

2021 Annual Report

Epping Boys High School



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Introduction

The Annual Report for 2021 is provided to the community of Epping 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.

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Message from the principal

2021 started dramatically for our school with the departure of our much loved and respected Principal, Mr Tim O'Brien. Mr O'Brien led the school for eight years with strength, passion and a fierce determination to make Epping Boys High School the best comprehensive boys high school in the state. We thank Mr O'Brien for his enduring legacy and wish him the very best in his new school.

In normal, pre-Covid times, our school publications, would be filled with photos and tales of a bumper year's worth of musical triumphs, sporting endeavours, academic successes and a dizzying array of extracurricular activities. For the second year running, however, the global pandemic has certainly restricted many of these activities. Yet, despite the absence of these things for much of the year, the core values of our school remain the same - strong respect for individuality, high expectations driven by a pursuit for our personal best and a culture of support and growth. Even after months of *Learning from Home* this wonderful spirit has not just sustained but flourished. I am very proud of our school community! Importantly, I would like to acknowledge our Year 12 class of 2021 who have had the most disrupted final two years of schooling. Despite their frustrations with the lockdown and the subsequent changes to the Trial HSC Exams, actual HSC exams, their graduation and their formal, I have been incredibly impressed by their resilience, and importantly the care and concern that they have shown for each other. With the easing of restrictions it was pleasing that the end of year events that will mark the conclusion of thirteen years of schooling could go ahead. Regardless, the class of 2021 has certainly had a final year of school they will never forget.

Finally, I would like to congratulate all students who have demonstrated their success in a multitude of school areas and recognise the efforts of all school staff, both teaching and non-teaching, who have supported and encouraged students throughout the year. Likewise the P&C and the broader parent and community body are to be acknowledged for their ongoing commitment to developing opportunities and supporting achievement at our school.

Jessica Schadel

Relieving Principal, 2021

Message from the school community

P&C President's 2021 Report

2021 was another interesting year where we began the school year back on campus yet with state government Covid-19 restrictions, this precluded us from having any P&C events, school parents on school grounds and so forth.

We were grateful to have a small window of opportunity which we grabbed in Term 2, 2021 where we could hold our EBHS Working Bee on Saturday 1 May 2021. This was an incredible achievement as it was the first Working Bee in over 18 months and we had a record turnout of over 100 parents and students helping out over the Saturday. HUGE thanks to

Seddique Martin for his amazing work in getting all the necessary fertiliser and gardening resources required for the day, Jessica Schadel, Narelle Kathryn and the Year 12 Prefects 2021 who were an incredible support leading up to and on the day with organising the groups of parents and boys to various sites around the school and the project management of parent and P&C Grounds Convenor; Katrina Collins who was across all the details and logistics.

Our achievements in 2021 are a work in progress for the future of Epping Boys High School. The most significant is the upgrade and renovation of the basketball courts including COLA and building of an amphitheatre to include sound and lighting for outdoor events - expected completion (weather permitting!) is around Term 4, 2022. The P&C unanimously voted to contribute \$300K to this project which has a capital expenditure of more than \$1M. P&C also sponsored the EBHS water bottles for all 2021 Year 7 students.

Successful grant request prepared by Cindy Bremner included \$10,000 from Victor Dominello MP for lighting for the art work and painting of the art boards for our Epping Arts Fair 2021, which due to Covid, was then rescheduled to April 2022.

Through the P&C, we introduced Dr. Prue Salter to the school, who successfully ran in May 2021, a face-to-face study skills programme for both parents and boys in Years 10, 11 and 12. In June 2022, the programme will begin to be integrated into the middle school years as well.

The P&C meetings in 2021 were conducted virtually via zoom and we had strong attendance despite Covid and the 4-month lockdown. I sincerely thank Ms Jessica Schadel for attending and presenting at every meeting an update of school business and for always being so open to questions from parents. In 2021 we also introduced a guest speaker at each P&C meeting, this included a range of head teachers and staff presenting on different aspects of the school curriculum including; Reading Renaissance Programme, 10-12 Study Skills Session, Wellbeing and Wellness programmes - providing a great way parents can gain further clarity and information on their boys' education. P&C members were also involved on numerous interview panels for Executive and Head Teacher staff positions.

I would like to acknowledge and thank the P&C Executive Committee and members for their commitment and support of our school. The Executive team 2021 consisted of Vice Presidents: Renee Linton-Simpkins followed by Michelle Tabrett, Michael Mastrofilippo; Treasurer: Ram Sharma; Secretary: Ben Yee. Our P&C Convenors who are so integral to many facets of our school: Events: Jo Hogben, Canteen: Stephanie van Hilten and Canteen Treasurer: Gina Dunford; 2nd Hand Uniform Shop: Jo Hogben and Grounds Convenor: Katrina Collins. For some parents this was their last year in positions on the Committee which they have been a part of for so many years; Ram Sharma, Stephanie van Hilten, Renee Linton-Simpkins and Katrina Collins - on behalf of the P&C, school, parents and students; Thank you so much for your time, energy and contribution to Epping Boys High School over many, many years!

