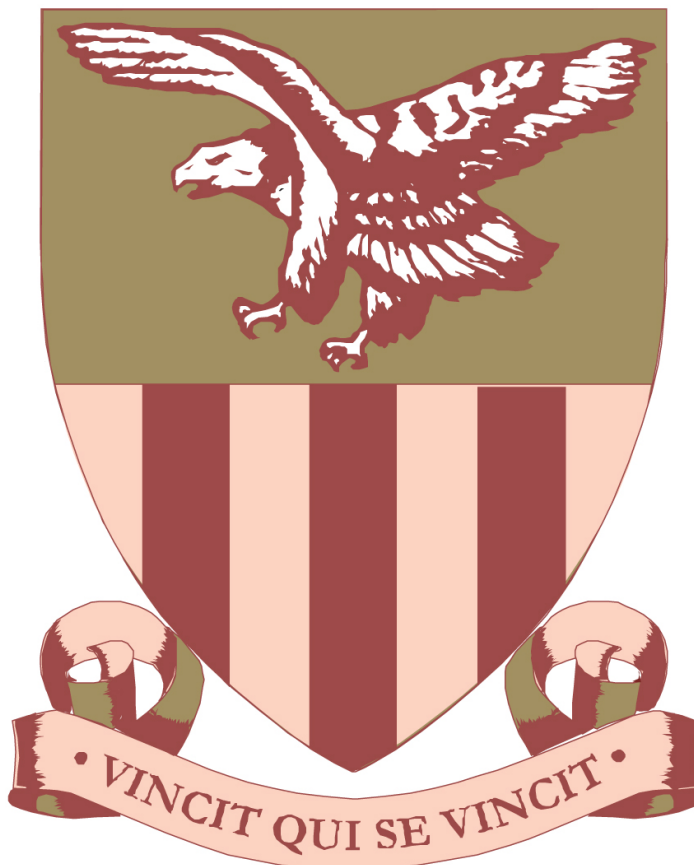


# 2021 Annual Report

## North Sydney Boys High School



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# Introduction

The Annual Report for 2021 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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## Message from the principal

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### The Year Past

Technology became a routine part of our lives, with virtual meetings and day-to-day chats making many tasks easier and more convenient, saving on commuting time and allowing many of us to work from the comforts of home. *The pandemic changed forever what work will look like.* Family became increasingly important to all of us, especially those of us unable to connect with family outside our immediate household throughout the weeks of lockdown.

Our spirit, falcon pride and the values of the falcon code were not dampened. Student wellbeing support structures were stronger than ever in 2021 and I was proud of the whole wellbeing team for monitoring and supporting students who have needed that little bit of extra TLC.

### The School Year

Disruptions to the school calendar typified much of 2021. It was a mixed year, with the scholastic year starting out with school as 'normal', with some treasured whole school events not happening, including the Crawford Shield - our southern cousins at Melbourne High School not being permitted to travel to NSBHS. The school managed to progress pretty well, with minor adjustments, until the end of Term 2, when Sydney and other parts of the state went into a long period of lockdown, lasting for 114 days.

We celebrated the investiture of our student leaders online, as well as the graduation of Year 12. Our new Year 7s also had an online Orientation Day. One highlight, SYTYCDS (So You Think You Can Do Stuff), NSB's legendary talent quest was held on the last day of Term 3. Although it could not be held in person in the AF Henry Hall, it was done online. The acts were recorded at home and submitted online; the most outstanding and memorable entries were selected and livestreamed. The technical challenges of recording and livestreaming the event were considerable, but the IT team did a great job - it was brilliant, a lot of fun and a great way to end a long term.

### Students

This year the school student population was 936, 14 of whom were in the Support Unit. There were 150 students in each of Year 7 to 10 plus 6 Year 7s, 7 Year 8s and 1 Year 9 student in the Support Unit. There were 164 Year 11s and 158 Year 12s in the senior school.

This year our annual intake of 156 Year 7s came from the usual large number of primary schools. There were 63 primary schools in total, with the largest numbers of new students coming from Sutherland, Ryde and Georges Hall Public Schools (with 5 each); 6 from Chatswood and Dural; 8 from Waitara; 9 from Summer Hill; and 14 from Hurstville Public School. The largest again this year, with 20 students, was Artarmon Public School. Our Year 7s come from far flung addresses - a total of 70 suburbs - with the largest numbers being 5 from Carlingford; 7 from Chatswood and Artarmon; 8 from Ryde (including West and North Ryde); 8 from Hornsby; 9 from Hurstville (including South Hurstville) and 13 from

Epping. This year we have quite a few popular names: Aaron, Arjun, Benjamin, Eric, Ethan, Jayden, Roger, Ryan, Max, and Lachlan (two each with the same name); Anthony, Ian, Kevin, and Matthew (three each with these names); and there are 4 Andrews and Vincents and the most popular name in Year 7, Daniel (with 5 of them!).

88% of our total student population of 936 spoke 43 languages other than English as their primary or secondary language at home. Of these 43 languages, 37 were the main languages spoken at home. The most spoken languages at home were Vietnamese (5%), Korean (12%), Cantonese (22%) and Mandarin (51%).

Students came from across the wider metropolitan region of Sydney and the Central Coast, with some travelling long distances to attend school. One of our senior students travelled from Chittaway Point, 87.4km from the school!

### Student Learning and Enrichment

Student learning again took some unexpected directions this year. The school year commenced as usual, with students attending school for the first two terms while observing strict COVID safety protocols. From the start of Term 3, Sydney and surrounding areas went into a major lockdown and all teaching and learning took place from home - for students and staff. Again this was done using online learning platforms with teachers leading the learning for their classes. For the period of the lockdown, the school again 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 nearly two terms. The date for the resumption of learning from school changed a number of times, eventually landing on Monday 25 October for Years 7 to 11.

