

2021 Annual Report

Randwick Boys High School



8161

Introduction

The Annual Report for 2021 is provided to the community of Randwick 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

Randwick Boys High School

Rainbow & Avoca Sts

Randwick, 2031

www.randwickb-h.schools.nsw.edu.au

randwickb-h.school@det.nsw.edu.au

9399 3122

Message from the school community

Randwick Boys High School P&C President Report 2021. Dear Parents and Citizens, As we approach the end of what has been a tumultuous 2021, I would like to take this opportunity on behalf of the RBHS P&C to thank you all for your support, courage, and commitment in ensuring the effects of COVID-19 on our young men and boys have been minimal. I applaud your efforts as we entered the uncharted waters of learning from home and negotiated the daily grind of case numbers and lock down, wondering when it would end. The resilience and strength shown by our school community empowers our young people as those who are leaving take on a new path and those who are left behind continue their growth and education.

The RBHS P&C has been adversely affected by the global pandemic this year, so our opportunities to fundraise were limited. We successfully held our first ever online fundraiser, a Mother's Day Raffle, which provided us greater insight for future fundraising activities. The school book packs were another great success and an initiative we will continue with in 2022. The P&C Executive and Members continue to work in collaboration with others in the community and I take this opportunity to thank Dr Majorie O'Neill Member for Coogee, the NSW Teachers Federation Representatives, and Senior Executive of the Department of Education; as we continue to lobby for a new school build, better conditions for the teachers and spaces for our young people to develop and further their education. Whilst this has been a challenging year, we have however also had success in providing greater learning experiences and outcomes for our young people. The P&C was successful in securing grant funding for Promethean ActivPanels, a boost of \$50k for the supply of technology resources. We launched the Future Skills Student Recognition program which is part of our GameChanger Program and it has been incredibly successful, providing further opportunity for students to be recognised for their great work. Throughout the year most of our meetings were held via Zoom and we extend our thanks and gratitude to Mr Raskall and his team for contributing to our meetings, providing succinct information on opportunities and matters directly affecting our school community.

As we farewell the school year, I would like to acknowledge and give thanks to the amazing people who I get to work with and as they are volunteers giving up their time to assist and promote the engagement of the P&C within our community, their efforts should be applauded, and congratulations bestowed upon them for the great achievements of the year. So thank you to our Executive: Leanne Bergan, Suzy Forrester, Philip Booth, Helena Whalebone for all your hard work and energy, albeit restricted by the pandemic. To our Year 12 graduates, we wish you all the best in your future endeavours and look forward to welcoming you back as "Old Boys", always a part of the fabric that is Randwick Boys' High School. I wish you all a safe and festive holiday season and look forward to catching up in 2022.

Kindest regards, Jason Bates President

School vision

At Randwick Boys' High School, the whole school community is committed to improving our education of all students in an inclusive setting, to develop well rounded young men who are responsible, engaged and successful learners, focussed on regular reflection, improvement and maximum attainment for each student.

Our students are immersed in a culture of contributing to our standing within the community, valued masculinity, service to others whilst achieving to their potential in an environment that values safe, responsible, lifelong learners.

School context

Randwick Boys' High School (enrolment 680 students, including 2% Aboriginal students, 59% NESB) is a culturally diverse, progressive school servicing the eastern suburbs of Sydney and beyond. The school has a growing reputation in the community and is highly sought after in terms of many local as well as non-local enrolments. There is a strong student wellbeing focus, including a very successful dynamic High Potential and Gifted Education (HPGE) program, learning and support, and Positive Behaviour for Learning. Students excel in various sporting endeavours and we participate in the North-West Sporting Zone, catering for Boys' schools in metropolitan Sydney. Participation in Creative and Performing Arts is growing, evidenced by the large number of students who are involved in our annual production with our sister school. The school has a strong tradition of Higher School Certificate (HSC) performance, with over 75% of Year 12 students attending Tertiary Studies. An active parent body, led by a strong P & C, supports the school in all endeavours.

The student body is growing in number and achievement, something we are very keen to extend. Our Student Representative Council (SRC) has a strong and visible voice in our school and fulfil various roles during the weekly assemblies as well as assisting planning and implementing special programs and fundraising activities.

