2023 Annual Report

Sydney Boys High School

8137

Introduction

The Annual Report for 2023 is provided to the community of Sydney Boys High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

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School vision

We strive to be at the forefront of educational practice, pursuing excellence while contributing positively to the world as scholars, sportsmen, educators and leaders.

School context

Sydney Boys High School is a selective school with a multi-cultural, socially diverse and geographically dispersed student population. High provides equal opportunity for gifted boys to achieve excellence in academic, cultural, sporting, civic, leadership and social endeavours, in an inclusive environment that supports learning, teaching and friendship. Since 1883, High's culture has been characterised by a pursuit of all-round high achievement, a focus on tertiary preparation, diversity in student programs and high-quality outcomes. High is uniquely positioned as the only state school in both the Athletic Association of the Great Public Schools (since 1906) and the Combined High Schools Sports Association (since 1913). Entry to High is via a Department of Education Selective Schools Entry Test for Year 7 and by a school-based selection process for Years 8-12. High's important community organisations include:

- The Sydney Boys High School Council
- The P & C Association and its sub-committees
- The Sydney High School Foundation Inc.
- The Sydney High Old Boys Union Inc.
- The High Club Inc.
- The Sydney High School Basketball Association Inc.
- The Sydney High School Cricket Association Inc.
- The Sydney High School Football Association Inc.
- The Sydney High School Rifle Club Inc.
- The Sydney High School Rowing Association Inc.
- The Sydney High School Rugby Association Inc.
- The Sydney High School Sailing Association Inc.

We value our relationships with: Sydney Girls High School, the University of Technology: Sydney, Centennial Parklands, the Sydney Swans, Sydney University Sports, the University of NSW, Indeep Tennis, Woollahra Sailing Club, Eastern Suburbs Cricket Club and Paddington RSL Club.

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

Purpose

The school has identified the need for students to become autonomous, engaged and successful learners. Each student will be engaged through high expectations, differentiation and a focus on developing skills in problem solving, evaluation, working with others, creativity and innovation, and communication.

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.

- Differentiation

Resources allocated to this strategic direction

Professional learning
Per capita
Beginning teacher support
Low level adjustment for disability
English language proficiency

Summary of progress

The Data-Informed practice team examined internal and external school data (HSC and NAPLAN results) to identify strengths and weaknesses to target across the school. Due to limited staff representation from all faculties, the Data-Informed Practice team has morphed into the School Growth team for 2024. The Student Growth Goal Setting practices were implemented into the Year 11 cohort and will be reviewed next year. This initiative will continue into 2024, under the School Growth team. Base data on growth goals will be collected for stage 6.

The Differentiation team successfully embedded HPGE strategies into all Stage 4 programs. SIP Faculty Leads continued integration of Numeracy Progressions into Year 7 & 8 programs.

The Differentiation team and SIP Faculty Leads will drive implementation of targeted interventions into Year 9 programs during 2024.

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
77% of students scoring 700 or above in Year 9 NAPLAN numeracy.	94% of Year 9 students scored above 700 in Year 9 NAPLAN numeracy.
84% of students in the top 2 bands for the HSC.	84.7% of students achieved in the top 2 bands for the HSC.

Strategic Direction 2: Nurturing personal wellbeing

Purpose

Our school aims to create positive relationships among both students and staff, and to create a sense of accomplishment. We will strive for every member of the school community to develop the skills needed for a healthy and balanced life, maintaining positive relationships and having the resilience and determination to deal with any challenges they may face.

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.

- School Culture

Resources allocated to this strategic direction

Socio-economic background
Low level adjustment for disability
Aboriginal background
Student Support Officer

Summary of progress

After an extensive review of Parent -Teacher sessions and multiple staff surveys, the Wellbeing Team reaffirmed the four Parent Teacher night schedule. This increased the number of interview slots available, enabling parents to have adequate access to discussion times with teachers about student progress. The Wellbeing Team has morphed into the School Culture Team for 2024 to promote a greater sense of belonging to the school community to align more closely to the initiative of the SIP.

A review of attendance monitoring procedures and practices is required to improve the overall student attendance rate to 90% of the time or more for next year. A review of school wellbeing processes and strategies will assist us to work towards increasing positive School Culture indicators next year.