It truly takes a voluntary village to make things happen with P&C - please consider joining the P&C and/or P&C Committee in a position - many hands do make light work and the more parents we can have be part of the P&C Committee, the more we can do for the school and for our students.

I look forward to 2022 being a more normal year where we can bring as much of our usual P&C events back on school grounds. Wishing everyone a productive and connected year.

Belinda Jones,

P&C President 2021

Message from the students

School Captain's Graduation Speech - 2021

Good afternoon Ms Schadel, teachers, parents, those watching online and of course, the boys.

Wow.

How else do you describe the journey that we have been on together.

It is incredible, that for most of us, 6 years ago we walked down Parson's pathway with 7 years of primary school experience behind us, our shorts past our knees, our ties falling past our belts and massive back-packs filled with books and pencil cases, to start our journey here at Epping for our high school adventure.

And now, 13 years after starting, our schooling journey comes to an end, in accordance with the ending of the 6 years here at Epping.

But even so, the experiences and memories will not fade. The incredible times we have all shared here together, will

reverberate with many of us, for so many years to come.

Some of my personal favourites, have been Mr Dziedzic's impassioned rants, where you didn't have the heart to tell him the subject no longer had anything to do with the legal studies shelter syllabus.

Mr Kinsky's year 8 Geography class, running water buckets up the hill on the oval to give us a taste of life in developing nations.

Miss Tang's extremely unimpressed face, after Luke Marchant asked if the Maths department had run out of staples following an unstapled maths exam in year 11.

The countless number of handball games, from Year 7 right up till Year 12, some of the most competitive any of us have, or will ever be.

But what I think I will miss most, is being with my mates. For 5 and a bit year's (because of Covid), I was with them 6 hours a day, 5 days a week for the majority of the year. That time together is not something I will take for granted, and it has given me friendships and memories which I hope will last a lifetime. I know it was as enjoyable for others as it was for me, and to suddenly not have that guaranteed interaction with friends every day, will take some adjustment.

As we end our time here, I would also like to take this opportunity to thank a few people, who have been integral to the success of these past 6 years, and who have supported us in an unwavering fashion, throughout it all.

To our parents, firstly, thank you for sending us to this school and secondly, thank you for all your support in whatever we have chosen to do. Be it sport, leadership or other extracurricular activities, you have supported us through it all, signing the forms that needed to be signed and paying whatever extra costs that came your way.

To Ms Schadel and Mr Martin, thank you for your unwavering confidence and support in us, especially through such an incredibly challenging year. Knowing you were helping us the best you could and had our best interests at heart was much appreciated.

To the teachers, all we can say is thank you. You have done so much for us, over these past 6 years. It has been amazing to see your dedication and willingness to provide us with the best high schooling experience we could have, and it has been much appreciated. These past 2 years, and the movement to online learning have been testament to how much you have cared, as despite the major interference of COVID, you did all you could to ensure we didn't miss a beat in terms of our schooling, and that we were as prepared for the HSC as possible.

To all other staff members, the office ladies, the care takers, the support teachers and the wellbeing team, thank you. You were always there, behind the scenes or ensuring that all of us were okay and everything ran smoothly.

To our amazing year advisers, Miss Morabi and Mr KV, thank you so much for all your support. Mr KV, you were the first ever assistant year advisor setting a trend for the rest of the school, and from Year 7 you made it a goal to ensure that we had a successful high schooling experience, and we enjoyed our time at Epping. Miss Morabi, since you took over in Year 9, it has been incredible to witness how hard you have worked for us, and how you have tried to put us at the forefront of everything. Much of our success is owed to you, and on behalf of the year group I want to say a massive thank you for everything.

And finally, to you boys. You guys have been the best year group in the school by a enormous margin, effectively since the time we arrived way back 2016. And it would not be the same, if even one of you were missing. This year group has been the backbone of our incredible experiences over this past 6 years and each of you, a key cog in the machinery of the group. It has been inspiring to me, to see your resilience and courage throughout this year. Even when everything was against us, and our final term of Year 12 was crumbling away in front of our eyes, you guys were incredible. Be it checking in with one another, helping people out with work or just supporting each other in every way you could, it is a testament to the bond we have built over our time here, that this group of guys were able to stick together, and see the year through in the emphatic manner we did. In January, you will be given a rank by NESA, to say what your schooling has led to. But in reality, that number couldn't come close, to the actuality of who each and everyone of you are as individuals, and who you will become outside of the walls of Epping boys. That number won't tell the true story that we have experienced this year, and all of you deserve higher than a 99.95.

