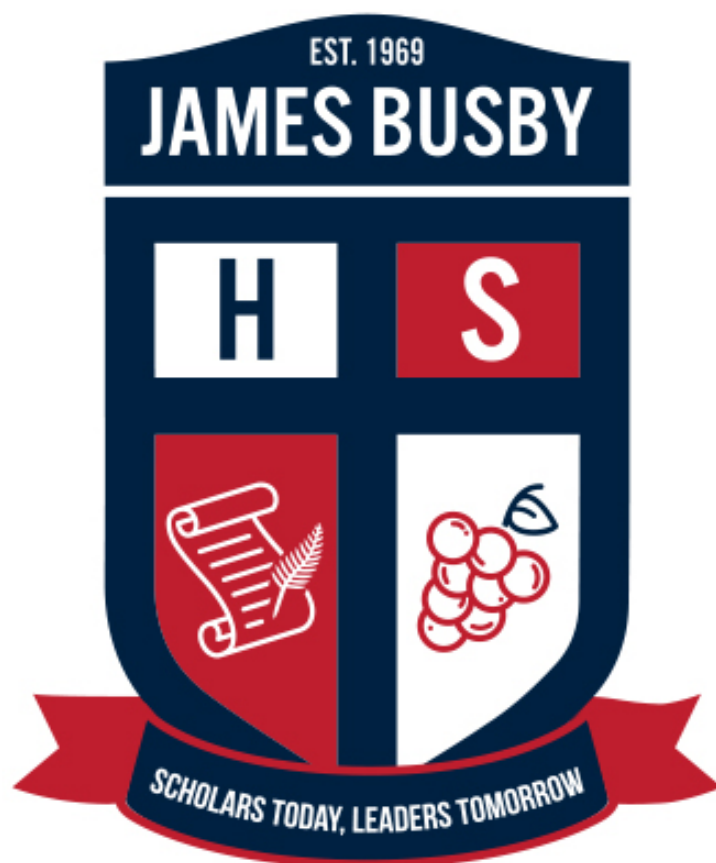


# 2022 Annual Report

## James Busby High School



8460

# Introduction

The Annual Report for 2022 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.

## School contact details

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James Busby High School  
Brolga Cresc  
Green Valley, 2168  
<https://jamesbusby-h.schools.nsw.gov.au>  
[jamesbusby-h.school@det.nsw.edu.au](mailto:jamesbusby-h.school@det.nsw.edu.au)  
9607 7766

## Message from the principal

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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 teaching, 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 a culture of continuous improvement. We believe that data should influence planning and inform teaching and learning. Professional learning is an essential component of developing our staff. We endeavour 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 and expertise of our staff. We expect all our staff to lead what they own.

As a result, our school has developed a strong focus on key strategies that will positively impact core business. Data-informed teaching and learning, wellbeing, trauma-informed practice, positive behaviour for learning, literacy and numeracy improvement, student voice and leadership are our key strategic areas. 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



## 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. 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.

Our self-assessment 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>

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
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 aligned to SD 1
- Learning connections and pathways to success aligned to SD 2
- Embedding experiences and cultural connectedness to strengthen partnerships with our Aboriginal and Torres Strait Islander students, parents, carers and community: aligned to SD 1

### Resources allocated to this strategic direction

**Professional learning:** \$29,458.89

**Student support officer (SSO):** \$18,000.00

**Socio-economic background:** \$139,367.58

**Aboriginal background:** \$2,750.00

### Summary of progress

2022 was a challenging year for the school where we worked hard to deal effectively with staff shortages and the residual impacts of COVID. This was particularly the case during the first semester. Upon reflection, what became evident, was that targeted student support with literacy and numeracy was integral to individual progress for a high proportion of our students. This focus had been lost to the re-directing of Learning and Support Teachers (LaSTs) to provide cover for the increase in staff absences, unfilled vacancies and in an increasing inability to secure casual and temporary staff. This was an area that continued to suffer considerably coming out of the inherent difficulties of the years impacted by COVID. By semester two we were in a better position to re-establish our strong approach to supporting the literacy and numeracy needs of our students. Reading programs and strategies, in support of improving our NAPLAN Reading Top Two Bands target were rolled out through year 8 literacy lessons using literacy pro, learning support staff supported this work by using literacy reading boxes and created targeted literacy groups. The English faculty continued to focus on reading comprehension and the core teaching skills across years 7-10 needed to gain longer term improvements and the Special Education faculty also implemented a targeted reading program across the whole unit called Ready to Read that had a strong focus on Aboriginal texts. The improvement of NAPLAN Top Two Bands Numeracy were similarly supported through the year 8 numeracy classes, the creation of targeted numeracy groups, including a higher performing group and the Inquisitive Minds program that targeted problem solving. Inquisitive Minds was run internally, as well as with other schools. The Science faculty also actioned a strong focus on literacy and numeracy as evident in their VALID results. We continue to build capacity to provide specialised literacy and numeracy support to students across all stages to ensure that students make growth in this area and attain the HSC.