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
Identifying non-attendance patterns across the school	The Senior Executive managed to identify key areas to target in 2024 as a result of base line data used in 2023. These areas include: School Athletics Carnival, the 5-days leading up to assessment periods and the 3-weeks leading up to the Trial HSC period. We want to exclude the extended leave travel that families have had approved from school attendance data.
78% of students report that they are proud to say they have attended Sydney Boys High School.	In 2023, while 83% of students as a whole reported in the TTFM that they had a sense of belonging, only 68% of Year 12 students identified as agreeing strongly to the statement of pride in the school in the Year 12 exit survey. 2023 highlighted the need to define this measure better and do some internal surveying to identify what contributing factors of school pride we are missing if any.

Strategic Direction 3: Closer reading, clearer writing

Purpose

Our students need to read and write with more confidence, sophistication and skill. We will empower students to create and evaluate both creative and analytical language in a way that deepens their understanding of the world they live in and develops their engagement with it.

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.

- Reading
- Writing

Resources allocated to this strategic direction

English language proficiency
Professional learning
Beginning teacher support
Per capita

Summary of progress

Progress was made on developing teacher knowledge and understanding of shared strategies on reading and writing to improve teaching practice through Professional Learning. The Writing Team implemented the whole school objective of Sentence Conscious Pedagogy into the Stage 4 programs.

The Reading Team supported the implementation of faculty-specific disciplinary reading by sharing teaching activities.

SIP Faculty Leads continued with the integration of Literacy Progressions into Year 8 programs.

The success of the Differentiation Team and SIP Faculty Leads in driving the implementation of targeted interventions in stage 4, gives our staff agency to replicate that process in the Year 9 programs for 2024.

Reading and Writing Teams will continue to implement whole school initiatives into Year 9 programs.

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
81% of students scoring 650 or above in Year 9 NAPLAN reading.	85.6% of students scored 650 or above in the 2023 Year 9 NAPLAN reading exam.
52% of students scoring 650 or above in Year 9 NAPLAN writing.	72.7% of students scored 650 or above in the 2023 Year 9 NAPLAN writing exam.

Funding sources	Impact achieved this year
Socio-economic background $23,036.50	Socio-economic background equity loading is used to meet the additional learning needs of students at Sydney Boys High School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • School Culture **Overview of activities partially or fully funded with this equity loading include:** • staff release to improve school culture • resourcing to increase equity of resources and services • staff and programs provided to address student needs **The allocation of this funding has resulted in the following impact:** - Review of Values Education and Careers Education courses for Years 7 - 10 - Curriculum based online learning platform to support underperforming students and improve engagement (ATOMI, CANVAS) -Specialised and support staff to improve student attendance, wellbeing and engagement **After evaluation, the next steps to support our students will be:** Initiatives will continue into next year to be reviewed.
Aboriginal background	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Sydney Boys 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:** • School Culture **Overview of activities partially or fully funded with this equity loading include:** • Professional learning provided to staff to implement the Aboriginal education policy into suitable teaching activities into Stage 4 and/or 5 programs. **The allocation of this funding has resulted in the following impact:** The Aboriginal background funding was not provided to the school in 2023. Professional learning provided to staff to implement the Aboriginal education policy into suitable teaching activities into Stage 4 and/or 5 programs. **After evaluation, the next steps to support our students will be:** The Aboriginal background funding was not provided to the school in 2023.
English language proficiency $138,712.13	English language proficiency equity loading provides support for students at all four phases of English language learning at Sydney Boys High School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Differentiation • Reading • Writing **Overview of activities partially or fully funded with this equity loading include:**

English language proficiency $138,712.13	• withdrawal lessons for small group (developing) and individual (emerging) support • employment of additional staff to support delivery of targeted initiatives • provide literacy and numeracy PL to staff • engagement of a Literacy Coordinator to model effective strategies to increase teacher confidence in the classroom. **The allocation of this funding has resulted in the following impact:** The funding has provided teachers access to professional learning to improve student literacy and numeracy skills. Small group workshops (literacy enrichment classes) were provided targeted support to meet student needs. Sentence Conscious Pedagogy and literacy and numeracy progressions were embedded into Stage 4 programs. **After evaluation, the next steps to support our students will be:** Initiatives will continue into next year to be reviewed.
Low level adjustment for disability $104,422.54	Low level adjustment for disability equity loading provides support for students at Sydney Boys 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:** • Differentiation • School Culture **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 needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement in outcomes for students with additional learning needs. • targeted support for students through Wellbeing programs to increase learning outcomes. **The allocation of this funding has resulted in the following impact:** Specialist support staff maintain relationships with students, staff, parents/caregivers through transition programs and communication to ensure adequate provisions are provided to identified students. SLSO supervises students from Years 7 -12 who require disability provisions during summative assessments. Invigilators are provided to ensure all examinations are conducted in a proper and fair manner. This allows teachers release time to prepare for classroom teaching, programming, marking and improving teacher morale and general wellbeing. Year advisers use their allocation times to monitor attendance, health and wellbeing of students and provide strategies to teachers to support the student needs. SLSO and SSO ensures students can have one-on-one support. **After evaluation, the next steps to support our students will be:** These initiatives will be reviewed and continued next year to nurture personal wellbeing and academic performance.
Professional learning $94,885.38	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 Sydney Boys High School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Differentiation

