

2021 Annual Report

Sydney Boys High School



8137

Introduction

The Annual Report for 2021 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, Indeepp Tennis, Double Bay Sailing Club, 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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2021 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	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: Student growth and attainment

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.

- High Expectations
- Differentiation

Resources allocated to this strategic direction

Professional learning: \$57,476.00

School support allocation (principal support): \$91,563.00

English language proficiency: \$6,230.00

Summary of progress

High Expectations:

1. A clear structure for goal setting in the senior school has been setup. Goal setting is intended to lift band 4 students into band 5 by setting realistic targets for students, therefore increasing the number of students in the top 2 bands in the HSC.
2. A peer mentoring system was created but interrupted due to COVID.

Differentiation:

1. Due to lockdown our use of CANVAS and its functions have increased. CANVAS allowed students to have greater access to resources and online quizzes, as well as live lessons. The increased number of resources made available allowed for all students to be catered for in the learning process and increased the movement of band 4 students to band 5.
2. Staff agreed to reducing the number of summative assessments which will assist in shifting focus to value all tasks. With a greater focus on all tasks, students are able to gain more writing experience and improve literacy.
3. While COVID limited PL opportunities in 2021 a variety of informal training opportunities in differentiation techniques will be offered in 2022 - PLE, combined schools faculty specific and SDD.
4. Learning Support Plans are now located on Sentral make it easier to differentiate for students and to ensure explicit teaching.
5. Faculties have begun differentiating a task in their year 7 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
90% of students in the top 2 bands for the HSC. All staff undertake individual analysis of HSC data using Results Analysis Package.	1. 89.3% success rate 2. All staff undertook individual analysis of HSC data using RAP in the SDD day 1, Term 1.
99.2% of students in the top 2 bands for NAPLAN numeracy. Faculty develops differentiation for at least one module, unit &/or task in	1. 99.52% of students performed in the top 2 bands for NAPLAN numeracy. 2. Responded to check in data but are yet to develop differentiated tasks.

Years 7-10.	
<p>64% of students achieving expected growth in NAPLAN numeracy.</p> <p>All staff become familiar with Numeracy Learning Progressions in directing student learning goals and start to integrate within programs.</p>	<p>1. 53.22% of students achieved their expected growth in NAPLAN numeracy.</p> <p>2. Numeracy progressions were shared with staff but more needs to be done for all staff to become familiar with these progressions.</p>

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.

- Wellbeing
- Co-curricular programs

Resources allocated to this strategic direction

English language proficiency: \$16,483.80

Low level adjustment for disability: \$105,471.20

Refugee Student Support: \$923.00

Professional learning: \$18,338.00

Socio-economic background: \$27,260.00

Summary of progress

Wellbeing

The introduction of the use of the attendance monitoring register for year 7 helped track students better than previously done. Transition from find a student to Sentral for attendance and wellbeing issues caused some initial issues but placed all information for students in one area.

Co-curricular programs

1. The formulation of a new year 7 program for sport for 2022 will mean all students have better access to training and will ensure all students feel welcome in sport.
2. Promotion of co-curricular areas for new year 7 students will help students increase their participation in future years.

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
73% of students at 95-100% attendance. 95.2% overall attendance by end of Semester 2. A system for communicating attendance from Year Advisers to teachers is established. System set up to measure annual attendance e.g. look for patterns of absences and lateness.	1. 75.8% 2. 96.2% 3. Established in semester two. 4. Sentral makes patterns of absences easier to track and intervene.
Baseline data gathered on co-curricular involvement of students from 2020 within a system that can be easily monitored over time including:	1. The opportunities on offer for fundraising and community activities were halted due to logistical issues associated to COVID. 2. The number of students taking up one co-curricular activity could not increase due to the slowdown of activities on offer when COVID hit.

<ul style="list-style-type: none"> • Opportunities for student involvement in fundraising and community activities presented to staff • 2% increase (from 2020 baseline) of students taking up one co-curricular activity. • 2% increase (from 2020 baseline) of students participating in at least two seasons of competitive sport in a single year. • 66% of staff involved in co-curricular programs. 	<p>3. The number of students competing in two sports was limited due to Athletics not being offered due to COVID.</p> <p>4. 66% of staff were involved in at least one co-curricular activity in 2021.</p>
<p>Team to develop the baseline data to be used and what will be measured.</p> <p>5% increase (on 2020 baseline) shown in school internal survey data displaying positive relationships across the school.</p> <p>Development of further ways to measure staff wellbeing and any necessary strategies.</p>	<ol style="list-style-type: none"> 1. Baseline data was created. 2. Positive relationships improved by greater than 5% in the TTFM and Year 12 exit surveys. Significant gains were made in: 3. Communication between staff and students (11% higher than the 5 year average) 4. Appropriate advice for HSC selections (16% higher than the 5 year average) 5. Encouragement of students by staff (9% higher than the 5 year average) 6. Staff wellbeing surveys were used to develop strategies to improve staff wellbeing.

