

2024 Annual Report

Sir Joseph Banks High School



SJBHS

8250

Introduction

The Annual Report for 2024 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 school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

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 school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2024 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student growth and performance	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Working towards Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

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 School Excellence Plan and the achievement of school improvement measures.

- Pathways
- Improved reading outcomes
- Improved numeracy outcomes

Resources allocated to this strategic direction

English language proficiency
Integration funding support
Low level adjustment for disability
Socio-economic background
Professional learning

Summary of progress

Pathways

In 2024, the focus for this strategic direction was to improve student learning outcomes. In Stages 6 and 4 practices to improve comprehension.

Pathways

Using the RAP data, there was a school focus on Skills vs. Knowledge. HTs and their faculty members have developed a greater understanding of the breakdown and differences between skills and knowledge in their relevant HSC papers. Faculties worked on a number of literacy strategies to support skill development. Data was analysed, and targets were set for each KLA. The 2024 HSC data showed a decline of 8.1%. Moving forward, classroom teachers will be more purposeful with formative and summative assessments across Years 11 and 12 and in how they align with and weigh against HSC expectations. For example, a module that holds a 20% weighting in a conventional HSC examination shouldn't hold only a 5-10% summative value once in Years 11 and 12. With the support of the DPs and using baseline data, faculties will have a literacy/numeracy skill focus and will implement a number of formative checkpoints with students, as well as offer more detailed feedback during these sessions.

Improved reading outcomes

The school had a number of explicit teaching strategies focusing on writing and reading. Initiative very faculty based and focus on reading for understanding. The scaled score for Reading has not been released so we are unable to comment on the data.

Moving forward, there will be a focus on explicit teaching of inference strategies in Year 7 across the KLAs using a common language. This will incorporate Literacy and Numeracy strategies to develop the students' ability to become reflective learners, so they are able to infer information from a range of text types. By the end of Year 9, students have been exposed to a range of text types in different contexts and have established a habit of learning whereby they question, actively engage in, and think critically about the text type and content they are covering.

Improved numeracy outcomes

A pilot project with a Year 8 class using the Essential Assessment platform was delivered. Students completed a pre-

test, and the Numeracy Coordinator team taught with the classroom teacher, focusing on identified class weaknesses. The post-testing indicated an improvement of 26% in student outcomes.

Moving forward, an initiative will be developed that allows students to have an individualised learning experience in Mathematics based on their ability. This initiative will focus on developing the foundational skills in topic-specific areas of Mathematics by assessing students against the numeracy progressions. By providing students with the opportunity to extend their knowledge in topics they excel in and support them in developing numeracy skills they may lack, we are addressing the students' learning needs holistically, tracking their growth at an individual student level. The classroom teacher will also receive professional development. Teachers will rotate through the school-focused differentiated classes: supported, universal, and extended. The aim is to build capacity in teachers to deliver teaching and learning programs while engaging in the teaching and learning cycle for different types and levels of learners, thereby improving student outcomes.

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 School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Pathways An uplift of 2.9% of students achieving in the Top 3 Bands in the HSC.	The school has not achieved a 2.9% uplift in the Top 3 Bands
Improved reading outcomes Student cohorts in 2024 demonstrate improved Reading scores compared to 2023 and 2022 cohorts.	The 2024 Check-in Assessment mean scaled score in Reading has decreased by 12.4 compared to the 2023 cohort and 11.6 to the 2022 cohort.
Improved numeracy outcomes Student cohorts in 2024 demonstrate improved numeracy scores compared to 2023 and 2022 cohorts.	The 2024 Check-in Assessment mean scaled score in Numeracy has increased by 4.1 compared to the 2023 cohort and 2.8 to the 2022 cohort.

Strategic Direction 2: Collective Staff Efficacy (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 School Excellence Plan and the achievement of school improvement measures.

