

2022 Annual Report

Sir Joseph Banks High School



8250

Introduction

The Annual Report for 2022 is provided to the community of Sir Joseph Banks High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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

Sir Joseph Banks High School

Turvey St

Revesby, 2212

<https://sirjosephb-h.schools.nsw.gov.au>

sirjosephb-h.school@det.nsw.edu.au

9773 6054

Message from the principal

I am incredibly proud to support the individual development of every one of our students and staff at Sir Joseph Banks High School. At our school, we pride ourselves on delivering a high quality education that is built on a foundation of *excellence, opportunity, innovation and success*.

Our strategic directions include:

1. Maximising student learning outcomes through Literacy, Numeracy and Futures Learning.
2. Maximising capacity and leadership capabilities for staff (teaching and non-teaching) to ensure they are positively positioned to impact on student outcomes through research, development and implementation of defined leadership pathways.
3. Knowing every child's learning & wellbeing needs which are valued and catered for through visible and responsive structures that connect students with self, peers, their teachers and the broader community beyond school life.

We are a strongly equipped school that models a holistic view of education, with a focus being on establishing and maintaining strong wellbeing systems and processes while simultaneously embedding a rich learning culture among our students.

I look forward to working with you and your family in a successful partnership as we educate and empower our children to have happy and successful lives.

School vision

A holistic, student centred curriculum that is innovative, highly responsive, and built around equity principles and partnerships in learning to support the whole child. Every student leaves school with one foot planted firmly into their future.

School context

Sir Joseph Banks High School is a comprehensive coeducational school located in the Bankstown School Education Group in Revesby. Our students come from over 30 different language backgrounds with 83.5% of students identifying as LBOTE. Our current enrolment is 796 students, which consists of 33% female and 67% male students. The school has a Support Unit of 72 students .

A thorough self evaluation process utilising the School Excellence Framework was Eternally Validated as Excelling in 10 out of 14 elements in October 2020. Our Situational Analysis and extensive consultation with students, teachers and our community has highlighted our future directions to ensure that every child is known, valued and catered for within their learning and wellbeing needs, connecting every child to their future beyond school.

Future Directions from External Validation:

Assessment

Continue to provide and prioritise professional learning of Formative Assessment, developing the capacity of teachers and students to engagement in the process and inform future teaching and learning across the school.

Reporting

Refine student self reporting within the Stage 4 Connected Curriculum and extend across the whole school through the development of structures for self assessment in each lesson (or) weekly/fortnightly.

Student performance measures

Consolidate our implementation of the 4Cs (Critical Thinking, Creativity, Communication & Collaboration) by embedding structures and strategies with our teachers across the school so that we can empower our students to be creative and critical thinkers and achieve the highest possible learning growth that will be reflected through attainment of higher bands in NAPLAN and the HSC.

As a high Growth high school for the last 8 years, we have ensured that every child on an ATAR pattern of study has attained University entry and that all students leave school with one foot planted firmly into their future.

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

Strategic Direction 1: Student growth and attainment

Purpose

Instructional Pedagogy:

Maximise student learning outcomes through Literacy, Numeracy and Futures Learning.

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.

- Numeracy - Growth & Attainment
- Literacy Growth and Attainment
- Futures Learning HSC Top 3 Bands

Resources allocated to this strategic direction

Socio-economic background: \$401,561.20

Professional learning: \$57,553.52

English language proficiency: \$302,340.03

Summary of progress

Outstanding results in the Top 2 Bands for Numeracy and Reading were achieved through tailored and targeted Numeracy and Literacy programs, driven by data and best practice research. This year, we have strengthened our approach to Literacy and Numeracy through considered and strategic planning of curriculum that is focused on what works best and high impact teaching and learning strategies..

A collective approach to Literacy has seen the development of a number of whole school scaffolds to improve Literacy attainment and growth in NAPLAN and the HSC and, most importantly, for life long learning. Literacy initiatives included:

- Stage 4: Connected Curriculum and Power Up
- Stage 5: Curriculum Mastery, Reading Action in Reading, ALARM and Program Reviews.
- Whole School: The development of a literacy team, Reading DARTs, D.E.A.R and High Potential and Gifted learning.

