

2023 Annual Report

Sir Joseph Banks High School



8250

Introduction

The Annual Report for 2023 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.

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Message from the principal

Dear Parents/Carers, Students and Community Members,

2023 was an incredibly productive year for our staff, students and broader community. It has been satisfying to watch the individual and collective development of our students in their academic, wellbeing and sporting initiatives.

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	2023 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student growth and performance	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

English language proficiency

Low level adjustment for disability

Professional learning

Summary of progress

A collective approach to Literacy and Numeracy has continued to be the focus of the 2023 SD1 initiatives. Through evidence based practices, and targeted and tailored learning programs, we have developed a strong learning partnership between students and their teachers resulting in authentic and deep learning opportunities and strong results in Literacy and Numeracy. This is evident in an increased number of students achieving in the top 2 bands for the HSC and exceeding the growth of our similar schools for Reading and Numeracy in year 9 Check In.

Staff have developed their capacity in the explicit teaching of Literacy and Numeracy, data driven practice and Futures Learning strategies through embedded opportunities in Power Up, Connected Curriculum, Stage 5 Mastery and Literacy and Numeracy Teams. These programs have ensured that we use a common language and maintain a collective approach to all whole school focus areas for curriculum.

Literacy and Numeracy Check In and NAPLAN data was used to identify specific areas for growth in individual classes. The class data sets developed provided teachers with specific strategies to focus on resulting in improved student outcomes.

A focus on futures learning strategies ensured that students are supported to achieve their best in the HSC and beyond. This has been achieved through the development of the learning partnership through Student Voice projects, common writing scaffolds such as ALARM, high impact teaching strategies and a strategic approach to curriculum which includes moving from skills based development in Stage 4, through to Mastery in Stage 5 and Expertise in Stage 6.

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 of 2.9% of students achieving in the Top 3 Bands in the HSC.	HSC Band Data 4 x Band 6 results achieved and 27 Band 5 results. (increased from 2x Band 6 results & 20x Band 5 results in 2022) Top 2 Bands: 31 in 2023 compared to 22 in 2022 Top 3 Bands: 97 in 2023 compared to 99 in 2022.
An uplift of 4.6% of students demonstrating growth in Numeracy according to Year 7 and Year 9 Check-In assessment data.	Adjusted to reflect Check In data, Year 9 students achieved and uplift of 2.3% from 2022 to 2023 for Check In Numeracy. This result is 4.2% above SSSG .

An uplift of 4.6% of students demonstrating growth in Numeracy according to Year 7 and Year 9 Check-In assessment data.	Year 8 students achieved an uplift of 7% when comparing Semester 1 to Semester 2 Numeracy data.
An uplift of 5.5% of students demonstrating growth in Reading according to Year 7 and Year 9 Check-In assessment data.	Adjusted to reflect Check In data, Yr 9 students achieved an uplift of 6% in Reading from 2022 to 2023. This results is 2% above SSSG. Year 8 students achieved an uplift of 6% in Reading when comparing Semester 1 to Semester 2 Reading data

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

Professional learning
Socio-economic background
Beginning teacher support
Per capita

Summary of progress

We have been able to develop systems and processes that help support staff as a collective in their leadership development.

Through research and consultation, we have developed strategic roles and responsibilities for future leadership opportunities which include; *Administration Coordinator, Literacy Coordinator, Numeracy Coordinator, Writing (ALARM) Coordinator* and *Connected Curriculum Coordinator*. Through the research process, all staff were exposed to the process in which leadership positions are created along with understanding their purpose and the role in which they play at SJBHS.

Executive were extensively professionally developed through the Senior Leadership Institute's - *Middle Leadership Development Program*. Strategic professional learning resulted in some Head Teacher's undertaking the opportunity to conduct small intensive research tasks within their faculties in 2024, with a focus on mentoring and building collegial relations.

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 an increase in the number of staff accessing leadership pathways that develop Non-teaching leadership roles compared to 2021	• We were able to increase the number of non-teaching staff to leadership opportunities by 2. We were able to establish leadership exposure by offering a relieving <i>Business Manager</i> and <i>Senior Administrative Manager</i> position. Both members of staff received internal and network professional development supports along with ongoing mentoring.
Internal measures demonstrate an 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	• We observed a 10% increase in staff acquiring leadership training and development through entry into the <i>Aspiring Principal's Program</i> run by the Senior Leadership Institute. • We were able to provide 2 aspiring Head Teachers with an opportunity to work as Coordinators within the Teaching and Learning field. We anticipate to expand this to a further 4 members of staff in 2024.