A highlight in 2022 was the positive progress made in the HPGE area. We will continue to build on this, ensuring that the academic domains are developed further as the social emotional, leadership and creative domains continue to flourish. Building staff capacity within the explicit delivery of skills-based teaching strategies that target growth in literacy and numeracy outcomes are key to school improvement. The collective efficacy of all our staff around actioning feedback to revise teaching strategies to reflect a strong alignment to the teaching of core literacy and numeracy skills and the enhanced performance of our existing teams is vital to the success and implementation of ALARM/TEEL, HPGE and

### **Evidence informed training and development**

In 2022 our school focused on developing our teams and building their capacity. The High Potential and Gifted Education (HPGE) team was re-established with new team members. Co-ordinators successfully completed GERRIC training through UNSW and then shared their knowledge with their team members. Staff as well as team members revisited the HPGE policy as well as exploring each of the domains. Faculties then conducted their own assessment of HPGE activities that they run as well as coming up with innovative and engaging HPGE activities they could embed to increase student engagement whilst improving student outcomes. Our co-ordinators ensured that staff were informed of upcoming HPGE initiatives, professional learning opportunities as well as collaborative adventures.

To strengthen our literacy and numeracy strategies and programs, the Literacy and Numeracy co-ordinators worked with different faculties across the school to develop staff capacity and broaden their depth of knowledge, especially around delivering core skills within our NAPLAN Top Two Bands Reading and Numeracy targets. This professional learning collaboration led to data analysis that resulted in the identification of how to best use subject specific content to deliver core literacy and numeracy skills across all stages. For example, years 7-10 focused on improving reading comprehension, spelling, writing, punctuation and grammar skills with the aim to see better constructed responses to increasingly complex questions that showed sound analysis of the content needed.. The use of TEEL (Topic sentence, Explanation, Evidence, Link) as a strategy to drive this focus is showing promise. Over time this will also support the re-introduction of ALARM (A Learning And responding Matrix) into stage 6 and contribute to improvement in HSC results. Greater planning time and ongoing professional development in the areas of reading, writing and numeracy will continue to be a focus for 2023.

All staff received ongoing training in establishing effective and explicit Learning Intentions and Success Criteria for each lesson (LISC), along with the development of explicit knowledge to support staff to contribute to the attainment of our targets. The knowledge team members gained was shared at faculty level and implemented in the classroom. Work samples demonstrated positive results, showing that the implementation of LISC improved student engagement as well as student outcomes, leading to more effective pedagogy.

### **Learning connections and pathways to success**

Our value-added 9-12 data indicated that the school was Excelling in this area. All students in Year 12 (non-exempt) successfully met National Minimum Standards in literacy and numeracy (2022). This was due to the targeted support that they received from learning and support teachers, as well as the analysis of data and collaboration between head teachers, classroom teachers, SLSOs and students to ensure that individualised support was provided. Our Head Teacher Secondary Studies provided students with ongoing support and guidance, along with executive staff to ensure that they were provided with a successful pathway to attaining the HSC. The after school study centre, Head Teacher Careers (EPP), Transition Co-ordinator, Careers Advisor, Deputy Principal and multiple staff worked to ensure that students were provided multiple pathways to further educational opportunities as well as post-educational pathways. Partnerships with universities continued to be strengthened giving our students on-campus experiences, scholarship opportunities as well as early entry offers. Extra-curricular programs, including leadership, creative, physical and social-emotional development of students ensured that students were provided with an opportunity to showcase their talents through programs such as Fast Forward, the Wellbeing Ambassador program, Boys and Girls Education, sporting competitions, School Spectacular, dancing competitions, art competitions, as well as writing and public speaking competitions. Faculties, such as the English/LOTE faculty showcased student work and ensured that assessment tasks enabled students to demonstrate their creative thinking in their representations, leading to high submission rates as well as engagement rates.

### **Embedding experiences and cultural connectedness to strengthen partnerships with our Aboriginal and Torres Strait Islander students, parents, carers and community**

The school strengthened partnerships with our Aboriginal and Torres Strait Islander students, parents, carers and community through its ongoing commitment to and development of students across the school. This was done by providing leadership opportunities for Aboriginal and Torres Strait Islander students through our HPGE programs where students were able to mentor other indigenous students. Our Aboriginal and Torres Strait Islander students led our school assemblies and events, providing acknowledgement of country, inspirational talks to the school community and served as role models to others. They mediated conflict, conducted interviews with students, inspired others and modelled the school's values. Our leaders were proud of their cultural heritage and inspired others with their stories leading to a growth in the development of other indigenous leaders across the school whilst increasing their profile at the same time. Students participated in and represented the school in dance, leadership, art, sport and community events. This will continue to be a focus for 2023 where we will endeavour to employ additional staff to mentor and support Aboriginal and Torres Strait Islander students in order to provide greater cultural connectedness.

