

2022 Annual Report

Sydney Boys High School



8137

Introduction

The Annual Report for 2022 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. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Purpose

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

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- School Growth
- Differentiation

Resources allocated to this strategic direction

Professional learning: \$95,000.00

English language proficiency: \$20,000.00

Summary of progress

A review of the aim and progress of the High Expectations and Data-Informed practice teams resulted in a merge to create the School Growth team for 2023 onward. Continued implementation of the High Potential and Gifted education practices and numeracy progressions throughout Stage 4 programs. The success of having SIP lead teachers in faculties helps in driving and embedding Numeracy Progressions across the school and a review of the effect and appropriateness of targeted learning activities embedded into teaching and learning programs next year. A review of the Student Goal Setting process and trial to be completed with the process integrated into Year 12 cohort.

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
94% of students in the top 2 bands for the HSC.	84% achieved the top 2 bands in 2022
99.4% of students in the top 2 bands for NAPLAN numeracy.	99% achieved the top two bands in numeracy. There was a technical error in the paper which caused three questions to not show properly.
Every faculty incorporates differentiation for at least one task per semester in Year 7.	<p>Pre-tests are embedded in all Year 7 programs. Majority of faculties have embedded a differentiated task into Year 7 programs. No changes were required for this year's initiative</p> <p>Successful use of differentiation tasks across KLAs. Enhanced teacher understanding of HPGE and differentiation techniques. This was made possible through collaborative team meeting discussions and whole-school professional learning.</p> <p>We would like to have evidence from all faculties to show pre-tests and differentiated tasks are embedded into Year 7 programs.</p> <p>Engaged students and improved student outcomes. Increase teacher awareness of HPGE and the importance of differentiated tasks. Year 7 semester one reports show strong engagement and academic achievement in comparison to previous years. Semester two results to be confirmed.</p> <p>This initiative will continue next year with the focus on Year 8 programs. Given the impact, there should be a future activity. The review of the initiative should be within the faculty evaluation of the differentiated task on student performance/outcomes.</p>

Numeracy progressions embedded throughout Year 7 programs across all faculties in at least one topic.	The effectiveness of SIP leads within each faculty resulted in Numeracy progressions embedded into nearly all Year 7 programs across all faculties.
Establish a growth goal setting process to be trialled.	The High Expectation team reviewed relevant educational research and created a goal-setting form. Decided that each team member will use two (2) classes of different age group to run a full pilot year. Term 1 Goal-setting tasks, a mid-year review & reset & a final review.

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

Resources allocated to this strategic direction

Professional learning: \$0.00

Low level adjustment for disability: \$116,685.00

Student support officer (SSO): \$96,058.00

Socio-economic background: \$25,018.90

Summary of progress

A review of attendance monitoring procedures and practices required to improve overall student attendance to 90% of the time or more for next year. A review of school wellbeing processes and strategies to work towards increasing student results next year. Successful completion of the staff wellbeing survey. Results from the staff survey indicated increasing workloads and time management as priority areas to address and improve on next year.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
95.5% of students attend school 90% of the time or more.	71.55% of students attended 90% or more due to COVID issues during 2022
77% of students with 95-100% attendance.	Data not representative this year due to Term 1 Covid issues.
1% increase (on 2021 baseline) of students stating their positive wellbeing in student survey data.	This went down from 85.29% in 2021 to 83.58% in 2022.
Staff wellbeing baseline data gathered.	Staff wellbeing survey occurred in April 2022. Results reported on page 20.

Strategic Direction 3: Closer reading, clearer writing

Purpose

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

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Reading
- Writing

Resources allocated to this strategic direction

English language proficiency: \$58,677.00

Professional learning: \$540.00

: \$17,820.00

Summary of progress

Progress was made on developing teacher knowledge and strategies on reading and writing to improve teaching practice. Reading and Writing teams will use this year to formulate a plan to target whole school literacy next year using an AERO pilot program.

Continued implementation of the Literacy Progressions throughout Stage 4 programs. The success of having SIP lead teachers in faculties driving and embedding Literacy Progressions across the school. A review of targeted learning activities embedded into teaching and learning programs next year to assess their effectiveness and appropriateness.

