

# 2021 Annual Report

## Birrong Boys High School



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# Introduction

The Annual Report for 2021 is provided to the community of Birrong Boys High School as an account of the school's operations and achievements throughout the year.

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

## School contact details

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## School vision

Birrong Boys High School is a diverse and dynamic learning community that engages individuals through equity and excellence in education. Our safe, respectful and supportive school implements programs that enable all students to critically analyse knowledge and become responsible, confident and informed citizens.

## School context

Birrong Boys High School is an inclusive school which values every student equally. Our school is situated in the Bankstown area, next to a major rail line linking to the city and regional centres. The student population is 401. Boys from Arabic, Asian and Islander backgrounds form the majority. Consequently, school resources focus on literacy to meet the needs of the highly aspirant school community.

We welcome students at our school wholeheartedly and celebrate their cultural and language backgrounds. The entire school community is committed to the school's motto "From Each His Best" and the belief that students have a right to learn in a supportive and mutually respected environment. Our parents, staff and students are partners in developing the school as a caring and safe place of learning, where a broad-based curriculum emphasises literacy, numeracy, information and communication technology and student engagement. Our highly skilled and motivated teachers deliver quality programs in a stimulating environment. Our school is a PBL school with our key focus on students being safe and respectful learners.

The balance of experienced and younger staff ensures that all aspects of the school's life remain energetic and vital with a constant focus on quality teaching and learning for all students. At Birrong Boys High School, an extensive range of extra-curricular activities are available including debating, music, athletics and gym fitness. Student leadership opportunities include the Student Representative Council and peer tutoring. Peer mentoring of junior students by older boys eases their transition to high school, supported by a 4 week program of shared learning and culminating in a student showcase. Our Homework centre and HSC tutorials program offer further opportunities for students to improve their learning and enhance preparation for exams. All students leave the school with a transition plan which includes a resume and applications for University and TAFE.

Through our Situational Analysis, we have identified a need for a continued emphasis on embedding quality teaching practices in Literacy and Numeracy. Using high impact collaborative teaching strategies will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning. Data collection, analysis and use will underpin our belief in individualised and differentiated, stage appropriate learning.

Our Wellbeing team will continue to focus on the engagement of our students. Our Wellbeing Framework will ensure the monitoring, analysis and evaluation of student attendance and wellbeing. The Tell Them From Me (TTFM) surveys will provide ongoing data pertaining to student satisfaction.

The school will continue its focus on the Visible Learning model in order to improve student engagement and further develop classroom practices that research shows will lead to enhanced learning outcomes for students. Staff will be engineering effective discussions, tasks and activities that elicit evidence of learning. They will also provide feedback that moves learners forward.

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

The school has undergone an extensive process of consultation with a wide variety of members of the school community including members from all stakeholder groups; students, parents, teachers, executive as well as feeder and neighbouring schools. Feedback has also been sought from external agencies who have an interest in the continued further success of our school and incorporated into our consultation process. A thorough analysis of a broad range of data has been utilised to evaluate current practices and determine the school's future strategic directions. Examples include but are not limited to a whole school 'health' survey, curriculum evaluations, program evaluation, analysis of student learning outcomes data, whole school community 'from dreams to reality' survey, A school planning team was developed comprising 5 representatives from all school community groups.

## 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                             | Sustaining and Growing |
| LEARNING: Wellbeing                                    | Sustaining and Growing |
| LEARNING: Curriculum                                   | Sustaining and Growing |
| LEARNING: Assessment                                   | Sustaining and Growing |
| LEARNING: Reporting                                    | Sustaining and Growing |
| LEARNING: Student performance measures                 | Delivering             |
| 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                        | Delivering             |
| 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

In order to maximise learning outcomes for every student in Literacy and Numeracy, we will establish a culture of high expectations and quality teaching practices. There will be a planned approach to revising wellbeing processes to support high levels of wellbeing and engagement.