## 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"> <li>• Increase the percentage of students achieving expected growth in Reading</li> </ul>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However Check-in data as well as internal literacy assessments indicates ongoing focus is required in building students' skill development with a particular focus on comprehension at Stage 4.</p>
<ul style="list-style-type: none"> <li>• Increase the percentage of students achieving expected growth in Numeracy</li> </ul>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However Check-in data as well as PLAN2 indicates ongoing focus is required in developing students confidence and skills in numeracy.</p>
<ul style="list-style-type: none"> <li>• 5% increase in the number of students achieving the top two bands in Numeracy in NAPLAN</li> </ul>	<p>Whilst our students continue to achieve results in the top two bands in Numeracy in NAPLAN we are yet to reach our intended target. We will continue to strive towards our goal through specific HPGE initiatives to develop students skills, engagement and potential in Numeracy. From a baseline of 6.3% we have experienced a decrease of 3.8% in 2022 where only 2.5% of students achieved in the top 2 NAPLAN bands in numeracy.</p>
<ul style="list-style-type: none"> <li>• 7% increase in the number of students achieving the top two bands in Reading in NAPLAN</li> </ul>	<p>Our student results in the top two bands in Reading in NAPLAN indicated that we are yet to reach this target. As a school we will have a planned approach to work collectively to improve student results in this area by providing them with targeted support and enrichment opportunities. From a baseline of 5.4% we have experienced a decrease of 1.9% in 2022 where only 3.5% of students achieved in the top 2 NAPLAN bands in reading.</p>
<ul style="list-style-type: none"> <li>• 5.5% increase in the number of students achieving the top three bands in the HSC</li> </ul>	<p>From a baseline of 31.0% of students achieving in the top 3 HSC bands we have experienced a decrease of 11.5% in 2022 where only 19.5% of students achieved in the top 3 HSC bands. Value-add data (2021) indicated that the school was Excelling (SEF) from Years 9-12 from NAPLAN to HSC comparative data.</p>
<ul style="list-style-type: none"> <li>• Proportionally contribute to the Liverpool Network target of increasing the proportion of Aboriginal students who attain an HSC whilst maintaining their cultural identity by at least 50%</li> </ul>	<p>There were 8 Aboriginal students enrolled in Year 9 2019. Of this number, 6 remained engaged at school to successfully complete their HSC in 2022 thereby contributing to the Liverpool Network target by increasing the proportion of Aboriginal students who attain a HSC whilst maintaining their cultural identity. All Aboriginal Year 12 students achieved their National Minimum Standards (NMS non-exempt) and were successful in completing and graduating school.</p>
<ul style="list-style-type: none"> <li>• Increase in number of students demonstrating intellectual engagement at the school from baseline data (Tell Them From Me 2020)</li> </ul>	<p>Our Tell Them From Me survey data indicates that our students' intellectual engagement has not changed since 2020. Survey results demonstrate that further inquiry in this area needs to occur in order to ensure greater student engagement.</p>
<ul style="list-style-type: none"> <li>• Increase in number of staff indicating satisfaction with professional learning building their capacity</li> </ul>	<p>Staff indicated that they were satisfied with training that they received targeting specific literacy and numeracy skills such as the Numeracy and Literacy initiatives, as well as ALARM training. All staff who participated in the training indicated that they had gained valuable insight and skills and would like further training and development.</p>



Education Week - Students versus Teachers  
Maximus Miller versus Ms Diep

## 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 aligned to SD 2
- Learning connections and pathways to success aligned to SD 2
- Embedding experiences and cultural connectedness to strengthen partnerships with our Aboriginal and Torres Strait Islander students, parents, carers and community aligned to SD 3

### Resources allocated to this strategic direction

**Professional learning:** \$26,218.64

**Socio-economic background:** \$206,618.62

**Aboriginal background:** \$1,500.00

### Summary of progress

The school has continued to empower its students, staff, parents and carers by building meaningful connections through our extensive wellbeing programs and initiatives. Trauma informed practice, positive behaviour for learning, student voice and leadership development have ensured that we continue to develop in this area. We have provided students with extensive extra-curricular programs to build their capacity at all levels so that they can succeed in life. The school will ensure that staff capacity is developed through ongoing professional learning in 2023 as this was limited in 2022 due to ongoing staffing issues. Collaboration with students, staff and parents and carers led to success stories and celebrations of student and staff achievement.

### Evidence informed training and development

Staff received ongoing training and development in areas of student and staff wellbeing specifically focussing on trauma-informed practice, positive behaviour for learning and various educational resources founded in effective research to improve educational outcomes and engagement for diverse learners; this occurred throughout the year. It was identified as an ongoing area of need and will continue to be an area of focus in the following years as new staff become part of our school, along with the increasing wellbeing demands of students in the current climate.

### Learning connections and pathways to success

At James Busby High School we provide our students with ongoing extra-curricular opportunities that harness their talents helping them to grow and develop as individuals. Various programs and partnerships with external agencies, universities and training providers ensure that our students individual strengths and potential is harnessed to ensure that they are provided with pathways to success beyond school. This is done in partnership with our Head Teacher Careers, Transition Co-ordinator, Head Teacher Welfare and Wellbeing, Head Teacher Secondary Studies, Deputy Principals, Careers Advisor as well as Year Advisors, our Student Support Officer and various other team members. Students took part in leadership development through our Wellbeing Ambassador program, taking part in teen-life coaching with Calibrate, along with leadership development as school captains and prefects as an extension of this program. Workplace training and development, along with intensive and immersive experiences for Year 10 through partnership



with TAFE and various external providers was also provided through co-ordination with our Head Teacher Careers, Deputy Principal and Year Advisors.

### **Embedding experiences and cultural connectedness to strengthen partnerships with our Aboriginal and Torres Strait Island students, parents, carers and community**

Our Aboriginal and Torres Strait Islander students were provided with leadership opportunities, extra-curricular programs and ongoing mentoring and support to broaden their connection to the community whilst creating greater opportunities for them to reach and surpass their potential. Partnerships with external agencies, parents, carers and community members ensured that connections were created to forge stronger partnerships. Student voice was integral to the success of the school's programs and future directions, creating successful leaders and future leaders, inspiring the community and younger Aboriginal and Torres Strait Islander students.

