Learning Pathways (ILPs) for each student. This program has proven once again to be successful in creating connectedness and confidence in learning and encouraged students to remain at school and attend more regularly. Students were able to form positive relationships with staff while building confidence around challenges with learning. COVID did create limitations around our ability to organise cultural experiences in support of the ILP cultural goals for our students.. In particular, those already established with universities. We were limited in what we could engage with externally and internally at times. We continued to engage with parents and carers, when possible, as well as our Liverpool Local Aboriginal Education Consultative Group, this was especially the case during learning from home and during the collaborative processes in developing ILPs . We established an Aboriginal Education Team consisting of a Deputy Principal, Learning and Support Teacher (LaST), Aboriginal Education Coordinator, Head Teacher Community Engagement and Head Teacher Wellbeing. This team ensured that Aboriginal Education continued to have a high profile in our school. 2022 will see a continuation of the Literacy and Numeracy Hub, the possible employment of an Aboriginal Student Learning and Support Officer (SLSO), re-establishing pathways and connections with universities, further refining of the ILP process and the engagement of external groups to support students with their cultural goals, connectedness to learning and aspirational goal setting.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> • Increase the percentage of students achieving expected growth in Reading by 7% • Increase the percentage of students achieving expected growth in Numeracy by 5% 	<p>Students in Year 9 achieved positive growth for Numeracy in NAPLAN that was above the state and Statistically Similar School Group (SSSG). Unfortunately, our Year 9 students Reading data indicated that further development and targeted programs were needed in this area for this cohort. The Year 7 cohort demonstrated positive growth data in NAPLAN for both Reading and Numeracy. These areas will continue to be a strong focus within the school.</p> <p>The school is yet to achieve its targets in both of these areas with a decrease in the number of students achieving expected growth in Reading, whilst Numeracy (0.18 increase) results were relatively similar. COVID-19 had a negative impact on this cohort with two consecutive years of breaks in their education having had an effect on their learning, creating gaps that were already in existence as indicated by Year 7 standardised test results. The school will focus on providing students with targeted support in order to meet National Minimum Standards.</p>
<ul style="list-style-type: none"> • Work towards sustaining and developing a pattern of improvement in the top two bands of NAPLAN for Reading and Numeracy that is measurable 	<p>The school is making incremental progress in the number of students achieving the top two bands of NAPLAN for Reading and Numeracy. We will continue to drive student improvement through our High Potential and Gifted Education (HPGE) team to enrich student learning experiences by professionally developing staff, providing students with extra-curricular opportunities and broadening our partnerships with external agencies. Students literacy and numeracy skills were improved through targeted programs and classes with a focus on skill development.</p> <p>There was a slight increase (3%) in the top two bands in NAPLAN for Reading with a slight decrease (2%) in the top two bands for NAPLAN in Numeracy. This inconsistency is reflective of the gaps in learning from face-to-face teaching. Our HPGE plan that targets individual students to provide specialised support should address gaps in learning in 2022.</p>
<ul style="list-style-type: none"> • Maintain current progress in achievement of students attaining the top three bands in the HSC 	<p>Whilst the school is making progress in achieving the top three bands in the HSC in some subjects this is not consistent across all key learning areas. The school has identified the need for improving student results across all</p>

- Maintain current progress in achievement of students attaining the top three bands in the HSC

subjects by focusing on skill development, particularly writing, in order to improve outcomes and student engagement in Stage 6. COVID-19 had a profound impact on student achievement rates due to gaps in learning, particularly, for students undertaking the HSC course, affecting student wellbeing and engagement.

2021 HSC results indicate that we are not maintaining progress in the number of students attaining the top three bands in the HSC. Student feedback, reflection on assessment of student learning, along with effective pedagogy is necessary and a finding of our situational analysis.



Bethany Sykes award recipient

Strategic Direction 2: Creating connections

Purpose

Empower staff and students through holistic research-driven approaches based on empirical evidence to form positive partnerships with students, staff, parents and the wider community that focus on shared values to build a greater sense of success and belonging by:

- resourcing and supporting programs which enhance students' ability to connect, succeed and thrive whilst meeting their individual wellbeing needs by improving student engagement through our attendance data as reflected in our situational analysis. A focus on improved student wellbeing and engagement that supports learning through an established culture of high expectations as well as measurable improvements for high potential and gifted students and students with additional needs.
- building the capacity of staff through systematic approaches and a collaborative professional culture of support to effectively manage student behaviour. As a result we aim to create a focussed, inclusive, quality learning school environment through the forging of respectful relationships as well as a deeper understanding of student learning needs and how to best leverage their potential for greater success.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Evidence informed training and development
- Learning connections and pathways to success
- Embedding experiences and cultural connectedness to strengthen partnerships with our Aboriginal and Torres Strait Islander students, parents, carers and community

Resources allocated to this strategic direction

Professional learning: \$24,366.25

Socio-economic background: \$612,339.51

Summary of progress

The wellbeing of our students is integral in all that we do at James Busby High School. This is why a collective and committed approach to young people's wellbeing is fundamental if we are to ensure success in their ability to connect, succeed, thrive and learn, not just in our schools but in the community. We have worked hard to create student leadership and student voice within the school through our Wellbeing Ambassador program, targeting young people with emotional intelligence, leadership skills, problem solving skills, empathy and resilience. This program has had a significant impact on our school community and has helped us to create a cultural shift within the school. This cultural shift is strengthened further by our commitment to Positive Behaviour for Learning, Trauma-informed practice and our significant wellbeing initiatives led by our large Wellbeing Team. The school community has worked hard to forge positive partnerships with parents, carers, students and staff and has successfully created strong bonds and a warm and welcoming environment. Attendance is a complex area of concern that we are still grappling with and despite the extensive work of the Wellbeing Team and Home School Liaison Officer, along with community partnerships, attendance concerns still persist. At James Busby High School we are committed to improving the educational outcomes for all students by creating a culture that focuses on the core business of learning and ongoing improvement throughout the community. Sound approaches to the monitoring of student attendance is foundational to better learning outcomes. Staff monitor their students' attendance rates whilst maintaining accurate records. Teachers follow up attendance concerns with intervention strategies and report these to their relevant faculty head teacher. The Welfare Team led by the two welfare head teachers identify and monitor students whose attendance falls below 85%. These students are interviewed by our Home School Liaison Officer, as well as being provided with a detailed student attendance improvement plan that outlines explicit intervention strategies to address individual issues and emerging needs. Students whose attendance continued to be a concern throughout our learning from home phase were identified by the attendance teams and monitored for attendance through Google Classroom; subsequently, contact was made with carers to address issues in order to improve attendance. Attendance continues to remain a key focus area for future improvement and will feature in our 2022 School Improvement Plan (SIP) planning cycle.

