

# 2024 Annual Report

## Sydney Boys High School



8137

# Introduction

The Annual Report for 2024 is provided to the community of Sydney Boys High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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## School background

### School vision

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, Indeeep Tennis, Woollahra Sailing Club, Eastern Suburbs Cricket Club and Paddington RSL Club.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2024 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student growth and performance	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 School Excellence Plan and the achievement of school improvement measures.

- Enhancing Teaching and Learning Processes

Resources allocated to this strategic direction

Per capita  
Professional learning  
Beginning teacher support  
Low level adjustment for disability

Summary of progress

Members of the Executive examined internal and external school data (HSC & NAPLAN results) to identify strengths and weaknesses to target across the school.

The Student Growth Goal Setting practices were implemented into the Year 11 cohort and will be reviewed next year. This initiative will continue into 2025. Base data on growth goals will be collected for stage 6 in 2025.

The Differentiation team successfully embedded High Potential and Gifted education strategies into all Year 9 programs. Strategic Improvement Plan Faculty Leads continued integration of Numeracy Progressions into Year 9 programs.

Executive decision to dissolve all Strategic Improvement Plan teams and replace them with whole school professional learning sessions, to improve the knowledge, skills, and effectiveness of all teachers, in accordance with our School Plan directions. Strategic Improvement Plan Faculty Leads will merge into the faculty second in charge role for 2025 to drive implementation of targeted interventions and Implementation and Progress Monitoring across the school. Ongoing professional development improves teachers' pedagogical skills, classroom management strategies, and ability to differentiate instruction. This development leads to better learning experiences for students, ultimately improving student outcomes.

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 School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>NAPLAN Numeracy results</b> 78% of students scoring 700 or above in Year 9 NAPLAN numeracy.	89% of Year 9 students scored above 700 in Year 9 NAPLAN numeracy.
<b>Pathways</b> 85% of students in the top 2 bands for the HSC.	93.8% of Students in the top 2 bands for the HSC.

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 School Excellence Plan and the achievement of school improvement measures.

- Enhancing School Culture and Student Wellbeing

Resources allocated to this strategic direction

English language proficiency  
Socio-economic background  
Professional learning  
Per capita  
Low level adjustment for disability  
Student Support Officer

Summary of progress

Building strong, trusting relationships between students, teachers, and staff helps create a supportive environment. We continue to focus on improving whole school attendance at school carnivals (athletics and swimming) and prior to assessment blocks. These times have been identified as the highest rate of absenteeism. Identifying barriers that may reduce attendance and providing support systems through the Wellbeing team. The Executive and teachers regularly track student attendance patterns to identify early signs of chronic absenteeism. This tracking allows for timely intervention, such as reaching out to students and families who may need support. As a result, there has been a positive trend in attendance at school carnivals (11.3% and 26.5% from the 2023 data) and prior to assessment blocks.

The pride students feel in attending school is integral to fostering a positive school culture and improving academic performance. When students feel connected to their school and are proud to attend, it positively impacts their engagement, attendance, and overall wellbeing. Key initiatives, programs and support people have assisted in promoting inclusivity, respect, and student engagement. Overwhelmingly, over 70% of students across Year 7-12 agreed to having school pride in the Tell Them From Me survey and Year 12 Exit survey.

The school will continue to cultivate pride in attendance for 2025.

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 School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Attendance</b> Improve Year 12 attendance at carnivals and prior to assessment blocks.	<p>Year 12 attendance at the swimming carnival was 66.4% in 2024. This is an increase of 11.3% from the 2023 attendance data.</p> <p>Year 12 attendance at the athletics carnival was 66.7% in 2024. This is an increase of 26.5% from the 2023 attendance data.</p> <p>The average attendance rate 5-days prior to an assessment period/block has increased to 96.8% in Term 1 2024. This is an increase of 3.7% from the 2023 attendance data average at 93.1%.</p> <p>The average attendance rate 5-days prior to an assessment period/block has increased to 91.8% in Term 2 2024. This is an increase of 1.5% from the 2023 attendance data average at 90.3%.</p>

<b>Attendance</b> Improve Year 12 attendance at carnivals and prior to assessment blocks.	The average attendance rate 5-days prior to an assessment period/block has increased to 91.1% in Term 3 2024. This is an increase of 0.42% from the 2023 attendance data average at 90.68%.
<b>School Culture</b> 82% of students report that they are proud to say they have attended Sydney Boys High School.	73% of students agreed having school pride in the 2024 Tell Them From Me survey.  76% of Year 12 students agreed to being proud to attend the school in the Year 12 Exit survey.