The school participates in the North-West Sports Zone, playing grade sport against many other boys' high schools across Sydney. Our talented athletes also represent this zone at zone and regional level, before moving to state and national levels. We also engage our less able sportsmen in house and recreational sport both at local venues as well as in the school grounds.

One of our main events is the School Show, a combined extravaganza with Randwick Girls' High School held annually at NIDA Theatres. The combined production is now in it's 30th year and grew out of the combined Rock Eisteddfod event. Unfortunately, the show did not take place in 2020, due to restrictions at the time.

The school enjoys a strong 'old boy' network and we invite an old boy to deliver the key note address at the annual presentation day each year. We enjoy a Memorandum of Understanding with The University of New South Wales where most of our Year 12 cohort continue their education.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

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

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

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

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to create a learning culture where all students are known, challenged and engaged to both support their academic growth and attainment, in order to fully develop their potential. RBHS students will be supported using strategies that challenge their learning needs through curriculum differentiation and adjustments. Professional learning and ongoing evaluation, will assist staff to enhance their classroom practice to ensure we have a learning culture of high expectations through explicit individualised teaching focussed on delivering improved student growth and attainment.

Initiatives

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

- High Expectations for Learning
- HPGE Teaching and Learning
- Literacy and Digital Technologies
- Engaged Learners

Resources allocated to this strategic direction

Integration funding support: \$112,118.00

Professional learning: \$57,150.00

COVID ILSP: \$33,500.00

Per capita: \$15,500.00

Summary of progress

Learning Intentions and Success Criteria were utilised across the whole school, introducing a common language of assessment. Explicit instructions in essay writing utilising the PEEEL strategy were implemented across all KLAs. This consistent approach has resulted in the results exceeding our lower bound system targets.

The focus in 2022 will be to continue the consistent practice that focuses on writing and numeracy across the whole 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
Top 2 Bands in NAPLAN Literacy 24.9% of students to achieve in the top two bands of literacy, aligning with the systems lower bound target	In reading, NAPLAN 2021, 35.4% of students achieved in the top 2 bands, far exceeding the systems lower bound target.
Top 2 Bands in NAPLAN Numeracy 38.9% of students to achieve in the top two bands of numeracy, aligning with the systems lower bound target	In numeracy, NAPLAN 2021, 39.6% of students achieved in the top 2 bands, exceeding the systems lower bound target.
Expected Growth Numeracy Improvement in percentage of students achieving Expected Growth Numeracy to be 2% above the school's baseline 76.2% (2020).	Progress towards the target is yet to be realised due to the interruption of COVID.
Expected Growth Literacy Improvement in percentage of students achieving Expected Growth Literacy to	Progress towards the target is yet to be realised due to the interruption of COVID.

be 2% above the school's baseline
65.1% (2020).

Strategic Direction 2: Wellbeing

Purpose

Our purpose is to enrich a learning environment with a strong wellbeing focus, where students feel inspired, engaged and connected. This will be underpinned by a culture of positive respectful relationships among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

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.

- Sense of Belonging at School
- Positive Behaviour for Learning
- Expectations for Success
- Valued Masculinity

Resources allocated to this strategic direction

Beginning teacher support: \$3,000.00

Socio-economic background: \$57,153.00

Aboriginal background: \$11,500.00

English language proficiency: \$219,000.00

Low level adjustment for disability: \$171,700.00

Integration funding support: \$78,500.00

Summary of progress

Targeted supports for all students were in place to ensure the emotional and mental wellbeing during lockdown. Teachers and students connected regularly via Zoom ensuring a strong sense of belonging was maintained. On the return to school expectations of behaviour were clearly communicated to students, staff and the community to ensure effective conditions for learning.

During 2022, Positive Behaviour for Learning lessons will be revised and updated to ensure behaviour expectations are consistently applied.

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
<ul style="list-style-type: none">• All staff are aware of the need for change of PBL Scout Data: Tell Them From Me Survey and RBHS Staff SIP Survey Analysis Scout Data, Tell Them From Me Survey data, SENTRAL Data and Staff SIP Survey data Scout Data: Tell Them From Me Survey and RBHS Staff SIP Survey Expected Development/Growth Analyse Scout Data, Tell Them From Me Survey data, SENTRAL Data and Staff SIP Survey data to create PBL Expectations Matrix <ul style="list-style-type: none">• All teachers understand, support and be willing to implement the newly designed PBL.	A dedicated team has developed a system for analysing student behaviour data with a longer term goal of developing specific teaching programs to address identified behaviours.