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
89% of Year 9 students achieve top 2 bands in NAPLAN reading.	90.2% target achieved.
60% of Year 9 students achieve top 2 bands in NAPLAN writing.	67% achieved this in 2022
Literacy progressions embedded throughout Year 7 programs across all faculties in at least one topic.	The effectiveness of SIP leads within each faculty resulted in Literacy progressions embedded into nearly all Year 7 programs across all faculties.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$25,018.90</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"> • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release to increase community engagement • resourcing to increase equity of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Standardised year 7 sport payment for Term 1 summer sport. - Year 7 try sport program - Co-curricular program presentations during Year 7 transition day(s) - Development of document detailing process of converting CENTRAL ID file in Text file for Award Scheme points - Surveyed students, parents, and teachers on current award scheme - implemented and proposed changes based on results - Development of Supplementary Saturday Sports Staff Supervision Scheme <p>After evaluation, the next steps to support our students will be: Initiatives will continue into next year to be reviewed.</p>
<p>English language proficiency</p> <p>\$78,677.00</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 • Reading • Writing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: The funding has provided teachers to access professional learning about how to support students to develop their literacy skills. Small group workshops to provide targeted support to meet their needs.</p> <p>After evaluation, the next steps to support our students will be: After the success of the workshops, this program will continue into next year using teachers from targeted KLAs - History, Social Science and Science.</p>
<p>Low level adjustment for disability</p> <p>\$116,685.00</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>Low level adjustment for disability</p> <p>\$116,685.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention and an ILSP to increase learning outcomes • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: SLSO liaises with feeder schools to establish relationships and gather information to support Year 6 into Year 7 school program. SLSO maintains communication with students and parents/guardians to ensure adequate disability provisions are provided to meet the needs of identified students. SLSO supervisors students from Years 7 -12 who require disability provisions during summative assessments. Invigilators are provided to ensure all examinations are conducted in a proper and fair manner. This allows teachers release time to prepare for classroom teaching, programming, marking and improving teacher morale and general wellbeing. Year advisers use their allocation times to monitor attendance, health and wellbeing of students and provide strategies to teachers to support the student needs. SLSO and SSO ensures students can have one-on-one support.</p> <p>After evaluation, the next steps to support our students will be: These initiatives will be reviewed and continued next year to nurture personal wellbeing and academic performance.</p>
<p>Professional learning</p> <p>\$95,540.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Sydney Boys High School.</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"> • School Growth • Differentiation • Wellbeing • Writing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: Almost all teachers have a developed their understanding of the HPGE policy and completed the UNSW Gerric program (mini-COGE) to differentiate teaching and learning programs.</p> <p>After evaluation, the next steps to support our students will be: Professional learning will continue to focus on developing and integrating HPGE teaching, learning and co curricular programs to meet the needs of diverse learners next year.</p>
<p>COVID ILSP</p> <p>\$27,140.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>COVID ILSP</p> <p>\$27,140.00</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 and numeracy - focus area • employing/releasing staff to coordinate the program • development of resources and planning of small group tuition • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in the following impact: Literacy tuition for targeted students using NAPLAN data to develop literacy skills and understanding of academic writing.</p> <p>After evaluation, the next steps to support our students will be: After review of student assessment and feedback, the school will continue with the literacy tuition program next year.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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"> • Wellbeing <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in the following impact: The SSO has greatly improved student wellbeing at school through student-centered initiatives and liaising with external support organisations, community groups and parents.</p> <p>After evaluation, the next steps to support our students will be: Due to the positive impact of the SSO in the school, he will continue to develop relationships with newly identified students and student-led organisations to promote wellbeing.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	1204	1205	1202	1203
Girls	0	0	0	0