By the time education at school resumed, we were all looking forward to seeing the boys back at school (teachers *and* parents!), and to working with our colleagues, following a term and a half at home. It was particularly important that our students were able to get away from their laptops and become involved in the greatly anticipated resumption of the activities that are run before and after school, and during breaks.

The scheduling of the external HSC exams was complex. The exams were scheduled and then rescheduled (twice) before being fixed to commence on 9 November and concluding for our students at the end of that month. The release of HSC results and ATARs was postponed until late January 2022.

The dedication, hard work and optimism of the admin and teaching team at NSBHS made the work we do as a team satisfying. Our goal of looking after our students' needs - academic and wellbeing - was more difficult than ever as the lockdown made everyone very weary. Our teachers performed superbly, delivering an array of programs that met student needs. We all learned about what is possible, how to look after our mental health and to focus on what was important - the people around us. This we did by working together, supporting each other, and making NSBHS a better school than ever.

At the end the year, the **Class of 2021** achieved outstanding results in the HSC. These young men worked hard and performed brilliantly despite the impact of COVID-19. NSBHS was the **second** top performing school in NSW and, again, the top performing boys' school in NSW.

A total of 190 students studied HSC courses in 2021. 157 Year 12 students completed HSC examinations in 2021. The remaining HSC students consisted of 32 Year 10 students, accelerated in Information Processes and Technology (IPT) and one student is completing his HSC in 2022.

NSBHS had 3 First Places in the State in 2021 - in Indonesian Continuers, Indonesian Extension and IPT. In addition to this, there were 9 other Top Achievers in the state, achieving top places in the state in IPT (5 additional students - 2nd in state, 4th in state, 2 students on equal 5th, and 9th in state), French continuers (2nd in the state), Ancient History (2nd in the state), History Extension (4th in the state) and Latin Continuers (10th in state).

All-rounders are students who achieve a Band 6 or Extension Band 4 (the top bands) in at least 10 units. There were 43 all-rounders in 2021. This represented 27% of all Year 12 students. In all, 163 individual students appeared on the high achievers list, including 22 Year 10 students, achieving a Band 6 or Extension Band 4 in at least one subject. In total there were 565 credits (or individual Band 6 achievements).

Students studying maths courses came 4th in the state overall, with 75% of all the students studying maths achieving the top band. English saw a significant improvement overall with 55% of all students studying English achieving the top band. This placed our school 11th overall, up from 16th in 2020.

The Dux this year was again shared, with 2 students achieving the highest ATAR of 99.95.

### Student Leadership

The Senior Leadership Council (SLC), Student Representative Council (SRC), Charities Committee, Social Justice Committee (SJC), Student Wellbeing Action Team (SWAT), Visions and Sports Captains had fewer opportunities to engage in their regular activities because of the long period of lockdown that lasted all of Term 3 and part of Term 4.

With relaxing restrictions in mid-Term 4, the new 2021-22 leadership teams commenced their responsibilities with great initiatives.

## Parents and Wider Community

Parent groups commenced online meetings from early in the year. The P&C continued to support the school, mailing a thank you gift to all teaching and admin staff homes during lockdown - this was very much appreciated by all of the staff. Likewise the P&C mailed out a wellbeing gift to each Year 12 student to boost their spirits. The Auxiliary supported the school with book covering and supplying uniforms to our students. Both the P&C and Auxiliary continued their financial support of faculties for the purchase of additional resources for the boys. A number of our parents have continued their important 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. Parents also volunteered to be on the Year 7 2022 selection panel and the selection committee for the 2022 Year 8 to 11 enrolment applications. These parents' support was an essential part of our staffing process. The Falcon Foundation was wound up in late October and transferred its funds to the school DGR account.

## Facilities

School facilities continued to receive attention:

- The upgrade of the kitchen was underway with tendering for construction to begin in the new year.
- The Falcon Street tennis courts and cricket nets were upgraded during lockdown. The tennis courts were resurfaced and new tennis nets and basketball backboards and hoops installed. The turf in the cricket nets was replaced, as was the fencing.
- Additional student furniture was purchased for outdoors and installed in the C Block quad and Miller Street lawn areas. The furniture matches the new furniture installed in the Science quad in 2019.
- Garden beds and veggies were installed and planted to enable cross-curriculum cooperation between various programs in the school.
- We hoped to upgrade the senior boys' toilets in the new year. AMU began to discuss details for this project with the school.
- The AMU approved canteen upgrade had not yet progressed (the school was waiting for Department of Education permission to commence this project).

Robyn Hughes

# 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 936, 88% students from language backgrounds other than English and 3 students of indigenous heritage) 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 welcomed the establishment of a Support Unit in 2019.

We acknowledge the traditional owners of the land of the Cammeraygal people on whose land we work and learn, and pay respect to the First Nations Peoples and their elders, past, present and future. A comprehensive situational analysis has been conducted which led to development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents, and the local AECG.

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. A substantial extracurricular program includes academic, sporting and cultural domains. There are extensive associations with Old Boys, parents and the local community.

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. Students engage in school life and uphold the values of the school's Falcon Code. This consists of: Camaraderie, Commitment, Compassion, Integrity and Respect.

In 2020 a SIP Development Team produced a Situational Analysis Summary report using triangulated data from 30 data sources, including analysis of What Works Best from staff, students, and parents/the community. This data was categorised into common themes and summarised into key findings. Based on this, the priority areas for improvement as identified by the school executive were: student writing, engagement in learning, assessment and data use, and student wellbeing. These areas formed the draft Strategic Directions for 2021-2024. The draft directions were then refined through a consultative review process involving staff, students and parents/the community.

