

2020 Annual Report

Sydney Boys High School



8137

Introduction

The Annual Report for 2020 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 vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
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	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
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)
We developed a Stage 6 feedback policy that was implemented for the end of year exams. As a result of this policy students are now actively involved in the feedback loop.	

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

Evaluation	Funds Expended (Resources)
Halted due to COVID.	

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)
A clear plan for sport training in 2021 was established in Term 4 2020.	

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

- 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)
Links between NAPLAN and HSC performance enabled a better understanding of the role of NAPLAN data.	

Process 2: Improvement in oral literacy:

- each faculty to have one task on oral literacy and track improvement measures (HTs)

Evaluation	Funds Expended (Resources)
This was achieved well before Term 4 2020.	

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

Evaluation	Funds Expended (Resources)
Online programs halted due to COVID	

Strategic Direction 3

Teaching future focused learning 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)
After reviewing PEWCC skills statistics, goals for growth between 7-9 and 8-10 were formed by faculties.	

- Process 2:** Integrate PEWCC skills and Thinking Routines

Evaluation	Funds Expended (Resources)
Some elements of PEWCC and Thinking Routines were used in CANVAS by some faculties to address multiple aspects at once.	

- Process 3:** Staff and student integration of CANVAS

Evaluation	Funds Expended (Resources)
Given the current state of CANVAS is far beyond what was first envisioned for 2020 a new 2021-2024 plan will consolidate current processes and look to expand CANVAS into communication with parents..	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$675	Used to enhance Aboriginal education through art works.
English language proficiency	\$63217	<p>The money was used to fund:</p> <ul style="list-style-type: none"> - 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 <p>All these elements enabled the school to support students who required support in English.</p>
Low level adjustment for disability	\$103545.38	<p>The money was used to fund:</p> <ul style="list-style-type: none"> - 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 <p>This funding allowed the school to ensure the funding was used to support students who needed adjustments for their disabilities.</p>
Socio-economic background	\$28201.5	<p>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 \$28201.50 was required in term 1 alone.</p>
Support for beginning teachers		There were no beginning teachers in 2020.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	1200	1202	1204	1205
Girls	0	0	0	0

Student attendance profile

School				
Year	2017	2018	2019	2020
7	97.8	97.4	97	96.9
8	96.5	95.9	94.7	96.3
9	95.6	96	94.2	95.4
10	95.5	95.3	95.6	94.9
11	94.1	94.4	95.8	96.7
12	94	93.7	93.4	96.3
All Years	95.5	95.4	95.1	96.1
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

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

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	100
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 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Sydney Boys High School expected to complete Year 12 in 2020 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)	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

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 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,452,435
Revenue	15,340,544
Appropriation	11,640,710
Sale of Goods and Services	62,128
Grants and contributions	3,625,799
Investment income	6,656
Other revenue	5,250
Expenses	-15,817,252
Employee related	-12,382,796
Operating expenses	-3,434,456
Surplus / deficit for the year	-476,708
Closing Balance	975,727

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.

	2020 Approved SBA (\$)
Targeted Total	856
Equity Total	195,639
Equity - Aboriginal	675
Equity - Socio-economic	28,202
Equity - Language	63,217
Equity - Disability	103,545
Base Total	10,916,284
Base - Per Capita	289,639
Base - Location	0
Base - Other	10,626,645
Other Total	469,150
Grand Total	11,581,929

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.

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.