And thus, that brings 13 years of schooling to a close. It brings this chapter of our lives to an end, as we move onto different things. As we do move on, we may lose contact with each other, such is the nature of life. But remember one thing boys; we now have an innate bond with each other. We are the Epping class of 2021, and no one can take that away from us. Take a second now lads, to look around you. Look at the people surrounding you, who have been so key to your schooling career. This could well be one of the last, if not the last time that this many of us are in a room together, so enjoy it. Appreciate the friends you made along the way, as well as those who helped us. Don't be strangers, lads, keep in touch, and on a personal note, I will miss each and every one of you, and seeing you all day to day, like I have over the past 6 years. I cannot wait, to see the impact you all have on society and the world throughout the rest of your lives, because it is unbelievable to me, that no one from this incredibly talented group of individuals, will not do

something special.

So, boys enjoy your day, have fun at formal tonight, and thank you all so much, from the bottom of my heart, for the rollercoaster ride that this past 6 years has been. It has been incredible, and I will miss you all.

Vivek Waller

School Captain, 2021



Prefect Senior Executive - Timothy, Vivek and Lachintha at the Ryde Remembrance Day Ceremony

School vision

At Epping Boys High School we are committed to a shared vision embodying the core school values of **Respect, Responsibility and Engagement** in all aspects of teaching, learning and wellbeing.

Every student and every teacher will be challenged to *strive to achieve* aspirational academic, wellbeing and citizenship goals every day.

School context

Epping Boys High School is a proudly comprehensive high school for boys. A Middle School and Senior School structure recognises and enhances the learning and wellbeing needs of all students and is complemented by the *Boys to Men Program* which engages boys in learning, promotes wellbeing and builds young men who are connected to their community.

Enrolment trends have shown a significant increase in students since 2017, with 1350 students currently enrolled. Year 6 into 7 enrolments are almost exclusively from the local enrolment zone. Large scale residential high rise developments will have a further impact on enrolment numbers.

The school has a strong tradition of teaching expertise and excellence that is supported by staff with considerable teaching experience and long term commitment to the school. An 8.33% ratio of beginning teachers to experienced teachers is representative of the changing dynamic of the teaching staff at the school.

The situational analysis shows that improved attendance with the majority of students attending school each day is an important goal. In literacy students have been identified as needing greater support with cohesion and synthesis of ideas, understanding purpose and higher levels of comprehension (nuances, inferential and layered meaning) whereas in numeracy areas for improvement include algebraic expression, problem solving and measurement. HSC areas for improvement are differentiated by faculty. The School Improvement Plan values data driven practice and strong collaboration to further the vision for the school with intrinsic links between wellbeing and learning underpinning the educational purpose at Epping Boys High School.

There is a strong focus on leadership, enhanced learning experiences and engagement. All boys are encouraged to strive for excellence and foster a civic sense of responsibility. Epping Boys High School has a long tradition of academic and sporting excellence and enjoys a high profile in music and the creative and performing arts. With more than 100 co-curricular activities offered and each year group involved in charity fundraising, the development and nurturing of the whole boy is crucial to the ethos of the school.

A diverse student community with an Inclusive Education(Autism) Unit and 65% of students coming from a language background other than English contributes to an inclusive and dynamic learning environment that is supported by an active and involved P&C and broader parent community with a strong commitment to supporting the strategic directions of the school.



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	Excelling
LEARNING: Curriculum	Excelling
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	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

To continue and enhance a culture of high expectations, with high academic attainment and aspirational learning goals for all students, supported by strong wellbeing programs and inclusive practices.

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 Practice
- Collaborative Practice

Resources allocated to this strategic direction

Professional learning: \$41,000.00

Low level adjustment for disability: \$10,078.00

Aboriginal background: \$2,088.64

English language proficiency: \$465,562.80

School support allocation (principal support): \$67,000.00

Summary of progress

The school focus on reading in the Middle School has been significant and the results indicate the early success of this program. The program will be extended in 2022 to include a *Books and Breakfast* Club with the students identified for intervention (18 in Year 7, 33 in Year 8, 11 in Year 9) to target improved engagement and self esteem around reading. Staff professional learning on Reading pedagogy will be initially explored by the Literacy Team ('Focus on Understanding texts: The components of reading- Blended learning' via MyPL).

Professional learning for staff and greater intervention is required to support students with their Numeracy skills, particularly following the extended *Learning from Home* period. The Head Teacher Teaching and Learning has scheduled regular triangulation of data that draws on gap analysis from the Check-in assessment, NAPLAN assessment data and internal school assessment data. COVID ILSP funds will be more heavily focused on Numeracy for 2022, with professional learning on the *Improving Reading and Numeracy* suite of resources.