- All staff are in serviced in the program "Leader in Me", are familiar with the resources, are talking in the common language and have begun to implement across 7-12
- Small group activities have been identified and staff nominated to facilitate
- Initiate smaller leadership opportunities for student run initiatives.
- Formal assembly opportunities/themes identified and planned for the year.

Promoting positive masculinity and developing respectful relations in young men

- Reviewing the number of Sentral wellbeing records by Generating/filtering incident registers from **2021**.
- Elevating the student's engagement/input during the programs by:
 - Recording the total funding raised across the school.
 - Hosting post SRC Student survey's white ribbon day.
 - Collating Students samples of work from the activities completed during the programs.

Promoting student Connectedness within the school environment

- Collating the student's responses from the **2021** 'Tell them from me survey'.
- Generating feedback on the student progress from the community run programs for **2021** such as:
 - The Youth frontiers mentors.
 - ATSI/AIME Co-ordinator.
 - Mindful Movement-administer.
 - Collect student-based feedback on the program's success by hosting post participate surveys across the programs in **2021**.
 - The Youth frontiers.
 - ATSI/AIME.
 - Mindful Movement.
 - The Game Changer.
 - Collecting students work samples compiled during the events/lessons for **2021**.
 - Collecting Game changers features from the newsletter in **2021**
 - Establishing student survey reviewing the program in **2021**.

Maintaining a growth Mindset in Young Men's health

- Elevating the student's engagement/input by:
 - Recording the total number of students participating in the are you ok day.
 - Recording the total funding raised from student.
 - Hosting post Student surveys are you ok day?
 - Communication/data generated from

Many wellbeing programs were offered online during learning from home periods. The Leader in Me program has been postponed until 2022, as it relies heavily on collaborative decision making.

YA meetings in and year advisor surveys for 2021.

- Cross references from Sentral entries of targeted problem areas exhibited across Cohorts in **2021**.
- Collect student-based feedback on the program's success by hosting post participate surveys across the programs in **2021**.
- Police talk presentation.
- Road safety workshop.
- Headspace presentation.
- Black dog presentation.
- Brainstorm productions.
- Collecting students work samples compiled during the events/lessons for **2021**.

Strategic Direction 3: Data Reflection

Purpose

Our purpose is to enhance and strengthen student engagement and performance across all KLA's, by empowering all staff to develop their skills to analyse, interpret and extrapolate data and to collaboratively use data to inform planning, identify interventions and modify teaching practice.

The *Pedagogical Progression* team will initiate professional collaboration across subject areas, providing staff with research driven, effective and explicit teaching and learning strategies and resources, supported by the National Literacy Learning Progression. Our aim is to inform, encourage and lead the consistent collection and reflection of data to inform practice, focusing on developing the reading and writing capabilities of students. Through modelling reading, maintaining high expectations and regular data analysis, teachers will support and extend student learning, leading to improved outcomes across the school.

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.

- Data skills and use
- Evaluation of Data
- High Expectations for Learning
- The Pedagogical Progression - developing quality reading practice

Resources allocated to this strategic direction

Professional learning: \$1,200.00

Summary of progress

Completing the CESE What Work Best module on data use built the capacity of staff to analyse data to make informed decisions about teaching and learning. Learning from home presented challenges, with all staff rising to the technological demands. Units of work were prepared and delivered remotely to ensure continuity of learning, and to increase digital literacy of all students.

2022 will see a continued focus on building data literacy for all staff in order to make evidence based curriculum decisions.