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

Professional learning
Socio-economic background
Low level adjustment for disability
Integration funding support
Refugee Student Support
Aboriginal background
Per capita
Student Support Officer

Summary of progress

One Foot Into the Future - 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 implemented 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%.	2023 saw a 70% school mean reporting a positive sense of wellbeing in comparison to the 66% average reported as the NSW Government norm. This demonstrated an uplift from previous years.

An uplift in student attendance of 7.2%. attending greater than 90% of the time.	2023 saw a 2.62% growth from the baseline indicator of students attending 90% or more of the time in comparison to our 2022 data.
An increase in the % in student Wellbeing compared to 2021 result.	2023 saw 70% of our female students report a positive sense of wellbeing in comparison to the 62% NSW Government Norm. In addition, we saw a decline in male students reporting a positive sense of wellbeing in comparison to the 2022 results.
An increase in the % in student attendance compared to 2021 result.	2023 saw a 2.3% decline in overall attendance in comparison to the 2021 result.

Funding sources	Impact achieved this year
Refugee Student Support \$3,636.75	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: • Attendance - Known, Valued and Cared for Overview of activities partially or fully funded with this targeted funding include: • release time to engage staff in targeted professional learning • release time for staff to provide targeted support to students, including mentoring and tutoring • additional staffing for targeted interventions to support student learning The allocation of this funding has resulted in the following impact: Students from a refugee background have been provided with highly individualised teaching and learning opportunities aimed to target their data informed learning and wellbeing needs. After evaluation, the next steps to support our students will be: We will implement a whole-school focus of differentiation, with an emphasis placed on developing teacher capacity to differentiate content, product and process for all students.
Integration funding support	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: • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around behaviour intervention and curriculum adjustments. • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs The allocation of this funding has resulted in the following impact: All students who receive Integration Funding Support have been allocated individualised support strategies, which include one-on-one support either through a Learning and Support Teacher or SLSO. After evaluation, the next steps to support our students will be: We will implement a highly individualised learning and wellbeing initiative which tracks students on a learning and wellbeing continuum, which will allow us to plot our students against the continuum and efficiently track their progress.
Socio-economic background \$1,164,783.44	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

Socio-economic background \$1,164,783.44	enabling initiatives in the school's strategic improvement plan including: • Numeracy - Growth & Attainment • Leadership of the Classroom - Teachers as leaders • Executive Leadership Pathways (Beyond the Classroom) • Transition - One Foot into the Future • Attendance - Known, Valued and Cared for • Futures Learning HSC Top 3 Bands • Student Engagement - Connect, Succeed and Thrive Overview of activities partially or fully funded with this equity loading include: • professional development of staff through the ALARM writing scaffold and general differentiation practices to support student learning • staff release to increase community engagement • employment of additional staff to support the Connected Curriculum and ALARM program implementation. The allocation of this funding has resulted in the following impact: We have been able to reduce class sizes by employing more teachers. This has allowed for 'smaller' learning environments which subsequently allow our teachers to place greater emphasis on students requiring additional support. With 34% of our students requiring adjustments to their learning as a result of having a learning difficulty or learning disability, this initiative has been incredibly beneficial to our school. After evaluation, the next steps to support our students will be: We will continue to work with this funding source to address the individual learning needs of our students by reducing class sizes and employing additional expert staff in all key learning areas.
Aboriginal background \$21,952.85	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: • Attendance - Known, Valued and Cared for Overview of activities partially or fully funded with this equity loading include: • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students The allocation of this funding has resulted in the following impact: Students from an Aboriginal background have been provided with individualised support through their Personalised Learning Support Plans along with weekly culturally appropriate learning sessions through KARI and local community groups. After evaluation, the next steps to support our students will be: We will continue to employ an Aboriginal Education Officer that will help facilitate a personalised learning approach that encapsulates student learning, social and emotional and cultural needs.
English language proficiency \$256,409.60	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