Evidence informed training and development: Staff continued to work in collaboration sharing expertise and developing their knowledge and insight by engaging with evidence-informed professional learning (PL) that focussed on positive behaviour for learning and trauma-informed practice. This led to the establishment of new teams such as Staff Wellbeing, Behaviour Management and Community Engagement teams within the school, to complement the existing

ones, with representatives from most key learning areas. These representatives were responsible for the development of a new behaviour matrix, a 'focus of the week' which recognised student achievement through a positive merit system and a strong and influential student leadership group, such as the Wellbeing Ambassadors. Our *Sentral* data indicated a significant increase in positive *Sentral* merits for students (2021). COVID and cohort restrictions meant that some activities were postponed or altered to suit the health guidelines. Staff and student surveys, however, revealed that ongoing training in the area of trauma-informed practice was needed and will be the focus for 2022.

Learning connections and pathways to success: Our Year 10 and 11 Wellbeing Ambassadors, along with selected Year 9 students participated in Calibrate training which developed their emotional intelligence, problem solving skills and team work. Students were challenged and extended, faced with real life problems and taught to work in collaboration to find not only solutions but develop an insightful and broader perspective. Our student leadership group (Wellbeing Ambassadors) mentored other students, led activities such as Harmony Day, National Day of Action Against Bullying, had input in the School Improvement Plan, analysed school data and worked in close collaboration with staff to ensure that student voice is valued and represented in all aspects. Students were provided with pathways to success through various initiatives including university partnerships with Western Sydney University (Fast Forward), our EPPP that targeted transition programs, offering students pathways into employment and further education. Students were supported by our Transition Team comprised of our Head Teacher Careers, Transition Co-ordinator, Careers Adviser, Head Teacher Secondary Studies, Deputy Principals, Year Advisers and other staff to ensure that individual student needs were addressed in order to provide a successful transition. This service is provided for mainstream and students with additional needs. Additionally, the Resolution Centre (RC) initiative was planned, implemented and staffed in 2021. We established the RC to meet the complex and diverse learning, social, emotional and behavioural needs of students in Years 7-9. This idea was brought to life and staff were given PL with opportunity to give feedback before the RC opened and teacher timetables generated. In line with a focus on building educational aspiration and having a deeper understanding of student wellbeing, the RC utilised strategies within trauma-informed practices to change student behaviour and capacity to self-regulate. The RC Individual Student Transition Report also showed success in our ability to target student needs and harness individual student potential for growth and positive behaviour change. In summation, our school promoted high expectations of all students and aimed to meet their varying and complex needs by tailoring programs and initiatives that supported their learning and wellbeing, however, partnerships with parents does need to be strengthened and will remain as focus into 2022. COVID restrictions slowed transition strategies and placed limitations on work experience opportunities for students throughout 2021. This was also the case for the RC, where access to the centre was at times limited and had to be scaled down due to a need to use staff elsewhere in the school. The school will aim to broaden student experiences in 2022 to ensure greater post-school educational opportunities are explored, along with real-life experience in other educational settings, as well as authentic work experience opportunities.

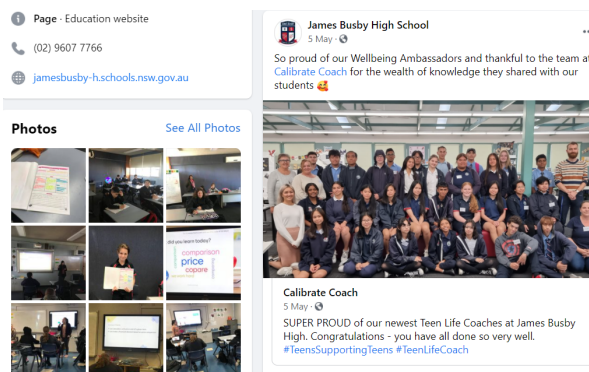
Embedding experiences and cultural connectedness to strengthen partnerships with our Aboriginal and Torres Strait Islander students, parents, carers and community: Our Aboriginal Education Co-ordinator provided our Aboriginal students with ongoing support through mentoring and guidance. Students participated in programs such as Souths Cares, Indigenous Youth Summit and National Rugby League Youth to Work. Students' gift, talent and potential was also identified with students being given curricular and extra-curricular opportunities to extend their talents through leadership development, mentoring and ongoing support. COVID restrictions provided the school community with obstacles. This has ensured that 2022 will lead to greater collaboration between all stakeholders to ensure that partnerships that were hampered by COVID are re-established and that student potential is not only identified and harnessed but developed more effectively.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> Make progress towards the annual trajectory lower bound attendance target 	<p>Our overall attendance data for 2021 indicated growth in the number of students attending 90% or more (5.53% since 2019). However, attendance rates continue to be an area of concern and one of focus for our wellbeing team and school. The school worked in collaboration with Year Advisers, the Home School Liaison Officer (HSLO), Head Teacher Welfare/Wellbeing, as well as school counsellors, Deputy Principals and all staff, including Student Learning and Support Officers (SLSOs), School Administrative Support Staff (SASS) to support students whilst at school and during the learning from home period to ensure that students actively engaged.</p>
<ul style="list-style-type: none"> 2% Increase in student wellbeing (Tell Them From Me) 	<p>Our Tell Them From Me data indicates that the school needs to improve student wellbeing as there has been an incremental decrease in this area (3% decrease in sense of Belonging 2021) since 2019 and are not currently meeting this target. This has been compounded by COVID-19 and the repeated interruption to face-to-face teaching and the school routine. To</p>

<ul style="list-style-type: none"> • 2% Increase in student wellbeing (Tell Them From Me) 	<p>combat this the school ensured that students had regular contact with their teachers, received COVID Intensive Learning Support (CILS) throughout the learning from home phase as well as ongoing SLISO support to assist with online learning. Internal survey data indicated that students and the community were positive of the support that they received from the school. We have also identified that our students experience a number of barriers in understanding the survey questions and so they find it too long, hard to process an understanding of many terms and as a result tend to give-up</p>
<ul style="list-style-type: none"> • 2% Increase in staff wellbeing (People Matter survey) 	<p>The People Matter survey indicated positive culture around staff wellbeing with contributing factors such as feeling cared for in their workplace (87.32%), appropriate management of stress levels (61.84%) and wellbeing in general. In 2020 positive staff wellbeing was reported at 6.67% of respondents. In 2021 this figure increased to 17.11%.</p>



Wellbeing Ambassadors taking part in Calibrate training

Strategic Direction 3: Leading learning

Purpose

Create quality learning experiences that demonstrate aspirational expectations of learning progress and achievement for students with a range of abilities and a commitment to the pursuit of excellence by:

- building the capacity of staff to meet the individual needs of students through collaborative, reflective and evaluative practice that embeds a culture of continuous improvement that drives teaching practice and student results.
- delivering differentiated, student-centred learning that engages, challenges and empowers all students inclusive of high potential and gifted students, as well as students with additional learning needs through exemplary teaching practice that optimises learning progress for all students across the range of abilities. Effective teaching methods are identified, modelled and student learning improvement is monitored demonstrating growth.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Evidence informed training and development
- Learning connections and pathways to success
- Embedding experiences and cultural connectedness to strengthen partnerships with our Aboriginal and Torres Strait Islander students, parents, carers and community

Resources allocated to this strategic direction

Beginning teacher support: \$19,330.00

Professional learning: \$24,366.25

Socio-economic background: \$293,797.00

Aboriginal background: \$5,000.00

Summary of progress

Our school has established foundations in explicit teaching, visible learning and strategies published within the 'What Works Best' framework and the Quality Teaching Framework since 2018 where significant professional learning (PL) has been delivered over time to support this mindset. To further this progress along, programs of work have morphed to include explicit references to learning intentions, Quality teaching (QT) elements and 'What Works Best' elements among other key features of teaching and learning such as literacy and numeracy, formative and summative assessment, and skills in line with our School Improvement Plan (SIP). This progression reveals the depth to which some teachers have embedded the focus of explicit teaching and other priorities into their pedagogical practice. To increase the number of staff who engage deeply with this, more classroom teachers will be supported to approach lesson planning through a platform of student success and are working towards always making learning visible. Teacher feedback indicates a growing capacity to routinely reflect on content and preview the learning planned with students in each class. This will remain as an area for on-going growth and development.

INITIATIVES:

Evidence Informed Training and Development: During 2021 a strong Beginning Teacher Mentoring Program was established and maintained for the majority of the year. The program was grounded in school and Department of Education policies and procedures (incorporating a detailed induction into the school), effective classroom practice (inclusive of behaviour management), educational research and accreditation requirements (inclusive of evidence collection, annotation and submission). Additionally, the program provided participants with significant individualised support as the coaching and mentoring was delivered at the Beginning Teacher's point of need. Conversely, the coaching of our middle leaders was not able to gain as much momentum as was first intended. Disruption to the school year and the fluctuating staffing scenario limited the school's capacity to establish a routine and regular professional learning community for our Head Teachers. Furthermore, Quality Teaching Rounds were not able to operate as we were unable to release teachers from their face-to-face teaching commitments due to a staffing shortage and an already extended period of time where students were learning from home. The vital reference point which the Quality Teaching Framework provides was instead weaved into faculty, staff and executive meetings where opportunity provided. As we embark on a new school year, the Beginning Teacher Mentoring program will be reflected on, with adjustments made to reflect the needs of the new group of teachers who participate. Quality Teaching Rounds will not take place in their original format but a new Quality Teaching Team will be established in 2022 with the purpose of bringing new ideas to

the fore on ways in which we can continue to embed and reflect on the principles of effective teaching and learning practice which the framework provides.

Learning Connections and Pathways to Success: In 2021 we aimed to develop a consistent school wide culture of high expectations that led to effective teaching and improved student outcomes. As a result, a strong emphasis had been placed on all learners, inclusive of our high potential and gifted (HPG) learners and our students with additional needs. The school begun its journey into differentiated practice for our HPG learners through the formation of an HPG Team who have taken a deep dive into Department of Education documents pertaining to HPG education as they prepare the way forward for the school. To complement the initial work undertaken, there have been opportunities within Key Learning Areas (KLAs) to enrich the learning experiences offered to students through initiatives such as Science Technology Engineering Mathematics (STEM) Projects. These experiences focused on learning and building aspiration in students. Our Tell Them From Me (TTFM) data reflects this point as school and state means for 'Effort', 'Intellectual Engagement', 'Effective Learning Time', 'Explicit Teaching Practices and Feedback', 'Student Participation in Extracurricular Activities', 'Students that Value Schooling Outcomes' and, 'Expectations for Success' are either above state mean or hover close to it, indicating our students experienced quality learning environments for the most part. To enhance learning connections and student pathways to success, the JBHS Inclusion Team was established with a plan to broaden staff understanding within inclusive education practices. The team was comprised of cross-faculty representation, meeting weekly to plan a way forward for inclusive practice. All staff were surveyed by the team to gain baseline data on staff knowledge of inclusion, the team presented their findings at a staff meeting with an action plan formulated from that. As a consequence of the lockdown, the activities planned for the year did not all take place and will be the basis of the work focused on by this team in 2022. The team leader, Deputy Principal Inclusion and Support, delivered PL to interested staff on Autism and will deliver another PL on Attention Deficit Hyperactivity Disorder (ADHD) in 2022.

Embedding Experiences and Cultural Connectedness to Strengthen Partnerships with our Aboriginal and Torres Strait Islander Students, Parents, Carers and Community: 2021 saw a strengthening of our ability to foster a school environment where our Aboriginal and Torres Strait Islander students could see their potential to excel. A key component was the desire to forge stronger partnerships with our Aboriginal and Torres Strait Islander students, parents/carers and community. Establishing and maintaining stronger partnerships between all stakeholders as well as an ongoing consultation with Aboriginal knowledge holders in the Liverpool Local Aboriginal Education Consultative Group (LLAECG) in planning and implementing school improvements was embarked on. Advice and support from our network Aboriginal Community Liaison Officer (ACLO) was gained to establish an Aboriginal Pastoral Care Group (APCG) to strengthen connections and encourage partnerships. We also established a clear commitment to the consultative process in implementing and planning targeted professional learning for all staff. Our strong commitment to ensuring Aboriginal and Torres Strait Islander students excel in all facets of their education is foundational to our initiatives to improve the literacy, numeracy and cultural outcomes of our students. Differentiation of curriculum will continue to be a highly prioritised focus of the Aboriginal Literacy and Numeracy Hub. This is a critical program that successfully targets literacy and numeracy skills. While enormous efforts were made here, learning from home and staffing complications periodically hampered a consistent delivery of skill enhancement. The improved responsiveness of parents/carers and stronger community consultation involved in the development of the Personalised Learning Pathways (PLPs) enabled our Aboriginal and Torres Strait Islander students to understand what they need to do to improve and know that they are supported through this journey. This is beginning to result in improved literacy and numeracy outcomes for our Aboriginal and Torres Strait Islander students and is encouraging students to persevere through to the HSC.. This will be a core focus for the initiatives planned for 2022. Additionally, identifying cultural experiences and connections that promote aspirational goals with learning will be an area for further development in 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
• 2% increase in number of students demonstrating intellectual engagement at the school (Tell Them From Me 2020)	Tell Them From Me has provided an insight into student achievement, well-being and engagement across the school year. In 2021, we aimed for a 2% increase in the number of students feeling a sense of intellectual engagement while at school. Our 2020 data revealed 29% of students felt interested and motivated at school, 52% believed they put effort into their work and 32% of students felt they were appropriately challenged in class. When compared to the 2021 data collection, 29% of students reported feeling interested and motivated at school, 52% of students felt they applied effort into their work, while 28% of students felt they were appropriately challenged in class. Overall, although the data has remained the same for two of the three aspects of intellectual engagement, there has been a slight decline in the percentage of students feeling appropriately challenged at school indicating that we, as a school, are yet to meet this progress