Professional learning $94,885.38	• Reading
	Overview of activities partially or fully funded with this initiative funding include: • engaging in specialist teams to unpack evidence-based approaches to differentiation and pedagogical improvement • teacher allowances for staff engaging in specialised teams • course costs for staff undertaking recognised courses to improve student outcomes and implement curriculum reform • teacher relief for staff engaging in professional learning **The allocation of this funding has resulted in the following impact:** The High Potential and Gifted Education differentiation strategies and literacy progressions embedded into Stage 4 programs. Professional Learning provided to staff on whole school initiatives and curriculum reform implementation. **After evaluation, the next steps to support our students will be:** Professional learning will continue to support teachers with curriculum reform and integrate HPGE differentiation teaching strategies into Stage 5 to improve student outcomes.
Beginning teacher support $102,596.00	Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Sydney Boys High School during their induction period. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Differentiation • Writing **Overview of activities partially or fully funded with this initiative funding include:** • reduced responsibilities or teaching loads sufficient to support the development of their skills • mentoring structures which provide ongoing feedback and support that is embedded in the collaborative practices of the school. • professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school, and productive relationships with parents and caregivers. **The allocation of this funding has resulted in the following impact:** Beginning Teacher support funds allowed for mentors and Beginning Teachers to have timetabled flexibility for classroom observation, behaviour management, feedback, and the improvement of their explicit teaching. Professional learning allowed Beginning Teachers time to acquire greater knowledge of HPGE strategies, wellbeing activities and writing techniques to improve teaching practice and student engagement. **After evaluation, the next steps to support our students will be:** Beginner Teacher programs will be reviewed and implemented.
COVID ILSP $20,354.99	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:** • releasing staff to analyse school and student data to identify students for small group tuition groups or to monitor the progress of student groups.

COVID ILSP $20,354.99	• releasing teaching staff to support the administration of the program. • releasing staff to participate in professional learning **The allocation of this funding has resulted in the following impact:** The COVID ILSP funding has provided programs and workshops to support the academic and social development of students who are underachieving or disengaged. These programs included academic writing and study skills, wellbeing strategies for stress management and organisation, Elevate, Study Samurai, Life Ready and Youth Road Safety courses. **After evaluation, the next steps to support our students will be:** Due to the effectiveness of the programs and workshops, these initiatives will continue next year.
Per capita $312,962.75	These funds have been used to support improved outcomes and the achievements of staff and students at Sydney Boys High School **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Differentiation • Writing **Overview of activities partially or fully funded with this operational funding include:** • Implementing the High Potential and Gifted Education policy and curriculum reform across the school. • developing of resources and planning for growth goal setting to improve student outcomes. • providing teacher allowances and teaching resources for whole school initiatives (writing and literacy and numeracy progressions). **The allocation of this funding has resulted in the following impact:** The funding has provided for whole school initiatives to target differentiation in programs to improve NAPLAN results and results in the top two bands in the HSC. The development of teaching resources and the provision of professional development have supported the initiatives. **After evaluation, the next steps to support our students will be:** These initiatives will be reviewed and continued next year to embed into Stage 5.
Student Support Officer $99,516.00	These funds have been used to support improved outcomes and the achievements of staff and students at Sydney Boys High School **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • School Culture **Overview of activities partially or fully funded with this Staffing - Other include:** • Identifying and establishing support networks for students with staff, the school community, and locally based government services and community agencies. • Improving 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. • Improving 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. **The allocation of this funding has resulted in the following impact:** Improved student wellbeing through interactions with the Student Support Officer for wellbeing needs. Contact between parent/carers and the Wellbeing Team to support the