- Collective Staff Efficacy

Resources allocated to this strategic direction

Summary of progress

In 2024, the focus for this strategic direction involved aspiring leaders within the executive staff participating in targeted professional learning. The Middle Leadership Development Program through SLI was carried out by 3 aspiring executives who all achieved a certificate in this course. The opportunity was provided to staff to enable staff to develop themselves as leaders, make evidenced informed decision making, lead learning and build relationships, through the creation of leadership roles such as ALARM coordinator, assistant HT Roles and assistant Deputy Principal roles. The school has seen impact at a whole school level demonstrated through 2 assistant head teachers having acquired HT roles within the school and 2 head teachers have acquired Deputy Principal roles externally. When considering future school planning and implementation we need to have ongoing support and development of aspiring leaders to fill these roles mentioned in a capacity that aligns with our school values.

In 2024 there was a focus on Deputy Principals mentoring aspiring leaders to outline qualities needed to lead whole school initiatives and have direct impact on classroom results. Each Deputy has an aspiring assistant Deputy Principal timetabled and assigned to them, to mentor these staff through guided processes and policy implementation. DPs supported aspiring leaders to develop specific selection criteria for CV development and develop skills in interview techniques. Each assistant had the opportunity to shadow their mentors and be a part of many of the operational sides of the role. The school has seen impact at a whole school level with each of the Assistant DPs relieving in roles as DPs across 2024 and hence creating opportunities for leadership through relieving HTs being rotated throughout 2024. Again, when considering future school planning in leadership we need to consider ongoing mentorship and professional development for all aspiring leaders. In doing so this will create a larger breadth of expert teachers in the school who can collaboratively focus on improving student outcomes in an explicit manner.

In 2024 there has been continued focus on developing the leadership capacity of the executive team. This is evident through a HT and DP who are aspiring Deputy Principals and Principals, taking part in the Senior Leadership-Aspiring Principal Leadership Program (NSW public school Leadership and management credential). Each of them achieved their certificate successfully which is the equivalent to 50% of a leadership masters degree. When considering future planning and implementation we will allocate resources to other executive who wish to aspire to complete the course in 2025 and beyond.

In late 2024 the development of the Peer Observation program has once again developed 4 new leadership roles within the school for 2025. The impact of this will see PDPs have goals relating to aspirations that are linked to ATPSS, QT framework and the School Plan. This is evident in the template creation and overview for this program for 2025. The immediate impact is the creation of new leaders in the school as well as the development of a strong observation tool where collective efficacy and shared practice is a key focus. The school will measure impact in this area for 2025 and then determine what adjustments that may be needed to enhance the project through to 2026. Pre and post staff surveys of the program will be data used to inform the where to next.

.In 2024, the development of new leadership roles required the development of a handbook to align The SEF framework and Australian Professional teaching standards with each new role and role description. Each new role has had a detail description created and this is evident in the new Peer Observation Program as well. The impact is evident through the creation of these new leadership roles and the ongoing development of these staff members who have taken up these roles, through ongoing professional learning and development. This will be ongoing throughout 2025 and consideration for new leadership roles we be addressed based on school needs.

In 2024 there has been a focus on the development of the SHAC. supporting Stage 5 to 6 and Stage 6 and beyond student transition and progress throughout their senior learning. Students are strategically supported by teachers and

support staff through timetabled learning periods and assisted in knowing how to apply the necessary skills to be successful in a senior education setting. This program allows one on one consultation with students and their families to determine their desired pathway. This has resulted in all students wishing to study tertiary education, gaining access into their desired courses with 100% success. Due to budget implications this will be scaled back for 2025 to be determined in 2025.

In 2024 the focus has been to develop the leadership capacity of aspiring non teaching staff across the school. 2 staff members have been trained and developed as both business managers and SAMs and have began those roles in their capacity at the school. Administration professional learning has been provided to a number of non teaching staff to ensure capacity is shared across the school and to be able to assist teaching staff in administration tasks. The school has seen impact at a whole school level through staff having less administrative tasks and hence being able to focus more on the core business of teaching and learning to establish growth in student outcomes. When considering future school planning and implementation we need to consider what other leadership capacity opportunities can be provided for non teaching staff and how to best support each other through sharing the administrative burdens.

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 School Excellence Plan and the achievement of school improvement measures.