Best Start Assessment in Year 7 and Check in Assessments throughout the year will support intervention and support for students.

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
NAPLAN TOP 2 BANDS - READING <ul style="list-style-type: none">• The percentage of students achieving in the top two bands to be moving towards the school's lower bound system-negotiated target in Reading of 44.3%.	<ul style="list-style-type: none">• 37.68% of students achieved in the top two bands in NAPLAN reading indicating progress toward the lower-bound target.
NAPLAN TOP 2 BANDS - NUMERACY <ul style="list-style-type: none">• The percentage of students achieving in the top two bands to be moving towards the school's lower bound system-negotiated target in Numeracy of 70.7%.	<ul style="list-style-type: none">• 61.17% of students achieved in the top two bands in NAPLAN numeracy indicating progress toward the lower-bound target.
HSC Results <ul style="list-style-type: none">• The percentage of HSC course	<ul style="list-style-type: none">• 48.2% of students attained results in the top two bands demonstrating progress yet to be seen toward the lower bound target.

<p>results in the top two bands to be moving towards the school's lower bound system-negotiated target of 61.8%.</p> <ul style="list-style-type: none"> • The percentage of HSC course results in the top three bands to be moving towards the school's lower bound system-negotiated target of 89.0%. 	<ul style="list-style-type: none"> • 80.92% of students attained results in the top three bands demonstrating progress yet to be seen toward the lower bound target.
<p>EXPECTED GROWTH - READING</p> <ul style="list-style-type: none"> • The percentage of students achieving expected growth in NAPLAN Reading moving towards the school's lower bound system-negotiated target of 68.9%. 	<ul style="list-style-type: none"> • The percentage of students achieving expected growth in reading increased to 74.59% indicating achievement exceeding the upper bound target of 73.9%.
<p>EXPECTED GROWTH - NUMERACY</p> <ul style="list-style-type: none"> • The percentage of students achieving expected growth in NAPLAN Numeracy moving towards the school's lower bound system-negotiated target of 75.7%. 	<ul style="list-style-type: none"> • The percentage of students achieving expected growth in numeracy decreased to 57.78% indicating achievement yet to be seen toward the lower bound target.
<p>Aboriginal Student HSC Attainment</p> <ul style="list-style-type: none"> • Proportionally contribute to the Gordon Principal Network target uplift of Aboriginal students attaining the HSC in 2021, while maintaining their cultural identity. 	<ul style="list-style-type: none"> • There were no Aboriginal students in the 2021 HSC cohort

Strategic Direction 2: Exceptional Teaching and Learning

Purpose

To ensure high quality professional learning drives exceptional teaching and learning experiences for all students with wellbeing, quality teaching and differentiated literacy and numeracy strategies highly visible.

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.

- Wellbeing
- Quality Teaching and Learning

Resources allocated to this strategic direction

Socio-economic background: \$34,742.65

Low level adjustment for disability: \$76,650.21

Professional learning: \$12,500.00

Integration funding support: \$312,910.40

Summary of progress

Due, in part to the challenges presented by the *Learning from Home* period in 2020 and 2021 and also the challenges of delivering high level impact from the current teams structure - a more targeted and cohesive approach will be implemented in 2022, with the following recommendations:

- Whole School Meeting structure changed to remove the focus from administration to high impact teaching strategies through the implementation of the *Curiosity and Powerful Learning* program across all faculties, with timetabled Instruction Rounds for all teaching staff
- Beginning Teacher Team to support the increasing number of teachers in the school in the first three years of their careers
- Curriculum Team allocated faculty specific time for programming and skill analysis
- Well being Team allocated termly professional time
- PBL team allocated professional learning time when required

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
Wellbeing <ul style="list-style-type: none">• TTFM Wellbeing data (advocacy, belonging, expectations) to be moving towards the school's lower bound system-negotiated target of 77.8%.	<ul style="list-style-type: none">• Tell Them From Me data indicates 73.36% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
Quality Teaching and Learning: <ul style="list-style-type: none">• Investigate best practice to improve the capacity of teaching staff to work toward a consistent approach to teaching, using a common language.• Collection of data (new and existing/microdata through lesson observations) to ascertain areas of strength and need for improvement. Curriculum Mapping: <ul style="list-style-type: none">• To enhance the cross curricular	<ul style="list-style-type: none">• All Teams engaged with evaluation of success and reflection on the progress of their team. The <i>Curiosity and Powerful Learning</i> program will be implemented in 2022 to streamline this delivery• The curriculum focus for 2022 will be on enhancing a collective understanding of upcoming curriculum reform

<p>knowledge and content across the school</p> <ul style="list-style-type: none"> • To inform staff about cross curricular possibilities • To have cross curricular content in all Year 7 scope and sequences 	
<p>Attendance:</p> <ul style="list-style-type: none"> • Improvement in the percentage of students attending school more than 90% of the time to be moving towards the school's lower bound system-negotiated target of 89.3%. 	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has increased by 4.52%.