Student attendance profile

School				
Year	2019	2020	2021	2022
7	97.0	96.9	96.9	93.5
8	94.7	96.3	96.3	92.1
9	94.2	95.4	95.5	90.8
10	95.6	94.9	93.8	91.1
11	95.8	96.7	93.4	89.5
12	93.4	96.3	94.9	90.3
All Years	95.1	96.1	95.1	91.1
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with

previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	0	0.5
TAFE entry	0	0	0
University Entry	0	0	99.5
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Sydney Boys High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

99.5% of all Year 12 students at Sydney Boys High School expected to complete Year 12 in 2022 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)	59.6
Learning and Support Teacher(s)	0.4
Teacher Librarian	1.2
Teacher ESL	0.2
School Counsellor	1
School Administration and Support Staff	15.77
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	687,782
Revenue	16,654,443
Appropriation	12,408,411
Sale of Goods and Services	75,502
Grants and contributions	4,154,651
Investment income	15,779
Other revenue	100
Expenses	-16,767,771
Employee related	-13,442,333
Operating expenses	-3,325,438
Surplus / deficit for the year	-113,328
Closing Balance	574,454

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.

	2022 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	209,065
Equity - Aboriginal	0
Equity - Socio-economic	25,019
Equity - Language	79,624
Equity - Disability	104,423
Base Total	11,307,650
Base - Per Capita	303,696
Base - Location	0
Base - Other	11,003,954
Other Total	701,111
Grand Total	12,217,826

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

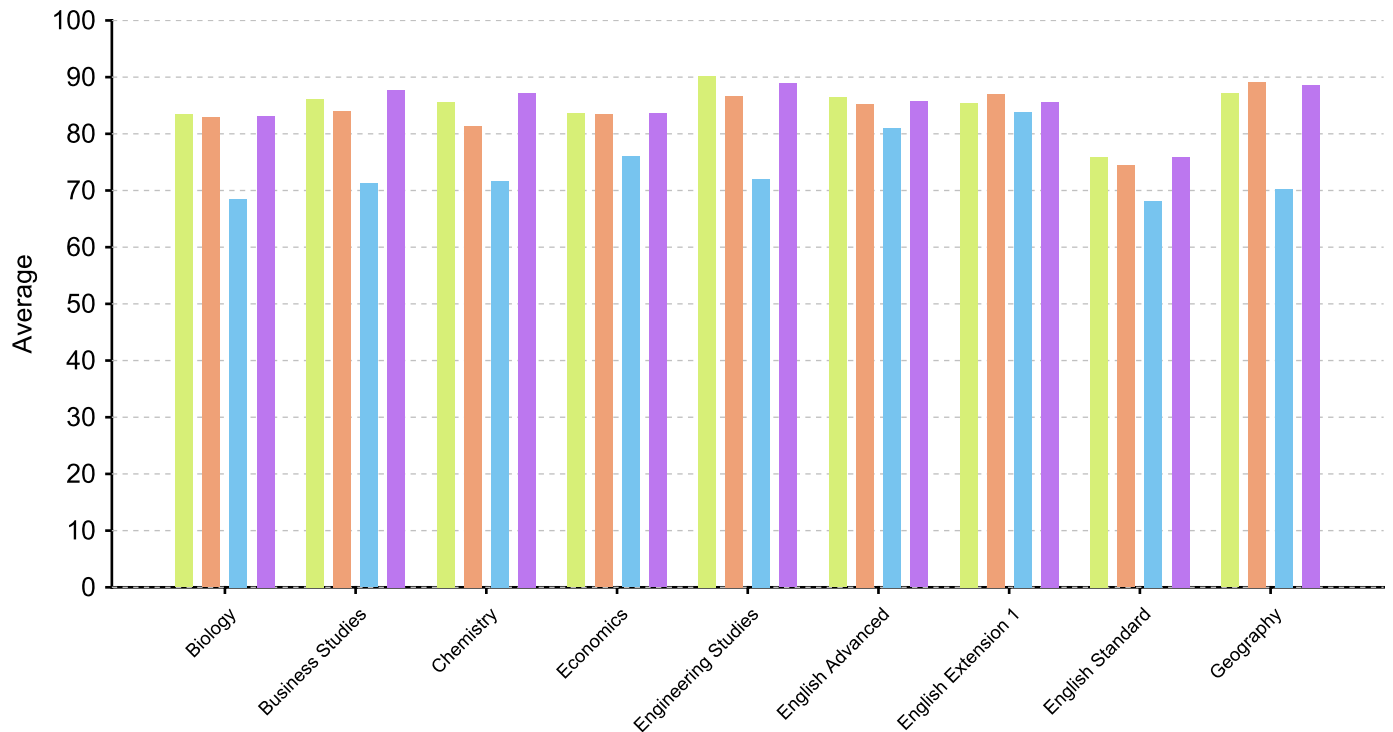
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

