Sydney Boys High School

Annual Report

2018

8137

Introduction

The Annual Report for **2018** 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 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.

Dr KA Jaggar

Principal

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School background

School vision statement

We strive for excellence in everything we do. We provide a learning environment that allows every student to thrive as an individual. Excellent performance is not an exception but an expectation at High. We try to build greater engagement with the school by the wider community – school staff, students, parents, Old Boys and friends. We have a priority on recognising and rewarding accomplishment. We teach boys, not subjects. Our theme is 'nurturing scholar–sportsmen since 1883'.

School context

Sydney Boys High School is a selective school with a multicultural, 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 DoE 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 Sailing Association Inc.

* The Sydney High School Rifle Club Inc.

* The Sydney High School Rowing Association

* The Sydney High School Rugby Association

* The Sydney High School Cricket Association

We value our relationships with: the University of Technology: Sydney, Centennial Parklands, the Sydney Swans, Sydney University Sports, the University of NSW, Indeep Tennis, Woollahra Sailing Club and St.Michael's Church.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

In the first year of the 2018–2020 school plan the focus was on:

1. Identifying where the school currently sat in the School Excellence Framework, version two.
2. Working on ways to move from sustaining and growing into excelling in as many areas as possible.
3. Having all staff understand the School Excellence Framework and support improvement measures.

Time was dedicated to reporting and improving elements of the School Excellence Framework during executive meetings in Term 2, the Executive Day in Term 3 and at a staff wide Professional Learner's exchange meeting.

In the domain of Learning, Thinking Routines were pushed in an effort to create greater engagement in the classroom. Two staff wide PL days were dedicated to these skills to ensure all staff could use these routines in the classroom and to ensure there was commonality in the language used. Assessment and reporting was improved through the refinement of how PEWCC skills were reported. Culture and wellbeing at the school were improved through the work done by the anti–bullying committee in supporting students' needs.

The change to the School Excellence Framework in the area of Teaching created a move from excelling back to sustaining and growing. The executive day focused on how to improve these elements of the SEF. In the area of Learning and Development the school was excelling. In order to improve in the area of effective classroom practice greater support for planning is required, with a 2019 focus on feedback, something that will help move toward excelling.

In the domain of Leading, our priorities remained the implementation of our key strategic directions through the final implementation of LMBR/SAP system in 2018. The strong financial leadership in 2018 meant no service to students was impacted by changes that occurred in financial accounting during 2016–2018. School facilities continued to be optimised within the community and through the use of student, staff and parent surveys the community had a chance to give constructive feedback on leadership.

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/sef–evidence–guide

Strategic Direction 1

Using the PERMA and IPEC models to engage our students

Purpose

Our students should all be nurtured to become autonomous, engaged and successful learners, striving to maximise their potential. At High we want to create positive relationships within and among our students and with our staff to ensure shared meaning and create a sense of accomplishment at our school.

Overall summary of progress

Engagement of our students was a key part of the 2015–2017 school plan. While the wording of the 2018–2020 plan has changed, the theme behind strategic direction 1 has continued. Keeping all students engaged in all elements of school life is a big part of Sydney Boys High School and Strategic Direction 1 splits this into three elements: 1. The classroom 2. Social awareness 3. Sport. Each of the three areas had areas of improvement in 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased number of skill based lessons/assessments focused on engagement – PERMA/IPEC (HTs)	All staff	The changes to PEWCC skills reporting over 2018 saw the Quality Teaching team and Executive re–write how PEWCC skills are reported. The changes made meant it became easier for staff to understand how to assess and grade PEWCC skills.
Increased understanding of social awareness through increased participation in social equality and indigenous matters – IPEC (HT Welfare, ADCO, Aboriginal Contact Person)	Equality Committee, PAWs, Welfare team	2018 has seen the stabilisation of social/equity groups at Sydney Boys High School, after increases in 2016 and 2017. Students from the Junior and Senior schools are part of the groups, developing leadership and collaborative skills.
Number of students involved in two GPS sports – IPEC. (HT Sport)	Sportsmaster, MICs, Sports assitant	After a decline in attendance checking in 2016, the sports policy was reintroduced in the sports council and targeted aims made to increase participation in two or more GPS sports as well as increased training attendance. Steps have been made to increase Saturday sport options for senior students in the winter for 2019.