### **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"><li>• Increase the proportion of students who have an attendance rate of 90% or more by at least 3.3%</li></ul>	Attendance continues to be a focus of the school and one that we are yet to improve upon as we did not reach our intended target in 2022 due to COVID, wellbeing issues, mental health and other complexities. In 2022, 25.5% of students attended 90% or more. This represents a decrease of 26.9% of students attending 90% or more when compared to the 2021 data.
<ul style="list-style-type: none"><li>• Increase the proportion of students reporting a positive sense of wellbeing by 4.5%</li></ul>	We are yet to increase the proportion of students reporting a positive sense of wellbeing at the school. This year's survey data indicated that more needed to be done in this area with a particular focus on girls sense of wellbeing whilst boys wellbeing increased slightly.
<ul style="list-style-type: none"><li>• Increase in staff morale (Tell Them From Me)</li></ul>	Tell Them From Me data indicated a decline in low morale at the school. However, more work is still needed to increase staff morale. This has occurred with the establishment of a Staff Wellbeing team as well as team building activities.



Wellbeing Ambassadors & Prefects (from left to right): Nailah Ali, Bethany Sykes & Dylan Kao (Captains), Bilal Azaad (Vice Captain), Faheem Talukder



### 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 aligned to SD 3
- Learning connections and pathways to success aligned to SD 3
- Embedding experiences and cultural connectedness to strengthen partnerships with our Aboriginal and Torres Strait Islander students, parents, carers and community aligned to SD 3

#### Resources allocated to this strategic direction

**Professional learning:** \$7,101.73

**Socio-economic background:** \$456,355.96

**Aboriginal background:** \$1,850.00

#### Summary of progress

Our school has established foundations in line with what works best strategies CESE, and this year 2022 has focused on our core principles of impactful and skills-based learning in order to cater for a diverse and complex student demographic through evidenced informed teaching and learning practices delivered explicitly to our students. A strong focus was on foundational teaching 101 practices, Trauma Informed practice as well as Leading, Managing Doing principles which have been a focus throughout the year. This has been ongoing with a focus each fortnight throughout the year unpacking each chapter of reading which looks at how we can best cater for learning through a series of proven successful teaching strategies. This uptake by staff and implementation of these principles is reinforced through a number of surveys conducted each fortnight in order to gain continual feedback for its success, relevance and impact in the classroom. Moreover, faculty Implementation plans executed this year in line with our school Strategic improvement plan has seen a number of our school initiatives such as; Quality Teaching, A Learning And Responding Matrix (ALARM), Learning Intentions Success Criteria (LISC), trauma Informed practices (BSEM), Leading, Managing Doing principles, Positive Behaviour for Learning model (PB4L), High Potential and Gifted Education (HPGE) and Aboriginal Education have been embedded into faculty programs and class-room practice. This uptake and delivery of our school initiatives and faculty alignment with our school SIP has meant that we are collectively seeing an improvement in visible learning and that our students are benefiting from more explicit, informed, differentiated, impactful and skills-based learning.

#### INITIATIVES:

**Evidence Informed Training and Development:** During 2022 a strong emphasis was based on our Leading Managing Doing principles which is supported through our positive behaviour for learning model and Trauma Informed practice. This has meant that many of our staff have been required to engage in fortnightly readings and surveys which has been instrumental in our dramatic decrease in negative behavioural referrals in particular in relation to persistent disobedience, violence and suspensions. Faculty Implementation plans have featured Leading Managing Doing principles, trauma Informed practices and Positive behaviour for learning strategies. A significant measure and observation of this occurring was the executive conference showcasing each faculty and Head Teacher's faculty Implementation Plan and the presentation of how they are addressing two school initiatives through the School Plan and meeting the strategic directions of the school. This was highly impactful and was a clear indication of school wide implementation and uptake of our evidence informed training and development. This focus on evidence informed training and development will continue into 2023 to ensure its momentum and success will continue.

**Learning Connections and Pathways to Success:** During 2022 we continued as a school to maintain and develop school wide culture of high expectations and an inclusive, accessible and enriched curriculum which would lead to explicit and skills-based teaching to maximise student learning potential and outcomes. A real focus was our Inclusion Team who met throughout the year to discuss and propose a number of strategies which would be useful across KLA's and would be able to be implemented effectively for any faculty or context. The strong cross faculty representation has meant that many factors and student learning needs have been considered and that our programs and assessments are inclusive and specific to our school context, and the wellbeing and academic needs of our students. This can be seen through our TTFM baseline data such as learning culture and Inclusive school were rated as two of our top drivers for learning. Moreover, it was found according to the TTFM survey that setting high expectations for students and that establishing clear expectations for class-room behaviour were the most prevalent indicators within these drivers for staff and were above the state mean. This highlights the importance of setting high expectations and setting clear expectations for class-room behaviour.

During 2022 our High Potential and Gifted Education (HPGE) team and program have developed a clear vision of identifying students with potential and assessing their specific strengths and areas to develop through a series of pre-screening testing and assessment of their learning potential. moreover, there have been a number of areas our students have demonstrated high potential through the social, leadership, sporting, arts and academic fields which has been very pleasing. This shows that the establishment of the HPGE program in 2021 is now seeing students being able to succeed and showcase their talent potential across a number of areas as a result of the number of HPGE programs operating across the school. In addition to this we have a number of leadership programs (Aboriginal Ed, Boys Ed, Girls Ed, Pacifica and Wellbeing Ambassadors programs) operating across the school which has had a significant impact in reducing the number of negative incidents and suspension rates whilst increasing our leadership capacity of the school.