Other current school priorities continue to include quality teaching, problem based learning, cross-curricular perspectives, information communications technology, future focused learning, staff and student leadership development, and staff wellbeing.

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

Elements	2021 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	Excelling
TEACHING: Effective classroom practice	Excelling
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	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

To improve student academic growth and attainment through a focus on writing. Internal and external school data has identified the necessity for further development of literacy across all years, in particular further growth in writing skills. To improve cohesion and fluency in Stage 4, and effective written application of knowledge in Stages 5 and 6, teachers will work collaboratively across KLAs and explicitly teach the technique of writing with finesse. Students will also have increased exposure to a broad range of subject-specific academic enrichment and stimulus material. This will aim to enhance their adaptability in creative and critical thinking and their written communication of these ideas in unfamiliar contexts.

### Initiatives

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

- Writing with Finesse
- Expanding student knowledge of academic writing

### Resources allocated to this strategic direction

English language proficiency: \$139,742.82

### Summary of progress

The situational analysis conducted in 2020 identified writing as a focus area for improvement in 2021. The Situational Analysis Development Team reviewed data and identified fluency, cohesion, and adaptability to unseen stimulus as focus areas. A plan to focus on the writing demands of each faculty was constructed through the 'Writing with Finesse' project. Each faculty identified a Faculty Champion for the project, who met on a regular basis with the Initiative Leader and Head Teachers overseeing SD1. A differentiated approach was developed that led to a variety of writing strategies being created across the school, with all having a focus upon explicit teaching. One Writing with Finesse explicit teaching cycle has been completed by all Faculty Champions in 2021. Teacher feedback and student data from the HSIE and English faculties revealed significant improvement in the targeted writing techniques and teachers expressed that they were eager to develop further in this space, however more support is needed. Further coaching and mentoring is to be provided by the Faculty Champions next year. In this initiative we will work with staff to provide professional learning for all teachers to implement the Writing with Finesse project with at least one class. This will support further improvement in explicit teaching practice for writing across the school.

All faculties engaged in discussions regarding academic writing sources in their KLAs and further data was collected. Based on these discussions, the most common forms of academic stimulus for students were text, graphs and imagery, and the most common method for enhancing their exposure to these was wide reading. As a result, staff were provided professional learning regarding the academic resources readily available for enhancing student knowledge of discourse within each subject discipline. This will be further developed next year to encompass subject specific resources libraries for each faculty. The Initiative Leader and Faculties are collaborating with the Teacher Librarian to source the appropriate resources.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<b>NAPLAN Expected Growth</b>  An increase of 2.38% in students achieving expected growth in Year 9 NAPLAN reading (based on 2016 - 2018 baseline data).  An increase of 2.77% in students achieving expected growth in Year 9 NAPLAN numeracy (based on 2016 -	The percentage of students achieving expected growth in reading decreased by 3.38%, indicating progress yet to be seen towards the lower-bound system negotiated target.  The percentage of students achieving expected growth in numeracy increased by 16.63% and has exceeded the lower-bound system negotiated target.

2018 baseline data).	
<b>HSC Achievement</b>  95.95% of HSC course results are in the Top 2 Bands (an increase of 1.2% from 2020 baseline data).	The percentage of students attaining results in the Top 2 bands was 92.95%, demonstrating progress yet to be seen towards the lower-bound system negotiated target.
<b>NAPLAN Top 2 Bands</b>  An increase of 1.49% in the proportion of students in the Top 2 Bands in reading (based on 2017 - 2018 baseline data).	The percentage of students achieving in the top two bands in NAPLAN reading increased by 7.39% and has exceeded the lower-bound system negotiated target.
<b>Writing</b>  All faculties have contributed to the development of whole school Writing with Finesse practices through 'Faculty Champions'.	100% of faculties have identified a Faculty Champion and contributed to the development of whole school Writing with Finesse practices.



## Strategic Direction 2: Engaged Learners

### Purpose

To continue to foster the holistic engagement of students, which underpins their positive learning experiences and personal growth. To enable students to thrive in their learning and wellbeing, school data identified a need for the continual development of High Potential and Gifted Education pedagogical strategies and the further enhancement of wellbeing initiatives within the school. To focus on these areas, best practice will be shared collegially across the school in the areas of differentiation (including PLPs), explicit instruction and student choice. Cocurricular and extracurricular enrichment opportunities will also be prioritised across all faculties to extend and engage students in their individual interests and talents. This will also include the provision of Aboriginal cultural education for staff and students. This engagement in learning will be supported by a foundation of strong wellbeing, with refined initiatives which will enhance student resilience, self-efficacy and connectedness to, and engagement in, their school community.

### Initiatives

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

- Enhancing HPGE strategies
- Enhancing student wellbeing

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$65,422.51

**Professional learning:** \$876.29

**Socio-economic background:** \$1,428.87

### Summary of progress

The situational analysis conducted in 2020 identified High Potential and Gifted Education and student wellbeing as priority areas for 2021. The Situational Analysis Development Team reviewed data and identified differentiation best practice and subject enrichment as areas of focus for HPGE Education. To support this, professional learning was conducted with staff regarding the features and purpose of the Department of Education's HPGE Policy, in addition to support in using the Differentiation Adjustment Tool. Feedback from teachers regarding this learning was positive and indicated an improved understanding about the policy and how the Differentiation Adjustment Tool could be effectively utilised within their KLA. From this, thirteen teachers were also eager to form HPGE Professional Learning Communities which will trial and share teaching strategies in 2022. This year each faculty also reflected on the enrichment opportunities they provide to students, and analysis of this data demonstrated that all KLAs currently offer explicit enrichment activities which are accessible to all students. These offerings will continue to grow next year.