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
All staff engage in PL to enhance their understanding of the importance of the use of data. CESE Module: Utilising data to inform practice completed by at least 60% of teachers.	More than 60% of staff have completed the CESE module on using data to inform practice. Decision on teaching and learning are informed by data.
HSC band distribution <ul style="list-style-type: none">• HSC results communicated with staff and provide a baseline by which improvements will be measured in the 2021-24 SIP cycle• Percentage of students achieving top two bands HSC 18.2% (2020, top three bands HSC 52.0% (2020)	Students achieving in the top two bands for the HSC in 221 exceeded the target, with 27.145% of students in the top two bands.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$190,618.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Randwick Boys High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations for Learning • Positive Behaviour for Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs in class and in social settings • staffing release for individual case conferences and development of Individual Education Plans • staffing release to build teacher capacity around Positive Behaviour for Learning programs <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - all students have identified learning goals and clear pathways to achieve. - all individualised learning plans are regularly monitored and modified in response to student needs <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - continue employment of specialist teachers to monitor and adjust learning plans in response to student need.
<p>Socio-economic background</p> <p>\$57,153.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Randwick Boys High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Positive Behaviour for Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support Positive Behaviour for Learning program implementation. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - reduction in negative entries reported on Sentral. - increase in positive student behaviour. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - to continue to engage second Deputy Principal to support our trajectory towards achieving targets.
<p>Aboriginal background</p> <p>\$11,500.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Randwick 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Positive Behaviour for Learning

<p>Aboriginal background</p> <p>\$11,500.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • participation in Australian Indigenous Mentoring Experience to support Aboriginal student aspiration <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - an increase in Aboriginal families engaging in the PLP conferences. - increase in Aboriginal students feeling connected. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - build the relationships with Aboriginal families to ensure a robust and responsive PLP conferencing process.
<p>English language proficiency</p> <p>\$219,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Randwick Boys High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Positive Behaviour for Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of positive behaviour for academic, social and cultural learning • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement Individual Educational Plans for all EAL/D students <p>The allocation of this funding has resulted in:</p> <p>30% increase in EAL/D Emerging students achieving in the upper bands for NAPLAN Year 9</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>continue to support EAL/D Stage 6 students in preparation for HSC exams through workshops with specialist teachers. In class and withdrawal support will continue for students 7-10.</p>
<p>Low level adjustment for disability</p> <p>\$171,700.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Randwick Boys High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Positive Behaviour for Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom and in the playground setting through the employment of School Learning and Support Officers • support for students in MacLit <p>The allocation of this funding has resulted in:</p> <p>Randwick Boys HS achieving above state average and statistically similar schools in both Year 7 and Year 9 average NAPLAN scores for Reading and Numeracy.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>Low level adjustment for disability</p> <p>\$171,700.00</p>	<p>funding will be: further expand the impact of the learning support team to meet the needs of all identified students.</p>
<p>COVID ILSP</p> <p>\$33,500.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Engaged Learners • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in: most students in the program achieved significant progress towards their goals in numeracy and literacy.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to implement the small group, targeted literacy and numeracy program for identified students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	602	619	635	649
Girls	0	0	0	0

Student attendance profile

School				
Year	2018	2019	2020	2021
7	93.9	94	93.9	91
8	90.4	90.3	93.3	90.8
9	87.4	87.9	91.7	89.2
10	86.5	87.7	90.7	84.8
11	87.7	86.5	90.6	84.8
12	91.2	90.7	89.6	85.1
All Years	89.7	89.7	91.8	87.8
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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

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

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

with previous years.

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

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	1	3	2
Employment	2	4	5
TAFE entry	2	3	19
University Entry	0	0	73
Other	0	0	1
Unknown	0	0	0

It is encouraging to report that the overwhelming majority of Year 12 students gain a place in the University and course of choice.

Year 12 students undertaking vocational or trade training

8.24% of Year 12 students at Randwick Boys High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

92.6% of all Year 12 students at Randwick Boys High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	35.4
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	1.4
School Counsellor	1
School Administration and Support Staff	9.28
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

100% of staff hold a University Bachelor's degree with many attaining a Masters of Education.

Financial information

Financial summary

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

	2021 Actual (\$)
Opening Balance	970,882
Revenue	8,210,320
Appropriation	7,925,400
Sale of Goods and Services	61,205
Grants and contributions	200,171
Investment income	1,381
Other revenue	22,163
Expenses	-7,910,275
Employee related	-7,324,282
Operating expenses	-585,993
Surplus / deficit for the year	300,045
Closing Balance	1,270,927

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	190,674
Equity Total	450,623
Equity - Aboriginal	11,548
Equity - Socio-economic	47,153
Equity - Language	220,034
Equity - Disability	171,887
Base Total	6,789,346
Base - Per Capita	156,513
Base - Location	0
Base - Other	6,632,832
Other Total	367,613
Grand Total	7,798,256