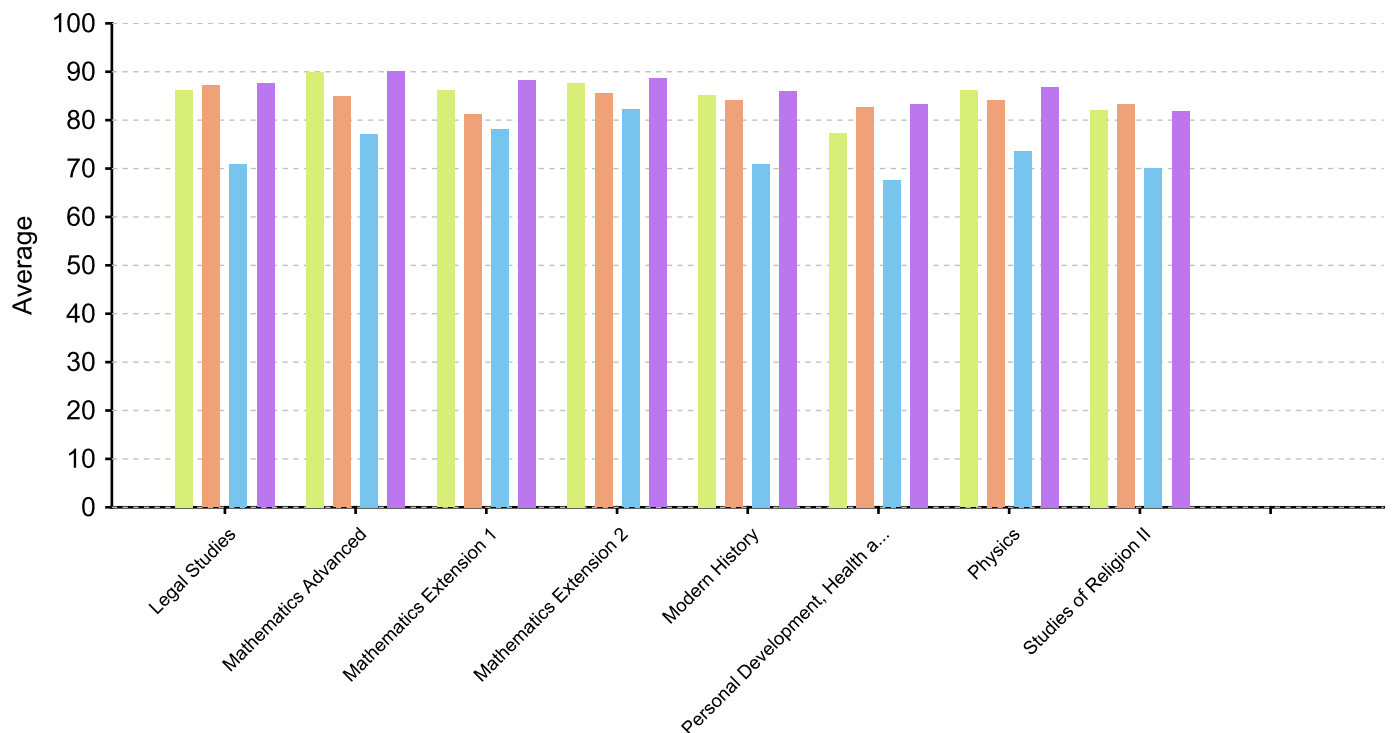
School performance - HSC

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 2022
 ■ SSSG Average 2022
 ■ State Average 2022
 ■ School Average 2020-2022