### Initiatives

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

- Reading and Numeracy
- Wellbeing and engagement

### Resources allocated to this strategic direction

**Integration funding support:** \$38,951.00

**English language proficiency:** \$89,694.00

**Low level adjustment for disability:** \$45,938.00

**Socio-economic background:** \$180,402.00

**Flexible Funding for Wellbeing Services:** \$27,310.00

### Summary of progress

The focus of this initiative was on High Impact Professional Learning that was aimed at supporting staff to include targeted literacy and numeracy skills in their teaching and learning. At the beginning of Term 2, the senior executive reviewed external data to identify focus areas to improve reading and numeracy skills. A HIPL timeline was devised that focused on Professional Learning, linking to our identified areas of focus (Reading comprehension, Creating texts, Number Sense and Algebra). Mid Term 2, all teachers were supported by Professional Learning that was led by the DP to analyse data sources (Check In, Best Start, PAT, NAPLAN). Teachers identified specific areas of need in reading and numeracy for students in their class. Whole school staff development day was completed externally in Term 3 (due to Covid) focusing on improving reading and numeracy. Teachers completed blended learning PL on 'Maintaining the focus on Literacy and Numeracy: Secondary Reading' and 'Maintaining the focus on Literacy and Numeracy: Secondary Numeracy.' Mid Term 4, faculties completed an action plan (for both literacy and numeracy) and worked on embedding strategies on reading comprehension and numeracy in to their teaching and learning programs.

In terms of Wellbeing and engagement, the PBL (Positive Behaviour Learning) team held whole school sessions relating to our behaviour management, fractional truancy and anti-bullying policies. These were evaluated and revised by all staff and a focus on consistency was reinforced. Our Wellbeing coordinator, together with DP and HT's held weekly meetings to ensure our truancy policy was consistently implemented.

Next year in this initiative, we will work with staff to establish a process to provide them with effective feedback on the implementation of their teaching and learning programs. This will support further improvement in teaching practices across 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  |
|---|---|
| Increase the percentage of students achieving in the top two bands of NAPLAN to above the system-negotiated baseline of 0.8% for reading and 2.4% for numeracy. | <p>NAPLAN data indicates that 3.3% of students are in the top 2 bands for numeracy which is an increase of 0.91% from the baseline. In reading, 0% of students are in the top 2 bands which indicates a 0.78% decrease from the baseline.</p> <p>As a result, we will continue to focus on teachers collaboratively and independently incorporating literacy and numeracy strategies in their lesson planning as well as engage in further professional learning to ensure all teachers are effectively adapting their teaching and learning programs as we work towards improving our reading and numeracy percentage of</p> |

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| Increase the percentage of students achieving in the top two bands of NAPLAN to above the system-negotiated baseline of 0.8% for reading and 2.4% for numeracy.    | students in the top two bands.   |
| Increase the percentage of students achieving expected growth in NAPLAN to above the system negotiated target baseline of 46.9% for reading and 65.7% in numeracy. | <p>NAPLAN data indicates that the percentage of students achieving expected growth in reading was at 37.25% indicating progress is yet to be seen toward the lower bound target. The percentage of students achieving expected growth in numeracy was at 353.19% indicating progress is yet to be seen toward the lower bound target.</p> <p>We will continue to work towards improving student Literacy and Numeracy skills, through further professional learning and SCOUT data analysis, so that we increase expected growth to above the baseline with our 2022 results.</p>                                    |
| Increase the percentage of HSC course results in top three bands from 16.1% baseline trending towards the lower bound target 26.3%.                                | There was an uplift of 12.14% from the baseline. 28.24% of students attained results in the top three bands demonstrating an achievement exceeding our lower bound target of 26.3%.  |
| Increase the percentage of students attending > 90% of the time to be above the system-negotiated target baseline of 40.5%.  | <p>Our revised approach resulted in an 9.81% uplift from the system negotiated baseline.</p> <p>50.31% of students attended &gt;90% of the time, exceeding the lower bound target of 49.0%.</p>  |
| TTFM Wellbeing data (student satisfaction) increases to be above the system-negotiated baseline of 60.1%.  | <p>Data shows that student satisfaction is at 59.32%, an increase from 55.37% in 2020, however still lower than the system negotiated baseline of 60.1%</p> <p>TTFM data indicates that 65% of our students have a positive sense of belonging. More specifically, a score of 6.9 out of 10 shows that students feel their teachers are responsive to their needs, up from 6.2 in April and above the NSW government norm of 5.6. Similarly, a score of 6.6 out of 10 indicates that students believe there is a positive learning climate, again up from 6.1 in April and above the NSW government norm of 5.6.</p> |

## Strategic Direction 2: Data driven practice

### Purpose

In order to regularly and systematically assess data to inform practice, teachers will evaluate their effectiveness and reflectively adapt their practice through the analysis and use of student assessment data (both formative and summative).