Next Steps

- Adapt the positive psychology framework in IPEC and PERMA as a rubric for dispositional teaching.
- Continue to support awareness for social equality issues.
- Maximise student potential by challenging the accomplished and energising the disengaged.

Strategic Direction 2

Lighting up Literacy

Purpose

Our students need to read and write with more confidence, sophistication and skill. We need to ensure we emphasise literacy across all KLAs and make the students focus on quality work. They need to know more about how our language works and better expression is structured.

Overall summary of progress

Strategic Direction 2 did not go as per the plan. Difficulties in implementation meant the intended goals were not achieved, with some revised to make them more manageable. Success in creating more oral tasks among the Junior School was a highlight of Lighting up Literacy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Higher expectations from teachers in writing tasks	Literacy team, HTs, staff	While it happened in many classes, the feedback to executive about this needs to improve to ensure it can be assessed.
Every KLA to have an oral literacy task. Students to feel more confident in oral tasks. • Ensure students have more opportunities to work on oral and written skills across all KLAs	HTs	All faculties used oral tasks in the Junior School, with History and English having a focus on these in the Senior School as well. Some faculties chose to do this through formative assessment tasks, while other faculties made these part of summative assessment.
Premier's target – Improving education results: 1. Increase proportion of students in top two NAPLAN bands 2. The literacy team to organise the use of grammar booklets to improve literacy standards. HT English to report back numbers of Year 7–8 who complete the booklet each year (HT English)	Literacy team	After proposing to generate grammar booklets for all year 7 and 8 students, the literacy team moved away from this during the year. Instead research into an online literacy tool for a targeted group of students has been proposed for 2019.
One literacy item per term as a school wide teaching focus from smart teaching: https://education.nsw.gov.au/teaching–and–learning/student–assessment/smart–teaching–strategies/literacy/writing	Literacy team	This started well but due to staff turnover this area of the school plan lost focus.

Next Steps

- • Light up literacy by taking new approaches to building student self–confidence in writing.
- • Online grammar and punctuation tests to be done by years 7 and 8.

Strategic Direction 3

Teaching future focused earning skills for life

Purpose

Our teachers should polish their practice so that more of our students can reach their learning goals and pursue excellence more vigorously through greater engagement with their learning and the use of thinking routines to ensure the successful development of PEWCC skills.

Overall summary of progress

Strategic direction 3 saw every goal achieved in 2018. Focus and auditing of PEWCC skills at the executive as well as professional learning days on thinking routines helped ensure the success of teaching future focused skills.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
PEWCC reporting regime and continuum: • focus in programs tie into reporting skills • measure on communication • every faculty target one continuum area in Year 7 to 9 • movement of students from Year 7–9 (HTs) • HTs report to executive on the success of how they assess PEWCC skills each semester	HTs	In 2018 an audit into PEWCC skills reporting was undertaken to simplify and standardise the system of reporting these skills. With buy–in from the executive and the Quality Teaching team the reports were re–designed to give teachers a clearer standard to report on. 2019 will see the focus move from the reporting of the skills to the integration of PEWCC skill tasks.
Group work: • each faculty to have one group work task in the junior school and track improvement • tracking based on group work participation mark and not final product mark (HTs)	HTs	All KLAs are using group tasks as part of formative or summative assessment. Greater focus on how feedback is given during and post task, will be a focus of 2019.
Number and quality of Thinking Routines used per semester per faculty.	Quality teaching team	The use of two professional learning days on Thinking Routines helped improve the number and quality of thinking routines used.