<ul style="list-style-type: none"> • 2% increase in number of students demonstrating intellectual engagement at the school (Tell Them From Me 2020) 	<p>measure. This will remain a target for 2022 as more work is required to lift students' demonstrating intellectual engagement at school. The Tell Them From Me survey presents a number of engagement barriers for our students who find it difficult to understand and complete.</p>
<ul style="list-style-type: none"> • 2% increase in the number of students who are interested and motivated in their learning (Tell Them From Me 2020) 	<p>There has been no change in the percentage of students who are interested and motivated in their learning from 2020 to 2021. Our data is at 29% overall for students who are interested and motivated at school both in 2020 and 2021. The breakdown reveals that in 2020, 26% of females felt this way while 32% of males felt this which for female students is in line with the NSW Govt Norm while for male students, our school is slightly higher. In 2021, 27% of female students felt interested and motivated and 31% of male students felt this way. On both occasions, our 2021 data is slightly higher than the NSW Govt Norm. This is affirming considering the extraordinary emotional and social challenges of more than 12 weeks of a hard lock-down in 2021. As a school we did not meet our anticipated progress measure goal and as such, this will remain a focus into 2022 as we continue to aim for more students feeling interested and motivated in their learning.</p>
<ul style="list-style-type: none"> • Increase in teacher collaboration from baseline data (Tell Them From Me 2020) 	<p>In 2020 a school mean of 6.7 was reported of teachers who expressed an overall level of collaboration at school. The mean for the NSW Govt Norm was 7.8. Of significant note was that teachers felt a strong sense of support around being able to discuss learning problems of particular students with other teachers which was reported at a mean of 7.8. Staff do feel, to some extent, various degrees of collaborative practice in the sub-elements which define teacher collaboration. As we embark on the 2022 SIP, teacher collaboration will remain an area of focus. We are unable to accurately comment on any improvement here as staff did not participate in Tell From Me in 2021 due to being in lockdown.</p>



Senior Award recipients recognised for Academic and Achievement awards

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$1,300,000.44</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at James Busby High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Learning connections and pathways to success • Evidence informed training and development • Embedding experiences and cultural connectedness to strengthen partnerships with our Aboriginal and Torres Strait Islander students, parents, carers and community <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement literacy and numeracy programs to support identified students with additional needs • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support High Potential and Gifted Education program implementation. • staff release to increase community engagement <p>The allocation of this funding has resulted in:</p> <p>The school's ability to cater to individual students' needs through targeted support is largely developed through extensive additional staffing. This way we are better placed to address complex learning and wellbeing needs, significant support for literacy and numeracy gaps, additional staffing and targeted programs and resources to better address the diverse and very complex daily needs of all students as well as providing PL about best practice, high impact teaching strategies identified during the situational analysis and External Validation (EV) processes. This funding also provided financial support to socio-economically disadvantaged families to allow them to access education on the same basis as their more fortunate peers. Additional funding and staffing was allocated to our Aboriginal and Torres Strait Islander Coordinator position to develop complementary cultural experiences that positively impact connectedness and promote deeper engagement with learning as well as targeted literacy resources for our Special Education Unit to ensure all students in our school receive equitable access to educational resources.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To continue to utilise this funding source in much the same way. We will continue to harness the growing expertise of our staff along with the continued engagement of the literacy and numeracy coordinators to support our trajectory towards achieving targets. Data shows that achievement rates for students in this equity cohort has not been consistent and that the disruptions to learning in 2021 that have occurred hindered student outcomes. Next year, the school will diversify the roles of team members further and seek to source additional staff to assist all students with their learning. An evaluation of spending showed an underspend of \$247, 964 across all socio-economic background allocated funds. This was largely due to the impact of COVID and difficulties securing staff to employ within the learning support faculty. The uptake of the COVID Intensive Learning Support Program across our state system resulted in the loss of staff and an inability to secure replacements.</p>
<p>Aboriginal background</p> <p>\$35,751.68</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at James Busby High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader</p>

<p>Aboriginal background</p> <p>\$35,751.68</p>	<p>student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Embedding experiences and cultural connectedness to strengthen partnerships with our Aboriginal and Torres Strait Islander students, parents, carers and community <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist learning support staff to support Aboriginal students • appointment of an Aboriginal Education Coordinator within the school to mentor and support Aboriginal and Torres Strait Islander students and their families in order to enhance connection to culture and improve engagement. • establish Literacy and Numeracy Hub for Year 7, 8 & 9 Aboriginal students (mainstream and IM) targeting specific literacy and numeracy needs identified via data analysis and PLPs. • National Rugby League mentoring program for Years 10, 11 and 12 (mainstream and Special Education). • Year 12 students participated in Love Bites delivered by KARI educating them about healthy relationships. • Aboriginal and Torres Strait Islander students participated in an Aboriginal Community Liaison Officer workshop to develop a JBHS Acknowledgement of Country. • establishment of an Aboriginal and Torres Strait Islander Pastoral Care Group to mentor and support emotional well-being and cultural activities. • developed leadership capacity of Aboriginal and Torres Strait Islander students through their participation in extra-curricular programs. <p>The allocation of this funding has resulted in:</p> <p>The allocation of this funding has resulted in all Aboriginal students having developed collaborative Personalised Learning Pathways (PLPs) which were created in consultation with students, parents/carers, the Aboriginal Community Liaison Officer (as needed) and teachers. Tell Them From Me data indicated 47% of Aboriginal students feel like their culture is valued at school.</p> <p>Our Year 9 Aboriginal students have achieved at or above expected growth in NAPLAN in the areas of Reading, Spelling Grammar, and Punctuation and Numeracy, above that of the state and Statistically Similar School Groups (2021). Our Aboriginal students successfully achieve all National Minimum Standards in Years 10 and 12 with Year 11 achieving all or part and working towards achieving their National Minimum Standards.</p> <p>Our attendance data for our Aboriginal and Torres Strait Islander students is improving.</p> <p>Three of our Aboriginal and Torres Strait Islander students were recipients of KARI awards: All Rounder Initiative Award, Citizenship and Community Award.</p> <p>One of our Aboriginal and Torres Strait Islander students was successful in being selected in a junior National Rugby League team.</p> <p>Four Aboriginal and Torres Strait Islander students were successfully mentored through to the HSC.</p> <p>Two Aboriginal and Torres Strait Islander students are running for school captain.</p> <p>Aboriginal and Torres Strait Islander students are strong members of the Well-being Ambassador Program.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To engage a literacy and numeracy focused position to deliver differentiated and personalised support to Aboriginal and Torres Strait Islander students to re-connect with universities and other external programs that support aspirational goal setting for post-school options.</p>
<p>English language proficiency</p> <p>\$229,357.75</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at James Busby High School.</p>