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 School Excellence Plan and the achievement of school improvement measures.

- Enhancing Reading Outcomes
- Enhancing Writing Outcomes

Resources allocated to this strategic direction

Per capita  
Professional learning  
English language proficiency  
Low level adjustment for disability  
Small group tuition (SGT)

Summary of progress

Progress was made on developing teacher knowledge and understanding of shared strategies on reading and writing to improve teaching practice through Professional Learning. The Writing Team implemented the whole school objective of Sentence Conscious Pedagogy into Year 9 programs.

The Reading Team supported the implementation of faculty-specific disciplinary reading by sharing teaching activities that had been embedded into stage 4 and 5 programs.

SIP Faculty Leads continued with the integration of Literacy Progressions and differentiated tasks into Year 9 programs.

Executive decision to dissolve all School Improvement Plan teams and replace with whole school professional learning sessions to improving the knowledge, skills, and effectiveness of all school staff in accordance with our School Plan directions. School Improvement Plan Faculty Leads will merge into the faculty second in charge role for 2025 to drive implementation of targeted interventions and Implementation and Progress Monitoring across the school. Ongoing professional development improves teachers' pedagogical skills, classroom management strategies, and ability to differentiate instruction. This leads to better learning experiences for students, ultimately improving student outcomes.

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 School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>NAPLAN Reading results</b> 82% of students scoring 650 or above in Year 9 NAPLAN reading.	80% of Year 9 students scored above 650 in Year 9 NAPLAN reading.
<b>NAPLAN Writing results</b> 53% of students scoring 650 or above in Year 9 NAPLAN writing.	68% of Year 9 students scored above 650 in Year 9 NAPLAN writing.



Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$20,430.30</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Enhancing School Culture and Student Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• resourcing to increase equitability of resources and services.</li> <li>• staff release to improve school culture.</li> <li>• staff and programs provided to address student needs.</li> <li>• professional development of staff through YA day and meetings to support student learning.</li> <li>• employment of additional staff to support Wellbeing and attendance of students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Review of Values Education and Careers Education courses for Years 7-10. Curriculum based online learning platform to support under performing students and improve engagement (ATOMI,CANVAS, trial Wellio). Specialised and support staff to improve student attendance, wellbeing and engagement.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Initiatives will continue into next year and will be reviewed.</p>
<p>English language proficiency</p> <p>\$192,565.47</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Enhancing School Culture and Student Wellbeing</li> <li>• Enhancing Reading Outcomes</li> <li>• Enhancing Writing Outcomes</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• withdrawal lessons for small group (developing) and individual (emerging) support.</li> <li>• provision of additional support in the classroom and as part of differentiation initiatives.</li> <li>• engagement of a Literacy Coordinator to model effective strategies to increase teacher confidence in the classroom.</li> <li>• Professional learning provided to staff to improve literacy and numeracy outcomes.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The funding has provided teachers access to professional learning to improve student literacy and numeracy skills. Small group workshops (literacy enrichment classes) were provided targeted support to meet student needs. Sentence conscious pedagogy and literacy and numeracy progressions were embedded into the Stage 5 programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Initiatives will continue next year and will be reviewed.</p>
<p>Low level adjustment for disability</p> <p>\$87,939.65</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><b>Funds have been targeted to provide additional support to students</b></p>