Next Steps

- Bed down our strategies to develop and assess future–focused earning skills (PEWCC).
- Improve feedback process of group tasks.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	$48807	The money was used to fund: – Professional development in literacy – Teacher relief for teachers to support students with difficulties with English – Books that supported English skills – Mentor program for students who needed support in English – Tutoring for students who needed support in English All these elements enabled the school to support students who required support in English.
Low level adjustment for disability	$96889 (flexible $55243, staffing $41645)	The money was used to fund: – extra Year Advisers – Transition Coordinator – Year Adviser cover for individual meetings with students – training courses for the welfare team – the employment of a support staff member – individual invigilators for special provision examinations This funding allowed the school to ensure the funding was used to support students who needed adjustments for their disabilities.
Socio–economic background	$20203	This funding was used to support students from low socio–economic backgrounds. As participation in co–curricular activities is one of the major objectives of SD1, it was important all students were given the opportunity to take part in activities. This amount of funding did not meet the requirements of student co–curricular activities as over $24000 was required in term 1 alone.
Support for beginning teachers		Beginning teacher money was used to give beginning teachers and their mentors timetabled periods off class. They were also given the opportunity to attend additional PD.

Sydney Boys High School 8137 (2018)

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	1195	1198	1200	1202
Girls	0	0	0	0

Student attendance profile

School				
Year	2015	2016	2017	2018
7	97.5	97.9	97.8	97.4
8	95.9	96.4	96.5	95.9
9	96.3	95.7	95.6	96
10	95.9	94.4	95.5	95.3
11	96.3	95.9	94.1	94.4
12	95	96.2	94	93.7
All Years	96.1	96	95.5	95.4
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

If a student is not in attendance on a particular day and his parents have not contacted us with an explanation an SMS is sent to the parent advising of the absence and asking that they contact the school to explain the absence.

If a parent does not explain the absence, reminder emails are sent until the absence is explained.

Year Advisers monitor attendance in Weeks 5 and 10 of each term.

The Head Teacher Student Wellbeing liaises with Year Advisers and requests Home School Liaison Officer assistance when appropriate.

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
TAFE entry	0	0	0
University Entry	0	0	100
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

The School's Vocational Education program experienced an increase in Work Placement participation in 2018, up 5% from 2017. Attendance at the SBHS Careers Expo remained strong.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of students attain an HSC at Sydney Boys High School.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	60
Learning and Support Teacher(s)	0.4
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	14.77
Other Positions	1

*Full Time Equivalent

There are no Aboriginal workers currently at Sydney Boys High School.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	23

Professional learning and teacher accreditation

The focus of the professional learning team was to work towards meeting the schools strategic directions including, using the PERMA and IPEC models to engage our students, Lighting up Literacy, teaching future focused earning skills for life and to meet teacher professional development goals. Professional development workshops in 2018 had a focus on the following: thinking routines, creativity in schools, administrative systems, the school plan, moodle , understanding etams, working collaboratively with our sister school SGHS, developing positive practices for new scheme teachers via the accreditation process and facilitating learning of teacher accreditation for pre 2004 teachers. Evaluative practices will continue to be used to promote autonomous learning, confidence, sophistication and skill for our learners.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 **Actual** ($)
Opening Balance	684,182
Revenue	15,748,625
Appropriation	11,230,530
Sale of Goods and Services	76,422
Grants and Contributions	4,425,493
Gain and Loss	0
Other Revenue	0
Investment Income	16,181
Expenses	-15,050,966
Recurrent Expenses	-15,050,966
Employee Related	-12,082,992
Operating Expenses	-2,967,974
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	697,659
Balance Carried Forward	1,381,840

Grants and contributions were received up to the level predicted in the budget, allowing a very high percentage to be expended, without impacting on the carried forward figure used as working capital. Equity funding was applied to in–house programs which centred around a full–time position for learning support.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 **Actual** ($)
Base Total	10,478,449
Base Per Capita	232,082
Base Location	0
Other Base	10,246,368
Equity Total	165,899
Equity Aboriginal	0
Equity Socio economic	20,203
Equity Language	48,807
Equity Disability	96,889
Targeted Total	11,861
Other Total	173,031
Grand Total	10,829,241

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.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

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

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Reading and Spelling were the strongest components of the Literacy part of NAPLAN. The introduction of online tests for Literacy in Year 7 and Year 8 in 2019 is aimed at improving all elements of Literacy.