### 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 driven practices
- Personalised Learning

### Resources allocated to this strategic direction

**Professional learning:** \$22,056.00

**Socio-economic background:** \$144,968.00

**Aboriginal background:** \$4,464.00

**Low level adjustment for disability:** \$236,438.00

**Refugee Student Support:** \$4,615.00

**English language proficiency:** \$41,662.00

### Summary of progress

This initiative saw a focus on analysing data sources to personalise learning for students. DP worked with the LST (Learning Support Team) to evaluate external data and share this information with all staff. This triangulation of data sources indicated that the whole school Literacy and Numeracy focus needed to involve aspects such as inferential and literal questioning, vocabulary as well as multiplicative and additive strategies. Professional Learning was delivered by DP, which included accessing SCOUT data, the importance of using this data to inform teaching practices and modifying teaching and learning programs. Teachers worked collaboratively to design programs which included our focus on Understanding Texts, Creating Texts, Additive and Multiplicative strategies. Data analysis was incorporated into whole staff, faculty and team meetings.

Our explicit focus on modifying Assessment tasks and Effective Feedback will be our 'Focus' in 2022.

### 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  |
|---|---|
| At least 60% of students in Years 8 will demonstrate a 0.4 growth (calculated through effect size formula) when comparing start year and end year scale score in PAT reading comprehension. | Our focus on Understanding Texts, in particular inferential and literal comprehension, saw 66% of our Year 8 cohort demonstrated a growth in their reading skills. Of these students 100% showed a 0.4% growth. This will be our continued focus in 2022, along with concentrating on the 31% of Year 8 students who had negative growth and the 3% that had no growth. |
| At least 60% of Year 7 (2021) student group will achieve within the expected end of year progression for Understanding texts (UnT7 & UnT8) and Creating texts (CrT7 & CrT8).                | The percentage of students achieving expected growth in the Literacy progression for Understanding Texts (UNT 7) was 66%.   |
| At least 60% of Year 7 (2021) student group will achieve within the expected end of year progression for Number Sense.  | The percentage of students achieving expected growth in the Numeracy progression Number Sense was 62%   |
| • 50 % of teachers agree that they use  | An internal survey completed by staff at the end of 2021 showed that 50%  |

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| <p>results from formal assessment tasks to inform teaching (TTFM).</p>   | <p>agreed and 50% strongly agreed that they use assessment data to assess how well students have learnt the topic.</p> <p>This is furthered in our TTFM data which indicates a school score of 7.8 out of 10 in regards to teachers in our school using formal assessments to inform teaching. Additionally, a score of 8.1 out of 10 use assessment tasks to understand where students are having difficulty.</p>   |
| <p>50% of teachers agree that they provide effective feedback on how students can improve their performance on formal assessment tasks (TTFM).</p> | <p>An internal survey completed by staff at the end of 2021 showed that 54.5% of staff agreed and 40.9% strongly agreed that they provide feedback to students on their learning and ensure that they have understood this feedback.</p> <p>This is furthered in our TTFM data which indicates a score of 7.2 out of 10 in regards to teachers providing effective feedback to students. Additionally, a school score of 8.0 out of 10 when it comes to using formal assessments to discuss common mistakes with students.</p> |



### Strategic Direction 3: Effective collaboration

#### Purpose

In order to embed collaboration across the whole school community, we will embed effective collaboration to enable the whole school to achieve shared goals.

#### 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.

- Explicit teaching
- Staff collaboration

#### Resources allocated to this strategic direction

**Socio-economic background:** \$289,216.00

**Professional learning:** \$22,056.00

#### Summary of progress

Our whole school focus on effective collaboration looked specifically at John Hattie's Visible Learning and the What Works Best practices. Deputy Principal led professional learning which revolved around the explicit teaching strategies (Learning Intention/Success Criteria, Narrative/Pace, HOT questions, Effective Feedback, Assessment, Use of data to inform practice). Teachers worked collaboratively, observed each other's practice and provided professional feedback.

Our new scheme teachers also participated in this practice as they were paired up with an experienced teacher and coached through our lesson observation study.