Mental health and belonging were identified as areas of focus for student wellbeing. Existing school initiatives were built upon this year with the addition of the Youth Awareness of Mental Health program for all Year 9 students, and enhanced mentoring opportunities through the Raise Mentoring and Falcon mentoring programs for identified Stage 4 and 5 students. Student data and feedback from the YAM program was positive and did identify that there was an improvement in student awareness of mental health issues and support available. Teachers were supportive of the program and identified that student confidence in discussing issues required further development. These programs will be evaluated and refined for improvement next year.

Personalised Learning Pathways have been developed and refined for all of our Aboriginal and Torres Strait Islander students, in consultation with students and families, in order to improve their learning outcomes whilst maintaining their cultural identity. Eight staff have formed an Aboriginal Education and cultural advisory team and meeting minutes have demonstrated planning priorities for 2022, which includes collaboration with the local AECG and learning opportunities for both students and staff within and outside of the school.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
HPGE Strategies	100% of teachers understand the HPGE Policy and how to use the Differentiation Adjustment Tool in their KLA. Thirteen teachers have formed

<p>All teachers understand the HPGE Policy and how to use the Differentiation Adjustment Tool. HPGE teacher PLCs have been formed.</p> <p>Most KLAs offer explicit enrichment activities which are accessible to all students.</p>	<p>the HPGE PLCs.</p> <p>Analysis of internal data from every faculty indicates that all KLAs offer explicit enrichment activities which are accessible to all students.</p>
<p><b>Wellbeing</b></p> <p>Student TTFM data indicates a 0.9% increase in the proportion of students reporting 'Expectations for Success', 'Advocacy', and 'Sense of Belonging at School' (based on 2020 baseline data).</p>	<p>Students reporting positive wellbeing outcomes has decreased by 4.13% across the positive wellbeing measures of TTFM, indicating progress yet to be seen towards the lower-bound system negotiated target.</p>
<p><b>Attendance</b></p> <p>Attendance rates of students attending school &gt; 90% of the time improves 0.6% (based on 2020 baseline data).</p>	<p>The number of students attending greater than 90% of the time or more has increased by 0.12%, indicating progress made towards the lower-bound system negotiated target.</p>
<p><b>Aboriginal and Cultural Education</b></p> <p>Personalised Learning Pathways for Aboriginal and Torres Strait Islander students have been developed to improve learning outcomes whilst maintaining their cultural identity.</p> <p>An Aboriginal Education and cultural advisory team has been established and created a plan for 2022, which embeds cultural learning and practices into staff and student programs.</p>	<p>Document analysis of learning support programs indicate that 100% of Aboriginal and Torres Strait Islander students have a revised Personalised Learning Pathway.</p> <p>An Aboriginal Education and Cultural Advisory Team has been established and created a plan for 2022.</p>

## Strategic Direction 3: Informed Teaching

### Purpose

To create a culture in which student assessment data is routinely and consistently used by classroom teachers to inform their teaching, and by students to improve their learning. Analysis of school practices indicated that quality assessment and the connected data could be better utilised to inform high impact pedagogy. To support this, assessment practices will be evaluated and enhanced throughout the school, in particular assessment quality, formative use, and the usefulness of feedforward provided by teachers. Students will be further supported to effectively use feedforward guidance, and to support each other with feedback for growth in peer assessment. Whole school and subject-specific professional learning will build upon teacher knowledge of regular data use, in order to effectively modify teaching practice accordingly.

### Initiatives

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

- Quality assessment practices
- Data informed instruction

### Resources allocated to this strategic direction

**Professional learning:** \$6,668.06

### Summary of progress

The situational analysis conducted in 2020 indicated that quality assessment and the connected data could be better utilised to inform high impact pedagogy. The Situational Analysis Development Team reviewed data and identified assessment practices and feedforward, and using student data to inform instruction to be priority areas. To begin this journey for teachers, professional learning was the focus for 2021. To foster a collaborative culture around assessment evaluation, teachers were trained and took part in Quality Assessment Circles and evaluated Stage 4 assessments from other faculties, as well as developing their formative assessment through a wide range of demonstrated methods from teacher sharing sessions. Teachers were then required to use a formative method with a class, and share their findings with staff at the next professional learning event. Analysis of documentation of agendas, resources and teacher exit slip data from professional learning events demonstrate that all teachers engaged in this learning process and reported positively about it for their teaching, particularly the cross-faculty reflections and sharing. Deeper knowledge about assessment will continue to be developed next year, with a particular focus on building parent understanding, and school wide processes will be developed for providing effective feedforward from assessment.