**Embedding Experiences and Cultural Connectedness to Strengthen Partnerships with our Aboriginal and Torres Strait Islander Students, Parents, Carers and Community:** In 2022 our Aboriginal and Torres Strait Islander students experienced a range of programs and initiatives such as the Kari pathway to Uni, NRL school to work program and the Gili Gili Birrung Art program to improve and increase their learning potential and ability to showcase and celebrate their cultural heritage. 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 and utilising the 8 ways of Aboriginal learning etc will continue to be a focus. In 2022 our school captains who were both Aboriginal students are a direct result of our ability as a school to embed experiences and cultural connectedness to firstly identify leadership potential and to support their wellbeing and learning in order to maximise their success and leadership potential. Both our captains had trauma backgrounds, anxiety and disengagement, wellbeing and learning support was provided as well as becoming wellbeing ambassadors in Yr9. Through identification and connecting their culture with leadership and welfare programs they both went on to become school captains in 2022. In fact, one of our captains received the Mil-Pra Region AECG Award and the KARI Foundation All Rounder award whilst the other captain also received the KARI Foundation All Rounder award. In addition, our Scout data suggests that our retention rates are increasing according to our minimum standards testing and retention rates of Aboriginal students from Yr. 10 to Yr. 11.

### 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
• Increase in the number of students who feel that learning time is utilised effectively from baseline data (Tell Them From Me 2020)	There has been an increase in the number of students who feel that learning time is effectively utilised. This is evident in the assessment of baseline data (2020) and reflected in 2022 Tell Them From Me survey results which indicated a growth in results for both females and males.
• Reduction in number of students receiving N-Determinations in Years 10, 11 and 12	The school has a rigorous N-Determination process that has led to an increase in the number of students not meeting curriculum requirements in 2022. Students are provided with learning and support assistance, homework centre support as well as individualised support to meet their individual course needs.
Increase in teacher collaboration from	Tell Them From Me data demonstrates an increase in collaboration

baseline data (Tell Them From Me 2021 )	amongst staff. Cross-curricular collaboration, sharing of effective pedagogy as well as ongoing discussions about teaching and learning indicates an increase in reflective practice and collective efficacy.
<ul style="list-style-type: none"> <li>• 20% increase in the number of staff participating in QTR</li> <li>• <i>Due to staff shortages and COVID-19 implications QTR was replaced by targeted evidence informed professional learning initiatives in order to enrich, engage and improve student learning outcomes.</i></li> </ul>	The QTR rounds could unfortunately not occur due to COVID-19 implications and protective measures as well as ongoing chronic staff shortages.



Bangara Aboriginal Dance Workshop

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$2,495.61</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff for targeted student support</li> <li>• release time for staff to provide targeted support to students, including mentoring and tutoring</li> <li>• intensive English language and learning support to increase educational outcomes for students</li> <li>• strengthening orientation and transition program for identified students</li> <li>• professional development for staff around impact of trauma, learning and wellbeing needs of refugee students</li> <li>• additional staffing to map individual students against the EAL/D progressions</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Refugee students at the school felt supported and were able to effectively access the curriculum. They were also provided wellbeing support through our welfare team, counselling, mentoring, and individualised support programs to ensure their successful transition to the school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The school will continue to provide ongoing wellbeing and learning support to refugee students to ensure successful transition. Trauma informed practice, along with EAL/D support, counselling and inclusive pedagogy will integral in the next phase.</p>
<p>Socio-economic background</p> <p>\$1,300,000.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Learning connections and pathways to success aligned to SD 2</li> <li>• Evidence informed training and development aligned to SD 2</li> <li>• Learning connections and pathways to success aligned to SD 2</li> <li>• Evidence informed training and development aligned to SD 3</li> <li>• Learning connections and pathways to success aligned to SD 3</li> <li>• Embedding experiences and cultural connectedness to strengthen partnerships with our Aboriginal and Torres Strait Islander students, parents, carers and community: aligned to SD 1</li> <li>• Embedding experiences and cultural connectedness to strengthen partnerships with our Aboriginal and Torres Strait Islander students, parents, carers and community aligned to SD 3</li> <li>• Embedding experiences and cultural connectedness to strengthen partnerships with our Aboriginal and Torres Strait Islander students, parents, carers and community aligned to SD 3</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• professional development of staff through ALARM, literacy and numeracy programs and Stage 4 classes to support student learning</li> <li>• employment of additional staff to support literacy and numeracy classes</li> </ul>