Students' numeracy development is embedded into mathematical programs delivered by the mathematics faculty. Explicit lessons were created by the Instructional Leader- Numeracy (ILiN) that align to the Numeracy Progressions. The faculty took a pre and post testing approach to inform their teaching. NAPLAN and check in data was used to identified areas of weakness and targeted interventions were created and led by ILiN. The ILiN led the faculty in sharing the findings and building their capacity 'a how to approach' so all staff were consistent in their strategies. The Year 9 achieved outstanding results in Numeracy with the cohort shifting into the top bands compared to previous cohorts.

A focus on futures learning strategies ensured that students were supported to achieve their personal best in the HSC. Academic writing improvement was achieved through whole school literacy scaffolds, the Stage 6 ALARM and Action Research for academic writing program, unpacking literacy and numeracy data to inform teaching practice. and the development of the Stage 5 ALARM course. Futures learning also extended to STEM education lessons, the co planning and development of units of work to develop a partnership in learning and a move toward technology for improved students outcomes. Along with this, there was a whole school focus on high impact strategies for improved student outcomes. These included: Visible Learning, Codesign, Learning Goals/Success Criteria and the 4C skills.

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
An increase in the % of students achieving expected growth in NAPLAN Numeracy compared to 2021 result.	Student growth cannot be calculated for 2022.

An increase in the % of students achieving expected growth in NAPLAN Reading compared to 2021 result.	Student growth cannot be calculated for 2022.
An uplift of 4.8% of students achieving in the top 2 Bands in NAPLAN Numeracy.	Progress towards the annual measure was exceeded.
An uplift of 6.2% of students achieving in the top 2 Bands in NAPLAN Reading.	Progress towards the annual measure was exceeded.
An uplift of 2.9% of students achieving in the Top 3 Bands in the HSC.	Progress towards the annual measure was not achieved.

Strategic Direction 2: School Leadership Development (Organisational Pedagogy)

Purpose

Maximise capacity and leadership capabilities for staff (teaching and non teaching) to ensure they are positively positioned to impact on student outcomes through research, development and implementation of defined leadership pathways.

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.

- Leadership of the Classroom - Teachers as leaders
- Executive Leadership Pathways (Beyond the Classroom)
- Non Teaching Leadership Pathways
- School Hub

Resources allocated to this strategic direction

Socio-economic background: \$133,161.00

Professional learning: \$21,000.00

Summary of progress

Teachers as Leaders. This has been developed through the continuation of roles including Connected Curriculum Coordinators, Stage 5 Mastery and Alarm coordinator. These roles have been developed to establish classroom teachers into Leadership roles and improve teaching practices which will lead to improved student outcomes. Through targeted Professional Learning and the introduction of Roles including ILSP coordinator and HT mentor, teachers have several pathways into executive roles within the school. Teacher leaders within these roles are starting to build capacity of fellow colleagues specific to this role definition. This is complemented by the Relieving Deputy Principal Program which allows executive genuine experience in a senior executive role. Non teacher leadership has been enhanced through Professional learning and the careful alignment to the appropriate framework. Shadowing and sharing of experience in the roles as well as continued development of current roles has allowed increased opportunity to up skill. The school hub has provided the opportunity for new teachers to be supported in a dynamic environment and create a pathway into the teaching profession.

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
Internal measures demonstrate a % increase in the number of teachers accessing leadership pathways that develop Non-teaching leadership roles compared to 2021	
Internal measures demonstrate a % increase in the number of teachers accessing leadership pathways that develop 'leaders of the classroom', leaders of a faculty/team and senior leadership roles compared to 2021.	With staff leaders building capacity of other staff and a new group of leaders taking on roles from last year, there has been a further percentage increase in the number of teachers in the school taking on leadership roles. More targeted PL relating to building leadership capacity through Choice Theory adaptive leadership and other leadership course, was offered and carried out in 2022. Numerous relieving DP and Principal opportunities presented and this filtered down to

Strategic Direction 3: Connected Community (Relational Pedagogy)

Purpose

Every child's learning & wellbeing needs are known, valued and catered for through visible and responsive structures that connect students with self, peers, their teachers and the broader community beyond school life.