The formative assessment data pre-collected by each teacher formed the basis of learning for the next professional learning event, in which teachers were provided with support in enhancing their use of this data to inform their teaching. During this time every teacher shared their most common learning data collection methods and were provided with guidance regarding the data informed instruction cycle, in particular analysis of learner data and types of adjustments to practice. Analysis of teacher exit slip data indicated that teachers benefited from this professional learning, but that teachers require more development in mathematical data concepts to enhance their ability to analyse efficiently. This will be a focus next year, for HSC RAP data in particular, in addition to strengthening the use of data to regularly modify teaching.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<b>Quality Assessment</b>  All teachers are provided with opportunities to enhance their learning about a wide range of assessment strategies and their use.	100% of teachers were provided with, and took part in, opportunities to enhance their learning about a wide range of assessment strategies and use.
<b>Data Use</b>	100% of teachers were provided with, and took part in, professional learning

All teachers have been provided professional learning to support their understanding of student assessment, data concepts, and how they can use this to inform planning and modify teaching practice.

to support their understanding of student assessment, data concepts, and how they can use this to inform planning and modify teaching practice.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$14,946.93</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at North 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's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Enhancing student wellbeing</li> <li>• Other funded activities</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>• additional staffing to support identified students with additional needs</li> <li>• supplementation of extra-curricular activities</li> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students with economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in:</b> an improvement in Year 9 NAPLAN results including: Reading and Numeracy achieving above state and statistically similar school groups (SSSG), a major uplift in expected Numeracy growth by 16.63% and a 7.39% increase in the percentage of students achieving in the top two bands in Reading.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continuing to provide additional teacher support to identified students and provide students with economic support for educational materials, uniform, equipment and extra-curricular activities such as Outdoor Education.</p>
<p>Aboriginal background</p> <p>\$2,099.54</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at North Sydney Boys High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</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>• creation of school literacy resources embedding local language</li> <li>• staffing release to support development and implementation of Personalised Learning Pathways</li> <li>• employment of specialist additional staff (LaST) to support Aboriginal students</li> <li>• community engagement to support the development of cultural competency</li> </ul> <p><b>The allocation of this funding has resulted in:</b> an increase (100%) in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic. Student and staff feedback has indicated that an increase in the exposure to Aboriginal cultural experiences through excursions and Outdoor Education has improved cultural competency and awareness.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> consultation with the local AECG regarding further whole school improvements to Aboriginal Education, and refining of student Personalised</p>

<p>Aboriginal background</p> <p>\$2,099.54</p>	<p>Learning Pathways with students and families.</p>
<p>English language proficiency</p> <p>\$171,847.44</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at North Sydney Boys High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Writing with Finesse</li> <li>• Expanding student knowledge of academic writing</li> <li>• Other funded activities</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>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> improved student outcomes for identified EAL/D students who worked with the specialised teacher. These students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$90,531.54</p>	<p>Low level adjustment for disability equity loading provides support for students at North 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 enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Enhancing HPGE strategies</li> <li>• Enhancing student wellbeing</li> <li>• Other funded activities</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 a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in:</b> an increase of students achieving at or above expected growth in Numeracy NAPLAN results, and in the top two bands for Reading and Spelling. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students with this</b></p>

<p>Low level adjustment for disability</p> <p>\$90,531.54</p>	<p><b>funding will be:</b> to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>COVID ILSP</p> <p>\$22,424.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</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>• employment of teachers/educators to deliver small group tuition</li> <li>• providing intensive small group tuition for identified students who had difficulties in their learning online</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	927	915	915	937
Girls	0	0	0	0

### Student attendance profile

School				
Year	2018	2019	2020	2021
7	98.2	97.4	99.1	97.3
8	97	97.7	98.4	97.5
9	97.4	96.1	98.5	96.8
10	96.5	97.3	96.2	97
11	97.2	96	98.4	97
12	94.7	95.2	97.6	95.7
All Years	96.8	96.6	98	96.9
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

The school experienced significant parent hesitancy regarding returning their sons to school amid the COVID-19 situation. During the period of lockdown and learning from home, the entire SASS team was employed to record and follow up on daily and period by period attendance. This ensured that accurate and timely data was available for the Wellbeing Team to track and monitor wellbeing concerns, allowing any concerns to be addressed quickly.

### Attendance

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

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



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

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

### Management of non-attendance

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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	100
Other	0	0	0
Unknown	0	0	0

### 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 2021.

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

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99.4% of all Year 12 students at North Sydney Boys High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

100% of Year 12 students planning to complete their HSC in 2021, did so. Using pathways, one student started his HSC in 2021 and will complete his studies in 2022.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	49.7
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
Teacher ESL	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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

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

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

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

## Professional learning

Quality teaching and learning continued to be enhanced through a comprehensive professional learning schedule for staff. In 2021, much of this was targeted at improvement in the six initiative areas of the Strategic Improvement Plan (SIP). The School Development Days and 'Twilights' focused on improving students' ability to write with finesse, as led by 'faculty champion' teachers; increasing student use of academic sources; improving classroom differentiation through the Department of Education differentiation tool; supporting the mental health of students; cross-faculty evaluation of assessments and formative use; and using learning data to inform teacher instruction. The SIP was also a focus for the Executive Conference and was strengthened with executive development that focused on collective teacher efficacy and coaching conversations.

Developing the school's aspiring leaders was a growing focus this year, with opportunities for teachers to enhance their leadership impact: the Middle School Leader Induction Program, the NSBHS Educational Leadership Program, the Northern Sydney-Entente Cordiale Network (NS-EC) Aspiring Leaders Program, the NS-EC Project Leadership Program, and the development of Initiative Leaders within the school's SIP structure. Beginning and early career teachers were also provided with additional support through the Lower North Shore Network (LNS) Beginning Teachers Program and the NS-EC Early Careers Program. Within our Strategic Improvement Plan, a team of teacher leaders (called Initiative Leaders or ILs) was formed last year to gather and analyse data and recommend areas of focus. They have been working with Head Teachers and the teaching staff on their particular areas of the SIP and have been enhancing their leadership capacity.

Additional professional learning was also provided to all staff this year to support teachers with remote learning, which occurred throughout Terms 3 and 4. A series of four sessions was developed to assist teachers in using innovative tools to increase student engagement and effective learning online. This targeted professional learning worked to develop a toolkit of 'what works best' in an online classroom, and facilitated the sharing of best practice.