- Attendance
- Engagement and Wellbeing

Resources allocated to this strategic direction

Socio-economic background
Aboriginal background
Integration funding support
Low level adjustment for disability
Professional learning
Student Support Officer
Small group tuition (SGT)

Summary of progress

Attendance:

In 2024, the focus for this strategic direction was to improve the attendance rate of our students.

This involved creating school procedures for attendance and lateness, where the Deputy Principals and Attendance Officer used weekly data to create a targeted intervention plan to support students and their families. Targeted students completed reflections about their attendance and the impact it has on their learning. If further interventions were required, a student attendance support plan was developed with the student and the Attendance Officer. In some cases, the parent was involved in the development. There was an improvement of 4.8% of students achieving above 90% attendance and 3% above 95% attendance. There was also an increase of 1.9% of students with attendance below 50%. The 'Lates' procedure was introduced, which had a significant impact on the beginning of the day. There was a reduction of 2.5% of students coming to school late.

The school has seen an impact at a whole-school level, demonstrated through the building of relationships between the families and the school, as well as the learning outcomes of students. Deputy Principals, Year Advisers, and the Attendance Officer have built positive relationships with families.

When considering future school planning, implementation, and reporting, the school will work with the students and families to establish a culture that recognises the importance of attendance-just as every day counts, every minute counts. This cultural change will support further improvement in students' learning outcomes.

Structured break times: This initiative was implemented to help students cultivate pro-social behaviours during unstructured periods. It involved repurposing physical resources to create a dedicated space (The Junction) and developing a break time program featuring age-appropriate pro-social activities that cater to student needs. Each activity was designed based on an analysis of Sentral behaviour data and incorporated student feedback. The Structured Break Times initiative empowered our Wellbeing Team and Student Support Officers to identify targeted solutions, establish a framework, and enhance positive student engagement. Future plans to develop specialised focus areas for the SSO Team will further refine and enhance data-driven, high-quality wellbeing interventions.

Personal Improvement Tracker: The Personal Improvement Tracker (PIT) and process was developed to promote positive behaviour for learning. By aligning our school values-THINK, Respect, and Learn-with collaboratively developed student goals informed by Sentral behaviour data, we have established a framework that promotes positive student behaviour and engagement. This alignment ensures that our strategies are grounded in our core values while being responsive to the individual needs of our students, fostering a more cohesive and supportive learning environment. Additionally, this approach has enhanced our capacity to provide targeted support for students facing learning, engagement, and behavioural challenges as identified by Sentral behaviour data. The Personal Improvement Tracker process faced considerable disruption during Term 3 due to the suspension of Pastoral Care due to staff shortages.

However, in Term 4, we introduced enhanced expert support through the HT LaST for identified students, concentrating on improving behaviour and engagement across all classes. This strategy significantly boosted our ability to provide effective, targeted support. Additionally, we streamlined administrative processes and ensured that PIT intervention identification was aligned with existing structures including the Coordinated Support meeting times and Pastoral Care lessons, to offer cohesive and effective assistance for our students. The Personal Improvement tracker and process is now embedded in our school.

Learning and Engagement Process: This initiative aimed to create opportunities for students and teachers to identify and implement explicit teaching and learning strategies to enhance positive student outcomes. We achieved this by analysing student information through Functional Assessments and collaboratively developing a comprehensive suite of explicit strategies for both students and teachers to trial. The recommended teaching strategies were aligned with the Australian Professional Standards for Teachers and provided a pathway for engagement with the Student Support Team (SST) to access further professional learning. The following outcomes were observed during the implementation of this initiative:

- Classroom teachers received support in developing programs tailored to meet students' individual needs.
- Stronger relationships were established with parents and allied health professionals, facilitating the design of effective learning experiences for students.
- A total of 35 students were observed and supported through functional assessments, leading to actionable teaching and learning recommendations.

Looking ahead, the Learning and Engagement Process will be expanded in 2025, with the Student Support Team feeling more equipped to provide targeted professional learning and recommendations to support our most disengaged learners.

