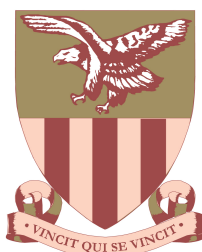


# 2020 Annual Report

## North Sydney Boys High School



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# Introduction

The Annual Report for 2020 is provided to the community of North 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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North Sydney Boys High School  
Falcon Street  
Crows Nest, 2065  
[www.northsydbo-h.schools.nsw.edu.au](http://www.northsydbo-h.schools.nsw.edu.au)  
[northsydbo-h.school@det.nsw.edu.au](mailto:northsydbo-h.school@det.nsw.edu.au)  
9955 1565

## Message from the principal

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2020 was unprecedented in the 108-year history of the school. It was a year of firsts - the first time we had to spend part of the year teaching students in their homes; the first time we were unable to bring the whole school together for Presentation Day in our Hall; the first time we have not been able to celebrate the graduation of Year 12s as a whole school; the first time we not able to bring our new Year 7s in for their traditional Orientation Day before the new year; and the first time that parents were not allowed to gather, be involved in the life of the school, and celebrate with us on a number of important occasions. We saw our highlight events cancelled - overseas trips; the walkathon; the Crawford Shield which was shelved for the first time since its inauguration in 1959; limited (or no) sport for a long period, and few competitions; and of course our camps - some cancelled and others postponed until the end of the year.

The COVID-19 pandemic changed the way we live, stopping Aussies in their tracks from being the global travellers that we had typically become; refocusing us all on social responsibility, including hygiene and infection control like never before; changing the way we work, rest and exercise; relying more on technology; and, for many families, a refocus within the family and our homes, and within our own state and country.

The impact of climate change was signalled more strongly than ever by long drought and a terrible fire season over the summer of 2019-2020. Australia was focusing more than ever before on how to plan for a sustainable future - for Australia and for planet Earth. More intense weather - particularly rain and heat events - was forecast, along with increased melting of polar ice caps.

During this period the school continued to work and study, despite periods of anxiety and uncertainty. Our teachers and students worked harder than ever, learning new skills with little lead time or training. The massive shift to online teaching meant challenges for all - few of us had heard of Zoom or Teams until 2020, let alone used them - and we continue to use these tools in new and creative ways every day.

A Support Unit joined the school in 2020, a special addition that brought a new group of students into our midst. The Head Teacher Support and her team brought joy and enriched our school.

The pandemic forced us to rethink the way the school runs. Staff and parents were able to hold meetings from home and after hours, and to communicate to whole groups of students in a timely manner. This allowed us to know what is going on, and to communicate and make decisions as a group, in a way we had not imagined would be possible or convenient. Our reach with our parent community increased significantly using these online forums. NSBHS clubs continued via technology, bringing students together for music ensemble "rehearsals" online via Zoom also using breakout rooms to practise as sectionals. Our language tutors and the German Club continued online, and of course the History Club continued, using Teams.

Online classrooms allowed teachers and students to share their learning from distant locations - and this was a gift for a school community living in many different locations across wider Sydney.

The school's mobile device policy was also working. Before and after school, and at lunchtimes, our school was a flurry

of activity: fitness, table tennis, volleyball, basketball, cricket, handball and futsal were happening. The extended lunch on Thursdays provided valuable time for fitness training for the 2021 Crawford Shield! In addition to all of that, we had board games, Lego Masters, Book Club, Chess Club, Robotics, fitness clubs, Ball Bin, vegie gardening, SWAT, SRC, SJC, SLC, Charities, Visions, Multimedia, engineering, archives, History Club, Start Ups, Environment Club, recycling, and lots of music and theatre-sports. I am proud of our teachers who continued to provide the extra-curricular trimmings for students - almost all of these in addition to teachers' usual teaching loads. These extras provided so much of what enriched the education and lives of our students.

The school's team of admin staff, teachers, and executive staff who responded magnificently to the daily changes and expectations that had been asked of them. Their dedication, hard work and optimism made the work we did as a team incredibly satisfying. The school worked together, supported each other, and made NSBHS a better school than ever.

### Student Learning and Enrichment

Student learning took a very different direction this year, with the school year commencing as usual but having to move to studying from home in Term 1, using online learning platforms with their teachers. For part of the year, we modified the length of the school day to allow students to catch up with the work of the day; sport, including the grade sport competition, did not run for several months. School resumed on-site in stages during Term 2, with waves of COVID continuing to break out in the state and further afield; physical distancing and hygiene protocols began in earnest on-site. Support for our Year 12s was very important during Term 3 - their final term of high school. The constant threat of another lockdown was a concern during Term 3 and did occur in some schools. Thankfully, NSBHS continued to operate with all staff and students back on deck and adhering to social distancing requirements.

### Student Leadership

The Senior Leadership Council (SLC), Student Representative Council (SRC), Charities Committee, Social Justice Committee (SJC), Student Wellbeing Action Team (SWAT), and Visions and Sports Captains had fewer opportunities to engage in their regular activities because of pandemic restrictions (learning from home and physical distancing). With relaxing restrictions in Term 4, the new 2021 leadership teams have commenced their responsibilities with great enthusiasm.

### Parents and Wider Community

The COVID-19 pandemic significantly curtailed community activity for most of the year.

Parent groups were unable to meet at the school from early March and commenced online meetings later in the year. Parent participation at the school has been limited by restrictions imposed by the Department of Education and NSW Health.

The P&C continued to support the school financially, with donations for painting the canteen, a thank you gift to teachers for their efforts during the COVID lockdown period, TAS faculty resources and water coolers for the boys. The Auxiliary supported the school with Science, Languages and PDHPE resources. A few of our parents continued their undaunting support for the school by volunteering to be on merit selection panels for the selection of new staff, with several of these panels having to readvertise vacancies on numerous occasions. These parents' support was an important part of our staffing process. The Falcon Foundation continued to manage the funds set aside for the new gymnasium project, with the gym being completed in October - in time to function as an exam space for the HSC, given restrictions that limited the number of Year 12 students allowed in one exam space.

### Strategic planning

In Term 3, the school began gathering the data that will be needed to develop a new school plan for the next four years. Data was collected from parents, students and staff and the wider community and from other data sources. What was previously known as the three-year School Plan will now be known as the Strategic Improvement Plan (SIP) and will cover a four-year period. A team of teacher leaders was formed to gather and analyse data and recommend areas of focus, which the executive team will continue to develop into early 2021.

## School vision

### VISION

To be the premier boys school in New South Wales.

### MISSION STATEMENT

Preparing young men for our future.

### CORE VALUES

Our vision will be realised by:

- Achieving academic excellence
- Learning in an inspirational and innovative environment
- Creating opportunities to lead, engage and play
- Nurturing young men
- Belonging to and serving our community.

North Sydney Boys High School promotes quality teaching and learning and celebrates academic excellence and holistic achievement with strong community partnerships and engagement.