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.

- Transition - One Foot into the Future
- Attendance - Known, Valued and Cared for
- Student Engagement - Connect, Succeed and Thrive
- School Hub

Resources allocated to this strategic direction

Aboriginal background: \$21,377.38

Socio-economic background: \$482,148.44

Integration funding support: \$455,048.00

Student support officer (SSO): \$96,058.00

Low level adjustment for disability: \$371,278.11

Refugee Student Support: \$4,159.36

Summary of progress

One Foot Into the Future - 2022 required significant pivoting of our approach to supporting student relational pedagogy and transition. Our learning and wellbeing goals remained in place, however the school needed to be responsive to the changing dynamics of a COVID-19 impacted environment. Systems and processes were developed, evaluated and refined to support all points of transition with a focus on Stage 5 & 6. The Senior Hub website was designed for parents and students to inform, connect and inspire pathway planning. This was further enhanced through the upskilling of staff to confidently participate in the facilitation of scaffolded discussion to inform subject selection and student choice. For existing Stage 6 students, 'The Alumni Tutoring' service provided opportunity for HSC preparation with a collective approach developed for our Alumni to understand their role in delivering this service.

Connected Community - In response to a COVID-19 impacted school community, the school ensured that every student was Known, Valued and Cared for. The Student Intervention Profile was developed to *KNOW* the progression of each student and any intervention provided to support learning and wellbeing. With the implementation of the Inclusive, Engaging and Respectful Schools policy, functional assessments and behavioural plans were successfully developed which *VALUED* diversity and supported student success. In promoting positive behaviour post COVID-19, structured break times and the development of our staff's ability and understanding to address wellbeing across the school ensured that students and staff were *CARED* for.

Attendance - The school implemented a whole school strategy during homeroom to support student attendance. This strategy was focused on developing and improving relationships between the homeroom teacher and the students. Students were also interviewed and guided a scaffold to reflect on their attendance (absentees and lates) and the impact it had on their learning. While students' overall attendance had improved across all year groups, the data is not indicative because it was skewed due to the high volume of students having COVID and force to isolate for the mandatory days.

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
An uplift in student Wellbeing of 2.7%.	Student Wellbeing data indicated a slight decline in overall Student Wellbeing (Advocacy, and Sense of Belonging at School).
An uplift in student attendance of 7.2%. attending greater than 90% of the time.	Attendance data shows a slight uplift in overall attendance

An increase in the % in student Wellbeing compared to 2021 result.	The 2022 TTFM Wellbeing data was slightly below the 2021 result. This decline can be contextualised by the impact of students returning to school, after the significant disruption of COVID-19.
An increase in the % in student attendance compared to 2021 result.	The attendance data indicated a slight decline in the school's overall attendance rate.

Funding sources	Impact achieved this year
Refugee Student Support \$4,159.36	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. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Student Engagement - Connect, Succeed and Thrive Overview of activities partially or fully funded with this targeted funding include: • Establishment of structured break time activities. • Ongoing collection of student voice on impact of structured break time activities. • Developing staff capacity to understand the intricate needs of student wellbeing. The allocation of this funding has resulted in the following impact: As a school, we were able to use these funds to equip staff with added supports to improve the learning of our refugee students through targeted interventions. After evaluation, the next steps to support our students will be: We will continue to utilise these funds to support the strategic directions of the school and the individual needs of our students.
Integration funding support \$455,048.00	Integration funding support (IFS) allocations support eligible students at Sir Joseph Banks High School in mainstream classes who require moderate to high levels of adjustment. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Attendance - Known, Valued and Cared for • Student Engagement - Connect, Succeed and Thrive Overview of activities partially or fully funded with this targeted funding include: • Development of progression document that aligns with tiered wellbeing interventions. • Establishment and implementation of stronger attendance monitoring and accountability processes during Homeroom. • Student wellbeing reflection sessions. The allocation of this funding has resulted in the following impact: This funding source allowed us to employ a head Teacher Learning and Support, a Head Teacher Wellbeing and Student Learning Support Officers to support our students in the delivery of highly individualised learning environments. After evaluation, the next steps to support our students will be: We will continue to utilise these funds to support the strategic directions of the school and the individual needs of our students.
Socio-economic background \$1,016,870.64	Socio-economic background equity loading is used to meet the additional learning needs of students at Sir Joseph Banks High School who may be experiencing educational disadvantage as a result of their socio-economic background. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Numeracy - Growth & Attainment • Literacy Growth and Attainment • Leadership of the Classroom - Teachers as leaders