Time Out Strategy: The Time Out Strategy has been designed to support dysregulated students in identifying ways to moderate their emotions and successfully re-engage with their learning. By implementing a system that captures and analyses student emotional data, we can co-develop and document more individualised and effective strategies within student plans for use during times of distress. When entering Time Out, students assess their emotional state, and upon exiting, they evaluate the effectiveness of the strategies they employed to self-moderate. This process has enabled the team to gather detailed and consistent data. Through Professional Learning and collective efficacy, "active time outs" are now embedded as a universal practice for all students accessing this intervention. With enhanced data collection now in place, we can review and modify the future purpose and direction of the Time Out Strategy as a school-wide intervention to align with our upcoming School Plan and Strategic Directions. Any changes in purpose and direction will inform future Time Out training and communication documents, ensuring that all resources and information remain current and fit for purpose.

Return to Class Intervention: The focus of this initiative was to design and implement a highly specialised, targeted strategy to support our most complex learners. We have developed a suite of options that includes various learning, engagement, and wellbeing interventions, providing specific and individualised support for targeted students while allowing them to engage with expert staff in tailored activities. Parents, carers, and allied health professionals have appreciated the opportunity to collaborate on a measured approach to re-engagement. The continuation and success of this highly specialised and supportive program will rely on Equity and targeted (IFS) funding. A suite of options for students to engage in including a range of learning, engagement and wellbeing interventions has been developed and provides specific and individualised support for targeted students and an opportunity to engage with expert staff in tailored activities. Parents/ carers and allied health professionals have appreciated the opportunity to negotiate a measured approach to re engagement. The continuation and success of this highly specialised and supportive program will be dependent on Equity and targeted (IFS) funding and the availability of expert teaching and non-teaching staff.

SHAC: The SHAC (Senior Hub Aspire Centre): The focus of this activity was to create an opportunity and physical space for teachers and tutors to assist students in the completion of Stage 6 course requirements. The SHAC was available for 2 days a week, Monday and Wednesday afternoons, to facilitate additional support for students in the completion of assessment tasks. The SHAC was also recommended for students to attend to redeem outstanding N Award warnings where students would complete outstanding tasks. Students' attendance increased during upcoming assessment tasks and teachers would invite students to the SHAC for assistance in both theory and practical activities.

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 School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Attendance The implementation of a whole school approach to attendance data analysis has helped to identify trends and areas for growth.	There has been an increase in students' attendance rate from 2023 to 2024.

Funding sources	Impact achieved this year
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 Excellence Plan including: • Improved reading outcomes • Engagement and Wellbeing Overview of activities partially or fully funded with this targeted funding include: • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students The allocation of this funding has resulted in the following impact: In 2024, Integration Funding Support allocations provided direct benefits to identified students by aligning their collaboratively developed goals with targeted interventions in learning, engagement, wellbeing, and transition. By employing specialised staff, we developed a wide range of personalised and evidence-based support strategies. These initiatives were successfully implemented to ensure that all identified students made positive progress in their educational experiences. After evaluation, the next steps to support our students will be: We will continue to implement, monitor, and evaluate individualised interventions that align with the wishes of parents and carers. This ongoing process ensures that the support provided is tailored to meet the specific needs and preferences of each student, fostering a collaborative and best practice approach.
Socio-economic background \$1,300,000.00	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 Excellence Plan including: • Attendance • Improved numeracy outcomes • Engagement and Wellbeing Overview of activities partially or fully funded with this equity loading include: • Developed a Numeracy coordinator position • Attendance Officer (0.6) • professional development of staff through to support student learning • employment of additional staff (HT engagement) to implement various programs • providing students with economic support for educational materials, uniform, equipment and other items The allocation of this funding has resulted in the following impact: Provided opportunities for staff to develop their practice to improve student learning outcomes. The Attendance officer (AO) has supported the school in improving overall student attendance rates. After evaluation, the next steps to support our students will be: Continue to use the AO role to work with families and students to improve their attendance.
Aboriginal background	Aboriginal background equity loading is used to meet the specific learning