## School context

North Sydney Boys High School (enrolment 915, 93% students from language backgrounds other than English) is a selective school with a commitment to a stimulating and challenging learning environment which develops resilient, innovative and connected learners who strive to achieve their personal best. Students from a broad range of socio-economic backgrounds travel from across wider Sydney to its lower north shore location. The school also welcomed the establishment of a Support Unit in 2019.

The school has a history of outstanding academic achievement. Experienced staff are dedicated to innovative curriculum writing and delivery with a strong focus on quality teaching and professional learning. An extensive extracurricular program includes academic, sporting and cultural domains. There are strong associations with Old Boys, parents and the local community.

Current school priorities include quality teaching, problem based learning, cross curriculum perspectives, feedback for improvement, information communications technology and authentic assessment.

There is a strong student voice and students participate in decision making, leadership, social justice, wellbeing and volunteering programs. Student leadership, personal and social capability, ethical and intercultural understanding (Australian Curriculum, Assessment and Reporting Authority capabilities) are demonstrated in academic programs, sport, the arts, culture and community service.

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
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	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

### Engaged Learners

#### Purpose

**To adapt, develop and implement relevant and challenging teaching and learning experiences so that students are better equipped as critical and creative thinkers.**

#### Improvement Measures

An increase in staff reporting the efficient use of teaching and learning infrastructure.

Every faculty will have a formalised process to use student feedback to inform programming and assessment.

An increase in the number of cross-curricular tasks in Stage 4 and 5, with a focus on enhancing students' skills in literacy and numeracy.

#### Overall summary of progress

Technology infrastructure was tested, and its use enhanced, with the COVID-19 epidemic necessitating effective use of technology. With students and staff working from home, the school community swiftly shifted to online and remote learning to ensure sustainable, high quality and flexible teaching and learning. By leveraging existing teacher practice and supporting students to actively engage in the learning process, the school community adapted and continued to operate effectively. Staff were provided with specific support and direction in the use of Google Classroom, Microsoft Teams and Zoom. The significant skill acquisition of staff in the use of available technologies has resulted in increased confidence in the technology infrastructure and embedded practice, evidenced by the wide use of blended learning models. The employment of a full time network coordinator brought additional expertise, problem solving ability and efficiencies to the use of information and communication technologies. There has been increase in staff reporting the efficient use of teaching and learning infrastructure.

Teaching and learning infrastructure was significantly added to through the building of a new gymnasium. This doubled the size of the existing gymnasium. This building project was completed in 2020 and provides the learning community with a modern sporting facility and supports the holistic development of students. Further building works included the re-purposing of teaching spaces to accommodate the Support Unit. The work was completed for classes to commence at the start of the 2020 school year. The new and inviting spaces helped to facilitate the successful transition of students diagnosed with autism to our high school. The modifications were informed by an environmental audit report from ASPECT and extensive consultation with Schools Infrastructure NSW. The three classrooms are fitted out accordingly to provide safe and comfortable spaces and help to support a positive learning environment.

Faculties provided increased opportunities for students to give feedback on their learning experiences and this was used to inform programming and assessment. All faculties recognise the value of student feedback in maximising the impact of teaching and learning. Some faculties have been using surveys to inform practice.

The shared staff-rooms have increased teachers' awareness of the work of colleagues and connections between subjects. There has been an increase in the number of staff working collaboratively within and across faculties through a variety of initiatives and there were some cross-KLA tasks created for Years 7-10. The trans-disciplinary iSTEM course continued to be a popular subject choice for students for 2020. The Year 8 integrated Project Based Learning (iPBL) curriculum was also consolidated in 2020 with teachers demonstrating greater confidence in teaching through projects. Funding was allocated to support regular staff collaboration and evaluation of learning progress. Teachers reported on student learning using the critical and creative thinking continuum from ACARA in the student reports. Students enjoyed the culminating project work and entrepreneurial skill development. The interest in entrepreneurship was further highlighted through student involvement in the extra-curricular Start Ups program that ran weekly after school.

#### Progress towards achieving improvement measures

**Process 1:** A whole school audit of technology and teaching and learning spaces, including research into best practice at other schools. This will result in the development of a plan to guide the roll out of consistent technology infrastructure and more flexible learning spaces within the school.

Evaluation	Funds Expended (Resources)

## Progress towards achieving improvement measures

There has been an increase in staff reporting the efficient use of teaching and learning infrastructure	\$49,750.00
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**Process 2:** The development of processes and procedures to ensure that the review of all faculty programs and assessment tasks incorporates student feedback. Regular feedback cycles will be designed to develop more challenging and meaningful teaching and learning activities.

Evaluation	Funds Expended (Resources)
Processes and procedures have supported regular staff release to improve student voice in programming and assessment.	\$7,150.00

**Process 3:** Professional learning time will be allocated to allow faculties to work together to develop cross-curricular units of work and assessment tasks that are focused on enhancing students' critical and creative thinking skills.

Evaluation	Funds Expended (Resources)
Professional learning time has allowed for increased staff collaboration and more explicit connections between curriculum and trans-disciplinary tasks.	\$13,750.00

## Next Steps

- Technology infrastructure will be maintained to ensure that it remains a reliable tool for teaching and learning.
- Classroom environments will be improved to promote ease of functionality and flexibility in teaching and learning.
- Areas for further development include professional learning and pedagogy regarding technology use and the use of flexible learning spaces.
- Student engagement in learning will continue to be an area of focus and will include building upon research and application of High Potential and Gifted Education (HPGE) strategies such as enrichment, and differentiation.
- Teacher collaboration and trans-disciplinary projects will aid the development of futures-focused teaching and learning.
- Investigation of other schools and the models they are using to successfully shape cross-curricula learning experiences and communication will help to support innovative practice.
- We will continue to be guided by current research, technology, teacher professional learning, and student feedback about learning impact.
- Teaching and learning will be informed through quality assessment practices (e.g. formative use and feedback effectiveness), and improved pedagogy through assessment (e.g. using student data to modify teaching).

## Strategic Direction 2

Excellence in Teaching and Leadership

### Purpose

**To enhance the professional capacity and leadership potential of all teachers so they can be passionate, collaborative and reflective educators committed to achieving academic excellence for all students.**

### Improvement Measures

An increase in the number of staff working collaboratively within and across faculties.

An increase in the number of staff reporting the school's Professional Learning Program builds teacher capacity and supports leadership aspirations.

Maintain Band 6 performance trend data for the majority of HSC subjects.

### Overall summary of progress

#### Process 1

##### Collaborative Practices

The transition of staff to shared staffrooms was completed at the end of 2019. This change and associated room conversions, including the creation of breakout spaces, enabled collaboration amongst faculties throughout 2020. These structural changes have facilitated staff working together across KLAs on programs that focus on improving literacy, STEM integration, cross curricular units of learning and problem-based learning. In addition, the organisation of whole school events, such as presentation assemblies, have been effectively facilitated by a school culture underpinned by collaborative practices. The diverse amount of activities offered to the students at the school both within and outside school hours has been accommodated by having staff working in close proximity to each other in shared staffroom settings. In particular, the areas of communication, student wellbeing, academic progress (learning support), outdoor education and sport organisation have benefited.