2020 NAPLAN

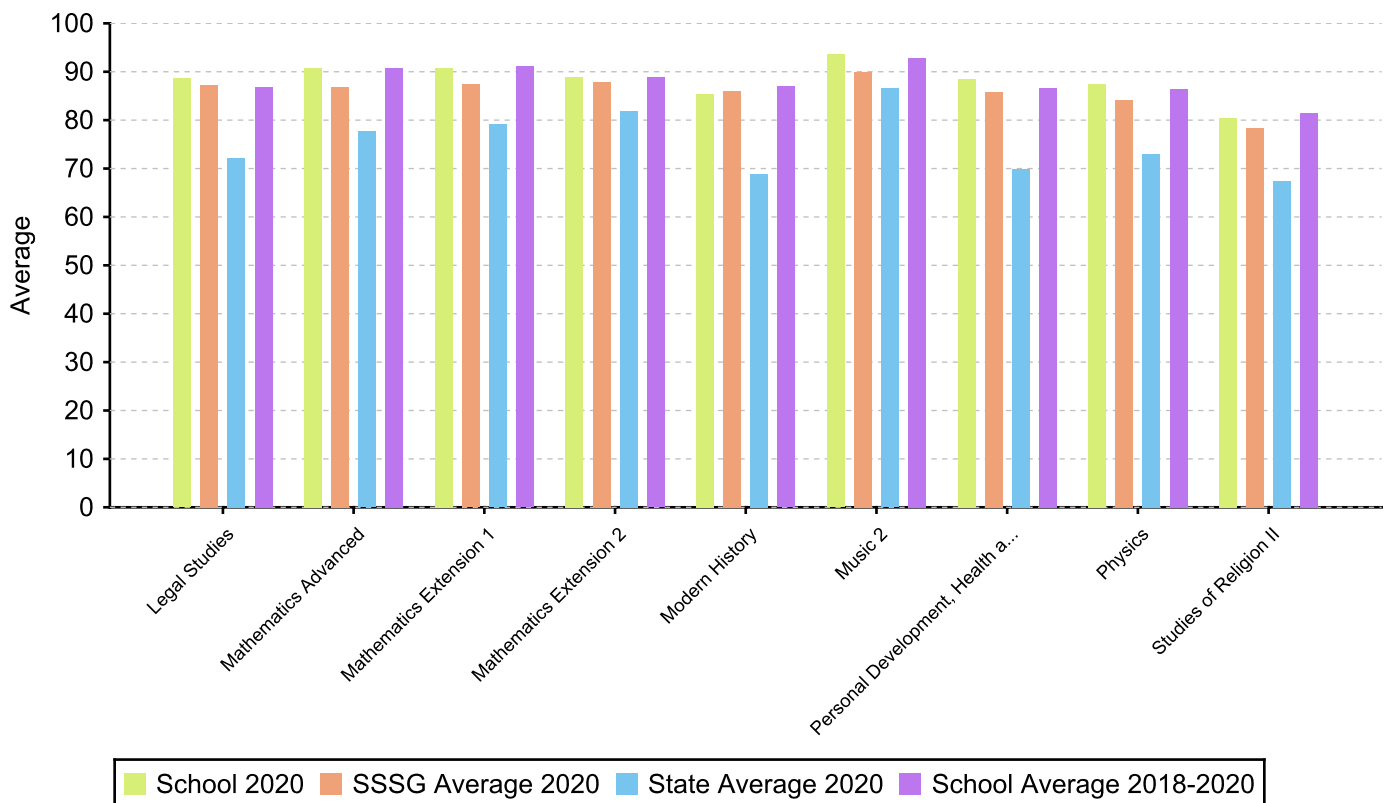
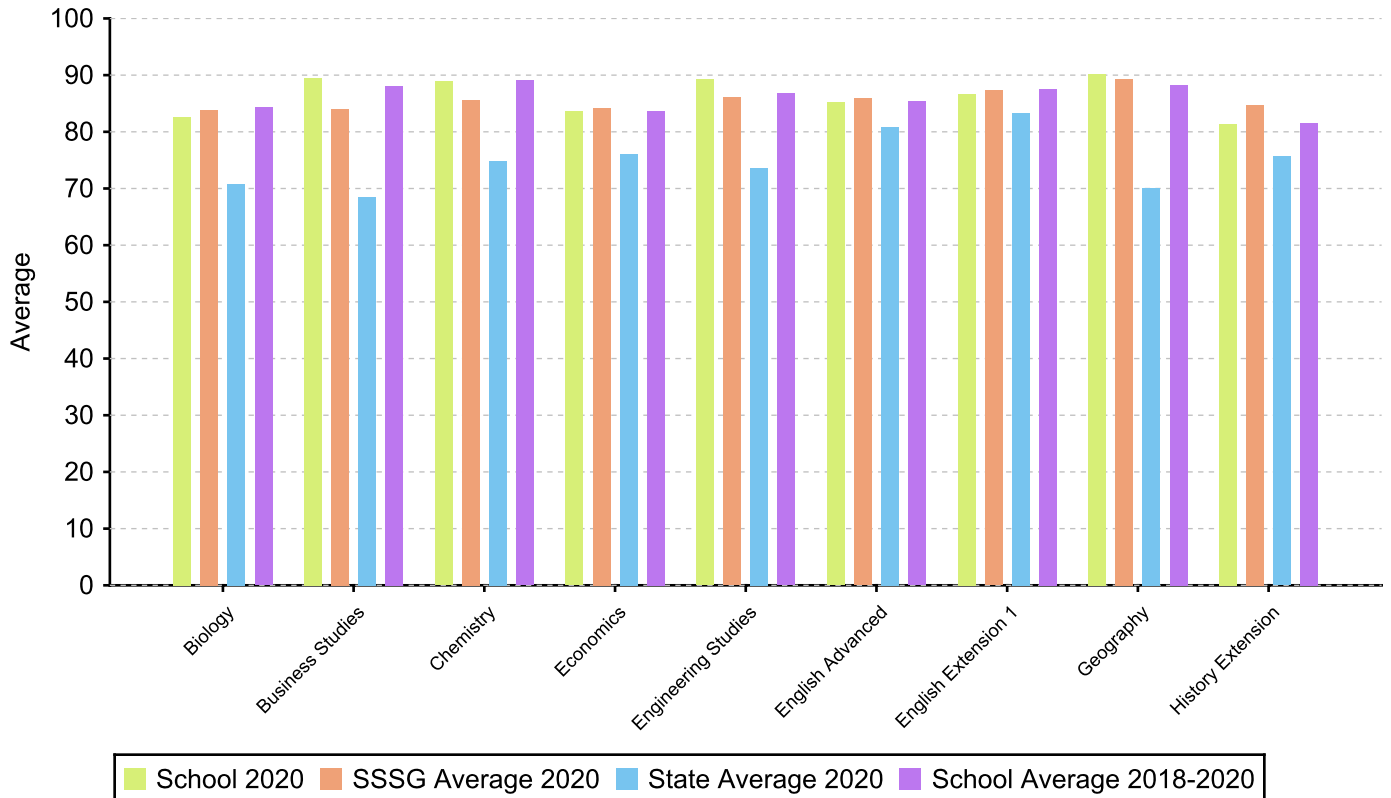
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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 2020	SSSG	State	School Average 2018-2020
Biology	82.6	83.9	70.8	84.3
Business Studies	89.5	84.0	68.6	88.1
Chemistry	88.9	85.6	74.8	89.1
Economics	83.6	84.2	76.1	83.7
Engineering Studies	89.2	86.1	73.6	86.8
English Advanced	85.2	85.9	80.8	85.3
English Extension 1	86.7	87.3	83.4	87.6
Geography	90.2	89.3	70.1	88.3
History Extension	81.4	84.8	75.7	81.6
Legal Studies	88.6	87.2	72.1	86.8
Mathematics Advanced	90.8	86.8	77.7	90.8
Mathematics Extension 1	90.8	87.4	79.1	91.1
Mathematics Extension 2	88.9	87.9	81.8	88.8
Modern History	85.4	86.0	68.9	87.0
Music 2	93.6	90.0	86.6	92.8
Personal Development, Health and Physical Education	88.5	85.8	69.9	86.7
Physics	87.5	84.2	73.0	86.4
Studies of Religion II	80.4	78.4	67.5	81.4

Parent/caregiver, student, teacher satisfaction

Feedback from students in 2020 indicated that the school managed the changes to online learning very well and managed to continue building positive relationships across the school. Positive relationships for student were at an all-time high of 88%, with Sense of Belonging also up 6% to 84%. Interest and motivation was significantly lower than previous which could well be explained by the Covid-19 environment.

Parent feedback showed that the school supports positive behaviour, reaching an all-time high of 76% while also indicating that the school supports learning with another milestone high of 73%. More than 50% of surveyed parents also indicated they were involved in school planning due to initiatives involving the entire school community in the future directions. An area for improvement was the frequency of communication between parents and teachers which was impacted by Covid-19. The school is implementing ways to provide more informative data to parents in addition to parent teacher nights.

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.