\$21,907.11	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 Excellence Plan including: • Attendance Overview of activities partially or fully funded with this equity loading include: • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Pathways The allocation of this funding has resulted in the following impact: In 2024, Aboriginal students at SJBHS engaged in a meaningful legacy cultural project that involved collaboration and consultation with local elders. Through this initiative, students shared their cultural learning by creating authentic local language school house identifications and associated artwork. This project has significantly enhanced cultural understanding and appreciation across the entire school community. As a result, Aboriginal students are known, valued, and cared for, which is reflected in an impressive average attendance rate of 88% and ensures that we continue to walk and work together. After evaluation, the next steps to support our students will be: Continue to establish strong relationships with Aboriginal bodies including KARI to further enhance transition, wellbeing and engagement.
English language proficiency \$300,147.15	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 Excellence Plan including: • Improved reading outcomes Overview of activities partially or fully funded with this equity loading include: • additional staffing intensive support for students identified in beginning and emerging phases • employment of additional staff to support delivery of targeted initiatives The allocation of this funding has resulted in the following impact: Beginning and emerging EALD students have been provided with additional SLSO support in class. In addition, expert EALD teachers have been employed to ensure that targeted literacy and evidenced based practices are implemented to support positive student learning outcomes. After evaluation, the next steps to support our students will be: ELP funding will continue to be used to employ expert staff to provide additional support for beginning and emerging language students across all Key Learning areas.
Low level adjustment for disability \$523,814.53	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 Excellence Plan including: • Improved reading outcomes • Engagement and Wellbeing Overview of activities partially or fully funded with this equity loading

Low level adjustment for disability \$523,814.53	include: • Targeted students are provided with an evidence-based intervention program to increase learning outcomes • 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 • targeted students are withdrawn by specialist staff and provided with a comprehensive suite of literacy strategies to meet their need The allocation of this funding has resulted in the following impact: The employment of teachers with a primary school background and specific literacy skills led to the development of a comprehensive suite of evidence-based literacy strategies. This has directly and positively impacted identified students to improve their literacy skills. Additional diagnostic resources have empowered the Learning and Support team to make collective and informed decisions about teaching and learning through the provision of Personalised Learning and Support Plans that specifically identified individual student accommodations for mainstream students across Stages 4 & 5 and represented 36.7% of the entire Stages 4 & 5 cohort. After evaluation, the next steps to support our students will be: In 2025 the Low level adjustment for disability funding will continue to be used to implement targeted literacy strategies for identified students. A numeracy teacher as part of the LaST will be employed to strengthen our approach in supporting students with disability in the mainstream.
Professional learning \$88,182.82	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 procedures at Sir Joseph Banks High School. Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including: • Improved numeracy outcomes • Engagement and Wellbeing 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: Teachers have been able to develop explicit teaching and learning programs that include new syllabus outcomes and address the needs of students that is evidenced through RAP and Naplan data. Teachers have also taken part in numerous leadership courses, which has lead to more leadership roles being developed in the school and creating more leaders in the classroom. Research evidence demonstrates leadership as one of the highest effect sizes in improving student outcomes. After evaluation, the next steps to support our students will be: Targeted professional leadership in differentiation of content and explicit teaching as part of the new school plan. Further professional learning in providing effective student feedback will also help improve student outcomes. Lastly, linking lesson observation strategies professional learning to our Peer Observation program will see high impact on student learning.
Student Support Officer \$103,930.00	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 Excellence Plan including: • Engagement and Wellbeing Overview of activities partially or fully funded with this Staffing - Other include:

Student Support Officer \$103,930.00	• 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 • Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies • 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 The allocation of this funding has resulted in the following impact: The Student Support Officer plays a vital role within our school community, focusing on enhancing student wellbeing and improving learning outcomes. Collaborating closely with the Student Services Team and school counselling services, the Officer provides both individual and targeted support, as well as implementing evidence-based wellbeing initiatives and programs for the entire school. In 2024, the Student Support Officer has successfully fostered partnerships with external agencies, establishing effective referral pathways for students and families in need. Notably, the Tell Them from Me survey reflects this positive impact, showing an increase in Advocacy, High Expectations, and Sense of Belonging from 77% in 2023 to 89% in 2024. After evaluation, the next steps to support our students will be: Students will continue to be supported.
Small group tuition (SGT) \$97,674.00	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 Excellence Plan including: • Engagement and Wellbeing Overview of activities partially or fully funded with this targeted funding include: • Teachers and SLSOs were employed through this funding to support with preparation for HSC examinations and assessments. Students were assisted to develop literacy and numeracy specific to Stage 6 learning outcomes. The allocation of this funding has resulted in the following impact: The impact of this initiative was limited. Feedback from teachers was that students were best placed in Year 12 to receive assistance from their classroom teacher for HSC preparation. After evaluation, the next steps to support our students will be: Small group tuition will focus on Stage 4 to develop literacy and numeracy skills at an early stage.