English language proficiency \$256,409.60	enabling initiatives in the school's strategic improvement plan including: • Literacy Growth and Attainment Overview of activities partially or fully funded with this equity loading include: • employment of additional bilingual staff to support communication • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives The allocation of this funding has resulted in the following impact: We were able to facilitate our Literacy 'Power Up' initiative through this funding. This initiative allows staff trained in Literacy teaching to help improve English language proficiency among all of our students. Students were provided with 2 teachers in each lesson who specialise in this field. After evaluation, the next steps to support our students will be: We will continue to embed this Literacy focus for all Year 7 and 8 students in 2024, with a focus on equipping each class with two highly-trained literacy teachers.
Low level adjustment for disability \$471,833.03	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: • Literacy Growth and Attainment • Attendance - Known, Valued and Cared for • Student Engagement - Connect, Succeed and Thrive Overview of activities partially or fully funded with this equity loading include: • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention [Power Up and Connected Curriculum] to increase learning outcomes The allocation of this funding has resulted in the following impact: This funding source allowed us to equip both our 'Power Up' and 'Connected Curriculum' initiatives with highly trained teachers who were able to diversify learning to meet the individual needs of our Stage 4 and 5 students. Students were provided with 2 teachers, 1 of which is trained within the specific Key Learning Area and the other being a trained Learning and Support Teacher. The initiatives focused on supporting students who required low level adjustments for disability (upwards of 38% of our student population). Students were equipped with an Individualised Learning Plan along with receiving differentiated supports in the classroom. After evaluation, the next steps to support our students will be: We will continue to utilise this funding source to provide our students with a highly individualised learning environment that meets their ever-changing individual needs.
Professional learning \$83,167.93	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: • Literacy Growth and Attainment

Professional learning \$83,167.93	• Leadership of the Classroom - Teachers as leaders • Transition - One Foot into the Future • Futures Learning HSC Top 3 Bands • Non Teaching Leadership Pathways Overview of activities partially or fully funded with this initiative funding include: • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops The allocation of this funding has resulted in the following impact: Our professional learning funding allowed us to meet the mandatory professional learning requirements of all staff by affording them 20 hours release time throughout the year to focus on the development of high-quality teaching and learning programs. After evaluation, the next steps to support our students will be: We will continue to utilise these funds to release staff from face-to-face teaching in order to ensure they are regularly professionally developed within their training areas.
COVID ILSP \$384,245.63	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 2023. 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: • employment of teachers/educators to deliver small group tuition • employing staff to provide online tuition to student groups in literacy/numeracy - [Extended and short-response structures] The allocation of this funding has resulted in the following impact: The allocation of this funding has allowed us to staff our Senior Learning Hub (SHAC) with trained staff and University Students to individually tutor our HSC students in different subjects. After evaluation, the next steps to support our students will be: We will continue to utilise this funding source to employ teaching and non-teaching staff to individually tutor our students across all Key Learning Areas.
Student Support Officer \$99,516.00	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: • Student Engagement - Connect, Succeed and Thrive Overview of activities partially or fully funded with this Staffing - Other include: • Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies. • Establish referral pathways to appropriate local services through community partnerships. • SSOs contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention.

Student Support Officer \$99,516.00	The allocation of this funding has resulted in the following impact: The SSO has been utilised to develop weekly Positive Behaviour for Learning lessons. These lessons are tailored to suit contextually appropriate matters. These lessons have been highly effective, showing significant reduction in some problematic behaviours. In addition, the SSO has been highly effective in supporting the complex case management of our top 5% wellbeing referrals. Their expert knowledge has allow for our students to seek appropriate wellbeing supports both internally and externally. After evaluation, the next steps to support our students will be: We will utilise the SSO to develop our Social and Emotional Learning (SEL) continuum. Within this continuum, we will expand on our approach to embed the teaching and learning of SEL within several key learning areas.
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Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	501	528	522	579
Girls	216	260	283	301

Student attendance profile

School				
Year	2020	2021	2022	2023
7	90.9	89.2	84.8	86.8
8	89.8	86.1	80.4	84.5
9	87.7	86.9	80.3	83.9
10	84.1	80.1	78.8	81.1
11	83.2	79.1	68.8	77.8
12	89.1	82.7	79.8	80.0
All Years	87.7	84.3	79.2	82.6
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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	2.33	5
Employment	1.8	2.33	8.75
TAFE entry	0	1.55	18.75
University Entry	0	0	66.25
Other	6.5	0.77	1.25
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