<p>English language proficiency</p> <p>\$229,357.75</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional English as an additional language/dialect (EAL/D) support in the classroom and as part of differentiation initiatives • additional teacher time to provide targeted support for English as an additional language/dialect (EAL/D) students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support • establish a core practice for supporting students learning English as an additional language/dialect (EAL/D) • provide English as an additional language/dialect (EAL/D) Progression levelling PL to staff • engagement of an English as an additional language/dialect (EAL/D) specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in:</p> <p>At James Busby High School approximately 79.1% of students have a non-English speaking background. According to the English as an additional language or dialect (EAL/D) annual survey based on language proficiency, 28 students were identified as Emerging, 219 students as Developing level and 226 students are at Consolidating level. 6 of these students are international students who frequently seek EAL/D teacher support. 24 are refugee students who have experienced trauma and had disrupted education up to 5 years. A small number of these refugee students have not had primary school education.</p> <p>The EAL/D students received targeted support from the learning and support team, through in-class assistance as well mentoring from our EAL/D teachers. These students' needs are met through a differentiated curriculum, participation in the school's Literacy and Numeracy programs, Re-engagement classes, special provisions and Peer-Tutor reading programs as well as during recess and lunch time on a daily basis in our allocated computer room. EAL/D students with high needs are also provided with well-being support and extra-curricular activities, as well 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 the community.</p> <p>Modified work was sent home as a package during the COVID -19 lock-down as well as, telephone support to unpack their learning was given to students daily. Online support to assist students with their studies from all Key learning Areas (KLAs) was provided with Learning and Support Teachers and the EAL/D teachers attending Zoom lessons with students and also hosting small online Zoom tutorials.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To review each students' Personalised Learning and Support Plan (PLSP) and work on creating a support program which best meets their changing needs. All school support programs will continue to operate in addition to this. To capitalise on teacher confidence and their capacity to design integrated units that reflect the needs of English as an additional language/dialect (EAL/D) learners, the identified next step is to transfer this practice across all Key Learning Areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for students at James Busby High School in mainstream classes who have a</p>

disability or additional learning and support needs requiring an adjustment to their learning.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Other funded activities

Overview of activities partially or fully funded with this equity loading include:

- Students with a disability in the mainstream setting are identified, data is analysed and students are assessed to identify areas for support and eligibility for disability provisions for assessment tasks
- Personalised Learning and Support Plans (PLSPs) are developed for students identified as having additional needs and requiring additional support. They are allocated a Learning and Support Teacher (LaST) to act in a case management role and liaise with parent/carers and teachers regarding the goals, needs and strategies of support for their student.
- Students are supported by LaSTs and School Learning and Support Officers (SLSOs) in class and when withdrawn for individual or small group explicit and intensive support.
- Disability provisions eligibility is reviewed and updated bi-annually as a result of assessment and feedback from external stakeholders. Learning Support Teacher coordinate and administer disability provisions for these students.
- Students from years 7 and 8 are withdrawn to complete their English coursework in small groups in consultation with their Parent/Carer. Students were supported by a trained English key learning area Learning and Support Teacher (LaST) and Student Learning and Support Officer (SLSO) and the work was adjusted to meet their needs. Students returned to class upon the completion of their unit of work and in-class support was provided.
- Four Student Learning and Support Officer (SLSOs) were employed on a casual basis to support students in class, when withdrawn and when working in our learning hub at recess and lunch.
- Group workshops were delivered to students to address their well-being and learning needs. These workshops covered topics such as study skills, cyber safety, digital citizenship and positive relationships.
- Learning and Support Officer (SLSOs) assisted in the running of lunch clubs for students.
- During learning from home, Learning and Support Teachers (LaSTs) continued to provide support to our students via Zoom and over the phone. Eligible students were provided with disability provisions during this time also. Staff also joined daily Zoom drop-in COVID Intensive Learning Support (CILS) sessions to assist in supporting our students.
- Learning and Support Teachers (LaSTs) provided ongoing professional learning and support to KLA staff in adjusting programs, units of work and assessment tasks.
- development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students

The allocation of this funding has resulted in:

- * the ability to cater to individual students' needs through targeted support
- * increased engagement in class, completion of class work, submission of assessment tasks and confidence to engage with their learning

*Within the large and diverse Special Education Unit:

All students in the Special Education Support Unit have been accounted for through Nationally Consistent Collection of Data (NCCD) data. All one hundred and nine students across ten Special Education classes Autism (AU)/ Intellectually Mild and Moderate (IO or IM) continued to receive provisions and support as a result of collated data. Fourteen teachers taught classes within the Special Education Support Unit across all Key Learning Areas (KLAs) through engagement with the Life Skills Curriculum. Students were supported to develop life skills through community access programs and school to work transition programs, whilst professional learning supported staff to build their own and others capacity in areas of Behaviour Support, Learning Intentions Success Criteria (LISC), Autism and other disabilities, mental health and Trauma Informed Practice, relevant to