Strategic Direction 3: Exceptional Leadership

Purpose

Strong decisive leadership that refines a school culture that promotes respect, responsibility and engagement across all areas of the school community, encapsulating student voice and visible leadership opportunities for all students.

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.

- Student Leadership and Voice:
- Leadership Development:

Resources allocated to this strategic direction

Professional learning: \$13,000.00

Beginning teacher support: \$52,800.00

Summary of progress

The leadership program for students was maintained effectively throughout the *Learning from Home* period, with the Student Representative Council, Student Well being Action Team, Mentors and the Year 12 Prefects all utilising digital platforms to communicate their vision and support with the school community. For 2022, a structured leadership development program will be implemented for the Prefect Body with designated leadership mentors allocated for each Prefect.

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
Student Leadership and Voice: <ul style="list-style-type: none">• All student leadership opportunities are mapped• Student voice is embedded in each newsletter	<ul style="list-style-type: none">• The Student Leadership Development Program maps the specific leadership capabilities for prefects
Beginning Teacher Mentoring <ul style="list-style-type: none">• To design and implement a program and team that supports the development of beginning teachers	<ul style="list-style-type: none">• Beginning teachers have an allocated mentor and are supported throughout the year
Leadership Development: <ul style="list-style-type: none">• All Executive staff trained in coaching and crucial conversations• Leadership focus is embedded in each executive meeting and led by a different member for the executive at each meeting to develop a shared leadership vision	<ul style="list-style-type: none">• Leadership development was focused on supporting staff with the shifting expectations of the <i>Learning from Home</i> period and supporting students upon their return to face to face learning



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$312,910.40</p>	<p>Integration funding support (IFS) allocations support eligible students at Epping 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"> • Wellbeing <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 • employment of staff to provide additional support for students who have high-level learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs 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>After evaluation, the next steps to support our students with this funding will be: The employment of a designated Transition Adviser in 2022 to support students with IFS transition to the workforce or further education. To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$34,742.65</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Epping 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"> • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement wellbeing programs to identify and support students requiring extra support • engage with external providers to support student engagement and retention • professional development of staff through to support student learning • supplementation of extra-curricular activities • engage with external providers to support student engagement and retention • employment of external providers to support students with additional learning needs • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: Wellbeing initiatives are central to the values at Epping Boys High School and contribute to the social and wellbeing needs of boys, with a focus on</p>

<p>Socio-economic background</p> <p>\$34,742.65</p>	<p>boys education pedagogy to engage all students with their learning. The impact of these include: access to fitness activities before school, gardening club, subsidised support for excursions and school uniform where financial hardship has been identified, staff mentoring where needed. Strong case management and liaising with outside agencies further supports these processes.</p> <p>After evaluation, the next steps to support our students with this funding will be: Increasing participation in mentoring and extra curricula activities.</p>
<p>Aboriginal background</p> <p>\$2,088.64</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Epping 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"> • Collaborative Practice <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 <p>The allocation of this funding has resulted in: An increase in Aboriginal families engaging in the PLP process through authentic conversations as a result of the welcoming and informal setting. A staff member (the Learning and Support Teacher) supported all Indigenous students with their learning and liaises with the parent/caregiver to establish educational goals and provide support. An aboriginal student leads the Address to Country at all formal school events to ensure that the indigenous perspective is embedded as part of the whole school culture. All Indigenous students have Personalised Learning and Support Plans (PL&SPs) and are making progress across the literacy and numeracy continuums, where targeted. PL&SPs are evaluated at the end of the year and targets are shared with all staff on Staff Development Days and published in the Learning and Support Folder, annually. The data for Indigenous students is tracked and analysed for all external tests by the Head Teacher Middle School and Head Teacher Senior School. Aboriginal studies and contexts are integrated throughout a wide range of subjects areas including Science, History, Geography and English. Extra curricula opportunities are made available for Indigenous students, including sporting excursions, cultural camps and overseas tours (in non-COVID years) All eligible indigenous students met the National Minimum Standards, in all test areas.</p> <p>After evaluation, the next steps to support our students with this funding will be: Greater engagement with local indigenous groups in 2022. Deliver differentiated and personalised support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$465,562.80</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Epping 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"> • Collaborative Practice <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>English language proficiency</p> <p>\$465,562.80</p>	<ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. student progress showing high growth on the EAL/D learning progressions, with EAL/D students achieving expected or above expected growth. There are currently 67% of the student population who are identified as EAL/D and are supported through various programs throughout the school. Students in Years 7-12 receive in class support from EAL/D teachers and designated EAL/D SLSOs. They also receive one-on-one academic and social support from EAL/D staff before school, at recess and at lunch. An additional intensive English elective (Language and Media) operates in Stage 5 to further support EAL/D students with language acquisition prior to entering Years 11 and 12. ESL English instruction occurs in Year 11 and 12.</p> <p>After evaluation, the next steps to support our students with this funding will be: Professional learning for all staff in EALD pedagogy. 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>\$86,728.21</p>	<p>Low level adjustment for disability equity loading provides support for students at Epping 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"> • Data Driven Practice • Wellbeing <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 through the employment of School Learning and Support Officers • support for students in Life Skills; Individual Learning Plans/Profiles; HSC Disability Provisions <p>The allocation of this funding has resulted in: An increase of students achieving at or above expected growth in NAPLAN results. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. Middle School and Senior School Learning and Support and Case Management meetings are held weekly to ensure robust planning and implementation of programs for students with additional needs in the areas of learning, well being and behaviour. A strengthened transition program from Year 6-7 has ensured that students with additional learning needs are supported prior to their arrival at the school. In 2021 COVID guidelines meant a restricted timeline but still allowed for extra transition afternoons with a strong focus on engagement and rapport building. A Learning and Support database informs staff about students requiring additional support and maps out strategies to assist with learning success. Professional learning is also delivered to staff to support this document.</p>