Feedback from teachers shows that this practice is a beneficial one. Our peer observations will continue in 2022. More focus will be placed on teacher's sharing their feedback to the whole staff.

#### 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  |
|--|---|
| 100% of permanent teachers to participate in Lesson Study.   | 100% of permanent teachers participated in observations with the emphasis on explicit teaching strategies.<br><br>An internal survey showed that 77.3% of staff agreed that they saw our whole school approach to peer observations as a beneficial practice.   |
| All new scheme teachers aligned to a coach mentor.   | 100% of our new scheme teachers nominated a mentor and scheduled meeting times.   |
| 50% of staff agree that Collaboration is common practice in our school (TTFM).                       | An internal survey showed that 95.5% of staff agreed that they saw collaboration with their peers as important for developing their practices. In addition, 86.4% agreed that collaboration is common practice in our school.<br><br>This was supported by the TTFM data which shows an overall school score of 7.2 out of 10 in terms of collaboration being a common practice in our school. Specifically, a score of 7.8 out of 10 shows that teachers talk with other teachers about strategies to increase student engagement and a score of 8.5 out of 10 shows that teachers discuss learning strategies for students with other teachers. |
| 50% of teaching staff agree that explicit Teaching Strategies are embedded in their teaching (TTFM). | A survey of all staff showed that 63.6% strongly agreed and 27.3% agreed that they implemented explicit teaching strategies into their delivery of lessons. Further to this, 100% of staff surveyed stated that they include the Learning Intention and Success Criteria in their lessons to ensure the   |

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| <p>50% of teaching staff agree that explicit Teaching Strategies are embedded in their teaching (TTFM).</p> | <p>learning is visible for the students. This also aligns with our focus on John Hattie's Visible Learning and What Works Best frameworks.</p> <p>95.5% of teachers include brainstorm and concept maps, 81.8% of teachers include High Order Thinking questions, peer assessment and scaffolded/modelled responses.</p> <p>This was supported by the TTFM data which indicates a school score of 7.7 out of 10 in terms of staff including explicit teaching strategies in their lessons. More specifically, a school score of 7.9 out of 10 shows that teachers set high expectations for learning and an 8.6 out of 10 shows that teachers discuss learning goals of the lesson with students.</p> <p>Finally, a student score of 7.2 out of 10 shows that teachers set high expectations for success, up from 6.9 in April and above the NSW government norm of 7.0.</p> |
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| Funding sources                                       | Impact achieved this year   |
|---|---|
| <p>Refugee Student Support</p> <p>\$4,615.00</p>      | <p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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>• Personalised Learning</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 additional staff for targeted student support</li> <li>• additional staffing for targeted interventions to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>all identified refugee like need students being supported with the assistance of an SLSO as well as our Learning Hub and Reading program groups. Students who were at the BSL or BLL learning progressions were moved up to the Emerging level.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>to continue to monitor and support students needs. Students at the beginning phase will be part of our Learning Hub group which focuses of explicit teaching of literacy and numeracy strategies.</p>  |
| <p>Integration funding support</p> <p>\$38,951.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Birrong Boys High School in mainstream classes who require moderate to high levels of adjustment.</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>• Reading and Numeracy</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>• additional staffing to assist students with additional learning needs</li> <li>• employment of SLSO's to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>all eligible students being supported with their literacy and numeracy skills. Teaching strategies were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>to continue with programs that target student skills. The Reading program will be expanded to include both Year 7 and Year 8. The use of integration funding will be adjusted throughout the year in response to student program reviews to ensure funding is used to specifically address each student's support needs.</p> |
| <p>Socio-economic background</p> <p>\$614,586.00</p>  | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Birrong 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>• Wellbeing and engagement</li> </ul>   |