■ School 2022
 ■ SSSG Average 2022
 ■ State Average 2022
 ■ School Average 2020-2022

Subject	School 2022	SSSG	State	School Average 2020-2022
Biology	83.4	82.9	68.5	83.2
Business Studies	86.1	84.1	71.2	87.7
Chemistry	85.6	81.3	71.7	87.2
Economics	83.6	83.4	76.0	83.6
Engineering Studies	90.2	86.7	72.0	88.9
English Advanced	86.4	85.2	81.0	85.7
English Extension 1	85.4	87.1	83.9	85.6
English Standard	75.9	74.4	68.1	75.9
Geography	87.1	89.1	70.2	88.6
Legal Studies	86.2	87.2	70.8	87.6
Mathematics Advanced	89.9	84.9	77.1	90.2
Mathematics Extension 1	86.1	81.3	78.0	88.3
Mathematics Extension 2	87.7	85.6	82.2	88.6
Modern History	85.2	84.1	70.9	86.1
Personal Development, Health and Physical Education	77.3	82.7	67.5	83.4
Physics	86.1	84.1	73.5	86.9
Studies of Religion II	82.1	83.4	70.1	81.8

Parent/caregiver, student, teacher satisfaction

Parent/Caregiver response:

Over the last year the P&C has benefited greatly from a number of changes which were implemented during the 2 years of COVID. In particular the use of "zoom" rather than in person meetings which occurred prior to COVID. During the COVID period the P&C could only operate online therefore all meetings were hosted via Zoom. This proved incredibly successful such that the P&C continued this online format post COVID and will continue to do so. In person meetings held at the school previously only managed to have a dozen or so parents turn up (mostly committee members where it was mandatory to do so). Zoom meetings have engaged the school parent community much better with our record attendance somewhere around the 300 attendees number.

Due to the above point, it has also been easier for the P&C to include a guest speaker in each of the meetings. Topics organised were Mental Health, Gaming Addiction etc. Parents engaged asking a lot of questions via "Slido" which enables participants to post anonymously.

The P&C has also set up more of the parents' whatsapp groups and has put a big effort into welcoming new parents and providing as much information as possible. This has made the parents of new students much more comfortable with their sons starting at a new school. Practical tips such as transport to the school, correct uniform, sports training days and Saturday sports have been discussed and made clear.

The school representatives, Principal, Deputy Principals and other teachers, have really supported the P&C during the last year providing teachers for presentations and discussing with the P&C the schools' needs, some of which were funded by the P&C. The purchase of a new school bus with value of \$170K has been recently been approved and funded by the P&C.

The P&C are very active but always need more volunteers. At times we have struggled to get parents to take on roles for larger pieces of volunteer work such as managing the school's Open and Orientation days. The school canteen needs volunteers and this a concern as it is a major source of income for the school.

Overall, from a P&C perspective parents, the school, P&C sub committees and the P&C exec committee are working well together.

Student response:

Student responses from the Year 12 Exit Survey indicated 76% of students were challenged at an appropriate level across the majority of subjects throughout high school. Students felt teachers were interested in their learning (68%) and encouraged to perform at their personal best (78%). A sharp decline in the number of students not experiencing bullying (67%), the lowest result over the last eight years.

Student responses from the TTFM survey indicated 85% of students felt a positive sense of belonging and 99% of students felt most students displayed appropriate and respectful behaviour, compared to the state average of 87%.

Student responses indicated the advocacy at school and positive learning climate were consistent with past years (70%) and were a slight reduction in students' views on explicit teaching practices and feedback (62% from the school mean of 70%). Appropriate and respectful behaviour areas will be a key focus for the school next year.

Teacher response:

Surveys on staff wellbeing in 2022 indicated that 75% of staff enjoy coming to work regularly. Majority of staff feel that staff leadership provided supportive measures through coaches and exam invigilators (83%). Staff felt their efforts were valued (59%) and support networks were effective (80%). On average, 65% of staff felt the work facilities and resources were adequate.

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

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.