Student information

Student enrolment profile

Students	Enrolments			
	2021	2022	2023	2024
Boys	528	522	579	621
Girls	260	283	301	321

Student attendance profile

School				
Year	2021	2022	2023	2024
7	89.2	84.8	86.8	85.8
8	86.1	80.4	84.5	81.9
9	86.9	80.3	83.9	81.5
10	80.1	78.8	81.1	81.0
11	79.1	68.8	77.8	76.3
12	82.7	79.8	80.0	83.0
All Years	84.3	79.2	82.6	81.4
State DoE				
Year	2021	2022	2023	2024
7	89.7	85.5	87.9	87.2
8	86.7	82.1	84.6	83.7
9	84.9	80.5	82.8	82.1
10	83.3	78.9	81.1	80.4
11	83.6	80.0	81.7	81.6
12	87.0	83.9	86.0	85.5
All Years	85.9	81.7	83.9	83.3

Attendance

Attendance data is based on Semester 1. Data is suppressed at grade-level if there were 5 or less students at the school in the specific grade. Schools with 5 or less total enrolments will have all their attendance data suppressed.

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 2023/2024, 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 was 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	1	7
Employment	1	7	18
TAFE entry	1	2	8
University Entry	0	0	55
Other	0	1	0
Unknown	1	2	8

Year 12 students undertaking vocational or trade training

11.67% of Year 12 students at Sir Joseph Banks High School undertook vocational education and training in 2024.

Year 12 students attaining HSC or equivalent vocational education qualification

94.6% of all Year 12 students at Sir Joseph Banks High School expected to complete Year 12 in 2024 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	10
Classroom Teacher(s)	54.5
Learning and Support Teacher(s)	2.7
Teacher Librarian	1
Teacher EAL/D	1.8
School Counsellor	2
School Administration and Support Staff	19.37
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, prioritised permanent employment for Aboriginal and Torres Strait Islander teachers, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2024, 2.3% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2024 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	3.30%
Teachers	3.30%	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 six 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 2024 to 31 December 2024. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2024 Actual (\$)
Opening Balance	774,767.05
Revenue	16,259,785.02
Appropriation	15,794,856.82
Sale of Goods and Services	26,450.27
Grants and contributions	275,310.17
Investment income	30,909.13
Other revenue	132,258.63
Expenses	-15,466,183.62
Employee related	-13,365,631.71
Operating expenses	-2,100,551.91
Surplus / deficit for the year	793,601.40
Closing Balance	1,568,368.45

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.

	2024 SBAR Adjustments (\$)
Targeted Total	735,651
Equity Total	2,145,869
Equity - Aboriginal	21,907
Equity - Socio-economic	1,300,000
Equity - Language	300,147
Equity - Disability	523,815
Base Total	11,578,363
Base - Per Capita	158,624
Base - Location	0
Base - Other	11,419,739
Other Total	921,792
Grand Total	15,381,675

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.