<p>Low level adjustment for disability</p> <p>\$87,939.65</p>	<p><b>enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Enhancing Teaching and Learning Processes</li> <li>• Enhancing School Culture and Student Wellbeing</li> <li>• Enhancing Writing Outcomes</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the needs of identified students.</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers.</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs.</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Specialist support staff maintain relationships with students, staff, parents/caregivers through transition programs and communication to ensure adequate provisions are provided to identified students. SLSO supervises students from Year 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, modify programs, mark and improve 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 students' needs. SLSO and SSO ensures students can have one-on-one support.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Initiatives will continue into next year and will be reviewed.</p>
<p>Professional learning</p> <p>\$95,340.22</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 procedures at Sydney Boys High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Enhancing Teaching and Learning Processes</li> <li>• Enhancing School Culture and Student Wellbeing</li> <li>• Enhancing Reading Outcomes</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to differentiation and pedagogical improvement.</li> <li>• teacher allowance for staff engaging in specialised teams designed to improve student outcomes.</li> <li>• course costs for staff undertaking recognised courses to improve student outcomes and implement curriculum reform.</li> <li>• teacher relief for staff engaging in professional learning.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Implement high potential and gifted education differentiation strategies and literacy progressions into Stage 5 programs. Professional learning and team meeting opportunities for provided to staff on whole school initiatives and curriculum reform implementation.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After evaluation, continuation with initiatives and an increase in professional learning sessions for all staff for next year.</p>
<p>Student Support Officer</p>	<p>These funds have been used to support improved outcomes and the</p>

<p>\$103,930.00</p>	<p>achievements of staff and students at Sydney Boys High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Enhancing School Culture and Student Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other include:</b></p> <ul style="list-style-type: none"> <li>• Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies.</li> <li>• Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies.</li> <li>• Support transition, between schools and post-school enrolments by working with transition coordinators and external providers.</li> <li>• SSOs contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved student wellbeing through interactions with the Student Support Officer for individual needs. Contact between parents/carers and the wellbeing team to support the academic and wellbeing needs of students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Initiatives to continue next year and to be reviewed.</p>
<p>Small group tuition (SGT)</p> <p>\$8,165.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Enhancing Writing Outcomes</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups or to monitor the progress of student groups.</li> <li>• releasing teaching staff to support the administration of the program.</li> <li>• releasing staff to participate in professional learning.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The funding has provided programs and workshops to support the academic and social development of student who have been identified as underachieving or disengaged. These programs included academic writing and study skills, wellbeing strategies and interventions for stress management, Elevate, Study Samurai, Life Ready and Youth Road Safety courses.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Due to their effectiveness and high student engagement, initiatives will continue next year.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2021	2022	2023	2024
Boys	1202	1203	1205	1200
Girls	0	0	0	0

### Student attendance profile

School				
Year	2021	2022	2023	2024
7	96.9	93.5	95.7	95.3
8	96.3	92.1	93.8	94.5
9	95.5	90.8	93.3	94.5
10	93.8	91.1	93.5	94.0
11	93.4	89.5	93.1	92.7
12	94.9	90.3	90.9	92.0
All Years	95.1	91.1	93.3	93.8
State DoE				
Year	2021	2022	2023	2024
7	89.7	85.5	87.9	87.2
8	86.7	82.1	84.6	83.7
9	84.9	80.5	82.8	82.1
10	83.3	78.9	81.1	80.4
11	83.6	80.0	81.7	81.6
12	87.0	83.9	86.0	85.5
All Years	85.9	81.7	83.9	83.3

### Attendance

Attendance data is based on Semester 1. Data is suppressed at grade-level if there were 5 or less students at the school in the specific grade. Schools with 5 or less total enrolments will have all their attendance data suppressed.

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.

While there were no lockdowns or learning from home periods in Semester 1 2023/2024, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families was still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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	1
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 2024.

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 2024 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)	59.9
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher EAL/D	1
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, prioritised permanent employment for Aboriginal and Torres Strait Islander teachers, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2024, 2.3% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2024 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	3.30%
Teachers	3.30%	3.40%

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 six 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 2024 to 31 December 2024. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2024 <b>Actual</b> (\$)
<b>Opening Balance</b>	987,344.47
<b>Revenue</b>	18,995,840.46
Appropriation	13,625,742.16
Sale of Goods and Services	76,327.77
Grants and contributions	5,241,787.98
Investment income	47,820.00
Other revenue	4,162.55
<b>Expenses</b>	-19,920,909.27
Employee related	-15,297,172.26
Operating expenses	-4,623,737.01
<b>Surplus / deficit for the year</b>	-925,068.81
<b>Closing Balance</b>	62,275.66

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.