<p>Low level adjustment for disability</p> <p>\$86,728.21</p>	<p>Three levels of support are designated - funded, targeted and flagged. The LaST, SLSOs and classroom teachers work together to ensure consistent support for these students.</p> <p>After evaluation, the next steps to support our students with this funding will be: 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. Expansion of social skills support, with the Rock and Water program.</p>
<p>COVID ILSP</p> <p>\$46,982.00</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"> • 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 • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • employing/releasing staff to coordinate the program • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in: The majority of the students in the program achieving significant progress towards their personal learning goals The COVID ILSP Leader initially observed the students in class, collected work samples and team-taught with some teachers. The COVID ILSP Leader then co-created resources that embedded content from current teaching programs in particular subjects so resources had relevance and addressed parent concerns that boys were missing content. Literacy skills were explicitly taught and embedded the content of core subjects.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority. An enhanced focus on numeracy in 2022 and the building of organisational capacity for students in the program.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	1180	1276	1349	1343
Girls	0	0	0	0

Student attendance profile

School				
Year	2018	2019	2020	2021
7	96	94.7	92.1	95
8	94.1	93.3	91	93.5
9	93	92.1	91.2	93.5
10	93.5	92.3	89.5	92.9
11	92.8	93.7	91.9	93.1
12	92.8	91.5	90.6	93.9
All Years	93.8	93	91.1	93.6
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

Monitoring of Attendance at Epping Boys High School

- The rate of attendance is consistently above the State DoE average, which reflects the high quality systems in place to monitor attendance and support students experiencing difficulties in this regard.
- The Middle School and Senior School Learning and Support and Case Management Team is lead by the Deputy Principals and Head Teacher Wellbeing and utilises the SENTRAL software package to compile and analyse attendance data. Improved attendance continues to be a goal.
- During the 2021 *Learning from Home* period, attendance was monitored closely with daily contact made with students who missed individual lessons or whole days. This enabled tailored learning and well being support to be targeted for these students and ensured improved attendance for all students.

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	0	0	0
Employment	1	3	2
TAFE entry	0.5	2	1.5
University Entry	0	0	91
Other	6	0	2
Unknown	0	0	3.5

The University Admission Centre made a total of 221 university offers. Macquarie University was the institution most preferred by the 2021 graduating cohort followed by The University of New South Wales and then The University of Sydney. The Leaders and Achievers Early Entry Program run by Macquarie University proved very popular with 57 students being offered early entry. Entry into this program required good academic outcomes in Year 11 as well as a broad range of demonstrated skills and experiences.

The most popular area of tertiary offers proved to be in those of a commercial nature including, but not limited to Business, Commerce, Engineering and Computing. This was followed closely by Science and Nursing. A small proportion of students who did not receive a UAC offer chose to transition into the workforce, seek further education at TAFE, or with a private tertiary training provider, or took up an apprenticeship.

Some universities pivoted to offering Year 12 students Direct Entry places, in order to make up some of the gap in enrolments left by International Students. Not all of these students offered direct entry to University were captured in the Universities Admissions Centre, (UAC) data.