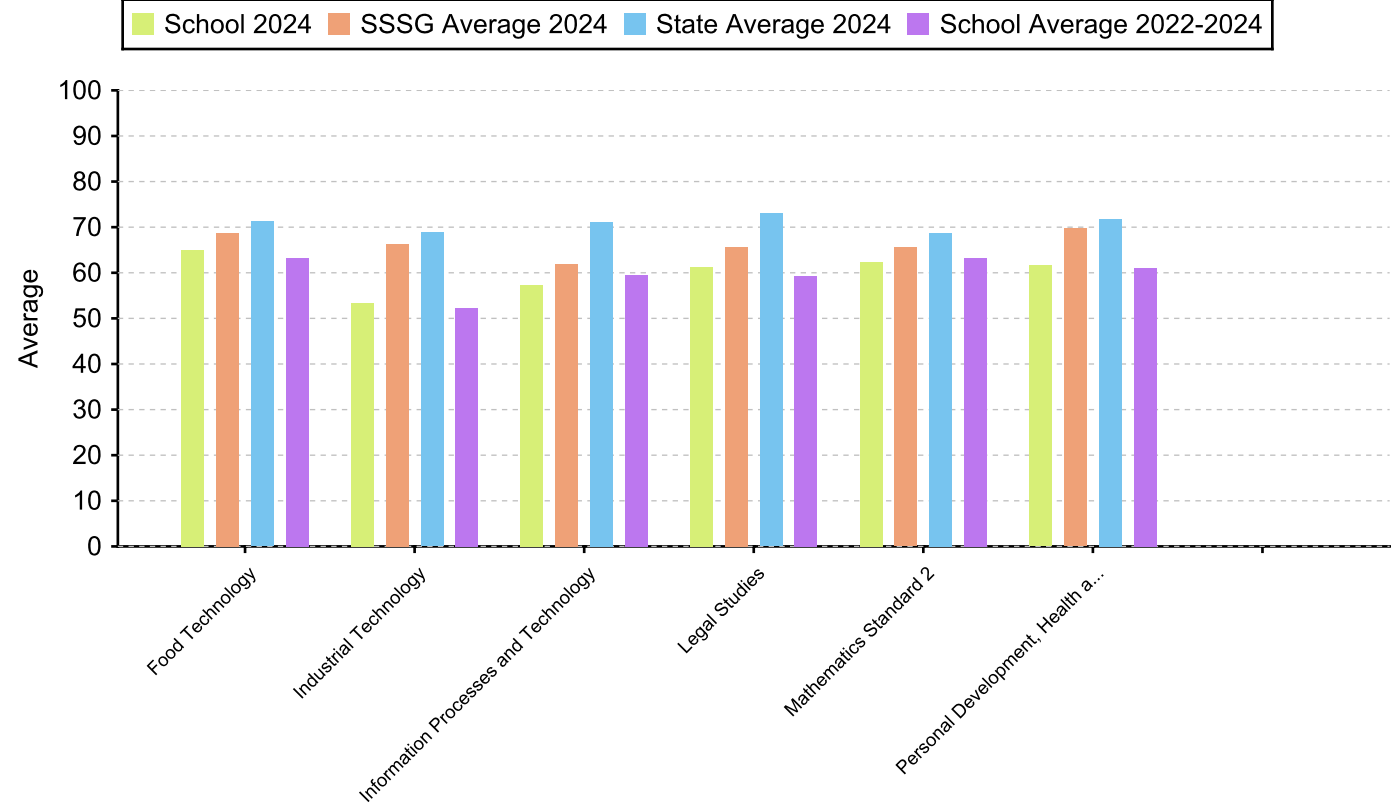
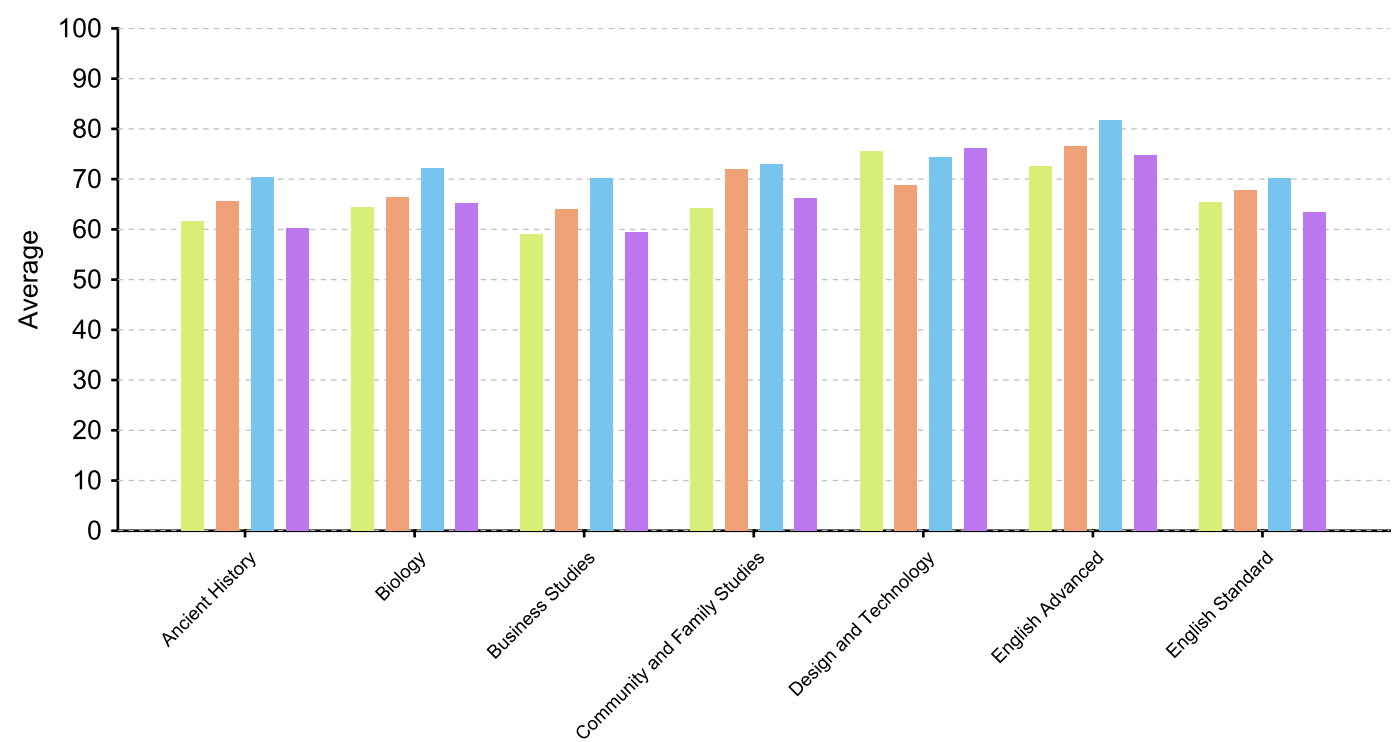
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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 2024	SSSG	State	School Average 2022-2024
Ancient History	61.7	65.5	70.4	60.3
Biology	64.5	66.5	72.2	65.2
Business Studies	59.0	64.1	70.1	59.5
Community and Family Studies	64.3	72.0	72.9	66.2
Design and Technology	75.6	68.8	74.4	76.1
English Advanced	72.6	76.6	81.7	74.7
English Standard	65.3	67.7	70.1	63.5
Food Technology	65.0	68.6	71.3	63.3
Industrial Technology	53.4	66.2	68.8	52.3
Information Processes and Technology	57.4	62.0	71.1	59.6
Legal Studies	61.3	65.6	73.0	59.3
Mathematics Standard 2	62.3	65.6	68.8	63.3
Personal Development, Health and Physical Education	61.6	69.7	71.8	61.1

Parent/caregiver, student, teacher satisfaction

In 2024, our school participated in the Tell Them from Me survey, which provided valuable insights into parent satisfaction. We are pleased to report a notable increase in satisfaction levels compared to 2023.

The survey focused on key areas such as how welcome parents feel at our school, the effectiveness of our communication in keeping them informed, and their perceptions of our commitment to inclusion and positive behaviour support. We are proud to share that in all surveyed areas, parent satisfaction not only increased but also exceeded the average satisfaction levels observed across other NSW Government schools.

Conversely, the teacher survey indicated a decline in morale across the school from 2023 to 2024. While this decline is disappointing, it aligns with trends observed in other Government schools.

On a positive note, student survey results showed an overall improvement in socio-emotional outcomes compared to last year. Students expressed greater aspirations towards completing Year 12 and pursuing university education. They also highlighted key drivers of their success, including increased advocacy at school, high expectations, and the effectiveness of teachers in providing explicit instruction and constructive feedback.

As we move forward, we will continue to focus on enhancing staff morale while building on the positive momentum in student outcomes.

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.