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.

- Literacy Data
- Writing

Resources allocated to this strategic direction

English language proficiency: \$23,683.66

Summary of progress

Literacy Data

All staff members undertook training in SCOUT to improve their understanding of literacy data. NAPLAN results were analysed to pinpoint areas of concern and link them to strategies to improve future learning outcomes.

Writing

The development of 'literacy mats' across faculties were used to ensure a more consistent approach to supporting student writing. These resources:

- Define key question verbs, give examples of sentence stems, and provide an overview of other tips/rules for writing sophisticated, grammatically correct sentences.
- Can be provided to students in hardcopy to use for both in-class writing and assessment tasks.

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
68% of Year 9 students achieving expected growth in NAPLAN Reading. Majority of staff indicating competency in interpreting NAPLAN data analysis for the purpose of using long term trends to achieve final improvement measures. Embed literacy progressions within Stage 4 programs across all faculties.	1. 70.24% of students achieved expected growth in NAPLAN reading. 2. RAP and SCOUT training in 2021 enabled staff competency in analysis of literacy data. 3. Embedding literacy was delayed in 2021 due to changes to workload caused by COVID changes to programs.
86% of students achieving 20% above the state average in extended response components of the HSC. Majority of staff indicating competency in interpreting HSC data analysis for the purpose of using long term trends to achieve final improvement measures.	1. This was changed mid way through the year as it was too difficult to find these results. An analysis of extended responses was done in a different way that compared results to previous years. 2. RAP and SCOUT training in 2021 enabled staff competency in analysis of literacy data.

89% of Year 9 students achieving top 2 bands in NAPLAN Reading.

1. 87.5% of Year 9 students achieved the top two bands in NAPLAN reading.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$923.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in: Support of relevant student/s.</p> <p>After evaluation, the next steps to support our students with this funding will be: no more funding in this area for 2022.</p>
<p>Socio-economic background</p> <p>\$27,260.00</p>	<p>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.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Co-curricular programs <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - students from lower socio-economic backgrounds taking part in the co-curricular programs on offer at Sydney Boys High School. We have extensive sport and non sport (debating, chess, public speaking etc.) programs on offer at SBHS. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - to continue allowing as many students as possible access to the activities on offer at Sydney Boys High School.
<p>English language proficiency</p> <p>\$46,397.46</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Sydney Boys High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiation • Wellbeing • Writing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Individual Educational Plans for all EAL/D students • additional teacher time to provide targeted support for EAL/D students and for development of programs • additional staffing intensive support for students identified in beginning and emerging phase • additional staffing to implement co-teaching programs to provide intensive

<p>English language proficiency</p> <p>\$46,397.46</p>	<p>support for all students from EAL/D backgrounds</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Students understanding how to study and understand what assessments require - Individual support for students to help them understand assessments and different text types <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - to have more particular and intensive with individual teacher support - to provide a more structured approach to learning support of these students.
<p>Low level adjustment for disability</p> <p>\$105,471.20</p>	<p>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.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Individual Educational Plans for all EAL/D students • additional teacher time to provide targeted support for EAL/D students and for development of programs • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - ILSPs being more widely integrated into the school community. - Greater understanding of students and their learning needs <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - the expansion of the use of ILSPs on Sentral
<p>COVID ILSP</p> <p>\$34,000.00</p>	<p>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 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • employing/releasing staff to coordinate the program <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Support for students who suffered as a result of learning from home <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - Spread the tuition across a greater number of year groups

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	1202	1204	1205	1202
Girls	0	0	0	0

Student attendance profile

School				
Year	2018	2019	2020	2021
7	97.4	97	96.9	96.9
8	95.9	94.7	96.3	96.3
9	96	94.2	95.4	95.5
10	95.3	95.6	94.9	93.8
11	94.4	95.8	96.7	93.4
12	93.7	93.4	96.3	94.9
All Years	95.4	95.1	96.1	95.1
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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 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 in 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 has 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.

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% of Year 12 students at Sydney Boys High School undertook vocational education and training in 2021.

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 2021 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)	0.4
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	975,727
Revenue	15,824,153
Appropriation	12,035,877
Sale of Goods and Services	32,259
Grants and contributions	3,754,159
Investment income	1,858
Expenses	-16,112,098
Employee related	-12,760,754
Operating expenses	-3,351,344
Surplus / deficit for the year	-287,945
Closing Balance	687,782

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.

