Sydney Boys High School

2019 Annual Report

8137

Introduction

The Annual Report for 2019 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.

School contact details

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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

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	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
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	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

An increased number of skill based lessons/assessments focused on engagement – PERMA/IPEC (HTs)

Increased understanding of social awareness through increased participation in social equality and indigenous matters – IPEC (HT Welfare, ADCO, Aboriginal Contact Person)

Number of students involved in two GPS sports – IPEC. (HT Sport)

Progress towards achieving improvement measures

Process 1: Students are focused on learning and seeking support and help in their studies. Better engagement of students through PEWCC skills.

Evaluation	Funds Expended (Resources)
While there was no progression chart made in 2019, discussions on Social Skills were prominent in executive meetings.	No additional funding was needed to fund this research.

Process 2: Students who are active in the community and involved in social justice matters

Evaluation	Funds Expended (Resources)
An evaluation of social awareness groups and activities was undertaken in 2019 and it was shown that there are a number of avenues for students to be involved in social awareness groups or activities.	The wellbeing team were in charge of this milestone. They did this with no additional funding.

Process 3: Well–rounded students who realise the importance of a healthy lifestyle and the benefits exercise can bring to their studies.

Evaluation	Funds Expended (Resources)
The sports council discovered that there were different levels of particiaption in sport depending on the sport chosen. Time was spent working on ways to resolve these issues in 2020. Clearer guidelines to students and better enforcement procedures by the school were recommended to get this back on track in 2020.	The sports budget is a considerable part of the school budget. Part of the expense of sport is to maintain sports and provide an assistant to the HT Sport and there are also additional periods of relief given to the HT Sport to oversee sport invovlement.

Next Steps

In 2020 the Feedback Team is gathering data to inform our efforts to vary and make more impactful, the feedback environment in our classrooms. We have made available opportunities for students to engage in social justice issues and to relate what they do at school to society as a whole. We are trying to develop emotional and cultural intelligences more directly. We are also keen to lift engagement by having more students take two GPS sports.

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.

Improvement Measures

Staff Focus on literacy
1. Higher expectations from teachers in writing tasks
2. Improvement in the use of digital literacy

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

Premier's target – Improving education results:
1. Increase proportion of students in top two NAPLAN bands
2. Online Grammar tests in years 7 and 8

Progress towards achieving improvement measures

Process 1: Staff Focus on literacy
1. Higher expectations from teachers in writing tasks
2. Improvement in the use of digital literacy

Evaluation	Funds Expended (Resources)
Through the use of RAP data and NAPLAN data more emphasis was given to analysing writing results by students at High.	Literacy team – no additional funding went towards this resource Teaching staff – no additional funding went towards this resource

Process 2: Improvement in oral literacy:
• each faculty to have one task on oral literacy and track improvement measures (HTs)

Evaluation	Funds Expended (Resources)
Head Teachers were asked to review their own oral tasks and implement changes for 2020. All KLAs had oral tasks in 2019 and some chose to change or amend the tasks to align more with their chosen PEWCC skills.	HTs – This was part of HT targets for 2019 and therefore no additional funding was spent on this.

Process 3: Improvements in the quality of Naplan results for literacy – focus on Grammar

Evaluation	Funds Expended (Resources)
The online grammar tests were completed in term 1. Students of concern were then followed up by literacy team members.	Purchse of Word Flyers – $400

Next Steps

There remains the vital need to improve student voice and the sophistication, maturity and accuracy of their writing, particularly creative and reflective writing. Online feedback through CANVAS offers possibilities in capacity building.

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.

Improvement Measures

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

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)

Number and quality of Thinking Routines used per semester per faculty.

Progress towards achieving improvement measures

Process 1: 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 y7–9 (HTs)
• HTs report to exec on success of how they assess PEWCC skills each semester

Evaluation	Funds Expended (Resources)
Discussions were made in the Quality Teaching team and in the executive about a cross KLA approach for assessing PEWCC skills. While there were discussions on this, there were no formal strategies put in place to achieve this and therefore the milestone was not fully achieved.	HTs – no additional funding went towards this resource as it was part of the HT targets for 2019 Quality teaching team – no additional funding went towards this resource

Process 2: Every KLA undertaking a group work as an assessment task.

Evaluation	Funds Expended (Resources)
Group tasks were linked with PEWCC skills and therefore became part of the formative assessment at High.	HTs – no additional funding went towards this resource as it was part of the HT targets in 2019.