	2024 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	300,935
Equity - Aboriginal	0
Equity - Socio-economic	20,430
Equity - Language	192,565
Equity - Disability	87,940
<b>Base Total</b>	12,375,616
Base - Per Capita	206,933
Base - Location	0
Base - Other	12,168,683
<b>Other Total</b>	781,418
<b>Grand Total</b>	13,457,970

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

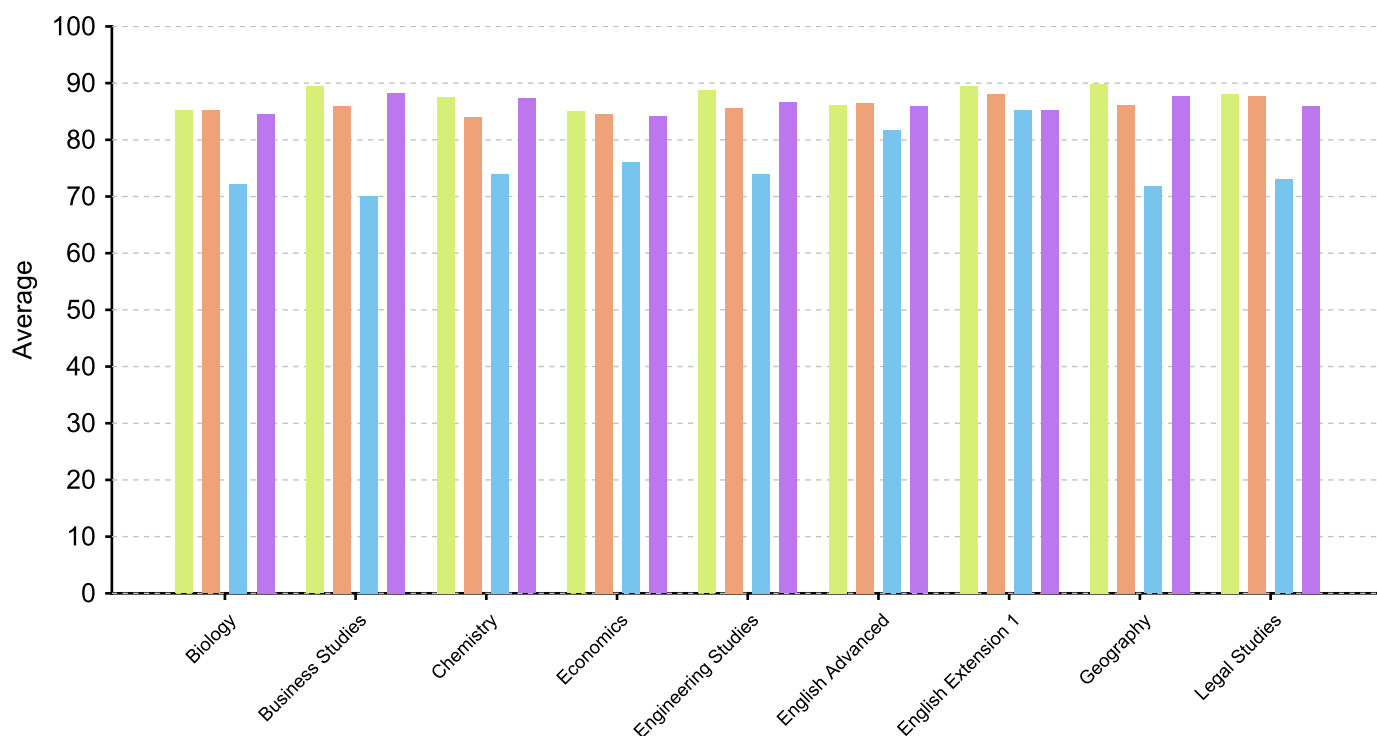
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