Year 12 students undertaking vocational or trade training

12.75% of Year 12 students at Epping Boys High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

97.6% of all Year 12 students at Epping 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)	2
Head Teacher(s)	15
Classroom Teacher(s)	68.2
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.4
Teacher ESL	3.6
School Counsellor	1
School Administration and Support Staff	17.57
Other Positions	1.2

*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.

To support high quality teaching and learning at the school, during the *Learning from Home* period, significant professional learning time was allocated to supporting staff with differentiation of teaching resources to align with the extended time that students were not able to access their teachers face to face. The delivery of HSC Courses and support for teachers and students in this group was the focus of professional learning in faculties.

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	921,388
Revenue	16,844,961
Appropriation	15,192,706
Sale of Goods and Services	10,220
Grants and contributions	1,524,674
Investment income	1,599
Other revenue	115,762
Expenses	-16,629,884
Employee related	-14,402,467
Operating expenses	-2,227,417
Surplus / deficit for the year	215,077
Closing Balance	1,136,465

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	292,541
Equity Total	657,449
Equity - Aboriginal	2,089
Equity - Socio-economic	34,743
Equity - Language	465,485
Equity - Disability	155,133
Base Total	12,921,164
Base - Per Capita	336,880
Base - Location	0
Base - Other	12,584,284
Other Total	568,884
Grand Total	14,440,038

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.