<p>Low level adjustment for disability</p> <p>\$508,139.61</p>	<p>the results based on Nationally Consistent Collection of Data (NCCD) contextual data and individual needs of students. For students in Special Education classes', well-being and leadership was encouraged through continued involvement in the Well-being Ambassador Program, a successful application for a Kari Scholarship and, Special Education Assemblies held on a weekly basis. The second Head Teacher position in the Special Education Support Unit was retained.</p> <p>The school appointed a Deputy Principal Support to manage a large support unit. Planning for a bespoke class for students with Autism Spectrum Disorder as a primary diagnosis was planned for 2022. Resources were distributed to classrooms for student use. New literacy resources including Fitzroy Readers, Aboriginal texts and new reading boxes were purchased. A reading Hub was established, prior to COVID restrictions. This was changed to Ready to Read Program to accommodate cohort restrictions and integrated into Special Education Faculty Programs three times a day. Desktop computers were installed in IO classrooms for student use. Additional laptops were also purchased. New work stations were established in classrooms to assist Student Learning and Support Officer (SLSO) staff with record keeping, conferencing and assessment feedback. Additional funding and support from the Assistant Principal Learning and Support (APLaS) was utilised to develop an understanding of the escalation cycle, trauma-informed practice and individualised support. Students continued to receive a high level of individualised transition support. Funding for individual students was used to hire additional SLSOs for student observation and assistance both in classes and in playground areas.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To reorganise the way in which the learning support faculty deliver their services to students and to establish a stronger focus on core literacy and numeracy skills identified through both internal and external data sources. In this way, progress will be made in all facets of supporting the learning and well-being of students with complex needs through the review, implementation and maintenance of the wide scope of existing programs and initiatives.</p>
<p>Flexible Funding for Wellbeing Services</p> <p>\$28,752.00</p>	<p>The flexible funding for wellbeing services allocation is provided to support student wellbeing at James Busby High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • release Head Teacher Wellbeing from face-to-face teaching • provide ongoing individualised wellbeing support to identified students • Working with outside agencies to deliver wellbeing programs • coordinate and manage the delivery of targeted workshops to students in years 7-12 • employment of Student Support Officer (SSO) to support vulnerable students • employment of Student Support Officer (SSO) to support the Learning Support Team in the implementation of engagement programs and the evaluation of school based data <p>The allocation of this funding has resulted in:</p> <p>An increase in student engagement and increased rates of attendance in the targeted group.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The continuation of support services to students, families and members of the community in order to ensure that students connect, succeed and thrive.</p>
<p>COVID ILSP</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by</p>

<p>\$504,449.00</p>	<p>the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of 6 part-time teachers to deliver small group tuition to students identified through school and student data as requiring additional support. • providing targeted, explicit instruction for student groups in literacy/numeracy areas of focused identified as common to all students in the group. • develop resources and programs of support to address the identified needs of these students. • run daily Zoom drop-in sessions for students when students were learning from home. • identify outcomes and indicators for groups to work on and update student progression add data and strategies to the personalised learning and support plans (PSLPs). <p>The allocation of this funding has resulted in:</p> <p>COVID (Intensive Learning Support Program (ILSP) resulted in the majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p>Increased spelling age in 7 of 11 year 7 students working on the area of spelling.</p> <p>Increase in the reading rate (words per minute) from 79 to 91 for year 7 students focusing on the area of reading.</p> <p>Increase in comprehension accuracy from 67% to 72% for year 7 students focusing on comprehension.</p> <p>Increased in grammar, punctuation and structure of responses in 50% of year 7 students focusing on the area of writing.</p> <p>All year 8 students focusing on the area of spelling improved their spelling age.</p> <p>The average accuracy percentage in the year 8 comprehension group increased from 62% to 70%.</p> <p>The reading rate (words per minute) of the year 8 group increased from 83 to 102.</p> <p>Reading accuracy in year 8 increased from 97% to 99%.</p> <p>Increased spelling age in 88% of year 9 students working on spelling.</p> <p>63% of year 9 students in the reading group improved their reading rate in words per minute.</p> <p>78% of year 9 students improved their reading accuracy.</p> <p>50% of year 10 students improved their spelling raw score and spelling age.</p> <p>In the focus area of comprehension, 50% of year 10 students improved their accuracy.</p> <p>50% of year 10 students improved their reading rate.</p> <p>All year 10 students maintained or improved their reading accuracy percentage.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority. There was an underspend of \$67,500 due to an inability to secure staff to deliver our planned intensive learning support.</p>
<p>Integration funding support</p> <p>\$101,505.00</p>	<p>Integration funding support (IFS) allocations support eligible students at James Busby High School in mainstream classes who require moderate to high levels of adjustment.</p>

Integration funding support

\$101,505.00

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Learning connections and pathways to success

Overview of activities partially or fully funded with this targeted funding include:

- employ a full-time Student Learning Support Officer (SLSO) and additional casual SLSOs to work with our students with additional needs in the classroom and when withdrawn in small groups for explicit instruction
- intensive learning and behaviour support for funded students
- staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) and Out Of Home Care Plans.
- employment of staff to provide additional support for students who have high-level learning needs
- support students participate in group workshops

The allocation of this funding has resulted in:

Students demonstrating progress towards their personalised learning goals. All Personalised Learning Support Plans (PLSPs) were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.

After evaluation, the next steps to support our students with this funding will be:

To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. To continue to fund and timetable Year 8 literacy and numeracy classes, purchase Literacypro, Mathspace and identified technology needs, and employ skilled staff to deliver programs that focus on the identified needs and potential in students. The use of integration funding will be adjusted throughout the year in response to student Personalised Learning Support Plans (PLSPs) reviews to ensure funding is used to specifically address each student's support needs.



MTC graduates and award recipients

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	395	387	384	367
Girls	299	295	287	273

Student attendance profile

School				
Year	2018	2019	2020	2021
7	91.7	88.7	91.5	89.6
8	89	86.5	88.2	86.8
9	90.4	85.2	89.9	81.6
10	83.3	79.3	87.2	78.8
11	85	82.8	88.5	81
12	88.3	82.3	87.8	81
All Years	87.9	83.9	88.8	83
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	N/A	N/A	13
Employment	N/A	N/A	22
TAFE entry	N/A	N/A	12
University Entry	N/A	N/A	15
Other	N/A	N/A	0
Unknown	N/A	N/A	38

Year 12 students undertaking vocational or trade training

39.29% of Year 12 students at James Busby High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

88% of all Year 12 students at James Busby High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.



Senior Hospitality students catering event

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	44.5
Learning and Support Teacher(s)	3.2
Teacher Librarian	1
Teacher ESL	1.6
School Counsellor	3
School Administration and Support Staff	18.88
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

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 some structured and accredited courses also delivered at the school for all teachers maintaining 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 growth and 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 practice, Positive Behaviour for Learning, the Well-being Framework, student engagement, curriculum and syllabus requirements and, the Quality Teaching Framework were just some of the areas of professional development.



Athletics carnival staff participation

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,510,434
Revenue	12,416,741
Appropriation	12,308,682
Sale of Goods and Services	36,039
Grants and contributions	54,521
Investment income	323
Other revenue	17,175
Expenses	-12,474,775
Employee related	-11,573,498
Operating expenses	-901,277
Surplus / deficit for the year	-58,034
Closing Balance	1,452,400

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.