In 2020 the school's new Support Unit enrolled seven Year 7 students and employed two School Learning Support Officers (SLSO) and one teacher. Implementation of relevant curriculum commenced in 2020 with these students. The purpose of the Support Unit is to provide an education facility in the Lower North Shore for autistic students. Three former classrooms in C Block were converted into flexible learning spaces that are used for the Support Unit.

Whole school responsibilities were allocated in Term 3, 2019 for all faculties for implementation throughout 2020. The purpose of this practice was to build teacher capacity and support leadership aspirations. In addition, it has enabled staff to collaborate and develop greater knowledge of the school while working actively to build a culture of working together. It is anticipated that this practice will lead to the improvement and sustainability of whole school events. The following whole school events were coordinated by faculties in 2020: Celebration Assembly (Maths), Leadership Investiture (HSIE), Year 12 Graduation (Science) and Years 7-11 Presentation Assembly (English and Languages). The Crawford Shield (TAS), ANZAC Assembly (HSIE) and Musical (CAPA) were cancelled due to the COVID-19 pandemic.

##### Cross-Faculty Collaboration

Staff from Science, HSIE, TAS and English collaborated in developing a problem-based learning course (iPBL) for implementation with Year 8 in 2019 and this course successfully continued in 2020. Courses in Year 9 iSTEM and Year 10 iSTEM were also implemented in 2020. The English and HSIE faculties continued to develop a cross-faculty improvement program that targets improving the writing skills of students. The project, Writing with Finesse, was developed for the student learning component of the school's collaborative teaching practice projects. Two pairs of teachers teamed up in 2020 to observe each other and supplement their teaching practice by consulting with each other. Two science teachers teamed up in teaching physics in Year 10 and a TAS teacher worked with a science teacher in developing students' knowledge and understanding in a specific area of science as part of their TAS project. Both of these teams presented their projects at the second twilight professional learning event organised at the school in Term 2.

#### Process 2

##### Professional Learning

During 2020, teachers of all career stages were supported through targeted professional learning programs to build their

capacity and support a variety of leadership aspirations. Beginning teachers were supported through the Lower North Shore (LNSCOS) Community of Schools Beginning Teacher program and were mentored by their Head Teachers. Funding was also provided to these, and Early Career Teachers, in order to allow relief time for mentoring, lesson observations, and externally developed professional learning. Of these teachers, those who were Provisional Teachers were also individually supported by the Head Teacher Teaching and Learning to work towards gaining their Proficiency. Six Provisional Teachers achieved this in 2020. One teacher began working towards Highly Accomplished accreditation and was provided with external expert professional learning and support from the Head Teacher Teaching and Learning. The school had eight aspiring executive leaders in 2020 and each were provided opportunities to develop their knowledge and skills through leadership programs. Four teachers completed the Northern Sydney Entente Cordiale (NS-EC) Aspiring Leaders Program, one teacher completed the NS-EC Project Leadership Program, and five teachers began the newly developed NSBHS Educational Leadership Program (to continue into 2021). These teachers shared their initiatives and experiences with the whole teaching staff and critically reflected upon completion. Teachers were also provided the opportunity to develop a Situational Analysis of the school as part of a School Improvement Plan Development Team, in which 12 teachers from five faculties participated. In Term 1, new staff to the school completed a revised staff induction program which included five sessions to support them in all areas of their roles in the school and community.

Whole school professional learning was also developed in accordance with the needs of staff. The school PL Team surveyed teachers, analysed PDP data, and reviewed the school's milestones in order to design a comprehensive professional learning program for the year. Although modified to accommodate the needs of remote learning, the program included two NESA registered whole school professional learning twilights regarding collaborative teaching practice, and a Spirals of Inquiry approach to action research. Knowledge from both areas were utilised throughout the year. Collaborative cross-KLA teams developed initiatives in student wellbeing, staff wellbeing, professional learning and student learning and presented their progress to the school. Faculties investigated their own Spiral of Inquiry research topics throughout the year, aiming to improve outcomes for underachieving students in Stage 6. The progress of each of these was shared with staff and will continue into 2021. Evaluations of these PL events demonstrated that 85% of staff believed they developed useful knowledge, skills and understandings that they would put into practice in future. A new professional learning initiative was also developed. The Learning Lounge was created as a collaborative forum for teachers to come together fortnightly after school and informally share their expertise and pedagogical strengths. As a result of the PL provided throughout 2020, a staff survey indicated that: 91% of teachers believed they had access to the learning and development they needed to grow as a teacher, 76% of teachers believed there was increased collegiality between faculties, 86% of teachers felt that they had opportunities for career growth, and 100% of teachers felt supported in their PDP goals.

Due to COVID-19 restrictions, the 2020 Executive Conference was converted to a planning day that focused on the initial stages of developing the Strategic Improvement Plan (SIP). Executive staff examined the situational analysis summary, based on internal data collected, and developed the broad themes for Strategic Directions 2 and 3.

### **Process 3**

The involvement of staff in local subject-based networks (e.g., LNSCOS networks and NS-EC) continued in 2020 and supported a key learning need of staff from PDP data. The networks provide support for teachers implementing new syllabuses and in enhancing teacher expertise in a subject area. Due to the COVID-19 pandemic most of these networks were facilitated using Zoom or Microsoft Teams platforms in 2020. Teachers at North Sydney Boys High School were involved in the following networks: Selective High Schools Careers Advisers, Local Teacher Librarians, NS-EC Head Teacher Teaching and Learning, Lower North Shore HAT/LEAD Teacher Accreditation, Head Teacher Wellbeing Selective Schools, Selective Schools Languages Teachers.

Several staff were involved with marking the HSC, and this experience and marking expertise was used to support staff in the delivery of junior and senior syllabuses across the school. Staff from the following faculties were engaged with HSC marking in 2020: CAPA (1), English (2), Languages (3) and Science (1). Two staff were members of HSC exam committees. One staff member marked Valid Science 8. The school provided support that enabled collegial marking in English and HSIE faculties. Staff involved reported this to be extremely beneficial in developing their skills at designing assessments, interpreting student responses and applying reliable marking schemes.

Mentoring programs were implemented for new Stage 6 teachers in CAPA, Engineering Studies and HSIE. These programs facilitated guidance and advice from experienced teachers, and support with regards to resources, programming and the formation and marking of assessment tasks.

Staff were introduced to the Spirals of Inquiry approach in a twilight professional learning session during Term 2 and this provided a framework for the development of faculty-based projects with a focus on assisting the struggling learners in their courses, in particular shifting learners to higher HSC bands. Representatives from each faculty presented an update on their progress during a staff development day in Term 4.

## Progress towards achieving improvement measures

**Process 1:** The allocation of resources, including relief time, to allow faculties to develop collaborative practices. Formal and informal strategies will be implemented using educational research and student data to enhance teachers' knowledge, skills and understanding.

Evaluation	Funds Expended (Resources)
Continuation of multi-faculty projects: iPBL (Year 8), iPBL (Year 9), English/HSIE (Writing with Finesse)	\$38,438.21
Increased collaboration amongst staff regarding communication, student wellbeing, outdoor education and sport organisation.	
Commencement of Support Unit (Year 7 intake).	
Whole school responsibilities for all faculties	

**Process 2:** The creation of a Professional Learning Program, with explicit procedures for developing the career paths of all teachers, especially those with leadership aspirations. Teacher mentoring and individualised professional development will be used to support the professional growth of all staff.