Socio-economic background \$1,016,870.64	• Transition - One Foot into the Future • Attendance - Known, Valued and Cared for • Futures Learning HSC Top 3 Bands • Student Engagement - Connect, Succeed and Thrive • Non Teaching Leadership Pathways • School Hub Overview of activities partially or fully funded with this equity loading include: • Literacy - ALARM writing scaffold and marking rubric • Numeracy - Intervention to support every classroom teacher to embed a Numeracy focus across all Key learning Areas • Leadership of the Classroom - Teachers as leaders - An initiative to develop capacity among classroom teachers to become future educational leaders. The allocation of this funding has resulted in the following impact: Our Socio-Economic funding allowed us to establish a number of whole school initiatives that supported Literacy growth, Numeracy growth, stronger wellbeing support and a stronger focus on differentiated teaching and learning. After evaluation, the next steps to support our students will be: We will continue to utilise these funds to support the strategic directions of the school.
Aboriginal background \$21,377.38	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Sir Joseph Banks 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. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Transition - One Foot into the Future Overview of activities partially or fully funded with this equity loading include: • Professional learning for staff on Aboriginal PLASP's • Delivery of whole school professional learning on Aboriginal Education The allocation of this funding has resulted in the following impact: We employed an Aboriginal Studies Teacher who was able to deliver the Aboriginal Studies course while also supporting staff across the school in embedding an Aboriginal focus in all Key Learning Areas. After evaluation, the next steps to support our students will be: We will utilise these funds to best equip our staff and students with a broader and more contextually appropriate understanding of Aboriginal Education.
English language proficiency \$302,340.03	English language proficiency equity loading provides support for students at all four phases of English language learning at Sir Joseph Banks High School. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Numeracy - Growth & Attainment • Literacy Growth and Attainment • Futures Learning HSC Top 3 Bands Overview of activities partially or fully funded with this equity loading include: • ALARM writing scaffold professional learning • Individualised support and professional learning for staff on Numeracy

English language proficiency \$302,340.03	The allocation of this funding has resulted in the following impact: A Head Teacher Numeracy Mentor was employed to up-skill staff across the school in embedding a Numeracy focus across all Key Learning Areas. Staff and students were professionally developed in the ALARM writing scaffold. After evaluation, the next steps to support our students will be: We will continue to provide strategic support in this area to equip our staff in developing highly individualised and tailored teaching and learning programs and resources.
Low level adjustment for disability \$371,278.11	Low level adjustment for disability equity loading provides support for students at Sir Joseph Banks High School in mainstream classes who have a 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: • Attendance - Known, Valued and Cared for • Student Engagement - Connect, Succeed and Thrive Overview of activities partially or fully funded with this equity loading include: • Ongoing professional learning and guidance for staff on attendance related matters • Individualised support for teachers targeting students who require highly individualised support The allocation of this funding has resulted in the following impact: The funds were used to implement individual education plans and to support targeted learning and wellbeing interventions. After evaluation, the next steps to support our students will be: Moving forward, these funds will continue to be used to target our middle tier students who require a combination of targeted and universal supports for their learning.
Professional learning \$78,553.52	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 Sir Joseph Banks High School. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Numeracy - Growth & Attainment • Literacy Growth and Attainment • Leadership of the Classroom - Teachers as leaders • Executive Leadership Pathways (Beyond the Classroom) • Futures Learning HSC Top 3 Bands • Non Teaching Leadership Pathways Overview of activities partially or fully funded with this initiative funding include: • Whole school professional learning during staff development days and fortnightly staff meetings • Ongoing professional learning provided by the Deputy Principal - Curriculum on Connected Curriculum, ALARM writing scaffold and Literacy and Numeracy classroom interventions The allocation of this funding has resulted in the following impact: Targeted professional learning sessions were delivered to all staff to address whole school strategic directions. Professional learning sessions were tailored to meet the individual and collective needs of staff. After evaluation, the next steps to support our students will be: As a school, we will continue to embed a strong professional learning focus