Construction students working on school grounds

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	101,505
Equity Total	2,073,249
Equity - Aboriginal	35,752
Equity - Socio-economic	1,300,000
Equity - Language	229,358
Equity - Disability	508,140
Base Total	8,654,223
Base - Per Capita	188,309
Base - Location	0
Base - Other	8,465,914
Other Total	755,617
Grand Total	11,584,594

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 to access the school data.

Students at James Busby High School made incremental progress in their NAPLAN results this year in various areas. Their overall progress was hindered by COVID and the impact of the learning from home and a lack of face to face teaching.

The school's Literacy and Numeracy initiatives are led by two co-ordinators in each of the areas, who are supported by team members from each KLA. The co-ordinators and team members design Pastoral Care lessons that target specific literacy and numeracy skills. Year 8 students also have Literacy and Numeracy timetabled classes that are tailored to their needs. The co-ordinators lead various whole-school initiatives that include engaging students in creative and non-linear ways, providing them with resources to broaden their skills and depth of knowledge and understanding, developing staff capacity by working in collaboration with others and sharing expertise, as well as observing best practice.

Our Learning and Support faculty continued to support students literacy and numeracy needs both at school and throughout the learning from home period with individualised assistance that enabled them to engage with their studies, assessment tasks as well as develop their skills. Parent surveys demonstrated that community satisfaction in this area was high.

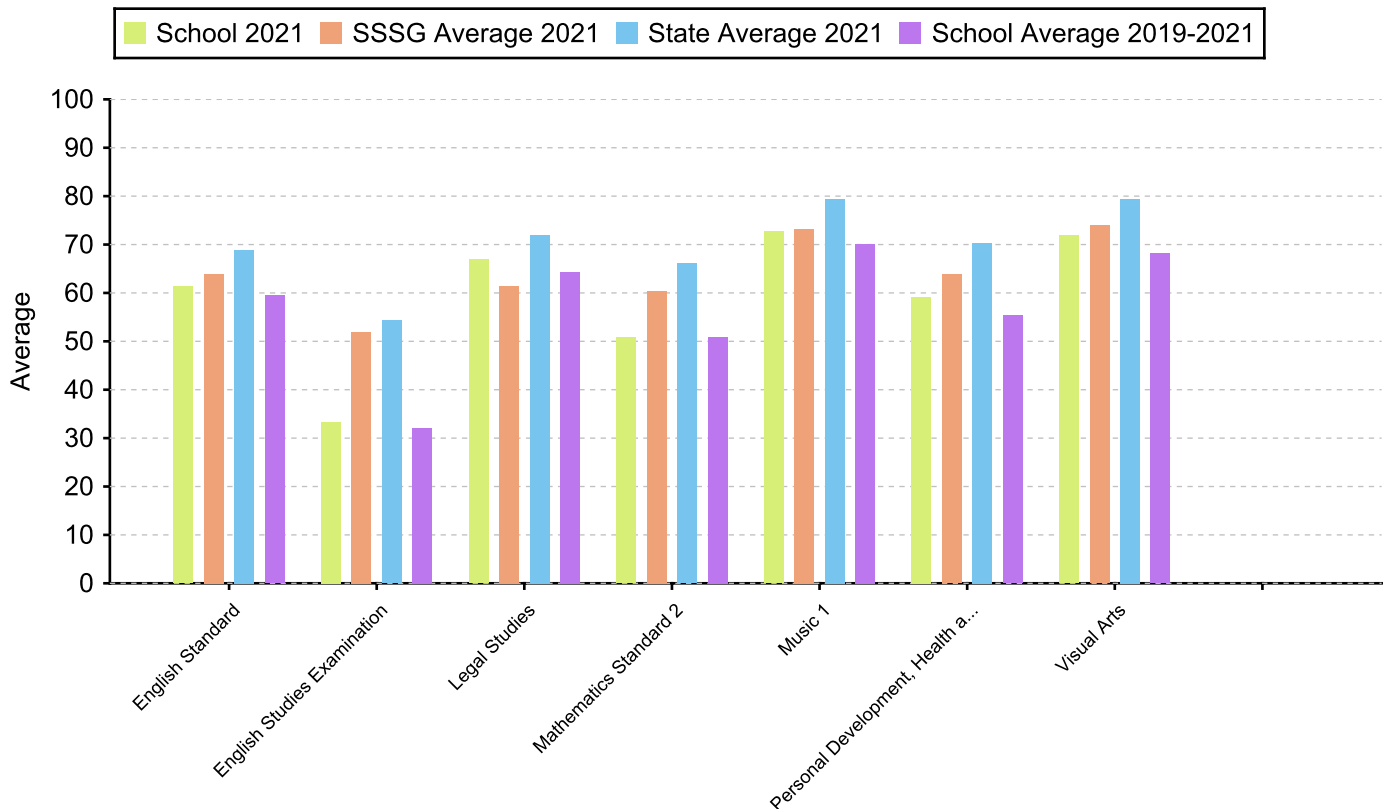
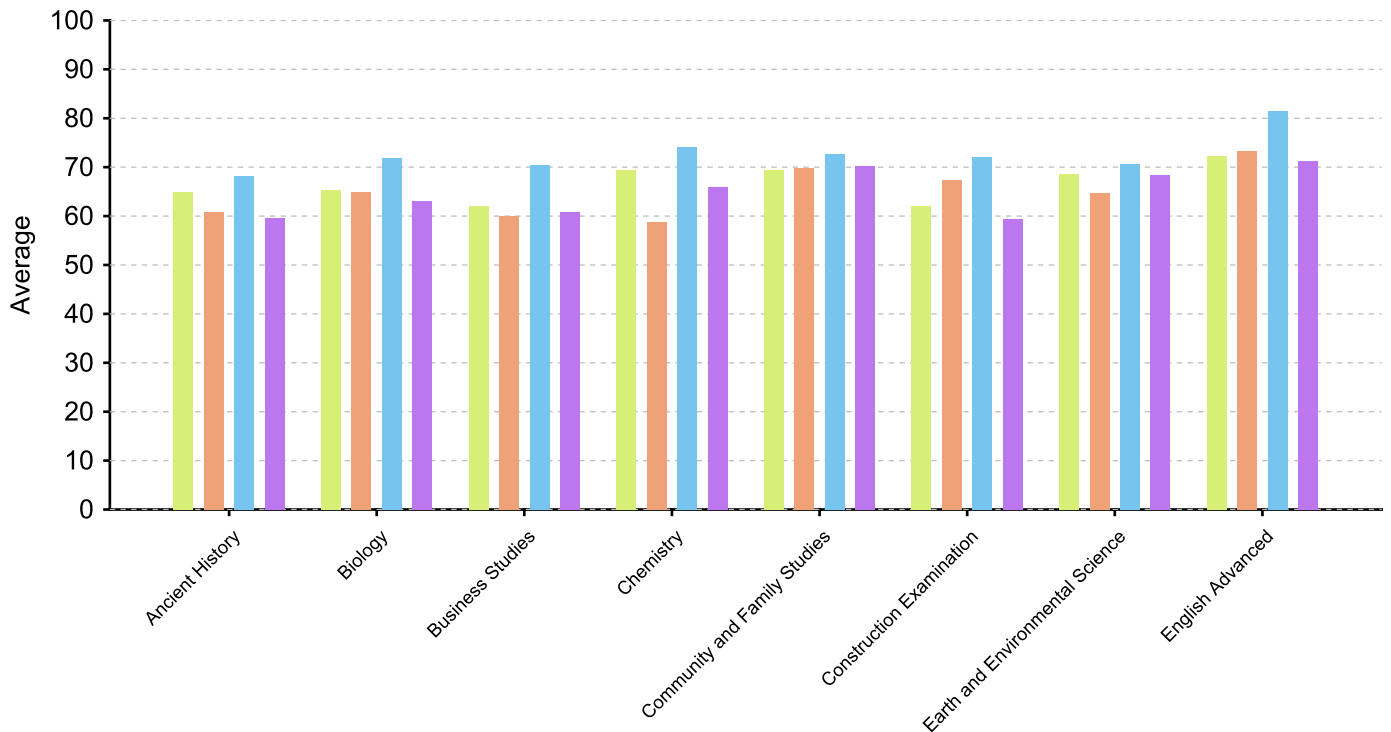