Evaluation	Funds Expended (Resources)
Evaluation of survey data:	\$41,510.00
Staff report that they feel supported in their professional learning goals.	
Staff PDP analysis and goals identified.	
Staff involvement in the School Improvement Plan Development Team.	
Implementation of twilight PL sessions to facilitate collaborative teaching practice and Spiral of Inquiry projects aiming to address underachieving students.	
Executive conference focused on analysing data obtained from the situational analysis conducted as part of the Strategic Improvement Plan.	
Cross-faculty lesson observations conducted.	
Staff completed the Aspiring Leaders (external and internal programs) and NS-EC Project Leadership Programs.	
Commencement of NSBHS Educational Leadership Program.	
Development of the Learning Lounge as a forum for sharing teaching strategies informally.	

**Process 3:** Teachers will work collaboratively, within the school and the wider community, to develop their expertise in the delivery of NESA curriculums, with a focus on literacy and numeracy. A mentoring program will be implemented for new Stage 6 teachers, utilising teaching staff with HSC marking experience.

Evaluation	Funds Expended (Resources)
Analysis of HSC RAP data from 2017 - 2020	
Faculty involvement in local school subject specific networks.	
Several staff across faculties involved in HSC marking.	
Mentoring programs implemented for new Stage 6 teachers in several faculties.	

## Progress towards achieving improvement measures

Spirals of Inquiry projects for assisting struggling learners from each faculty.	
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## Next Steps

Implementation of the collaborative projects, Writing with Finesse and Be You program (Wellbeing). The former using an approach that is based on effective teaching practice which is research-informed and enabled across several faculties. Encouraging more staff to be involved in various leadership programs (Aspiring Leaders, NS-EC Project Leadership, NSBHS Educational Leadership, HAT/LEAD). Staff involved in these programs will need to be supported and provided with opportunities to present their work to staff when relevant e.g. at twilight sessions or Staff Development Days. Ongoing support of local networks is an important component of improving teaching: NSBHS teachers can facilitate this by having more responsibilities in the LNSCOS and NS-EC networks. Whole school responsibilities of faculties would benefit by extending the current two-year cycle to a three-year cycle. Completion and evaluation of the Spirals of Inquiry projects commenced in 2020 and ascertaining the impact on improving struggling learners. Formation of the Strategic Improvement Plan (SIP) based on the analyses conducted by the School Improvement Plan Development Team.

## Strategic Direction 3

### Supporting Quality Relationships

#### Purpose

**To facilitate and nurture positive relationships between students, staff and the community to enhance collective wellbeing.**

#### Improvement Measures

Increased use of, and positive feedback about, the school's electronic platforms using 2018 baseline data.

Qualitative data indicates improved student and staff wellbeing.

#### Overall summary of progress

Student wellbeing continued to be a priority in 2020, particularly with the challenges of COVID-19. Wellbeing initiatives were adjusted during remote learning, with the Wellbeing Team providing ongoing support to students and their parents via the establishment of Year Group Noticeboards on Google Classroom to connect with members of the Wellbeing Team and Learning Support. This proved to be an effective initiative as students utilised articles that were also provided on the noticeboards about topics such as exercise, sleep and mental health challenges during the pandemic. During Term 4, some of the planned initiatives were able to take place. Year 11 were able to participate in the Life Ready program and were highly engaged in externally provided workshops regarding road safety (You Choose), personal health (GPs for Schools), and drug and alcohol education (Independent Drug Education Australia). Parents and staff were also educated about how to best support student wellbeing through a 'Navigating your Teen's Mental Health' Zoom presentation and professional learning in the Beyond Blue BeYou modules.

To build on the progress of staff wellbeing in 2020, staff were again surveyed regarding their interests and wellbeing needs to create a staff wellbeing program of activities. These activities were planned to occur regularly to enhance staff wellbeing and support collegiality. Unfortunately some of these events were postponed due to social distancing requirements, however modifications were made to enable some initiatives to still run such as staff recognition awards, online staff competitions and socially distanced morning teas and activities. Due to the challenging nature of COVID-19 for education, staff were also surveyed twice during the year to ascertain what support could be further provided. These surveys were regarding improvements to remote learning in Term 1, and general staff feedback in late Term 3. Based on the feedback from each survey, significant changes were made to support teachers in their working environment. These included changes to the remote learning bell times and attendance monitoring, and additional support for faculties in the form of programming days and administrative assistance from School Administrative and Support Staff (SASS).

To ensure that quality relationships with the community are further supported, online communication platforms continued to be reviewed in 2020. The new use of the NSW Department of Education hosted website was evaluated as effective and user friendly, and enabled the DoE to push important COVID-19 communication to the school community. As a result this will continue to be the primary platform for school and department information. Due to COVID-19 many changes were made in communication methods between staff, and with parents and the community. Staff at the school moved to Microsoft Teams to enable whole staff and team meetings as well as professional learning. Parents and students were encouraged to utilise Google Classroom for announcements and Zoom for Parent-Teacher Night. All of these initiatives have proved to be efficient and will continue to be used in 2021 to enable more participation from our geographically widespread school community.

#### Progress towards achieving improvement measures

**Process 1:** Audit of the school website and the creation of a timeline to update the website and develop and implement a parent communication app. The audit will also identify user and technical requirements of a more integrated electronic calendar system.

Evaluation	Funds Expended (Resources)
Evaluation app usability will be conducted at the start of 2021 to take into account potential increases of use in relation to new Year 7 cohort.	\$6,162.25

**Process 2:** Audit of the current student wellbeing program, including research into best practice at other schools, to develop a more integrated approach to student wellbeing. Student, staff and parent evaluation of current

## Progress towards achieving improvement measures

**Process 2:** wellbeing programs will be used to inform changes.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Youth Awareness of Mental Health program introduced for Year 9.</li><li>• Feel Good Friday program introduced by Student Wellbeing Action team.</li><li>• Mental Health and Bullying videos created by student leadership groups broadcast to classes</li><li>• New wellbeing programs introduced to support students during remote learning</li><li>• Year 7 Transition Program</li><li>• Year 11 Life Ready - GP's in schools</li><li>• R U OK day</li><li>• Wellbeing team professional learning, BeYou</li><li>• Parent Zoom Meeting - Black Dog Institute</li><li>• Creation of student learning plans for students with additional learning needs</li><li>• CESE - What works best - Wellbeing in practice supporting teachers</li></ul>	\$21,450.00

**Process 3:** Staff will form a staff wellbeing team. The team will be responsible for the creation and implementation of a program to enhance staff wellbeing. As part of the program staff will be encouraged to participate in activities to support each other's health and collective wellbeing.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Staff wellbeing team introduced a number of initiatives: photo competition, morning teas using produce from gardens</li><li>• Wellbeing programs for staff during remote teaching and learning</li></ul>	\$500.00