Student Support Officer $99,516.00	academic and wellbeing needs of students. **After evaluation, the next steps to support our students will be:** Continue the initiative and funding sources for 2024

Student information

Student enrolment profile

	Enrolments			
Students	**2020**	**2021**	**2022**	**2023**
Boys	1205	1202	1203	1205
Girls	0	0	0	0

Student attendance profile

School				
Year	**2020**	**2021**	**2022**	**2023**
7	96.9	96.9	93.5	95.7
8	96.3	96.3	92.1	93.8
9	95.4	95.5	90.8	93.3
10	94.9	93.8	91.1	93.5
11	96.7	93.4	89.5	93.1
12	96.3	94.9	90.3	90.9
All Years	96.1	95.1	91.1	93.3
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	0	0
Employment	0	0	0.5
TAFE entry	0	0	0
University Entry	0	0	95.5
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Sydney Boys High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

98.6% of all Year 12 students at Sydney Boys 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)	12
Classroom Teacher(s)	59.8
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher EAL/D	0.6
School Counsellor	1
School Administration and Support Staff	15.77
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	574,454.02
Revenue	18,831,141.47
Appropriation	12,984,658.58
Sale of Goods and Services	104,610.00
Grants and contributions	5,687,607.90
Investment income	54,264.99
Expenses	-18,418,251.02
Employee related	-14,211,761.31
Operating expenses	-4,206,489.71
Surplus / deficit for the year	412,890.45
Closing Balance	987,344.47

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	0
Equity Total	266,171
Equity - Aboriginal	0
Equity - Socio-economic	23,037
Equity - Language	138,712
Equity - Disability	104,423
Base Total	11,671,708
Base - Per Capita	312,963
Base - Location	0
Base - Other	11,358,746
Other Total	708,082
Grand Total	12,645,962