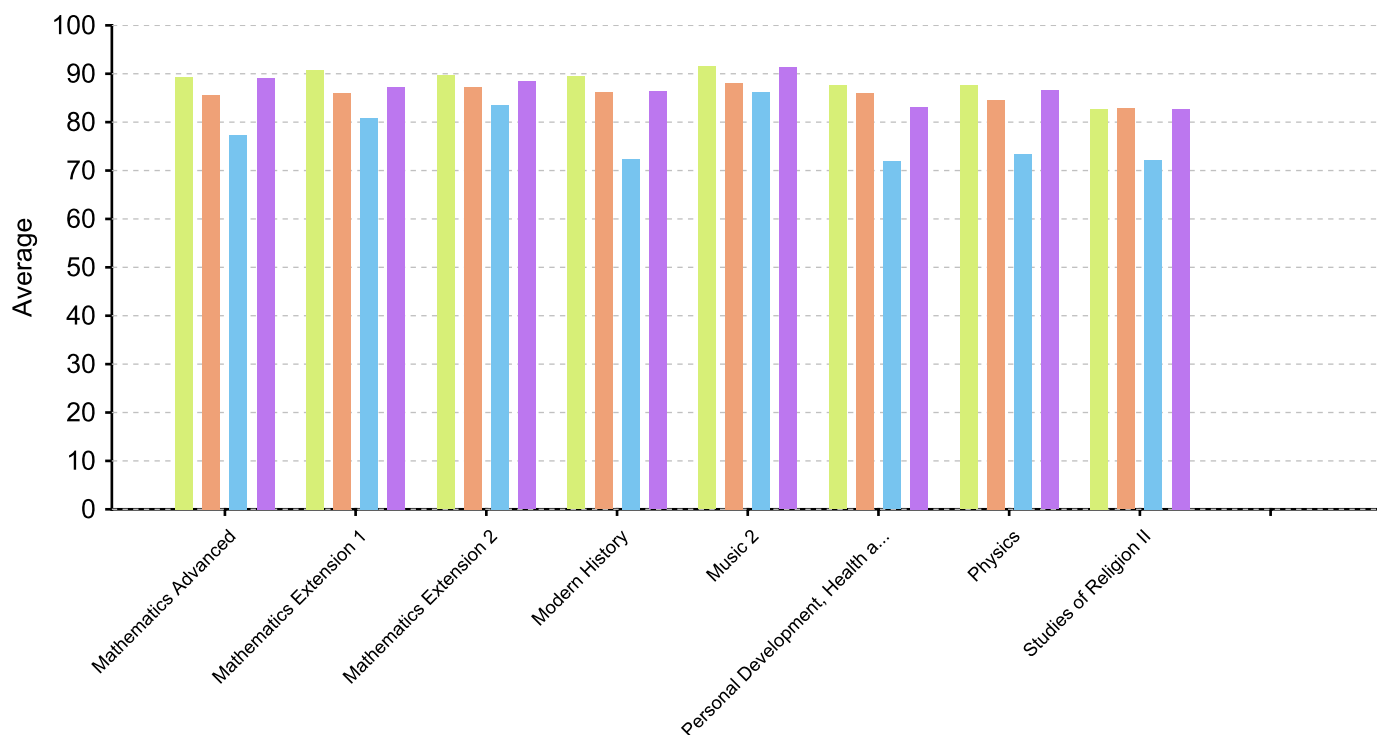
## School performance - HSC

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 2024 
 ■ SSSG Average 2024 
 ■ State Average 2024 
 ■ School Average 2022-2024



■ School 2024 
 ■ SSSG Average 2024 
 ■ State Average 2024 
 ■ School Average 2022-2024