Informal professional learning and sharing was also enhanced through after school 'Learning Lounge' sessions for teachers. This was a great opportunity for teachers to share their wealth of corporate knowledge and skills and build collegiality. Over 30 staff shared and presented their knowledge at informal and formal professional learning events throughout the year, which is a testament to the collaborative culture of the school.

Several staff were involved with marking the HSC, and this experience and marking expertise was used to support staff in the delivery and assessment of junior and senior syllabuses across the school. Staff from the following faculties were engaged with HSC marking in 2021: English (3), HSIE (1), Languages (2), Mathematics (1) and Science (1). Two members of the CAPA faculty were selected to mark the HSC but due to COVID restrictions, had to mark internally. One staff member was on an HSC exam committee. 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.

One of the school's Science teachers was chosen to co-develop and present work on Biology for teachers across the state, leading quality Biology teaching as part of the Department of Education's HSC Strategy program.

During 2021, two teachers achieved their Proficient Teacher Accreditation and eight teachers successfully completed their Maintenance of Teacher Accreditation.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	3,207,605
<b>Revenue</b>	14,201,033
Appropriation	10,781,873
Sale of Goods and Services	118,489
Grants and contributions	3,296,220
Investment income	4,451
<b>Expenses</b>	-11,994,382
Employee related	-9,657,982
Operating expenses	-2,336,401
<b>Surplus / deficit for the year</b>	2,206,650
<b>Closing Balance</b>	5,414,255

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 \$10,781,873.00 Appropriation funds provided by the Department of Education were fully spent on staffing and resourcing the school, as well as building and grounds maintenance, staff professional development, student wellbeing programs and day-to-day school operations.

Additional funds were spent from School and Community sources to provide classroom consumable items, additional resources, extra- and co-curricular activities and grounds and infrastructure improvements around the school, such as the kitchen and senior boys' toilets renovations.

Of the closing balance, \$1,811,139.00 is in the school's Building Fund, which will be used for two major projects to provide covered all-weather seating and playground areas in the school. These are long-term projects, which require planning and working with School Infrastructure NSW who will manage the projects.

Other carried forward funds are managed with long-term goals in view, such as the ongoing employment of additional staff, wellbeing programs, additional professional development of staff, additional resources and continuous and further improvement of the learning environment.

## 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.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	279,425
Equity - Aboriginal	2,100
Equity - Socio-economic	14,947
Equity - Language	171,847
Equity - Disability	90,532
<b>Base Total</b>	9,677,009
Base - Per Capita	227,047
Base - Location	0
Base - Other	9,449,962
<b>Other Total</b>	429,537
<b>Grand Total</b>	10,385,971