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.
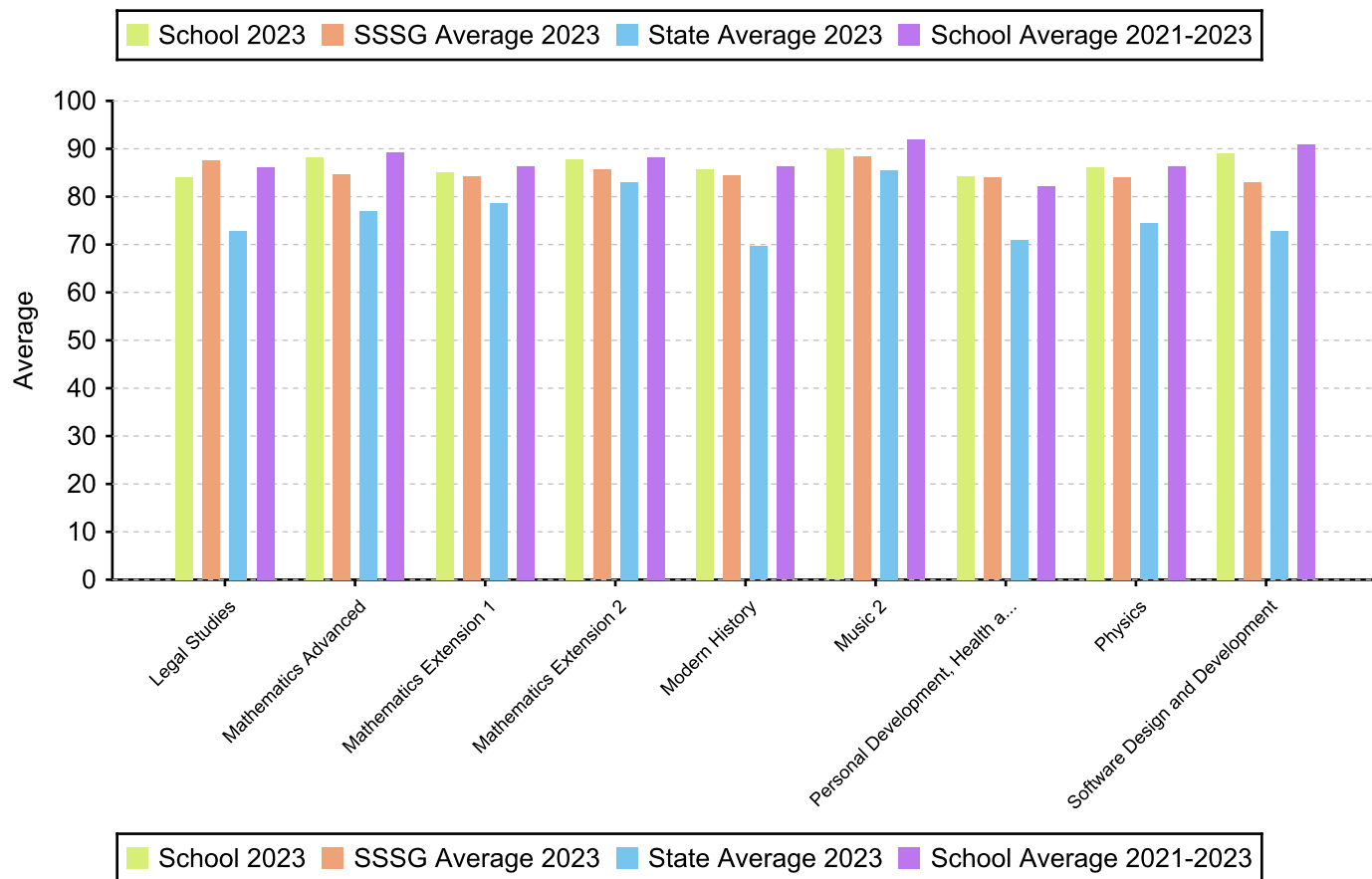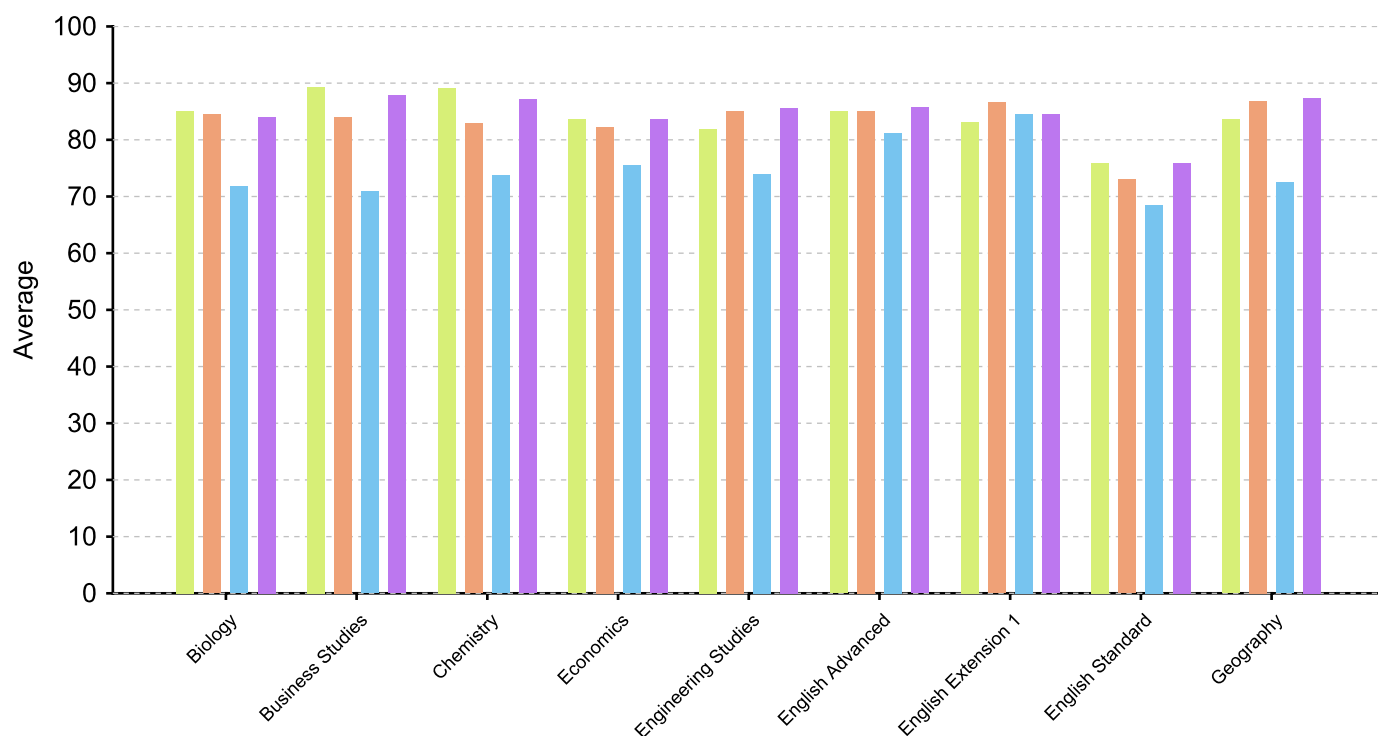
Subject	School 2023	SSSG	State	School Average 2021-2023
Biology	85.1	84.5	71.8	84.0
Business Studies	89.3	84.1	70.9	87.8
Chemistry	89.1	82.9	73.7	87.1
Economics	83.6	82.2	75.5	83.6
Engineering Studies	81.9	85.0	73.9	85.6
English Advanced	85.0	85.0	81.2	85.7
English Extension 1	83.1	86.6	84.5	84.5
English Standard	75.9	73.0	68.5	75.9
Geography	83.6	86.9	72.5	87.4
Legal Studies	84.1	87.5	72.9	86.2
Mathematics Advanced	88.2	84.7	77.0	89.3
Mathematics Extension 1	85.1	84.3	78.7	86.4
Mathematics Extension 2	87.8	85.6	83.1	88.2
Modern History	85.7	84.6	69.6	86.2
Music 2	90.0	88.4	85.6	91.8
Personal Development, Health and Physical Education	84.2	84.0	71.0	82.3
Physics	86.1	84.1	74.4	86.4
Software Design and Development	89.0	83.1	72.7	90.8