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| <p>Socio-economic background</p> <p>\$614,586.00</p>    | <ul style="list-style-type: none"> <li>• Reading and Numeracy</li> <li>• Personalised Learning</li> <li>• Data driven practices</li> <li>• Explicit teaching</li> <li>• Staff collaboration</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 implement Literacy and Numeracy/Wellbeing focus and support identified students with additional needs</li> <li>• professional development of staff in relation to SCOUT to support student learning</li> <li>• employment of additional staff to support Reading/Wellbeing program implementation</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- Year 7 students achieving above the Statistically Similar School Group (SSSG) in writing</li> <li>- Year 7 students achieving above the Statistically Similar School Group (SSSG) in numeracy</li> <li>- Year 9 students achieving above the Statistically Similar School Group (SSSG) in spelling</li> <li>- Year 9 students achieving above the Statistically Similar School Group (SSSG) in numeracy</li> <li>- Improvement of attendance data (truancy and fractional truancy)</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>continuing to engage the literacy and numeracy mentor to support our trajectory towards achieving targets and the continuation of truancy meetings to ensure our attendance rates continue to improve.</p>  |
| <p>Aboriginal background</p> <p>\$4,464.00</p>          | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Birrong 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>• Personalised Learning</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 specialist additional staff (SLSO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Year 7 Indigenous students answering 50.7% of reading questions and 45.7% of numeracy questions correctly. In Year 8 our Indigenous students answered 49.3% of the reading questions and 37.4% of the numeracy questions correctly. Analysis of NAPLAN results show that Year 7 Indigenous students had an average score of 508.6 in Reading and 533.6 in Numeracy. Year 9 Indigenous students achieved an average of 446.7 in Reading and 477.3 in Numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>to continue to deliver differentiated and personalised support to Aboriginal students.</p> |
| <p>English language proficiency</p> <p>\$131,356.00</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Birrong Boys High School.</p>  |

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| <p>English language proficiency</p> <p>\$131,356.00</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>• Reading and Numeracy</li> <li>• Personalised Learning</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>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>all eligible students being supported with their literacy. Our Learning Hub groups showed that 86% of the Year 8 students and 78% of the Year 9 students demonstrated the elements in Understanding Texts. 67% of our Year 7 cohort and 66% of Year 8 showed improvement in their reading (based on PAT test results).</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>to capitalise on teacher confidence and their capacity to design 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>\$282,376.00</p>    | <p>Low level adjustment for disability equity loading provides support for students at Birrong 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>• Personalised Learning</li> <li>• Reading and Numeracy</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>• 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</li> <li>• support for students in Life Skills</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> <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> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- our Year 7 cohort receiving SLSO support in all their English, Maths, Science and History/Geography lessons</li> <li>- our Life Skills students meeting target HSC outcomes</li> <li>- our identified students meeting target Literacy and Numeracy Progression indicators</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>to further expand the impact of the learning support team, the school will continue to provide additional support for identified students through the employment of trained SLSOs.</p> |
| <p>Flexible Funding for Wellbeing Services</p> <p>\$27,310.00</p> | <p>The flexible funding for wellbeing services allocation is provided to support student wellbeing at Birrong Boys High School.</p> <p><b>Funds have been targeted to provide additional support to students</b></p>   |

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| <p>Flexible Funding for Wellbeing Services</p> <p>\$27,310.00</p> | <p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing and engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• targeted wellbeing program aimed at students thought to be at risk of not completing school</li> <li>• supporting students needs</li> <li>• targeted program for community members</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>a 6% decrease in bullying and improved community involvement.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>to continue to dedicate to supplement our wellbeing practices for students, staff and our community in 2022.</p>  |
| <p>COVID ILSP</p> <p>\$37,800.00</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>• teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>growth in terms of literacy and numeracy for the students who attended these lessons. In addition to this, parents and students also indicated that these lessons provided an opportunity to further develop skills.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p> |

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2018       | 2019 | 2020 | 2021 |
| Boys     | 380        | 374  | 372  | 381  |
| Girls    | 0          | 0    | 0    | 0    |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2018 | 2019 | 2020 | 2021 |
| 7         | 87   | 89   | 86.3 | 89.2 |
| 8         | 79.7 | 87.2 | 79.5 | 81.7 |
| 9         | 76.1 | 84.1 | 84.8 | 83.4 |
| 10        | 79.8 | 80.2 | 79   | 83.4 |
| 11        | 77.1 | 80.1 | 75.6 | 76.6 |
| 12        | 80.4 | 84.4 | 78.4 | 80.5 |
| All Years | 80.2 | 84.3 | 80.6 | 82.5 |
| 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

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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   | 16        | 24        | 8         |
| TAFE entry   | 12        | 6         | 4         |
| University Entry   | 0         | 0         | 86        |
| Other  | 0         | 0         | 2         |
| Unknown  | 0         | 0         | 0         |

### Year 12 students undertaking vocational or trade training

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41.82% of Year 12 students at Birrong Boys High School undertook vocational education and training in 2021.