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

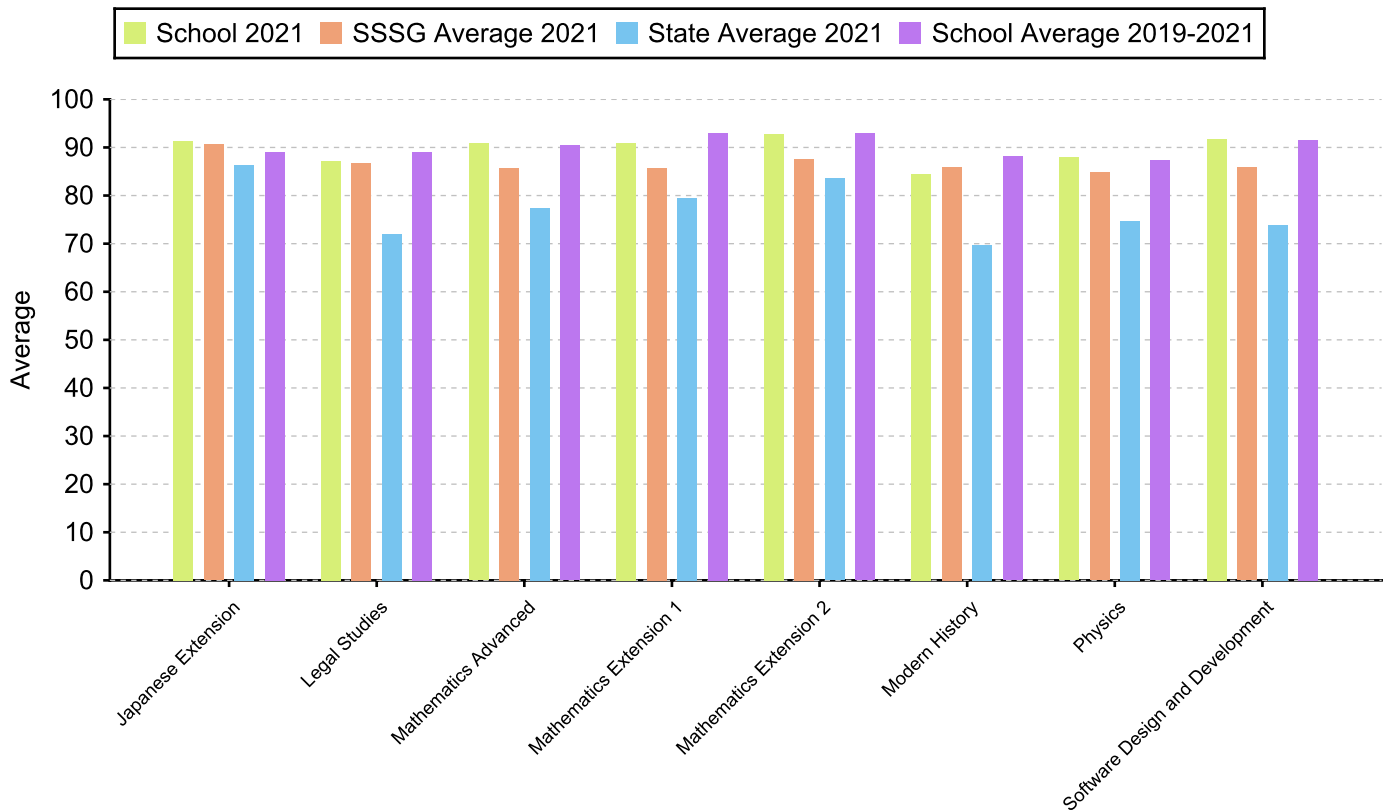
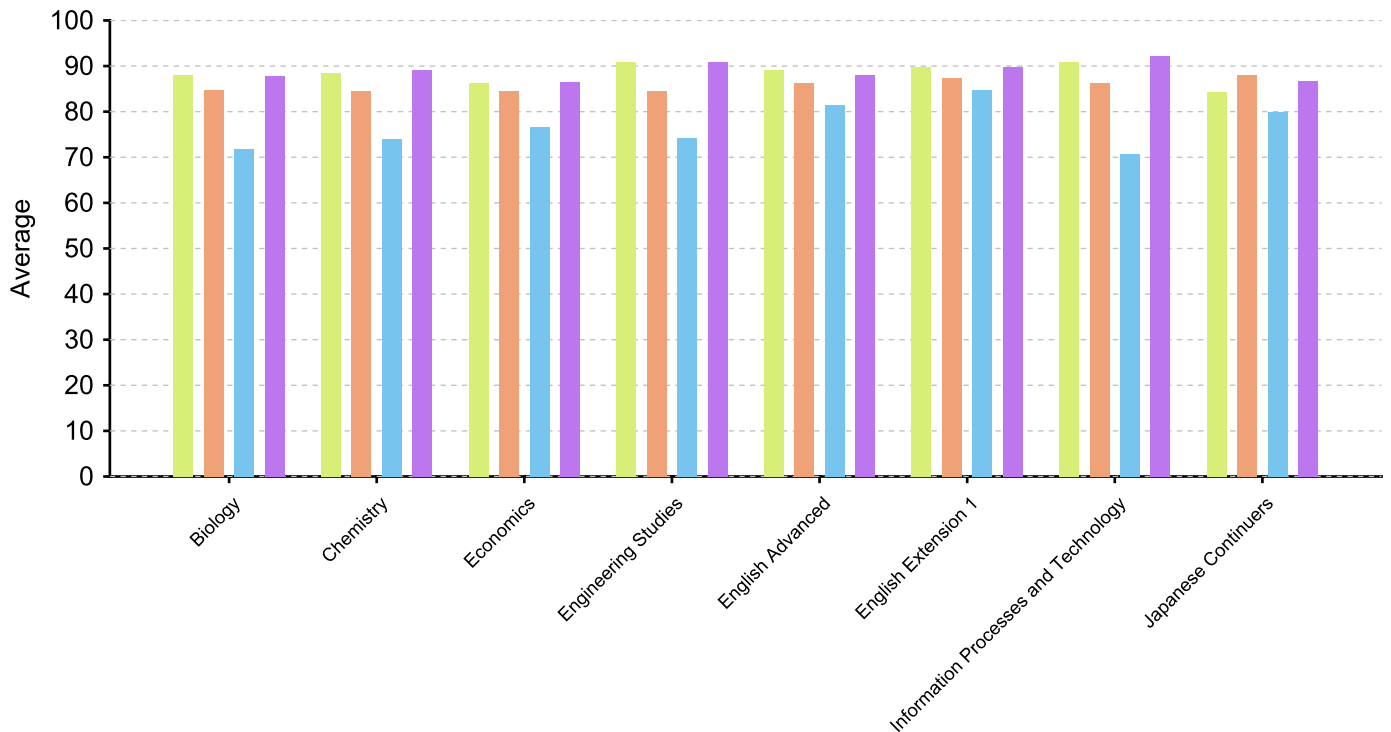
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

## 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 2021	SSSG	State	School Average 2019-2021
Biology	88.1	84.9	71.9	87.9
Chemistry	88.5	84.5	74.1	89.1
Economics	86.3	84.5	76.7	86.5
Engineering Studies	90.9	84.5	74.1	90.8
English Advanced	89.1	86.2	81.4	88.0
English Extension 1	89.9	87.3	84.8	89.9
Information Processes and Technology	90.8	86.2	70.8	92.2
Japanese Continuers	84.2	88.1	79.9	86.6
Japanese Extension	91.4	90.6	86.3	89.0
Legal Studies	87.2	86.8	72.0	89.1
Mathematics Advanced	90.8	85.8	77.4	90.4
Mathematics Extension 1	91.0	85.7	79.5	93.0
Mathematics Extension 2	92.8	87.6	83.5	92.9
Modern History	84.5	85.9	69.7	88.1
Physics	87.9	84.8	74.8	87.3
Software Design and Development	91.8	85.8	74.0	91.5

The excellent results for NSBHS in 2021 are not the result of a single person or a year's effort. They are a result of considerable hard work by the boys themselves, their resilience during 2 years of COVID disruptions, their teachers, admin staff and mentors. NSBHS was listed as the second top performing school in NSW and the top performing single sex and boys school in NSW.

### Total Numbers

- A total of 190 students studied HSC courses in 2021.
- Of this, 157 Year 12 students sat for and completed their HSC examinations in 2021.
- 32 Year 10 students were accelerated in Information Processes and Technology.