<p>Socio-economic background</p> <p>\$1,300,000.00</p>	<p>as well as our specialised tuition program implementation.</p> <p><b>The allocation of this funding has resulted in the following impact:</b> staff developing a greater understanding in the writing demands for students in their curriculum areas, particularly in the HSC as well as NAPLAN through professional learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue to engage the literacy and numeracy co-ordinators to support our trajectory towards achieving targets. Targeted professional learning will continue with a particular focus on writing in a KLA as a focus area that will be expanded after the findings of 2023. Data shows that attendance rates for students in this equity cohort is not consistent. Next year, the school will diversify the role of the additional staff member, redirecting 0.2 of the position towards engaging a Youth Outreach Worker to focus on improving our attendance rates.</p>
<p>Aboriginal background</p> <p>\$35,911.69</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 student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Embedding experiences and cultural connectedness to strengthen partnerships with our Aboriginal and Torres Strait Islander students, parents, carers and community: aligned to SD 1</li> <li>• Embedding experiences and cultural connectedness to strengthen partnerships with our Aboriginal and Torres Strait Islander students, parents, carers and community aligned to SD 3</li> <li>• Embedding experiences and cultural connectedness to strengthen partnerships with our Aboriginal and Torres Strait Islander students, parents, carers and community aligned to SD 3</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (LaST) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> significant improvement in the number of Aboriginal students represented in leadership roles within the school. Greater student voice, extra-curricular opportunities and improved potential of Aboriginal and Torres Strait Islander students has also been improved.</p> <p><b>After evaluation, the next steps to support our students will be:</b> engaging a mentoring and community focused Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students. Continue with the literacy and numeracy hub to provide individualised support to our Aboriginal and Torres Strait Islander students.</p>
<p>English language proficiency</p> <p>\$426,617.08</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p>



<p>English language proficiency</p> <p>\$426,617.08</p>	<ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• provide EAL/D Progression levelling PL to staff</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of 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>\$500,896.44</p>	<p>Low level adjustment for disability equity loading provides support for students at James Busby High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• 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</li> <li>• support for students in HSC special provisions, HSC NMS tutorial groups, literacy and numeracy targeted tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The school's value-added (HSC) results have improved with our current data indicating that we are excelling in this area (9-12). The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Professional learning</p> <p>\$81,779.26</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at James Busby High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>Professional learning</p> <p>\$81,779.26</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Evidence informed training and development aligned to SD 1</li> <li>• Evidence informed training and development aligned to SD 2</li> <li>• Evidence informed training and development aligned to SD 3</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> <li>• providing staff with evidence-informed research to broaden their pedagogy</li> <li>• surveying staff who engaged with evidence-informed research strategies to evaluate effectiveness of implementation</li> <li>• ongoing participation in professional learning in areas of need such as ALARM, trauma-informed practice, wellbeing, literacy and numeracy, quality teaching</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p><b>After evaluation, the next steps to support our students will be:</b> personalised and targeted professional learning in the form of mentoring and co-teaching. Sustaining the inspiration and impact of professional learning given staffing challenges continues to be an obstacles that the school continues to face. Time constraints, along with mandatory requirements have also limited the opportunity for collaboration which have had significant positive impact on staff and their pedagogy.</p>
<p>COVID ILSP</p> <p>\$605,339.00</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 the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• small group tuition assisting students with identified literacy and numeracy areas of development</li> <li>• individualised targets for students identified with high potential in numeracy</li> <li>• individualised targets for students identified as needing greater assistance in numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the majority of the students in the program achieving significant progress towards their personal learning goals</p> <p>86% of students answered all questions in the learning progressions sub-elements of phonological awareness and understanding texts correctly and captured in PLAN2</p> <p>82% of students answered all additive and multiplicative questions correctly in the Term 4 Check-in assessment.</p> <p><b>After evaluation, the next steps to support our students will be:</b> 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.</p>
<p>Student support officer (SSO)</p>	<p>These funds have been used to support improved outcomes and the</p>

<p>\$96,058.00</p>	<p>achievements of staff and students at James Busby High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Learning connections and pathways to success aligned to SD 2</li> <li>• Embedding experiences and cultural connectedness to strengthen partnerships with our Aboriginal and Torres Strait Islander students, parents, carers and community: aligned to SD 1</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• strengthening community partnerships by providing greater assistance and connections with external providers</li> <li>• providing additional workshops to students across all stages</li> <li>• empowering students by developing their skills, awareness and knowledge through connections, information sessions and lessons with universities, police, health and other professionals</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> stronger partnerships, improved wellbeing and greater support of our students, parents, carers and members of the community.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue to provide ongoing support to students, parents, carers and members of the community through ongoing connections with external agencies.</p>
<p>Integration funding support</p> <p>\$36,067.00</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> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>





Some of our talented dancers

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	387	384	367	343
Girls	295	287	273	255

### Student attendance profile

School				
Year	2019	2020	2021	2022
7	88.7	91.5	89.6	81.7
8	86.5	88.2	86.8	80.9
9	85.2	89.9	81.6	76.7
10	79.3	87.2	78.8	71.9
11	82.8	88.5	81.0	68.0
12	82.3	87.8	81.0	73.4
All Years	83.9	88.8	83.0	75.4
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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

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

## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	13
Employment	0	0	21
TAFE entry	0	8	6
University Entry	0	0	21
Other	100	83	0
Unknown	0	17	39

## Year 12 students undertaking vocational or trade training

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30.93% of Year 12 students at James Busby High School undertook vocational education and training in 2022.

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

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83.3% of all Year 12 students at James Busby High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

The school has a transition team that consists of our Head Teacher Careers, Careers Advisor, Transition Co-ordinator, Head Teacher Secondary Studies and relevant Deputy Principal to ensure that our students choose successful pathways to success post school. We work in collaboration with parents and carers, as well as school counsellors, and Year Advisors to provide students with various opportunities for growth and development should the HSC not be the most appropriate pathway, we also provide other pathways for students to further education through programs such as early entry in university.



Workshop with Chef Dekura

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	45.3
Learning and Support Teacher(s)	3.2
Teacher Librarian	1
Teacher ESL	3
School Counsellor	2
School Administration and Support Staff	20.88
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 Wellbeing Framework, student engagement, NESA requirements, the Quality Teaching Framework, and ALARM, were just some of the areas of professional development.