## Next Steps

- Student and staff wellbeing will continue to be a priority of the school. Student data will be deeply analysed including Tell Them From Me, student surveys, motivational scales and Sentral data in order to target wellbeing initiatives for the 2021-2024 Strategic Improvement Plan.
- Mental health will continue to be a focus, with staff continuing to complete BeYou professional learning and Stage 5 students undertaking the Youth Awareness of Mental health (YAM) program in 2021.
- Current wellbeing programs will be evaluated for measurable outcomes in relation to the School Excellence Framework and Wellbeing Framework for Schools.
- The teacher support changes implemented in 2020 will be evaluated for their impact and resource use, with further support provided in 2021.
- Communication methods will continue to be enhanced and feedback sought from the community, particularly for all Parent-Teacher Nights being conducted via Zoom in 2021.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Low level adjustment for disability</b>	\$89,438  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$89 438.00)</li> </ul>	Two teachers worked in the role of Learning and Support Teacher (LaST) in 2020. One teacher looked after students in Years 7-10 and the other looked after students in Years 11-12. Support provided included: <ul style="list-style-type: none"> <li>• Regular meetings with students to follow-up on the submission of homework, to help chunk and scaffold larger tasks and to draw up homework and home study schedules.</li> <li>• During COVID-19 online learning, the LaST provided ongoing support to students and their parents via email, phone, Zoom and Microsoft Teams. During the online phase the LaST also created Google Classrooms for those individual students needing more support - all student work from all subjects was placed here for those students. The LaST also joined the Google Classrooms of other subjects to help monitor the submission of work.</li> <li>• The LaST completed the annual Nationally Consistent Collection of Data on Students with Disability (NCCD) was completed.</li> <li>• The LaST worked with school counsellors to complete NESA Disability Applications.</li> <li>• The LaST coordinated adjustments (Disability Provisions) for assessment tasks and assessment blocks</li> <li>• The LaST coordinated the NAPLAN minimum standards tests</li> <li>• The LaST worked with Year Advisers to create student Learning Plans for students with additional learning needs. These plans included adjustments and strategies to be used in the classroom.</li> </ul>
<b>Socio-economic background</b>	\$16,090  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$16 090.00)</li> </ul>	Financial support was used for: <ul style="list-style-type: none"> <li>• Students' co-curricular and curricular activities</li> <li>• Waiving of school contributions</li> </ul>
<b>Support for beginning teachers</b>	\$76,429  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$76 429.00)</li> </ul>	Beginning Teacher funding was used to assist nine teachers. These teachers had a wide range of experience levels ranging from new graduates, to temporary appointments, through to permanent teachers with several years of previous teaching experience. Individualised plans for beginning teachers were created for each of these staff and financial resources were allocated based on discussions with individual teachers, their faculty Head Teacher and the Head Teacher Teaching & Learning. The flexibility of this funding allowed for beginning teachers to be supported in a variety of ways, including: <ul style="list-style-type: none"> <li>• Relief time to develop mentor relationships with more experienced staff allowing beginning teachers to observe other teachers' lessons and have their mentor teacher observe their classroom practice. For smaller, specialised subjects, the funding allowed beginning teachers to develop relationships with staff at other schools and be provided with relief time to work one-on-one with these</li> </ul>

<b>Support for beginning teachers</b>	<p>\$76,429</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$76 429.00)</li> </ul>	<p>teachers.</p> <ul style="list-style-type: none"> <li>• Hiring experienced teachers and other professionals to come to NSBHS to work individually with beginning teachers.</li> <li>• Attending external professional development workshops.</li> <li>• Working with more experienced staff to ensure assessment development and marking processes were implemented effectively.</li> <li>• Participation in the Lower North Shore Community of Schools' Beginning Teacher and Early Career Teacher programs.</li> <li>• Relief time to write and develop evidence for their Proficient Teacher Accreditation reports.</li> </ul> <p>By the end of 2020 six staff were supported in the completion of their Proficient Teacher Accreditation report. All these reports were successfully submitted to and approved by NESA.</p>
<b>School to Work Funding</b>	<p>\$6,717</p>	<p>External entrepreneurship programs have been popular with our students for a number of years now. In 2020 we ran the Futurepreneur's Masterclass (a one day incursion program) and the 16 week Academy program from Entropolis, which offered high quality web-based materials that allowed students the opportunity to explore the complex processes of building a start-up business. For the first time, we were able to offer an in-house entrepreneurship program as part of the NSBHS Start-Ups Club on Monday afternoons.</p> <p>The boys worked in teams and foundly their way through the various stages of ideation, product development and the business plan before putting all of these ideas together into the final pitch to investors. They were allowed complete freedom to focus on the problems that they wanted to solve. Some of their ideas included: anti-procrastination apps, a system to generate electricity and store it in a battery on a bicycle; bio-medical tech to manage nosebleeds, a school ebay site and a couple of tutoring apps.</p> <p>The final pitches were sophisticated and of a high standard. We plan to continue with this program in 2021 given the success of the 2020 program.</p> <p>There is an irreversible trend towards PBL (problem based learning) and the NSBHS Start-Ups Club is a wonderful addition to this increasingly popular approach to education as it builds skills employers actively seek - skills in problem solving, team work and effective communication.</p> <p>The school has subscriptions with:  <b>Study Work Grow (SWG) -</b>  All parents and students in the school are encouraged to sign up for this valuable resource. SWG has evolved into a web site with a wealth of fantastic careers resources</p>

<b>School to Work Funding</b>	\$6,717	<p>for students, parents and teachers.</p> <p><b>Career Voyage -</b>            An online careers guidance software program that every student in Year 10 completes in their careers class. Students end up with an <i>Interest Guide</i> which is a bar graph which measures their strength of interest across six key vocational areas and their choice of 20 to 40 vocational suggestions. Students are able to gather the basic information about their six top career picks from within the program. They then research the university careers linked to that degree and identify the presumed knowledge for each course which needs to inform their senior subject selections for Years 11 and 12. A key activity over the latter part of Terms 2 &amp; 3 is that the boys have to create a written career plan for each of their three preferred careers pathways.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	927	927	915	915
Girls	0	0	0	0

### Students

In 2020 the school's annual intake of 150 Year 7s came from the usual large number of primary schools. There were 52 primary schools in total, with the largest numbers of new students coming from Chatswood (12) and Artarmon (17). The Year 7s come from far flung addresses - a total of 85 suburbs - with the largest numbers from Epping (10) and Carlingford (13).

Ninety-five per cent of our total student population of 917 speak 43 languages other than English as their primary or secondary language at home. Of these 43 languages, 39 are the main language spoken at home. The most spoken languages at home are: Vietnamese (3%), Korean (10%), Cantonese (20%) and Mandarin (45%).

Students come from across the wider metropolitan region of Sydney and the Central Coast, with some travelling long distances to attend school. One of our Year 12s has travelled to and from the central coast to North Sydney Boys for six years, clocking up 181,000 kilometres on trains and buses.