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

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90% of all Year 12 students at Birrong 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)                         | 6    |
| Classroom Teacher(s)                    | 25.7 |
| Learning and Support Teacher(s)         | 1.7  |
| Teacher Librarian                       | 1    |
| Teacher ESL                             | 0.8  |
| School Counsellor                       | 1    |
| School Administration and Support Staff | 6.78 |
| 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.

## 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>                | 1,815,419               |
| <b>Revenue</b>                        | 6,814,425               |
| Appropriation                         | 6,770,256               |
| Sale of Goods and Services            | 24,215                  |
| Grants and contributions              | 12,206                  |
| Investment income                     | 490                     |
| Other revenue                         | 7,259                   |
| <b>Expenses</b>                       | -6,663,939              |
| Employee related                      | -5,833,753              |
| Operating expenses                    | -830,186                |
| <b>Surplus / deficit for the year</b> | 150,486                 |
| <b>Closing Balance</b>                | 1,965,906               |

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

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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>   | 43,566                            |
| <b>Equity Total</b>     | 1,156,216                         |
| Equity - Aboriginal     | 4,465                             |
| Equity - Socio-economic | 737,916                           |
| Equity - Language       | 131,357                           |
| Equity - Disability     | 282,479                           |
| <b>Base Total</b>       | 5,070,054                         |
| Base - Per Capita       | 91,704                            |
| Base - Location         | 0                                 |
| Base - Other            | 4,978,350                         |
| <b>Other Total</b>      | 337,148                           |
| <b>Grand Total</b>      | 6,606,983                         |

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

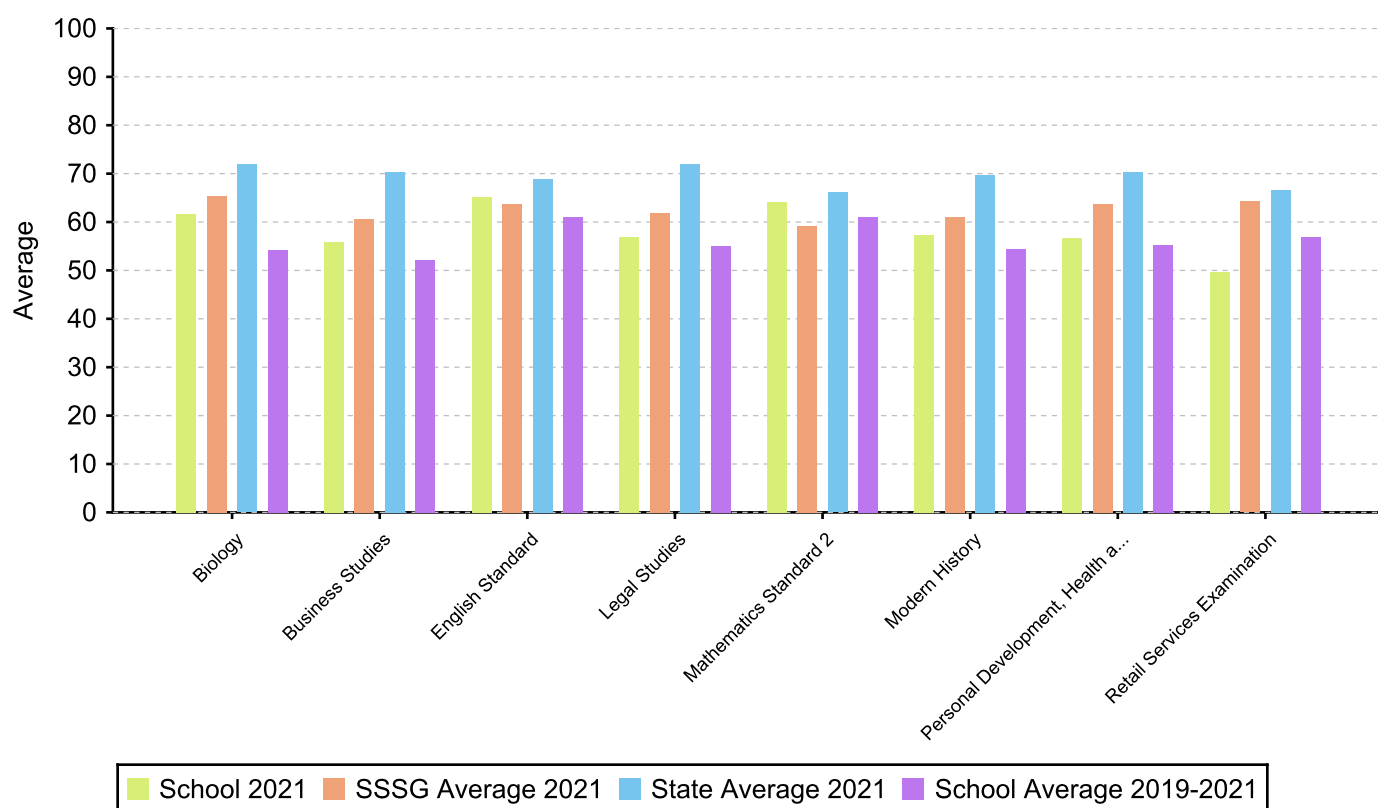
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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   | 61.7        | 65.4 | 71.9  | 54.3                     |
| Business Studies                                    | 55.8        | 60.6 | 70.4  | 52.2                     |
| English Standard                                    | 65.1        | 63.7 | 68.8  | 61.0                     |
| Legal Studies                                       | 56.9        | 61.9 | 72.0  | 55.0                     |
| Mathematics Standard 2                              | 64.2        | 59.1 | 66.1  | 61.1                     |
| Modern History                                      | 57.4        | 61.0 | 69.7  | 54.4                     |
| Personal Development, Health and Physical Education | 56.7        | 63.7 | 70.3  | 55.3                     |
| Retail Services Examination                         | 49.6        | 64.3 | 66.6  | 56.9                     |