Staff were provided with extensive resources so that they could engage in evidence-informed practice at their own pace throughout the year with resources ranging from 'Brain Breaks,' 'Mindful Moments,' from the Institute of Positive Education, Martin Seligman's 'Flourish,' Tom Bennett's 'Running The Room,' to Paul Dix 'After The Adults Change Achievable Behaviour Nirvana.'

At James Busby High School we will continue to strive to provide our staff with opportunities for growth and development and are committed to broadening their capacity and experiences in extra-curricular opportunities as well as leadership opportunities and will continue to do so.



Some of the evidence-informed professional learning resources staff explored to broaden their pedagogical practice

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,365,297
<b>Revenue</b>	13,216,015
Appropriation	13,173,290
Sale of Goods and Services	47,520
Grants and contributions	-24,382
Investment income	1,250
Other revenue	18,338
<b>Expenses</b>	-12,952,756
Employee related	-11,254,384
Operating expenses	-1,698,372
<b>Surplus / deficit for the year</b>	263,259
<b>Closing Balance</b>	1,628,556

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.



Some of our students taking part in the basketball competition



## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	38,563
<b>Equity Total</b>	2,263,425
Equity - Aboriginal	35,912
Equity - Socio-economic	1,300,000
Equity - Language	426,617
Equity - Disability	500,896
<b>Base Total</b>	9,187,964
Base - Per Capita	184,749
Base - Location	0
Base - Other	9,003,215
<b>Other Total</b>	750,549
<b>Grand Total</b>	12,240,502

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.



Some of the artefacts from the Tut Roadshow



## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

At James Busby High School, literacy and numeracy, remain a strong focus. These initiatives are led by our co-ordinators and their teams. Literacy and numeracy is the responsibility of every classroom teacher and is embedded across all curriculums.

Year 8 have literacy and numeracy classes that target specific skills such as writing, reading comprehension, language forms and features, spelling, grammar and punctuation across the different range of abilities from high potential to those with additional needs. Our Numeracy classes also focussed on specific skills identified as needing explicit teaching such as problem solving, fractions, measurement, algebra, probability and statistics. Unfortunately, teachers were unable to effectively collaborate due to staffing absences and significant staffing limitations, as well as the impact of COVID-19.

The first half of the year saw a significant redirection of staffing resources due to ongoing staffing shortages and thus a hindering of program implementation. Despite the ongoing challenges throughout the year, the school and staff, still endeavoured to provide students and the community with support in the areas of literacy and numeracy. Our initiatives were driven by staff dedication, the utilisation of online resources and programs, as well as targeted professional development of staff, where possible. All staff participated in Max Woods. A Learning And Responding Matrix (ALARM) training, gaining valuable insight and resources in how to develop students learning.

Students potential was developed with participation in programs such as Inquisitive Minds (Numeracy), Spelling Bee, Public Speaking competitions, Creative Writing competitions, as well as the ongoing utilisation of Learning Intentions and Success Criteria (LISC) in our literacy and numeracy classes. NAPLAN Master Classes were also held for students in preparation prior to the testing period.

The students took part in ongoing external testing throughout the year, in addition to internal school assessments. These assessments included: Best Start, Check-in and NAPLAN with Year 7-9 participating in the external testing process.

Evaluation of our data indicated that COVID-19, staffing shortages and thus limitations to program implementations, has resulted in the need for further development in all areas of literacy and numeracy for Year 9 achievement rates. Year 7 demonstrated positive achievement in some areas. However, ongoing staffing challenges, as well as increasing school complexity continues to have an impact in student performance achievement rates.