	2021 SBAR Adjustments (\$)
Targeted Total	923
Equity Total	170,247
Equity - Aboriginal	0
Equity - Socio-economic	27,260
Equity - Language	38,348
Equity - Disability	104,639
Base Total	11,063,480
Base - Per Capita	296,979
Base - Location	0
Base - Other	10,766,501
Other Total	564,252
Grand Total	11,798,901

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

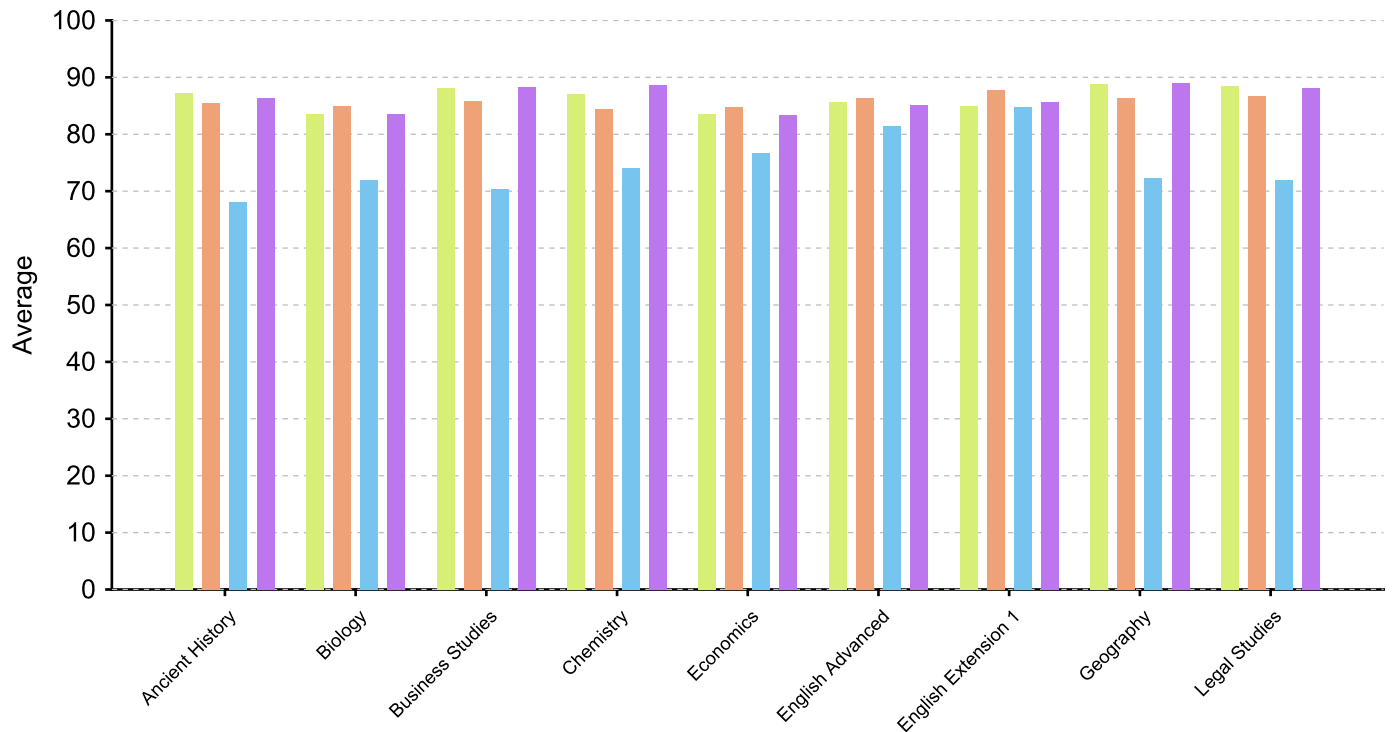
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