## Parent/caregiver, student, teacher satisfaction

In 2021, 241 students, across the Year 7-12 range, engaged in the Tell Them From Me survey. The results of this survey provided our wellbeing team led by Mr Saeed Mohamed, with some vital information in terms of the development and implementation of suitable programs to meet the needs of our students. Some key areas of concern which will continue to receive ongoing attention are around enhanced levels of overall sense of belonging for our students.. Conversely, there were many areas of positivity amongst our young people, many areas whereby our students provided positive responses at levels higher than other students in NSW. Some such areas, focusing on personal motivation include; participation in sport, intellectual engagement, interest and motivation in learning. Other areas involving student's positive perception of our school include; effective learning time, relevant instruction, positive teacher/student relationships and positive learning culture are excellent indicators of our ongoing success in terms of programs focused on social and emotional wellbeing strategies

Parents have continued to feel they are welcomed when they visit the school, they are able to easily speak with their son's teachers, Year Advisors, Careers Advisor Counsellor, Deputy Principal, Principal and to any other staff at any time permissible. Parents have had many formal opportunities to connect with the school and the teachers as partners in the education of their child, including Parent Teacher Night. Parents participated in the Tell Them From Me survey. Two way communication with parents rated higher than the NSW Govt Norm, in particular with regards to them being informed with their child's progress at school. In addition, parents also stated that teachers show a high interest in their child's learning and encourage them to work hard and do their best. Parents also have indicated that the administrative staff are helpful when they have a question or problem. Parents responses also stated that if there were concerns with their son's behaviour at school, the teachers would inform them immediately and the appropriate action is taken, and that their son feels safe at school. Many parents responded positively to the opportunity for students to seek assistance with the Covid Intensive Learning after school tutorials. Parents also are impressed with the availability of teaching resources available to their child, in particular in technology, sport and overall teaching resources.

Teachers indicated that the professional learning they received in 2020 had a substantial advantage to teaching and learning, including analysis of data sources to inform teaching practices, explicit teaching strategies and deeper understanding of wellbeing issues. Teachers believe that there is a commitment within the school community to strengthen and deliver on school learning priorities with a focus learning intentions and success criteria, that there is a positive, respectful relationship among students and staff, promoting wellbeing and ensuring good conditions for student learning, including the school's access to technology. The school actively collects and uses information to support student's successful transitions and that the school has systematic policies, programs and processes to identify and address student learning needs.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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