Professional learning \$78,553.52	throughout the school that places emphasis on addressing our strategic directions.
COVID ILSP \$514,479.00	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. 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 targeted funding include: • Small group (maximum of 5) style tutoring sessions focusing on Literacy, Numeracy and HSC The allocation of this funding has resulted in the following impact: The COVID-ILSP funding was utilised to support students through smaller group tuition sessions throughout the year. The results showed impressive growth in the group tutoring model. After evaluation, the next steps to support our students will be: If funding continues, we will follow a similar model and utilise these funds to provide smaller tuition sessions for students across stages 4,5 and 6 to focus on their Literacy and Numeracy skills.
Student support officer (SSO) \$96,058.00	These funds have been used to support improved outcomes and the achievements of staff and students at Sir Joseph Banks High School Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Attendance - Known, Valued and Cared for Overview of activities partially or fully funded with this Staffing - Other funding include: • One-on-one support for students with targeted wellbeing needs • Tiered wellbeing systems and processes management support The allocation of this funding has resulted in the following impact: The allocation of this funding has allowed the school to engage the SSO in rigorous wellbeing programs that allow the students to connect, succeed and thrive. Through this approach, we have been able to embed a holistic student centred approach through our wellbeing initiatives. After evaluation, the next steps to support our students will be: In moving forward, we will continue to run with the same model where the SSO works with the wellbeing team to develop their individual capacity while also supporting individual student need.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	438	501	528	522
Girls	195	216	260	283

Student attendance profile

School				
Year	2019	2020	2021	2022
7	88.2	90.9	89.2	84.8
8	85.2	89.8	86.1	80.4
9	82.7	87.7	86.9	80.3
10	81.9	84.1	80.1	78.8
11	78.4	83.2	79.1	68.8
12	79.2	89.1	82.7	79.8
All Years	82.9	87.7	84.3	79.2
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

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	8
Employment	0	12	11
TAFE entry	0	4	3
University Entry	0	0	75
Other	9	0	3
Unknown	1	4	0

Year 12 students undertaking vocational or trade training

14.88% of Year 12 students at Sir Joseph Banks High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

88.8% of all Year 12 students at Sir Joseph Banks High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	45.7
Learning and Support Teacher(s)	2.2
Teacher Librarian	1
Teacher ESL	2.2
School Counsellor	1
School Administration and Support Staff	16.48
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 ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
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.

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 Actual (\$)
Opening Balance	378,143
Revenue	13,176,284
Appropriation	12,904,124
Sale of Goods and Services	27,556
Grants and contributions	186,856
Investment income	6,104
Other revenue	51,644
Expenses	-12,978,387
Employee related	-11,621,634
Operating expenses	-1,356,753
Surplus / deficit for the year	197,897
Closing Balance	576,039

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	552,742
Equity Total	1,711,866
Equity - Aboriginal	21,377
Equity - Socio-economic	1,016,871
Equity - Language	302,340
Equity - Disability	371,278
Base Total	9,170,974
Base - Per Capita	212,367
Base - Location	0
Base - Other	8,958,607
Other Total	692,184
Grand Total	12,127,767