Sydney Boys High School 8137 (2023)

Parent/caregiver, student, teacher satisfaction

Parent/Caregiver:

Over the last year the P&C, the school, P&C sub committees and the P&C exec committee have worked well together.

The transition to using Zoom meetings instead of in-person gatherings, has proven remarkably successful. This shift to online meetings has not only been sustained, but, is set to continue due to its effectiveness in engaging the school's parent community, as evidenced by our record attendance rates. These Zoom meetings have been instrumental in introducing guest speakers and covering a range of crucial topics such as health, study skills, wellbeing, exam preparation, and addressing issues like gaming addiction.

The establishment of the parent WhatsApp groups has also been effective, facilitating a warm welcome for new parents and providing comprehensive information. This initiative has significantly eased the transition anxiety for parents of new students, offering practical advice on school transportation, uniform guidelines, sports training schedules, and weekend sports activities.

The continued support from school representatives including the Principal, Deputy Principals and Head Teachers has been significant. Their active involvement in providing presentations and facilitating discussions with the P&C about the school's requirements, some of which were funded by the P&C, has strengthened these collaborative efforts.

While the P&C remains highly active and effective, there is a continual need for more volunteers. Challenges persist in recruiting parents for larger volunteer roles such as managing Open Days, Orientation Days, and the school canteen, which is also facing a volunteer shortage, posing concerns, as it represents a significant income source for the school.

The collaborative work of parents, the school administration, P&C subcommittees, and the P&C executive committee have been effective.

Student response:

Student responses from the Year 12 Exit Survey indicated 84% of students were challenged at an appropriate level across the majority of subjects throughout high school. Students felt teachers were interested in their learning (70%) and encouraged to perform at their personal best (85%). A sharp decline in the number of students not experiencing bullying (79%), the lowest result over the last nine years.

Student responses from the Tell Them From Me (TTFM Years 7-12) survey indicated 83% of students felt a positive sense of belonging and 96% of students felt most students displayed appropriate and respectful behaviour, compared to the state average of 87%.

Student responses indicated advocacy at school and a positive learning climate were consistent compared to previous years (69%). Two key drivers of student outcomes for next year will be explicit teaching practices and feedback (school mean of 7.1) and expectations for success (8.1).

Teacher response:

Surveys on staff wellbeing in 2023 indicated that 68% of staff enjoy coming to work regularly. A majority of staff feel that staff leadership provided supportive measures through coaches and exam invigilators (72%). Staff felt their efforts were valued (53%) and support networks were effective (80%). On average, 72% of staff felt the work facilities and resources were adequate.

There was significant scope to improve in the following areas: sufficient time to complete duties, sufficient support for co-curricular involvement and opportunities for open discussion of staff wellbeing and cross curricular opportunities.

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.