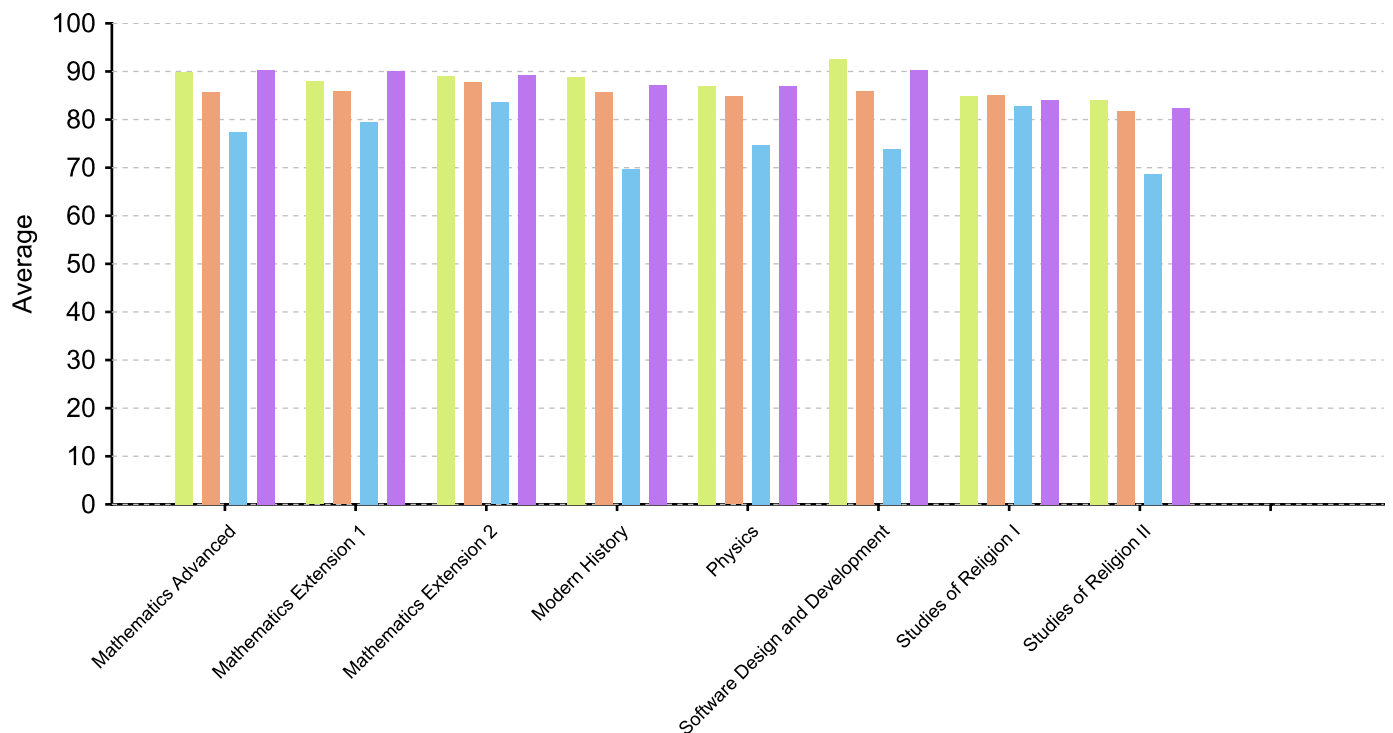
School performance - HSC

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.



■ School 2021
 ■ SSSG Average 2021
 ■ State Average 2021
 ■ School Average 2019-2021



■ School 2021
 ■ SSSG Average 2021
 ■ State Average 2021
 ■ School Average 2019-2021

Subject	School 2021	SSSG	State	School Average 2019-2021
Ancient History	87.2	85.4	68.1	86.3
Biology	83.5	85.0	71.9	83.5
Business Studies	88.1	85.9	70.4	88.3
Chemistry	87.0	84.5	74.1	88.7
Economics	83.6	84.8	76.7	83.3
English Advanced	85.7	86.4	81.4	85.2
English Extension 1	85.0	87.7	84.8	85.6
Geography	88.9	86.3	72.4	89.0
Legal Studies	88.5	86.7	72.0	88.1
Mathematics Advanced	89.9	85.7	77.4	90.3
Mathematics Extension 1	87.9	85.9	79.5	90.1
Mathematics Extension 2	89.1	87.8	83.5	89.3
Modern History	88.8	85.8	69.7	87.1
Physics	87.0	84.8	74.8	87.0
Software Design and Development	92.6	85.9	74.0	90.3
Studies of Religion I	84.9	85.2	82.8	84.0
Studies of Religion II	84.0	81.8	68.8	82.5

Student feedback

Student responses in the Tell Them From Me survey indicated that the school has made significant progress in terms of student wellbeing. Sense of Belonging reached 88% which is the highest percentage on record, as was the percentage of students with positive wellbeing, reaching 85.29%. Similarly, with Advocacy at School at 76%, this is just shy of the record high of 77% in 2017, showing that the school's initiatives focusing on student wellbeing has had a significant impact. Expectations for success, while improving on recent years could still be improved.

Staff feedback

Surveys on staff wellbeing in 2021 indicated that 68% of staff feel that the school addresses their wellbeing to a satisfactory extent. There was significant scope to improve in this area, leading to additional measures taken on specific suggestions including: opportunities for open discussion of staff wellbeing, clarity with disciplinary procedures, more time for staff mandatory training, developing email protocols for students and staff, a simpler school timetable, better use of the common room and upgraded bathrooms.

Parent feedback

Last year as with 2020 was challenging with the school managing the longest lock down since the pandemic began. The feedback from parents to the P&C was that this was managed well with online work being organised efficiently for our boys. Sports and other co-curricular where possible went ahead without parents present. Zoom rather than face to face meetings were a huge success with greatly increased attendance due to both safety and convenience. Moving forward Zoom meetings will be the P&C's and other parent run groups preferred method. Wishing everyone a better 2022.

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.