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

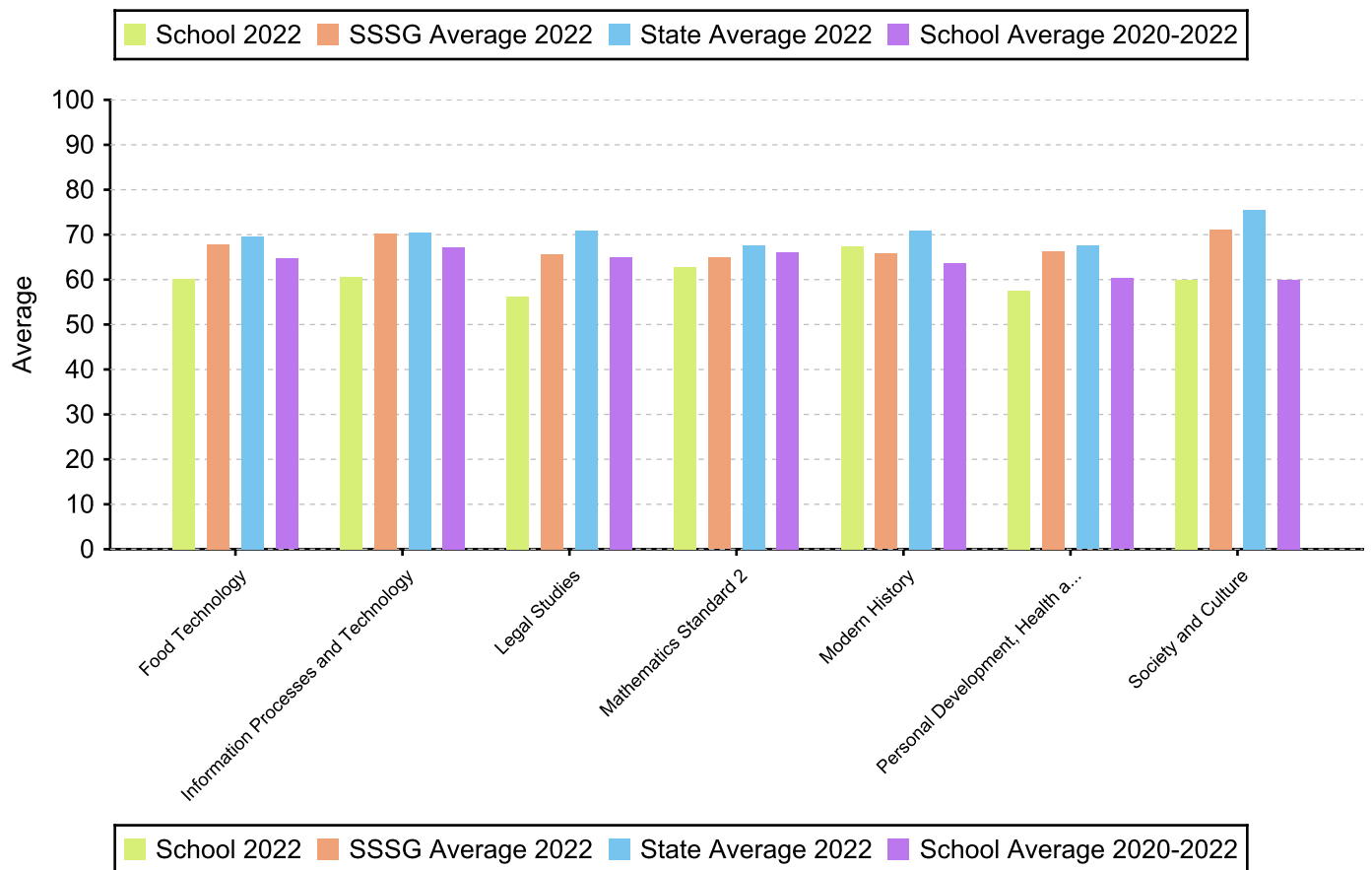
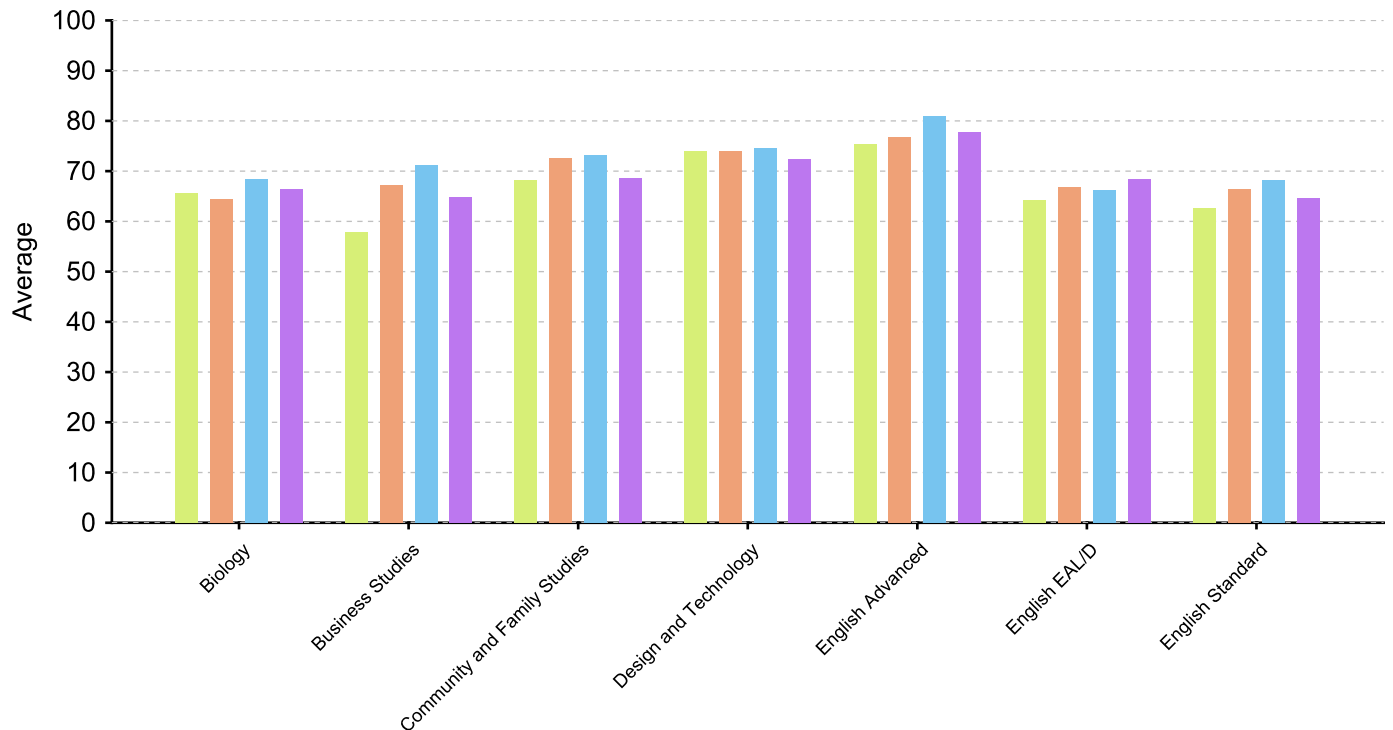
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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
Biology	65.6	64.5	68.5	66.4
Business Studies	57.9	67.3	71.2	64.8
Community and Family Studies	68.1	72.5	73.2	68.6
Design and Technology	74.0	74.0	74.6	72.4
English Advanced	75.3	76.8	81.0	77.7
English EAL/D	64.3	66.9	66.1	68.4
English Standard	62.6	66.3	68.1	64.7
Food Technology	60.1	67.8	69.7	64.7
Information Processes and Technology	60.6	70.3	70.5	67.2
Legal Studies	56.3	65.6	70.8	65.0
Mathematics Standard 2	62.8	64.9	67.6	66.2
Modern History	67.4	65.8	70.9	63.8
Personal Development, Health and Physical Education	57.6	66.4	67.5	60.3
Society and Culture	60.0	71.1	75.5	60.0

Parent/caregiver, student, teacher satisfaction

Tell Them From Me data from 2021 clearly articulates a strong sense of satisfaction amongst students, teachers and parents/carers.

The survey revealed that 67% of our students felt a sense of belonging at school, compared to only 66% across all of NSW.

A total of 69% of students believe that the schooling they receive is useful in their everyday life and will have a strong bearing on their future.

Teachers also responded to the Tell Them From Me survey and the data indicated that 41% agree and 33% strongly agree that morale amongst staff is good at our school. Teacher satisfaction was also measured in their response to the question "School leaders are leading improvement and change in my school" with 42% agreeing with the statement and 45% strongly agreeing with this statement.

When asked if they were "satisfied with the general communication from the high school" Parents responded that 49% agreed while 42% strongly agreed, indicating a high level of satisfaction within the parent/carer community in our school.

Reflecting on the data it is clear there are high levels of satisfaction within our student, teacher and parent/carer communities at our school.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

All teachers are responsible for 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.

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.