### Student attendance profile

School				
Year	2017	2018	2019	2020
7	98	98.2	97.4	99.1
8	97.7	97	97.7	98.4
9	97.1	97.4	96.1	98.5
10	97	96.5	97.3	96.2
11	97.6	97.2	96	98.4
12	95.8	94.7	95.2	97.6
All Years	97.2	96.8	96.6	98
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as

schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Our attendance improved over the past year due to the COVID 19 pandemic preventing families from travelling overseas. This led to more consistent and sustained attendance across the school.

The school uses an attendance system whereby parents/carers are sent a text message if their child is absent or late without explanation after roll call each morning. The system also allows for parents/carers to be proactive and advise the school via text message or the online parent portal of their child's absence; this system marks their child as absent with an explanation prior to roll call and negates the need for the school to send a text message. After 7 days, all unexplained absences are followed up with an email requesting explanation of any unexplained absences or late arrivals.

Attendance is monitored by the Wellbeing team and individual students are counselled as required.

### Management of non-attendance

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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	99.3
Other	N/A	N/A	N/A
Unknown	N/A	N/A	N/A

### Year 12 students undertaking vocational or trade training

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0% of Year 12 students at North Sydney Boys High School undertook vocational education and training in 2020.

### Year 12 students attaining HSC or equivalent vocational education qualification

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99.3% of all Year 12 students at North Sydney Boys High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification. One student is taking a gap year in 2021.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	48.9
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	0.8
School Administration and Support Staff	14.37
Other Positions	1

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

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

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

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

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

## Financial information

### Financial summary

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

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	2,487,477
<b>Revenue</b>	11,667,318
Appropriation	10,108,098
Sale of Goods and Services	87,598
Grants and contributions	1,465,448
Investment income	6,174
<b>Expenses</b>	-10,947,190
Employee related	-8,893,979
Operating expenses	-2,053,211
<b>Surplus / deficit for the year</b>	720,128
<b>Closing Balance</b>	3,207,605

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.

The significant capital works project, the doubling of the existing 1961 gymnasium was funded entirely by the Falcon Foundation and the school. The project, years in the fundraising, planning and building was finally completed in October.

The school had four additional capital works projects that it wanted to get under way. Some of these are in conjunction with our parent bodies. We have been unable to commence any of these until approval of the projects is forthcoming and SINSW is able to project manage these. These projects included the total refurbishment of the senior boys toilets, replacing our tired kitchen, and the school canteen.

## Financial summary - Equity loadings

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	143,830
Equity - Aboriginal	675
Equity - Socio-economic	16,090
Equity - Language	37,627
Equity - Disability	89,438
<b>Base Total</b>	9,436,508
Base - Per Capita	220,061
Base - Location	0
Base - Other	9,216,447
<b>Other Total</b>	341,631
<b>Grand Total</b>	9,921,969

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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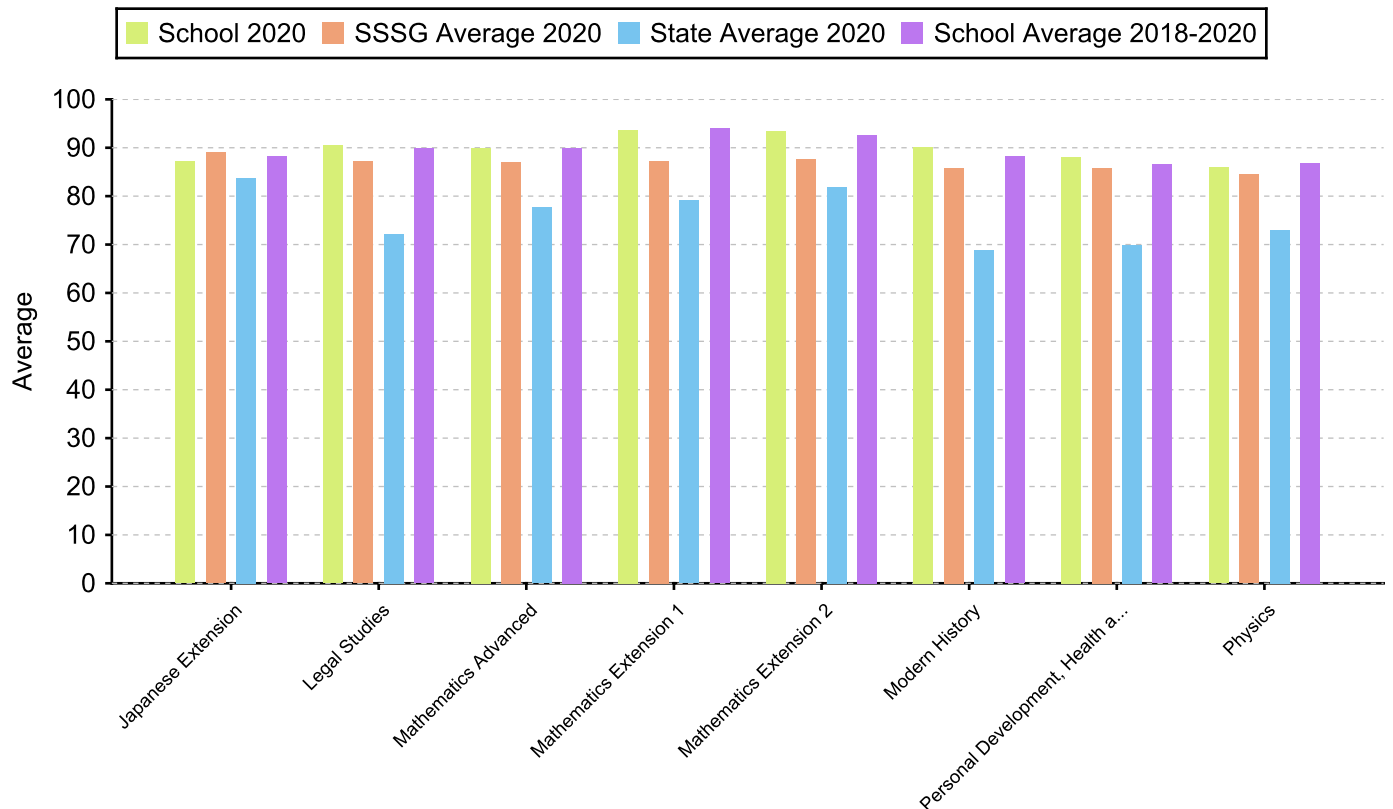
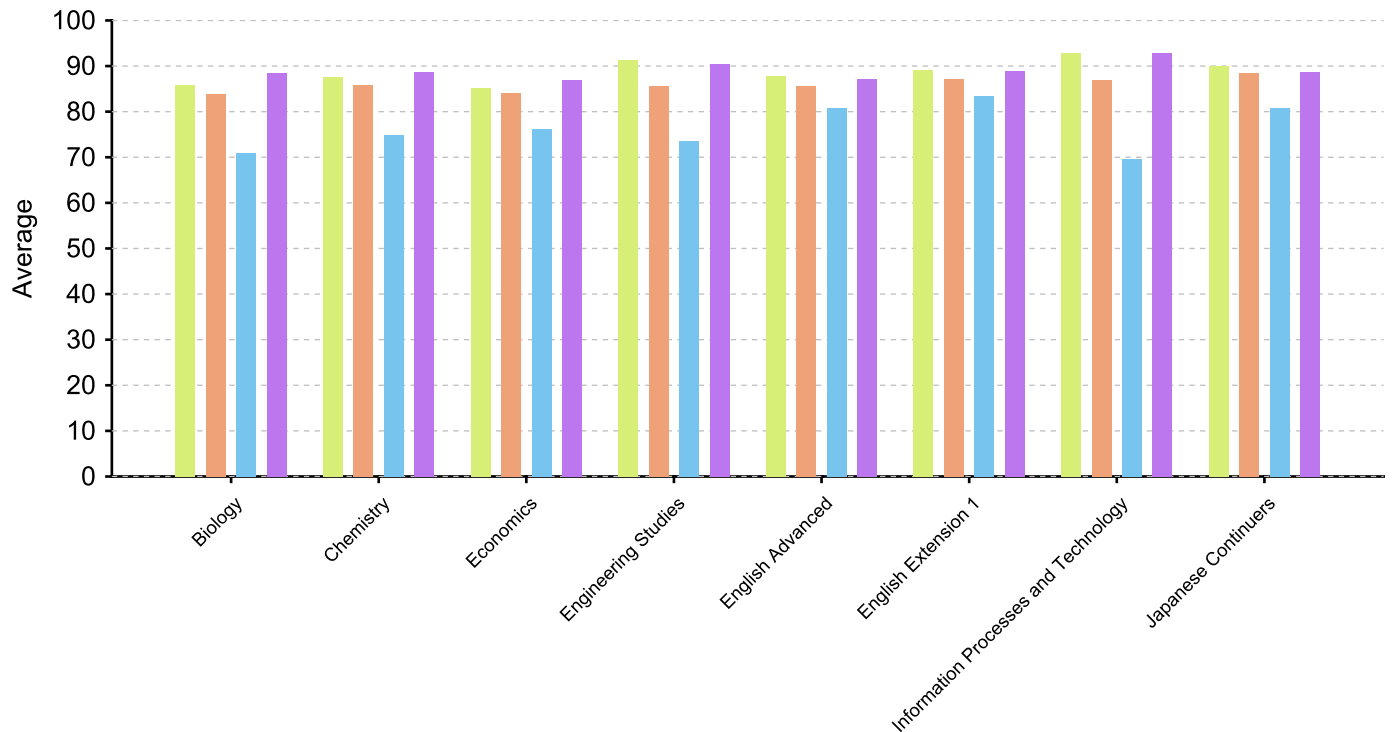
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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