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

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

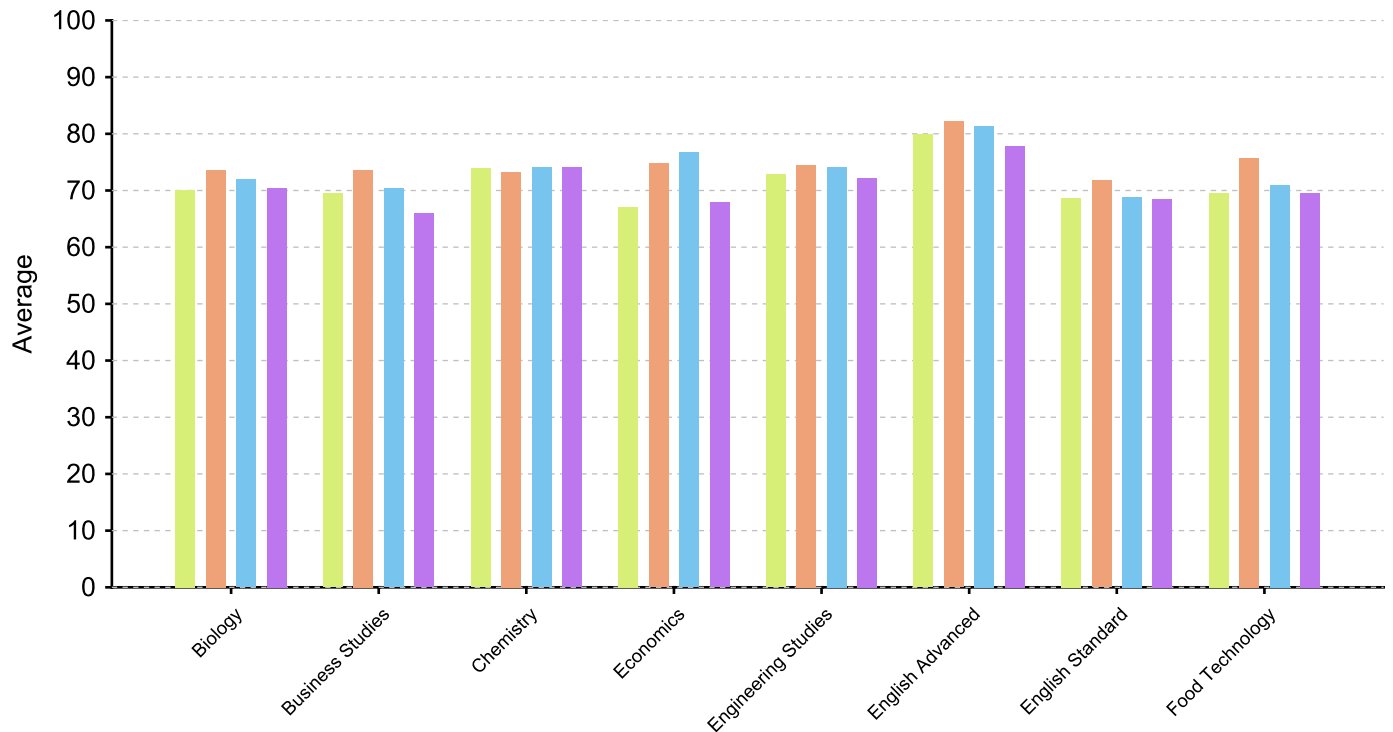
The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

NAPLAN results continue to show Randwick Boys' High School students performing above State and 'like schools'. The upward trajectory of most components of NAPLAN have been extremely pleasing and we are confident the teaching and learning programs we have implemented will continue to see this trend continue.