Percentage in Bands:

Year 7 - Grammar & Punctuation

Band	1	2	3	4	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0	5.0	12.8	82.2	0.0
School avg 2016-2018	0.0	0.0	0.0	0.0	0.0	0.0	4.1	18.4	77.5	0.0

Percentage in Bands:

Year 7 - Reading

Band	2	3	4	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	0.0	0.0	3.3	14.4	82.2	0.0
School avg 2016-2018	0.0	0.0	0.0	0.0	0.0	3.1	22.6	74.2	0.0

Percentage in Bands:

Year 7 - Spelling

Band	2	3	4	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	0.0	0.0	1.1	15.0	83.9	0.0
School avg 2016-2018	0.0	0.0	0.0	0.0	0.4	1.9	15.2	82.6	0.0

Percentage in Bands:

Year 7 - Writing

Band	1	2	3	4	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	0.0	0.6	10.0	27.2	43.9	15.6	2.8
School avg 2016-2018	0.0	0.0	0.0	0.0	0.4	7.6	24.7	45.3	21.2	2.8

Percentage in Bands:

Year 9 - Grammar & Punctuation

Band	2	3	4	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	0.0	0.5	0.5	11.0	41.6	46.4
School avg 2016-2018	0.0	0.0	0.0	0.0	0.3	2.1	14.4	33.8	49.4

Percentage in Bands:

Year 9 - Reading

Band	1	2	3	4	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	12.0	37.3	50.7
School avg 2016-2018	0.0	0.0	0.0	0.0	0.0	0.0	0.7	14.3	41.4	43.7

Percentage in Bands:

Year 9 - Spelling

Band	3	4	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	0.5	1.0	12.0	30.6	56.0
School avg 2016-2018	0.0	0.0	0.0	0.5	0.8	8.8	31.3	58.6

Percentage in Bands:

Year 9 - Writing

Band	1	2	3	4	5	6	7	8	9	10
Percentage of students	0.0	0.5	0.0	0.0	0.0	3.3	10.5	38.8	23.4	23.4
School avg 2016-2018	0.0	0.5	0.0	0.0	0.3	3.7	12.0	35.3	24.4	24.1

Numeracy results remained strong in both Year 7 and Year 9.

Percentage in Bands:

Year 7 - Numeracy

Band	1	2	3	4	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.1	98.9	0.0
School avg 2016-2018	0.0	0.0	0.0	0.0	0.0	0.0	0.2	1.1	98.7	0.0

Percentage in Bands:

Year 9 - Numeracy

Band	3	4	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	0.0	0.5	0.0	2.4	97.1
School avg 2016-2018	0.0	0.0	0.0	0.0	0.3	0.0	4.8	94.8

The majority of students achieved in the top two bands in NAPLAN. An area where the school needs to improve is in the writing component of NAPLAN.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

Subject	School 2018	SSSG	State	School Average 2014-2018
Biology	85.9	84.8	70.7	86.3
Business Studies	87.7	84.2	69.3	89.2
Chemistry	88.3	82.7	71.8	88.2
Economics	84.9	84.1	74.7	85.5
Engineering Studies	86.7	86.0	75.3	87.7
English (Advanced)	86.0	84.0	77.5	86.7
English Extension 1	90.9	87.2	85.8	89.9
Geography	87.2	86.6	70.6	88.0
Legal Studies	85.4	87.5	71.2	87.0
Mathematics	90.0	86.9	74.8	90.8
Mathematics Extension 1	90.8	87.0	78.7	91.9
Mathematics Extension 2	87.7	85.9	83.3	89.5
Modern History	87.6	85.7	69.5	87.7
Physics	85.2	80.9	70.6	86.2
Studies of Religion II	80.2	81.8	68.5	81.7