Process 3: Number and quality of Thinking routines used per semester per faculty

Evaluation	Funds Expended (Resources)
Quality teaching team members worked with their faculties to ensure all staff used the same terminology for thinking routines. Head Teachers ensured thinking routines were a part of all junior school programs.	Quality Teaching team – no additional funding went towards this resource HTs – no additional funding went towards this resource as it was part of the HT targets in 2019

Next Steps

We want to increase the number of autonomous, independent online learning opportunities for students.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$658 in funding	Aboriginal support officer at the school ensured the Aboriginal student at the school was supported and he had the opportunity to go to cultural events.
English language proficiency	$73,035	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 – Online programs that highlight students who need support All these elements enabled the school to support students who required support in English.
Low level adjustment for disability	$102,725	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	$21,640	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 term1 alone.
Support for beginning teachers	$42390 for Temporary teachers	The money was used to ensure beginning teachers were supported with mentors, had available relief time and were given PL support.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	1198	1200	1202	1204
Girls	0	0	0	0

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
7	97.9	97.8	97.4	97
8	96.4	96.5	95.9	94.7
9	95.7	95.6	96	94.2
10	94.4	95.5	95.3	95.6
11	95.9	94.1	94.4	95.8
12	96.2	94	93.7	93.4
All Years	96	95.5	95.4	95.1
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

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
TAFE entry	0	0	0
University Entry	0	0	99
Other	0	0	0
Unknown	0	0	1

Year 12 students undertaking vocational or trade training

0.31% of Year 12 students at Sydney Boys High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students received a Higher School Certificate.

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
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	14.77
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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	1,381,840
Revenue	22,000,807
Appropriation	11,589,903
Sale of Goods and Services	75,954
Grants and contributions	10,308,179
Investment income	26,771
Expenses	-21,930,212
Employee related	-12,534,319
Operating expenses	-9,395,893
Surplus / deficit for the year	70,595

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.

	2019 **Approved SBA** ($)
Targeted Total	0
Equity Total	198,058
Equity - Aboriginal	658
Equity - Socio-economic	21,640
Equity - Language	73,035
Equity - Disability	102,725
Base Total	10,603,438
Base - Per Capita	282,059
Base - Location	0
Base - Other	10,321,379
Other Total	509,922
Grand Total	11,311,418

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

School performance - NAPLAN

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

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.
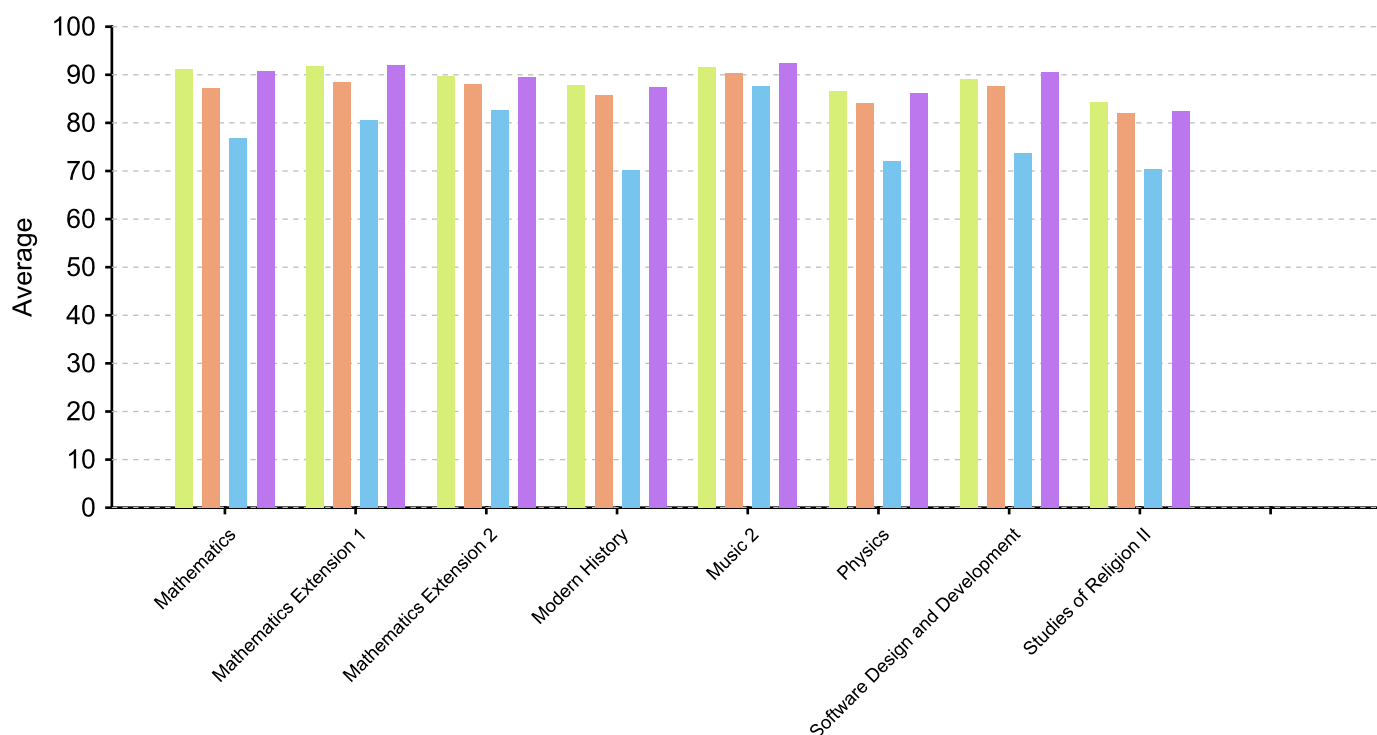
School performance - HSC