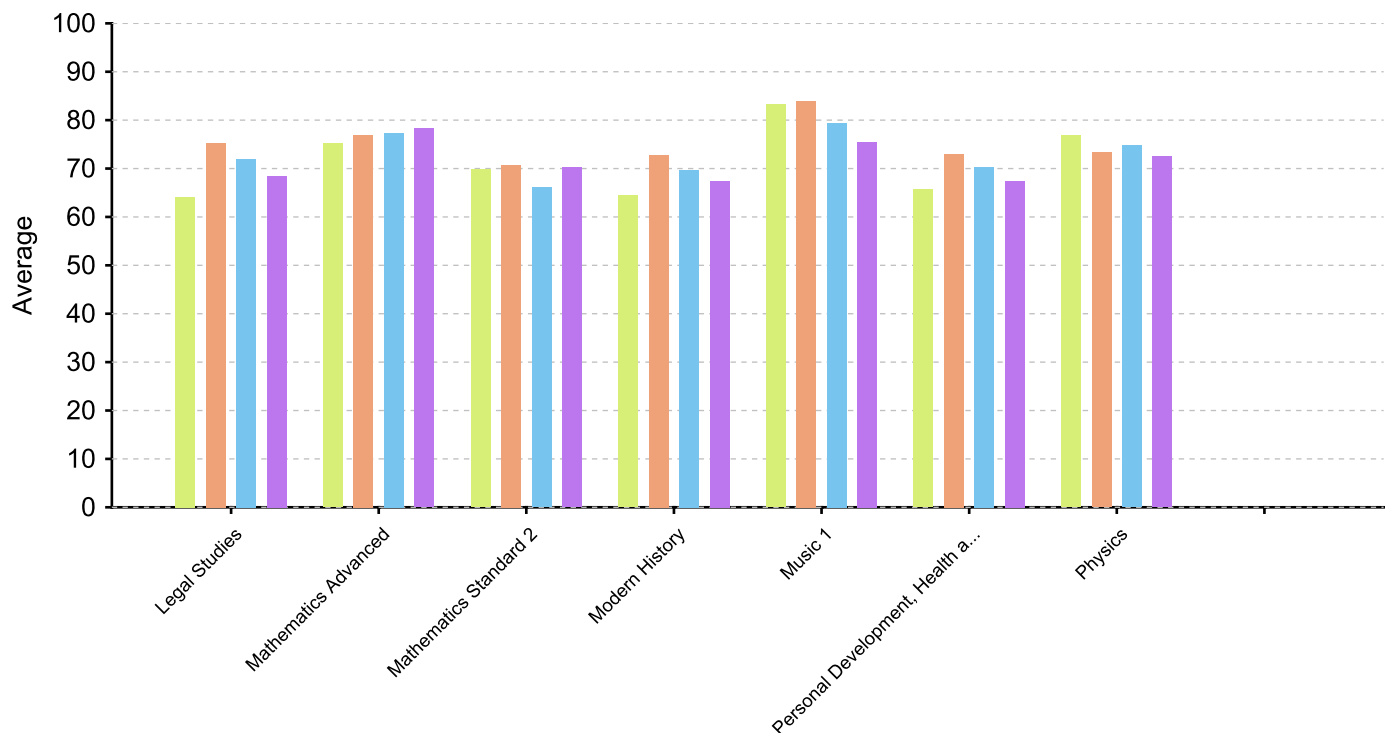
School performance - HSC

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

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



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



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

Subject	School 2021	SSSG	State	School Average 2019-2021
Biology	70.1	73.6	71.9	70.4
Business Studies	69.5	73.6	70.4	65.9
Chemistry	73.9	73.3	74.1	74.0
Economics	67.1	74.8	76.7	67.9
Engineering Studies	72.8	74.5	74.1	72.2
English Advanced	79.9	82.1	81.4	77.9
English Standard	68.7	71.8	68.8	68.5
Food Technology	69.6	75.8	71.0	69.5
Legal Studies	64.1	75.3	72.0	68.4
Mathematics Advanced	75.2	76.9	77.4	78.3
Mathematics Standard 2	69.8	70.8	66.1	70.2
Modern History	64.4	72.8	69.7	67.4
Music 1	83.2	83.9	79.4	75.5
Personal Development, Health and Physical Education	65.7	73.0	70.3	67.4
Physics	76.8	73.3	74.8	72.5

Parent/caregiver, student, teacher satisfaction

The Parent/Guardian, student and teacher satisfaction report is compiled using anecdotal as well as formal reporting mechanisms, including the Tell Them From Me surveys.

I must acknowledge that Covid and the mandatory 'Learning From Home' edicts have impacted the satisfaction expressed toward student learning and connectedness in 2021.

There has been a reduction in participating in sports, extra curricular activities, homework and interest/motivation. Curiously, academic outcomes remain stable during the time of learning from home and students being socially isolated.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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