16.67% of Year 12 students at Sir Joseph Banks High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

92% of all Year 12 students at Sir Joseph Banks High School expected to complete Year 12 in 2023 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)	47.7
Learning and Support Teacher(s)	2.7
Teacher Librarian	1
Teacher EAL/D	1.6
School Counsellor	1
School Administration and Support Staff	16.88
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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	547,353.21
Revenue	14,090,300.83
Appropriation	13,778,374.74
Sale of Goods and Services	26,417.63
Grants and contributions	210,113.16
Investment income	26,042.80
Other revenue	49,352.50
Expenses	-13,433,453.47
Employee related	-11,723,744.84
Operating expenses	-1,709,708.63
Surplus / deficit for the year	656,847.36
Closing Balance	1,204,200.57

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.

	2023 SBAR Adjustments (\$)
Targeted Total	498,263
Equity Total	1,914,979
Equity - Aboriginal	21,953
Equity - Socio-economic	1,164,783
Equity - Language	256,410
Equity - Disability	471,833
Base Total	9,727,556
Base - Per Capita	222,043
Base - Location	0
Base - Other	9,505,513
Other Total	603,972
Grand Total	12,744,770

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

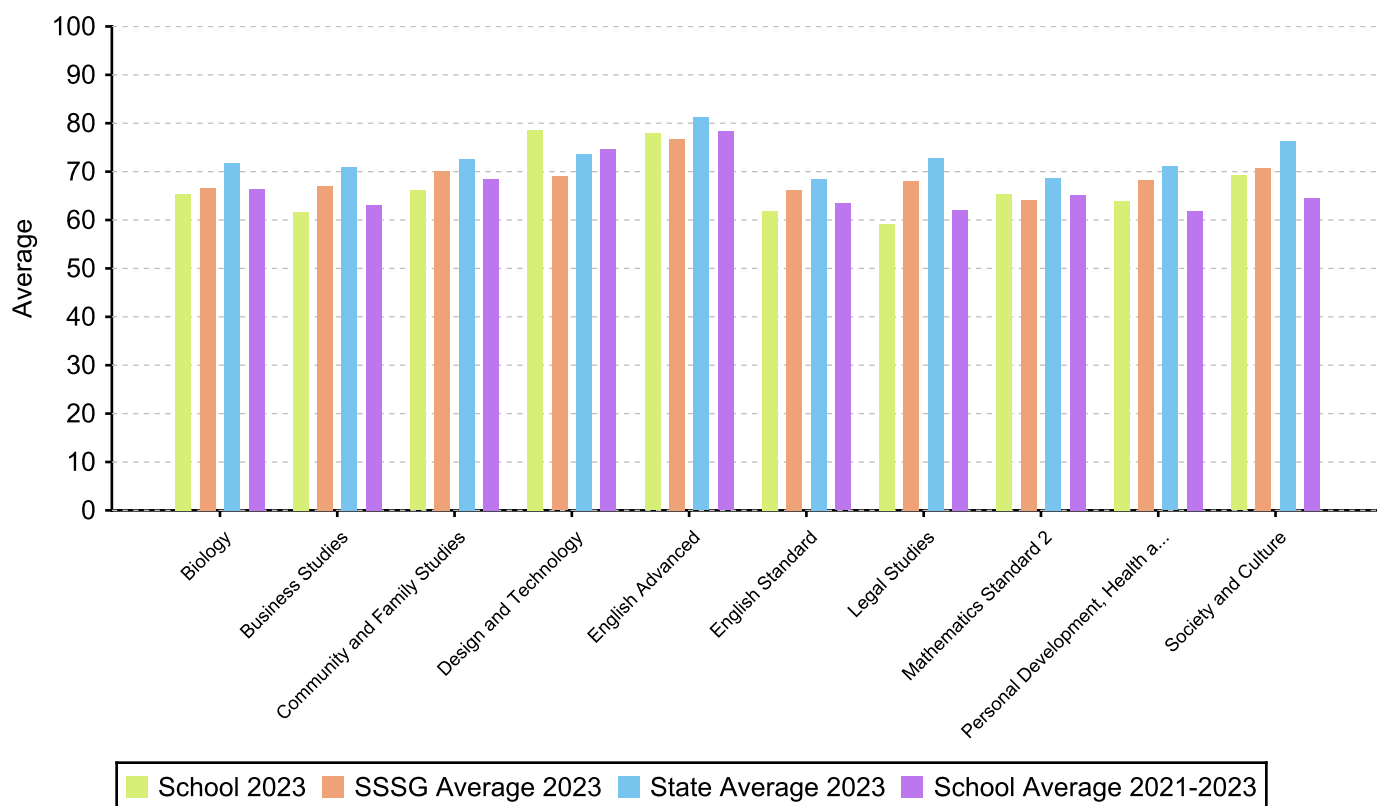
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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 2023	SSSG	State	School Average 2021-2023
Biology	65.3	66.6	71.8	66.4
Business Studies	61.6	67.0	70.9	63.1
Community and Family Studies	66.1	70.1	72.7	68.5
Design and Technology	78.6	69.0	73.6	74.7
English Advanced	77.9	76.8	81.2	78.3
English Standard	61.8	66.2	68.5	63.4
Legal Studies	59.2	68.1	72.9	62.0
Mathematics Standard 2	65.3	64.2	68.7	65.2
Personal Development, Health and Physical Education	64.0	68.3	71.0	61.9
Society and Culture	69.2	70.8	76.3	64.6