## School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2020	SSSG	State	School Average 2018-2020
Biology	85.9	83.8	70.8	88.4
Chemistry	87.5	85.8	74.8	88.7
Economics	85.2	84.1	76.1	86.9
Engineering Studies	91.4	85.7	73.6	90.5
English Advanced	87.8	85.7	80.8	87.2
English Extension 1	89.1	87.1	83.4	89.0
Information Processes and Technology	92.8	87.0	69.6	92.9
Japanese Continuers	90.0	88.4	80.8	88.7
Japanese Extension	87.2	89.0	83.7	88.2
Legal Studies	90.5	87.1	72.1	89.9
Mathematics Advanced	89.9	87.1	77.7	89.9
Mathematics Extension 1	93.7	87.3	79.1	93.9
Mathematics Extension 2	93.4	87.6	81.8	92.6
Modern History	90.2	85.9	68.9	88.2
Personal Development, Health and Physical Education	88.1	85.8	69.9	86.6
Physics	85.9	84.5	73.0	86.9

The school was very proud of the achievements of the Class of 2020 and the teacher team who worked tirelessly in difficult times to ensure our students were well supported academically and emotionally.

At the whole school level:

- NSBHS was listed as the 3rd top performing school in NSW
- NSBHS is the top performing single sex and boys school in NSW

### **Total Numbers**

- A total of 169 students studied HSC courses in 2020
- Of this number, 150 Year 12 students sat for and completed their HSC examinations in 2020
- 19 Year 10 students were accelerated in Information Processes and Technology

**Of First Places in the State**, NSBHS had two First Places in the State in 2020 for Legal Studies and German Extension, an outstanding achievement for these young men.

**There were six other Top Achievers in the state**, achieving top places in the state in Engineering Studies, IPT (2 students), Mathematics Extension 2 (2 students) and Japanese Extension.

**We had a total of 43 All Rounders** (students who achieved at least 10 units in Band 6 or Extension Band 4) **in the Class of 2020**. This was an outstanding achievement, representing 29% of all Year 12 students in our school, down a little on 2019.

### **We had 147 High Achievers whose names appeared in the 2020 HSC High Achievers List**

- 147 individual students appeared in the high achievers list, including 17 Year 10 students, achieving Band 6 or Extension Band 4 in at least one subject.
- And, in total there were 526 credits (or individual Band 6 achievements) compared to 612 in 2019 (but with a larger cohort).

**There were some noteworthy achievements by individual students who both carried a large number of units** and also achieved the top bands in those subjects. This is a remarkable achievement when the requirement for your HSC year is that you study 10 units:

- Two students achieved top bands - Band 6s and Extension Band 4s - in 14 units of their studies.

## **Dux**

This year there were three students who achieved the perfect score - an ATAR of 99.95. Congratulations to these young men.

## **Course Successes**

- The boys' performance in English in 2019 was excellent - English came 16th overall in the state with 46% Band 6s in all English courses, an improvement of 4% on 2019.
- The boys' performance in Mathematics was excellent, ranked 5th in the state, with 80% Band 6s.

## **CAPA Successes**

- Five of our students were shortlisted for ENCORE, the HSC Music Showcase for 2020 HSC at the Sydney Opera House, and one of the compositions was nominated for ENCORE.
- One student's artwork was shortlisted and selected for ArtExpress and is being shown at the NSW Art Gallery and will go on tour later in the year.

The Class of 2020 achieved outstanding results in the HSC. These students had to adjust to remote learning and teaching throughout the middle of 2020 due to the COVID-19 pandemic. This included adjusting to a new timetable, accessing lessons remotely and coping with teachers making adjustments to their teaching.

The school's results exceeded its Statistically Similar School Group (SSSG) results in all but one subject for large cohort subjects (greater than ten students). All subjects exceeded state results. The average course mark obtained by the school was 89, compared with 86 (SSSG) and 75 (state). These results are very similar to those obtained in previous years. NSBHS was listed as the 3rd top performing school in NSW and was again the top performing boys school in NSW. Students sat for HSC exams in 29 subjects, demonstrating the breadth of curriculum offered at the school and the large range of subjects students choose to study at the HSC level. Five students obtained Distinguished Achiever Status in seven courses, while one student achieved this status in eight courses.

Congratulations to all.

## Year 12 Surveys and Teacher Surveys

The school conducted a number of surveys through the year. These included: TTFM, Year 12 exit surveys and interviews, and teacher surveys in Term 2 and Term 3.