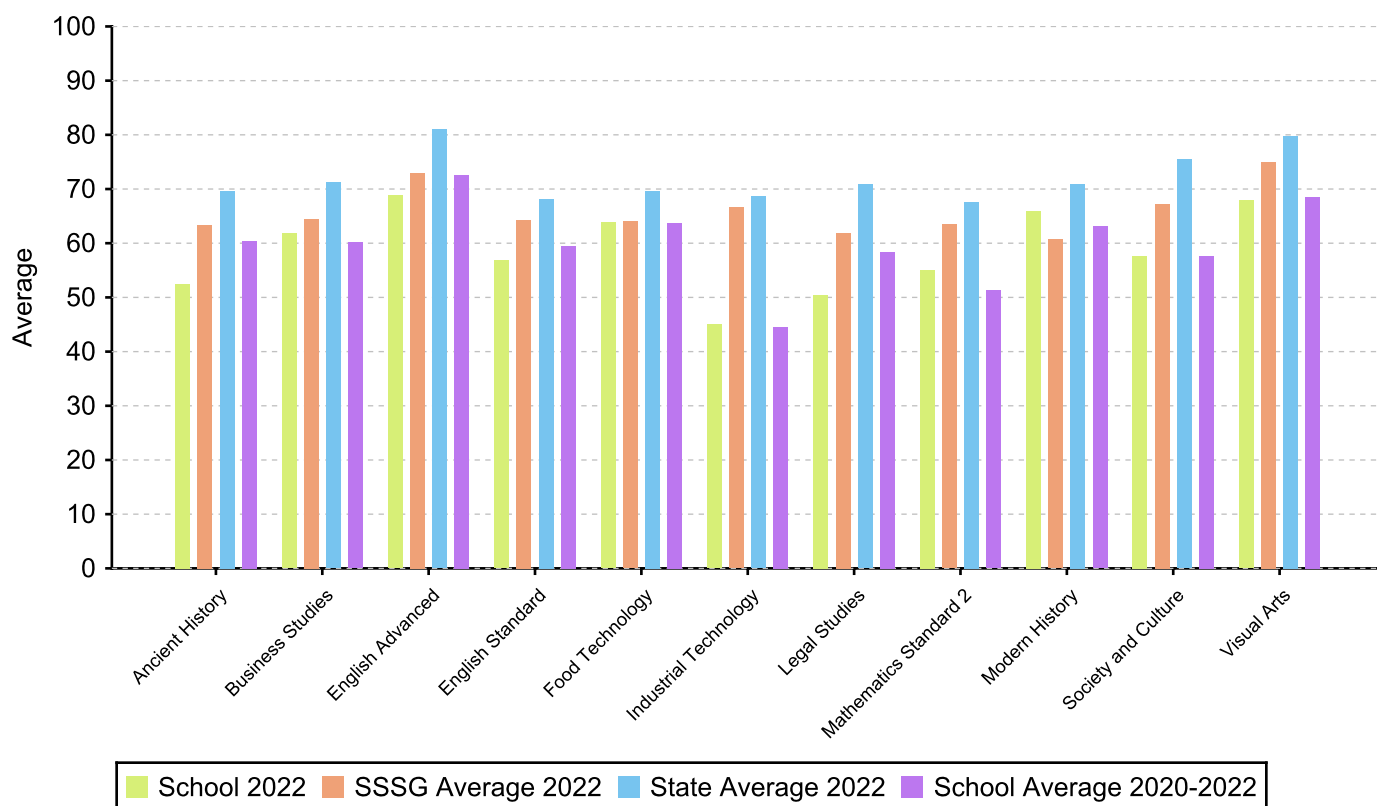


Year 8 Spelling Bee - some of the contestants

## 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 2022	SSSG	State	School Average 2020-2022
Ancient History	52.5	63.4	69.6	60.4
Business Studies	61.8	64.4	71.2	60.1
English Advanced	68.8	72.9	81.0	72.6
English Standard	56.8	64.3	68.1	59.5
Food Technology	63.8	64.0	69.7	63.8
Industrial Technology	45.0	66.6	68.6	44.5
Legal Studies	50.5	61.9	70.8	58.4
Mathematics Standard 2	55.0	63.5	67.6	51.3
Modern History	65.9	60.7	70.9	63.1
Society and Culture	57.6	67.3	75.5	57.6
Visual Arts	67.9	75.1	79.8	68.5

Our Year 12 student results in 2022 demonstrated that further development was needed in this area. This cohort showed a detrimental impact due to the ongoing effect of COVID-19 in Stage 6, as well as staffing challenges. This data indicated that further work needs to be done to ensure that students achieve higher bands in the HSC in a broad range of subjects.

The school employs a Head Teacher Secondary Studies to work closely with our Learning and Support/Wellbeing faculty, as well as all head teachers and faculties, to ensure that they are meeting NESA requirements, as well as providing students with rigorous assessment strategies to ensure that all students are provided with equitable access and opportunities to succeed.

Students are provided with individual consultation sessions with the Head Teacher Secondary Studies, who also works closely with our Learning and Support/Wellbeing faculty, to administer and support students in meeting National Minimum Standards (NMS) so that they can successfully attain a Higher School Certificate. Our students are able to meet NESA requirements due to the ongoing commitment of staff and the specialised tuition provided to them that assists them in meeting literacy and numeracy requirements.



HSC English Master Class with our Director, Mr Magriplis

## 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. Our student leaders, also hosted the Mother's Day High Tea. It was a warm and welcome environment for all.

Parents and carers participated in the Tell Them From Me survey and indicated that they felt welcome at the school (8.5) above the NSW Govt Norm, they were happy with communication (8.0) again above the NSW Govt Norm, they felt that school supports learning (7.9) above NSW Govt Norm. We had positive parental responses above the NSW Govt Norm in the areas of the school supportive positive behaviour, safety at school, and being an inclusive. 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, parent/teacher nights as well as other forms of communication. The school demonstrated its commitment to supporting its students and community throughout the ongoing staffing challenges and shortages.



Some of our guests at our Mother's Day Morning Tea

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Aboriginal Education - School statement

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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

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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

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

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact this may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy.

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

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

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

## Multicultural Education Policy

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Teachers 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

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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)

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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/EPP 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.

Some of the other programs that ran throughout the year were:

- \* R U OK Day,
- \* Backflips Against Bullying
- \* Busby's Got Talent
- \* Dance Festivals
- \* Edge Workshop
- \* Halloween
- \* Harmony Day
- \* Prefect Camp
- \* NAIDOC week
- \* Public Speaking Competition
- \* Star Jump Challenge
- \* Support Art Exhibition
- \* Toda Exchange Zoom
- \* Tut Roadshow
- \* Worlds Greatest Shave
- \* Spelling Bee
- \* Chef Dekura
- \* Education Week

### \* Sporting Competitions

These are just some of the programs and opportunities that the school runs for students. The breadth and depth of experiences that students are provided with is extensive, including the opportunities that our SSO and Head Teacher Careers has provided through the EPP program, particularly for Year 10 in the latter part of the year, where students took part in specialised taster training preparing them for further training and development.



NAIDOC Week with our special guests