Students

The student survey revealed that both social and intellectual engagement were areas of growth for 2023. This was evident as 61% of students believed they were afforded a positive learning climate where they understand the classroom expectations, compared to 56% which was the NSW state average. In addition, students valued the learning partnership established by their teachers, with 63% of students expressing that they feel supported through positive teacher student relations, in comparison to the 57% state average. This was further supported in the data as 62% of students felt classroom instruction was well-organised, with a clear purpose, and with immediate feedback that assisted their learning.

When considering the percentage of students who are socially engaged at Sir Joseph Banks High School, 64% of students participated in school sports and clubs compared to the 58% NSW school average.

Through the creation of positive and collaborative learning environments, 81% of students have acknowledged that they have felt medium to high levels of optimism with positive expectations for the future. This coincides with students' academic self-concept. When the statement *"The extent to which students feel they can do well in their schoolwork"* was asked, the majority of students expressed medium to high levels of satisfaction in this area, 56% and 33% respectively.

Teachers

Teachers also responded to the Tell Them From Me survey and the data indicated that we are above the state average with using technology in learning opportunities. The data reflects that we are in the top 25% of the state with supporting students learning through the integration of technology in teaching and learning.

When considering collegial support, we sit in line with the state average, with 77% of teachers feeling confident in their collaboration opportunities with colleagues. In addition to this, 45% of teachers agreed and 40% strongly agreed that they have a sense of belonging to the school. This can be attributed to a sense of collective efficacy established by leaders which is reflected in the data. When posed with the question, *"Do leaders clearly communicate their strategic vision and values for our school?"*, 44% agreed and 28% strongly agreed with this statement.

Other areas on an upward trend include teachers' confidence in utilising data to inform practice, establishing and implementing effective teaching strategies and creating challenging and visible learning goals for all students.

Parents

In order to triangulate the data, we also compared the responses of the parents/carers in our school community. The data highlighted that 78% of parents feel welcome when they visit the school. This could be attributed the high level of communication satisfaction amongst parents/carers who when posed with the statement: *"I am satisfied with the general communication from the high school"*, 85% agreed or strongly agreed. When addressing the school learning environment, 71% of parents/careers agreed or strongly agreed that the school is a culturally safe place for all students with 72% of parents/carers expressing satisfaction in the school's ability to encourage their child to produce his or her best work.

This high level of satisfaction is further expressed in the data where 73% of parents/carers would recommend my child's high school to parents of primary school students.

Looking ahead, the data has informed a need for a revision of student engagement and the encouragement of student voice to establish a sense of belonging to the school community. In addition, there is a shared attitude between both parents/carers and teachers to increase opportunities for parents' involvement in areas such as school planning, procedures and policies.

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.