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.
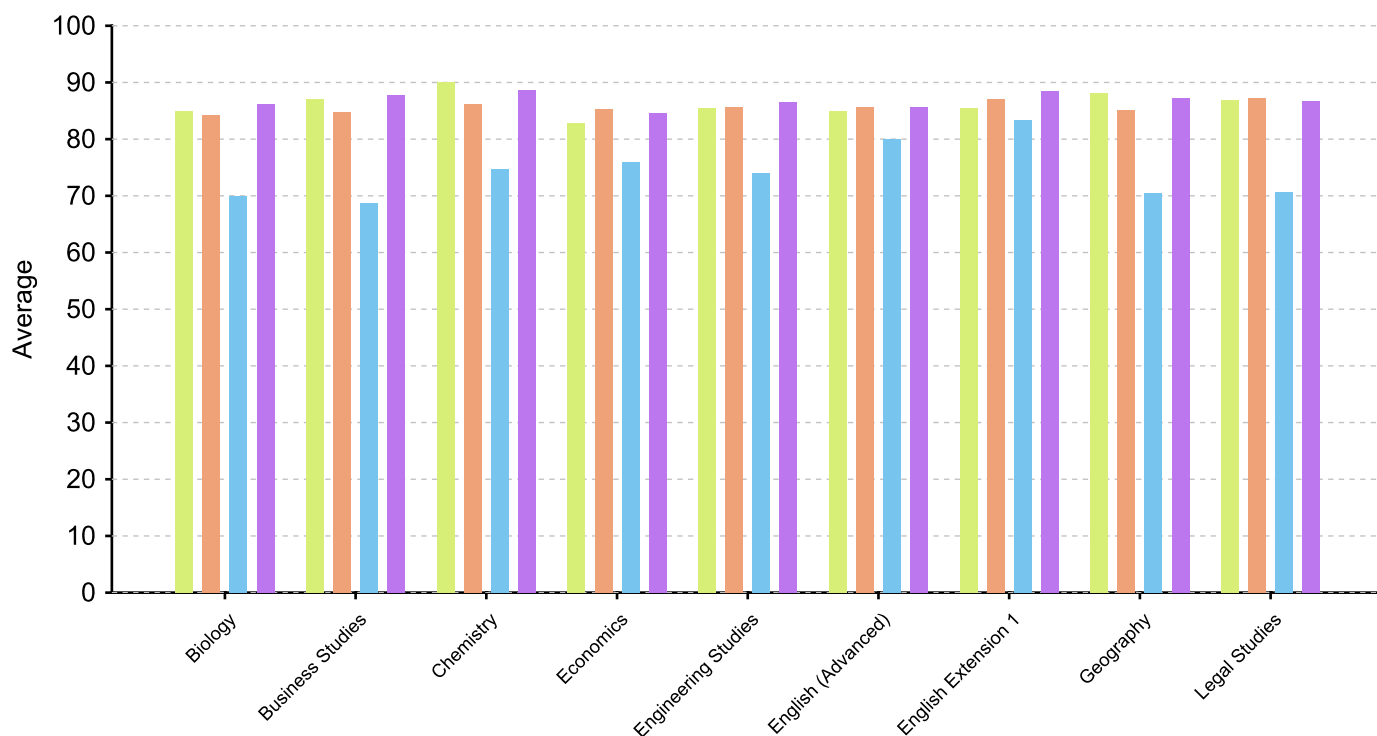
Subject	School 2019	SSSG	State	School Average 2015-2019

Biology	84.9	84.2	69.9	86.1
Business Studies	87.1	84.7	68.6	87.8
Chemistry	90.0	86.2	74.7	88.7
Economics	82.8	85.3	75.9	84.6
Engineering Studies	85.4	85.7	73.9	86.6
English (Advanced)	84.9	85.6	80.0	85.7
English Extension 1	85.5	87.1	83.4	88.4
Geography	88.1	85.1	70.6	87.3
Legal Studies	86.9	87.2	70.6	86.7
Mathematics	91.2	87.1	76.9	90.7
Mathematics Extension 1	91.8	88.5	80.6	91.9
Mathematics Extension 2	89.7	88.1	82.7	89.5
Modern History	87.9	85.8	70.2	87.4
Music 2	91.5	90.4	87.5	92.5
Physics	86.5	84.1	72.1	86.2
Software Design and Development	89.0	87.7	73.8	90.4
Studies of Religion II	84.2	82.1	70.4	82.4

Parent/caregiver, student, teacher satisfaction

In 2019 the school received feedback from the school community on a range of matters. Some of the major findings were:

- 76% of Year 12 students agreed or strongly agreed that they valued class time, with 80% learning skills needed for later life. 81% found teachers showed an interest in their learning and 88% said teachers encouraged them to do their best. An area for improvement is the teaching of study skills to students as only 59% agreed or strongly agreed with receiving the required skills.
- The parents survey indicated that 76% of parents understand the skills reported on based on future earning capacity and 84% agreed or disagreed that the communication from school is satisfying. There is vast scope for improved voluntary work of parents in the school, with the majority of parents never or rarely involved in volunteer activities.
- Feedback from the majority of teachers indicated that they found professional learning useful. They also indicated they would like more access to accredited professional learning 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 supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.