<b>Subject</b>	<b>School 2024</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2022-2024</b>
Biology	85.2	85.2	72.2	84.6
Business Studies	89.4	86.0	70.1	88.3
Chemistry	87.6	84.0	73.9	87.3
Economics	85.0	84.5	76.0	84.1
Engineering Studies	88.7	85.6	73.9	86.6
English Advanced	86.2	86.5	81.7	85.9
English Extension 1	89.5	88.1	85.3	85.3
Geography	89.9	86.1	71.8	87.7
Legal Studies	88.1	87.7	73.0	85.9
Mathematics Advanced	89.3	85.7	77.3	89.1
Mathematics Extension 1	90.8	86.1	80.9	87.3
Mathematics Extension 2	89.6	87.2	83.5	88.4
Modern History	89.4	86.1	72.4	86.3
Music 2	91.5	88.1	86.2	91.3
Personal Development, Health and Physical Education	87.6	86.1	71.8	83.1
Physics	87.6	84.6	73.4	86.5
Studies of Religion II	82.7	82.8	72.2	82.8

## Parent/caregiver, student, teacher satisfaction

### Parent/Caregiver response:

Over the last year the P&C, the school, P&C sub committees and the P&C executive committee have worked well together to improve the outcomes for all students and staff at Sydney Boys High School.

Zoom meetings were effective in reaching a wider parent and community audience, evident in high attendance rates. Zoom meetings have been effective in introducing guest speakers and covering a range of crucial topics such as health, study skills, wellbeing, exam preparation, and information about HSC results. The continued support from school representatives including the Principal, Deputy Principals and Head Teachers has been significant. Their active involvement in providing presentations and facilitating discussions with the P&C about the school's requirements, some of which were funded by the P&C, has strengthened these collaborative efforts.

There is still a need for more volunteers to assist with school canteen, Open Day and Orientation Day. The collaborative work of parents, the school administration, P&C subcommittees, and the P&C executive committee have been effective.

This year was the first parent survey through the Tell Them From Me since 2020. The results indicated that parents felt welcomed when they visiting the school (7.7), well-informed about school activities (7.6) and that written communication from the school was clear and easy to understand (7.8). The survey results indicated parents priorities school with 6.7 talking to their child/ren about the importance of schoolwork and 7.1 encouraged their child/ren to do well at school. Overall, parents indicated their child/ren were encouraged to do their best work (7.4) and teachers had high expectations for their child/rens to succeed (7.2) well above the state mean of 6.9.

There is scope to improve in the following areas: information about student's social and emotional development and improvement in parent attending school meetings and functions.

### Student response:

Student responses from the Year 12 Exit Survey indicated 87% of students were challenged at an appropriate level across the majority of subjects throughout high school. This result is above our five-year average of 81%. Students felt teachers were interested in their learning (74%) and encouraged to perform at their personal best (92%). This is the highest result from the last 10-years. A decline in the number of students not experiencing bullying (78%), the lowest result over the last nine years.

Student responses from the Tell Them From Me (TTFM Years 7-12) survey indicated 81% of students felt a positive sense of belonging and 96% of students felt most students displayed appropriate and respectful behaviour, compared to the state average of 57%.

Student responses indicated advocacy at school (7.0) and a positive learning climate were consistent compared to previous years (6.8). Two key drivers of student outcomes for next year will be explicit teaching practices and feedback (7.1) and expectations for success (8.2).

### Teacher response:

Surveys on staff wellbeing in 2024 indicated that 76% of staff enjoy coming to work regularly and a good work/life balance (10% increase from last year). A majority of staff agreed that sufficient training is provided to complete duties (64%), the highest result so far recorded. Staff agreed that there are clear policies and processes within the school (67%) and effective communication (58%). Both results were the highest recorded. Survey results indicated that staff leadership provided supportive measures through coaches and exam invigilators (74%). Staff felt their efforts were valued (55%) and support networks were effective within their faculties (80%). On average, 79% of staff felt the work facilities and resources were adequate.

There is significant scope to improve in the following areas: staff autonomy in decision making, regular opportunities to interact with staff across faculties, improve in supervisor roles and development. The senior executive have implemented a second-in-charge (2IC) role in each faculty to support staff wellbeing and administrative tasks as well as three (3) whole school professional learning sessions per term to enhance cross-collaborative teaching and learning to improve student outcomes.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.