Dylan Kao award recipient

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 2021	SSSG	State	School Average 2019-2021
Ancient History	64.9	60.8	68.1	59.5
Biology	65.4	64.9	71.9	63.2
Business Studies	62.1	60.0	70.4	60.8
Chemistry	69.5	58.8	74.1	66.0
Community and Family Studies	69.4	69.8	72.7	70.2
Construction Examination	62.1	67.3	72.2	59.3
Earth and Environmental Science	68.5	64.8	70.6	68.5
English Advanced	72.3	73.4	81.4	71.3
English Standard	61.3	63.9	68.8	59.5
English Studies Examination	33.3	52.0	54.3	32.1
Legal Studies	66.9	61.4	72.0	64.3
Mathematics Standard 2	50.8	60.4	66.1	50.9
Music 1	72.7	73.2	79.4	70.2
Personal Development, Health and Physical Education	59.1	63.8	70.3	55.4
Visual Arts	71.9	73.9	79.4	68.2

The school employs a Head Teacher Secondary Studies to ensure that NESA requirements are met across all stages and that senior students are provided with ongoing support throughout their preliminary and final year of study. The students are supported by our Careers Adviser, Transition Co-ordinator and Head Teacher Careers (EPPP). Our Head Teacher Secondary Studies works in collaboration with the Learning and Support faculty to assess students and assist in National Minimum Standards testing to ensure that they are successfully supported in order to succeed in their endeavour to achieve their HSC. Assessment schedules as well as student support is provided by an extensive support network that includes counsellors, Head Teacher Welfare, Deputy Principals, Year Advisers, along with classroom teachers and their broader community at James Busby High School.



Sarah Al Maaz award recipient

Parent/caregiver, student, teacher satisfaction

The Head Teacher Community Engagement liaises with our school community to ensure parents and carers are well informed and that they have a voice in our school.. This Head Teacher also sources and implements different programs for students to engage with to enhance their connections at school and works with our student leaders to organise and participate in different activities such as fundraisers, student wellbeing activities, Harmony Day, R U OK Day and fundraising for the Westmead Children's Hospital where our students donate new toys that are given to children in need. Our student leaders, supported by the Head Teacher Community Engagement work hard to voice the opinions of those who go unheard and try to push through the ideas to make the school more beneficial and inclusive 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.

Parents and carers were surveyed during the learning from home phase and provided the school with vital feedback regarding the support they received from the school. Our community indicated (68%) that they had no issues accessing work on Google Classroom with 67% happy with the amount of work provided online. 78% of parents and carers were satisfied with the way that the school provided updates on operations on its social media platforms via our school's website, Skoolbag app, email, Facebook, Instagram, individual phone calls as well as other forms of communication. The school demonstrated its commitment to supporting its students and their wellbeing throughout the learning from home phase, despite the interruption to face-to-face teaching, with 79% of parents and carers conferring that the school was able to provide ongoing learning and wellbeing support to its students through the different phases.



Harmony Week activities with student leadership group (Wellbeing Ambassadors and Prefects)

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.

Aboriginal Education - School statement

At James Busby High School we are committed to Aboriginal education that involves lifelong and continuous learning, through:

1. Delivery of quality education to Aboriginal students in our schools and post-schooling opportunities
2. Education about Aboriginal Australia for all students
3. Mandatory Aboriginal cultural education through professional learning and career development experiences for all staff
4. Identifying and engaging the NSW AECG and Aboriginal communities as partners in Aboriginal education.

Anti-Racism Policy

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

Anti-Racism - School statement

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

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

Multicultural and anti-racism education - School Statement

The school is committed to providing an inclusive curriculum and providing a safe and harmonious environment where all students are known, valued and cared for through various extra-curricular, welfare and whole-school initiatives. Pastoral Care lessons, along with wellbeing programs, as well as pedagogical practice ensures that our diverse community needs are addressed and that students, staff and parents and carers work in collaboration to create a cohesive community.

Other School Programs (optional)

The school runs a variety of programs to meet student needs. One of the most significant programs within the school is the Wellbeing Ambassador program with student representatives from Years 7 to 12. The participants of the program undergo rigorous training that addressing wellbeing, anti-bullying, mentoring and community work. Students work together in collaboration with their community to address emerging needs. Year 10 and 11 students along with selected Year 9 students successfully took part in Calibrate Teen-life coaching learning valuable life and problem-solving skills. Our Wellbeing Ambassadors have had an enormous impact in our school leading to a cultural shift and are an embodiment of our school's values of Respect, Academic Excellence, Equality and Safety.

The school also runs programs in collaboration with the Police Local Area Command, cyber safety, bullying, boys and girls education programs, work experience/work ready/TAFE/White Card/EPPP initiatives to support transition to work and future careers, After-School Study Centre to support assessment, homework and classwork, extra-curricula dance (mainstream and special education), an array of sporting opportunities, cultural experiences for Aboriginal and Torres Strait Islander students, wellbeing programs and master classes to support academic excellence.



Volleyball match