**NSBHS had three First Places in the State in 2021** for Indonesian Continuers, Indonesian Extension and Information Processes and Technology, an outstanding achievement for these students. There were nine other Top Achievers in the state, achieving top places in the state in Ancient History, History Extension, French Continuers, Latin Continuers and IPT (5 students).

**We had 43 all rounders in 2021** (students who achieved at least 10 units in Band 6 or Extension Band 4). This represents 27% of all Year 12s.

**163 individual students appeared in the high achievers list** (this included 22 Year 10s). In total there were 565 credits out of the total of all NSBHS HSC entries, representing a success rate of 59.3%.

**Dux** - This year there were 2 students who achieved the perfect score -an ATAR of 99.95.

### Course Successes

- The boys' performance in English was excellent -11th overall in the state with 55% Band 6s in all English courses (English Advanced, and Extension 1 and 2)
- The boys' performance in Mathematics was excellent, ranked 4th in the state, with 74.5% Band 6s.

### CAPA Success

- Three of our music students were shortlisted for ENCORE, the HSC Music Showcase for 2021 HSC at the City Recital Hall.



## Year 12 Surveys and Teacher Surveys

The school conducted a number of surveys throughout the year. These included: Tell them From Me (TTFM), Year 12 exit surveys and interviews, and student and teacher surveys in Term 3. The NSW People Matter Employee Survey (PMES) provided further information about teacher satisfaction.

Year 12 Surveys were conducted in May 2021. 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.

Students were very positive overall in the broad area of teacher and school support. They were also more positive in the areas of sleep and computer use than in previous years.

The second survey was much more individual and tailored to identifying individual student needs and aspirations. The surveys were then followed with individual interviews with every Year 12 student by telephone because of COVID. The debriefing meetings with the interview team then led to additional support. Management of stress and anxiety was addressed with the support of peers, old boys, and the explicit teaching of skills for effective study.

## Perspectives of Parents

The Tell Them From Me (TTFM) Partners in Learning Parent Survey was conducted between 11 October 2021 and 24 November 2021 and had 165 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 92% reported that the school had a good reputation in the community.

## Perspectives of students

Six-hundred and seventy-two NSBHS students participated in the TTFM survey between 5 May and 8 May 2021.

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 - 77% (66%)
- Positive behaviour at school - 98% (87%)
- Intellectual engagement - 51% (46%)
- Interest and motivation - 33% (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 - 6.7 (6.3)
- Advocacy at school - 6.4 (6.0)
- Positive teacher-student relations - 6.4 (5.7)
- Positive learning climate - 6.6 (5.6)
- Expectations for success - 7.5 (7.0)

## Perspectives of Teachers

The Tell Them From Me (TTFM) Focus on Learning Teacher Survey was conducted between 12 and 20 October 2021 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 - 8.2 (8.0)
- Data informs practice - 8.5 (7.8)
- Teaching strategies - 8.3 (7.9) - an increase on 2020
- Technology - 8.0 (6.7) - an increase on 2020

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 - 7.8 (7.5)
- Planned learning opportunities - 7.8 (7.6)
- Quality feedback - 7.7 (7.3)
- Overcoming obstacles to learning - 7.9 (7.7)

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

Both staff and students were surveyed in August Term 3 to identify strengths and areas for improvement regarding online teaching and learning.

The data from the staff survey indicated increased confidence and also common areas of challenge.

85% of staff reported that they were happy with their online teaching and felt students were engaged in learning as a result. There were concerns about the marking workload and uncertainty about how long online learning would continue. Staff employed such strategies as taking screen breaks in between lessons, sharing resources and talking with colleagues to manage the demands of remote teaching and learning. The adjusted structure and the time of the school day, with a shorter period length and breaks added between periods, was reported as most beneficial.

To support teachers, professional development in the use of some online tools and targeted professional learning in keeping students engaged and challenged online was provided to staff. Writing and delivering online assessment tasks was an area of focus.

The student survey data indicated that the lack of connection from face to face contact with peers and teachers, continued to be a challenge for engagement. Students indicated that they preferred face to face video lessons with their teachers.

Overall, this return to the remote learning environment demonstrated increased staff confidence in the use of online tools and professional growth to maintain high standards of teaching and learning.

21 staff completed the NSW People Matter Employee Survey (PMES) between 23 August and 17 September. The PMES results indicated staff engagement of 83%, showing a significant increase on the previous year and well above that of the North Sydney Network. 95% of respondents reported that there was good team spirit in their workgroup. Keeping staff informed was identified as an ongoing challenge.

# 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.

## Aboriginal Education - School statement

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In 2021, an Aboriginal Education Advisory Team led by two executive members was formed to facilitate the implementation of the department's Aboriginal Education Policy in line with our Strategic Improvement Plan. 50% Year 9 students and accompanying staff participated in a whole day Aboriginal cultural awareness excursion prior to the 2021 COVID lockdown. All students in Years 7-10 that participated in the school's Outdoor Education Program experienced an Aboriginal cultural experience session during the school camps led by local indigenous people. Staff that accompanied the students on these camps also took part in this cultural experience. Personalised learning pathways were developed for the school's Aboriginal students to improve their learning whilst maintaining their cultural identity.

Looking forward, the team has organised to have representatives meet with the school's local AECG (Aboriginal Education Consultative Group) to discuss ways to improve the teaching and learning of Aboriginal Education in teaching programs, facilitate participation of staff and students in an Aboriginal cultural education program and the design of a welcome sign at the school. The team will also develop a Reconciliation Action Plan using the Narragunnawali platform for reconciliation commitments.

## 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.