Year 12 Surveys were conducted in May 2020. These surveys continued to provide longitudinal data on HSC students that started in 2001. One survey was based on student responses regarding school life on a Likert Scale and is an anonymous survey, allowing the school to collate responses to inform improved school practice to support senior students in their final 6 months of school. Generally there was a dip in student responses to their confidence and happiness compared to 2019 results. Students were more positive overall in the broad areas of: teacher support, relationships, care and effectiveness. They were also more positive in the area of how they spent their time at school in terms of feeling safe, and that the pressure to succeed is not as strong as in previous years. The second survey was much more individual and tailored to identifying individual student needs and aspirations. The results of these surveys was then individual interviews with every Year 12 student. The debriefing meetings with the interview team then led to additional support. It was apparent that there was less team work between students than in previous Year 12 cohorts, parent anxiety was apparent, mental health support was actioned for some students as well as support with studying effectively. Overall this cohort lacked the self confidence of previous years.

## Perspectives of Parents

The Tell Them From Me (TTFM) **Partners in Learning Parent Survey** was conducted between 15 and 23 October 2020 and had 163 respondents.

The **Partners in Learning Parent Survey** is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

- Parents indicated information from the school is in clear, plain language
- Reports on their son's progress were written in terms they understood
- Teachers expect homework to be done on time
- Parents reported that teachers expected their son to work hard
- Parents indicated that their son was clear about the rules for school behaviour
- Parents reported that their son felt safe at school

77% of respondents indicated that they were satisfied with communication from the school and 95% reported that the school had a good reputation in the community.

## Perspectives of students

Five hundred and thirty-eight NSBHS students participated in the TTFM survey between 14 May and 29 May 2020. Survey measures are based on the most recent research on school and classroom effectiveness.

The Social-Emotional Outcomes for students at NSBHS are shown below as a percentage (*figures in brackets are NSW Government norms*):

- Sense of belonging - 85% (66%)
- Positive behaviour at school - 100% (87%)
- Intellectual engagement - 52% (46%)
- Interest and motivation - 38% (28%)

Drivers of student outcomes at NSBHS are compared to NSW Government norms for each factor on a ten-point scale (*figures in brackets are NSW Government norms*):

- Effective learning time - 7.1 (6.3)
- Advocacy at school - 6.8 (6.0)
- Expectations for success - 8.2 (7.0)

## Perspectives of Teachers

The Tell Them From Me (TTFM) **Focus on Learning Teacher Survey** was conducted between 16 and 21 October 2020 and had 41 respondents.

The questions in the survey were grouped to assess the most important drivers of student learning. The research on

classroom and school effectiveness has consistently shown these factors to be strongly correlated to student achievement.

The table below compares NSBHS to NSW Government norms for factors on a ten-point scale (*figures in brackets are NSW Government norms*):

- Learning culture - 8.3 (8.0)
- Data informs practice - 8.6 (7.8)
- Teaching strategies - 8.1 (7.9)
- Technology - 7.7 (6.7)

The scores for each of the Four Dimensions of Classroom and School Practices were scored on a ten-point scale. The table below compares NSBHS to NSW government norms for each factor (*figures in brackets are NSW Government norms*):

- Challenging and visible goals - 7.6 (7.5)
- Planned learning opportunities - 7.6 (7.6)
- Quality feedback - 7.4 (7.3)
- Overcoming obstacles to learning - 7.6 (7.7)

Teachers positively indicated that they were addressing all four dimensions to maximise student success.

Both staff and students were surveyed at the end of Term 2 to identify emerging needs regarding their new online learning environment brought on because students needed to study at home.

The data from the staff survey indicated a number of common areas. These common themes included the extra administrative tasks associated with online teaching, marking of student work and feedback, preparation of online resources as well as engaging students and measuring student engagement in an online environment. To support teachers, period by period roll marking and following up with parents whose sons were not engaging with learning, was moved to administrative support staff. Moreover, staff indicated a need to collaborate with other subject teachers to develop common teaching resources. As a result, a faculty roster was developed where faculties could work together at designated times on site. Staff indicated the need for professional development in the use of some online tools and targeted professional learning in a number of related areas was made available to staff. The increased screen time required for both students and staff in the online environment was also a problem identified. Accordingly the structure and the time of the school day was adjusted with breaks added between periods.

While the student survey data indicated a preference for the flexible delivery of learning for some students, the lack of connection from face to face contact with peers and teachers was a common theme. A wellbeing program was developed and delivered during the period of remote learning to all students. Students indicated that they preferred face to face video lessons with their teachers. Professional learning on the application of different platforms including best practice was delivered to staff. Some of the school student leadership groups and clubs like the History Club moved successfully to online meetings during remote learning.

Overall, this remote learning environment increased the use of online tools and initiated new ways of teaching and learning.

A second teacher survey was developed at the end of Term 3. This survey covered a number of priority areas: the school had committed to evaluating the change from nine individual staffrooms to two shared staffrooms in the school, a significant change for the school that was completed in Term 3 2019. The new breakout spaces for small groups of teachers, other new facilities around the school designed to support staff and students' working and learning conditions, PL needs, teacher collaboration, and communication between staff and with parents. Overall, the survey was very positive. Teachers were adjusting to the changes and enjoying the opportunities for better communication and collaboration across faculties and with student wellbeing team members. Facilities improvements were acknowledged while some projects now wait for SINSW approval and management before they can commence. Recommendations for improvements were largely adopted by the senior executive for implementation in 2021. These were to include admin support for individual faculties to alleviate the admin burden of the role of Head Teacher and additional faculty support throughout the year to support the work of faculties.

In Term 3 2020, opinions from all stakeholders in the school community were collected and analysed as part of the Situational Analysis for the 2021-2024 Strategic Improvement Plan. A Strategic Improvement Plan Development Team, which comprised of twelve staff from varying faculties, created distinct surveys for teachers and parents/the community and focus group questions for students. All of these data sources were based on eight key quality teaching practices drawn from the CESE research report 'What Works Best'. Feedback across the stakeholder groups was mixed, with areas of improvement informing the next school plan. Many known strengths of the school were solidified through the data, including all stakeholders strongly feeling that teachers in the school provide high educational and behavioural expectations. The parent community provided strong positive feedback about teaching generally, and also indicated that their children were interested in their learning at school and that teachers knew their children well. Teachers indicated a

strong collaborative culture, with nearly all teachers feeling comfortable with their peers observing their practice and giving and receiving feedback to improve. Students were particularly positive about teacher content knowledge and learning expectations. Common themes were also found between parents and students in skills they would like the school to continue to build in students, with the main desired skills being:

- Communication
- Organisation
- Leadership
- Motivation/initiative
- Resilience/adaptability
- Problem-solving
- Self-regulation and independence

The student focus groups were also asked about engagement in the classroom and indicated that they would like to see more of these activities in their learning:

- Excursions
- Practical activities
- Technology activities
- Class discussion
- Audio-visual activities

When asked what High Potential and Gifted Education strategies they would like to see more of, both students and parents indicated that whilst already extensive, more student choice, co-curricular and extracurricular enrichment should be a focus. Extension classwork was least favourable as a HPGE strategy.

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

## Multicultural Education Policy

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