After a disappointing 2018, we need to bounce back in 2019 with results up to our 5–year expectations. We need to continue to set stretch targets to keep us striving for results above the IOFE trend line. To **intercept entropy,** we must always be looking for ways to improve.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions ofparents, students and teachers about the school. In 2018, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below:

Parents/caregivers:

- 83% of parents are satisfied with the general

communication from the high school
- 93% of parents find the school website very useful
- 59% of parents prefer students grades to be out of 100 instead of letters A–F

Students:
- 84% of year 12 students value class time
- 58% believed they have learnt skills that they will need for success in later life
- 50% used reflection on their assessments and reports to plan their learning
- 83% believed teachers showed an interest in their learning
- 90% believed their teacher encouraged them to do their best

Staff:
- 60% of staff attend school based PD because they like learning from their colleagues
- 60% Staff who don't attend school based PD don't attend because they don't have time

Policy requirements

Aboriginal education

SBHS teachers are making sure they present a range of histories and experiences in their lessons to reflect the diversity of Aboriginal culture and experience. Our commitment to the Department's policy includes lessons across all KLAs to engage students and help foster a better future for Indigenous people in this country. Education is the key to understanding.

In 2018, a teacher attended a University of Sydney, Leadership in Aboriginal Education Conference. The aim was to gain an understanding of the big picture of Aboriginal contexts in schools. This should have an impact on our daily reality and leaders need to be aware of the decisions they make in schools. These decisions can either perpetuate injustice or lay the foundations for change. Aboriginal educators and others presented inspiring highlights of best practice and the challenges therein.

Teachers at SBHS are laying the foundations for change. Here are some highlights from their lessons:

*Visual Arts continues to promote Aboriginal artists and the complexity of dialogues present in the artworks of the Na Ngara collection. Year 7 tour the exhibition. Each year group connects with artists from the collection that relate directly to their in class tasks.

*Studies of Religion took a tour of the Na Ngara collection. This complimented their unit on Contemporary Aboriginal Spiritualties in Year 11 and 12.

*English had specific units of work in stage 4 and 5. The focus is social justice and the Indigenous experience in Australia.

*The Science faculty engaged the students with Aboriginal perspectives in astronomy, land management and sustainable ecosystems. The new Science textbook has Aboriginal perspectives embedded in various topics.

*Teachers are finding that students have never before engaged with these topics in meaningful ways. Whilst they may be challenging and confronting these lessons are important. Year 10 Commerce students remarked that they were 'ignorant to Aboriginal struggles and now had a different perspective to Indigenous rights as a result of viewing 'Fire Talker' by Rachel Perkins on the life of Charles Perkins'. Stage Four and Five Geography gave students a view of Aboriginal environmental management. Year 9, looked at human wellbeing. Year 7 and 8, the value of landscapes and water resources.

*The Senior and Junior Library have purchased a range of texts and videos, which explore the First Peoples' culture and their relationship to this land. One is Stan Grant's autobiography, "Talking to My Country".

Our senior Indigenous student, Jared, gave a wonderful performance as part of Schools' Spectacular in 2018.

Teachers at SBHS present lessons, which meet the commitments and responsibilities of the Department's Aboriginal Education Policy.

Multicultural and anti-racism education

The Equality Committee has become more prominent in the school during 2018, with a larger number of students recognising the value of it and volunteering their time to help run it. This is an indication that students are becoming more aware of the need to tackle discrimination in school. Equality Committee members went to Year 7 Values Education lessons to teach students what racism and discrimination are and how to report incidents via "Discrimination and You" on the student portal. The online reporting system has received more reports overall but less were about racism during 2018, which was very pleasing. Towards the end of the year students began working on a video to highlight how seriously discrimination is taken at the school.