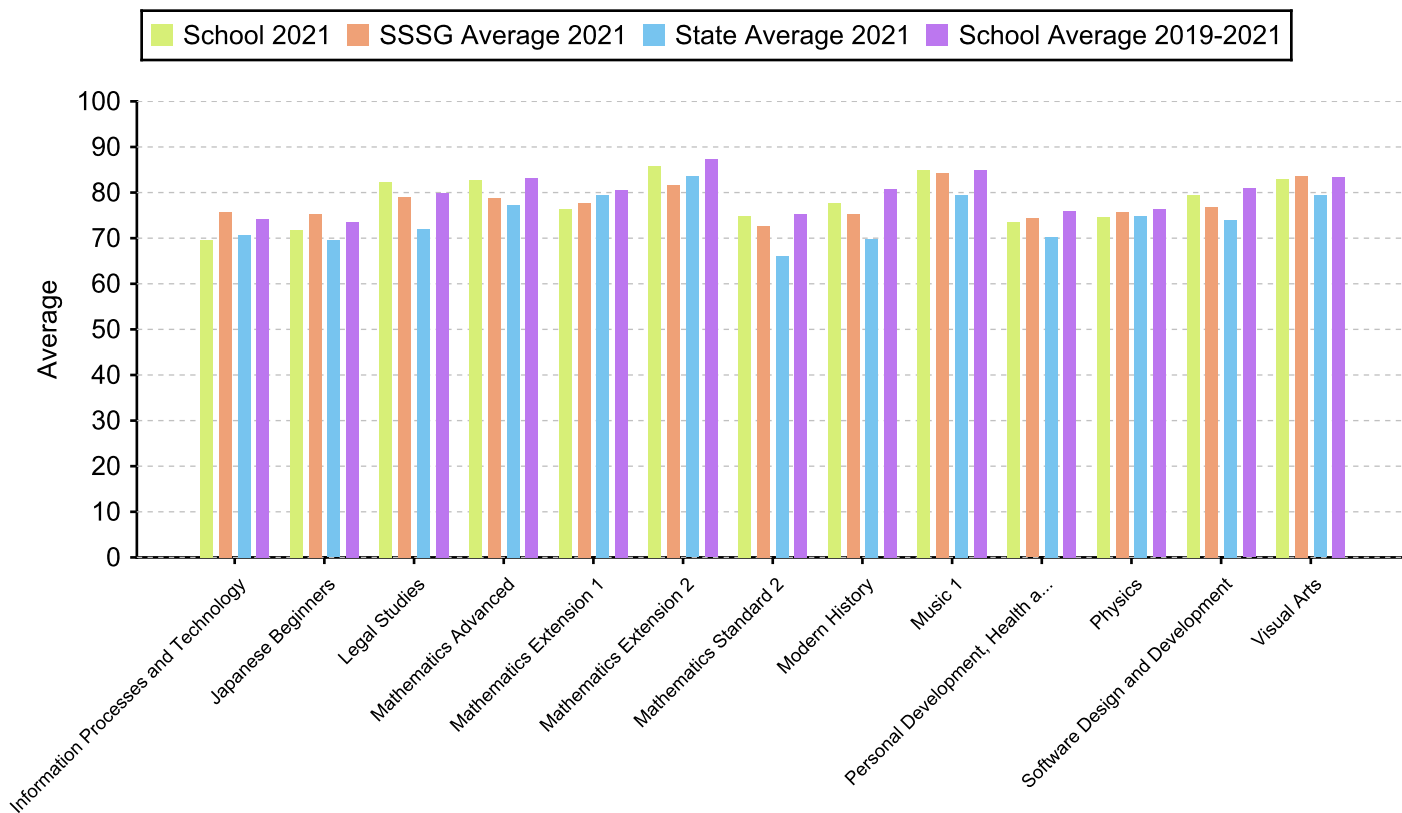
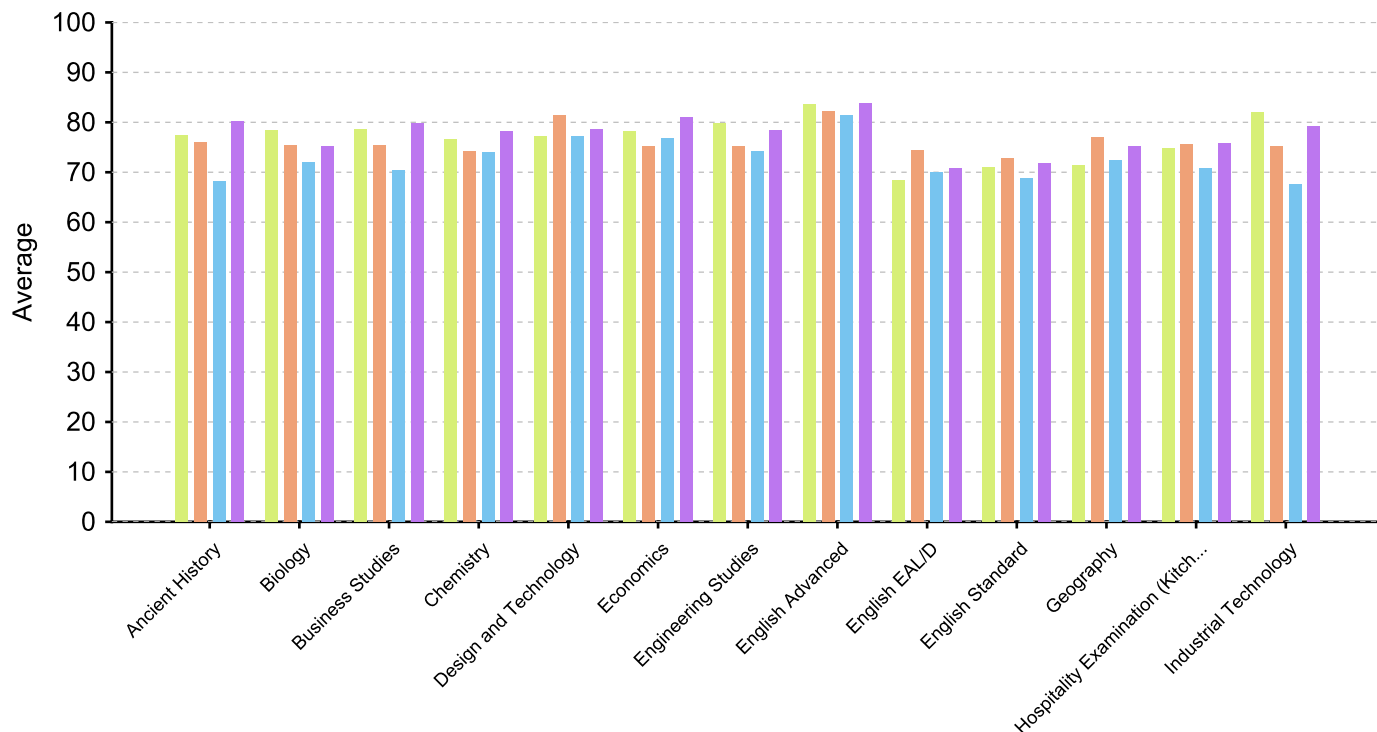
The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.



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
Ancient History	77.3	76.0	68.1	80.1
Biology	78.4	75.5	71.9	75.3
Business Studies	78.5	75.4	70.4	79.8
Chemistry	76.5	74.2	74.1	78.3
Design and Technology	77.1	81.4	77.2	78.5
Economics	78.2	75.3	76.7	81.1
Engineering Studies	79.7	75.2	74.1	78.4
English Advanced	83.6	82.3	81.4	83.9
English EAL/D	68.3	74.5	70.0	70.8
English Standard	71.0	72.8	68.8	71.7
Geography	71.3	77.0	72.4	75.2
Hospitality Examination (Kitchen Operations and Cookery)	74.8	75.6	70.8	75.8
Industrial Technology	82.1	75.2	67.7	79.2
Information Processes and Technology	69.6	75.8	70.8	74.2
Japanese Beginners	71.8	75.3	69.5	73.5
Legal Studies	82.4	79.0	72.0	79.8
Mathematics Advanced	82.7	78.8	77.4	83.1
Mathematics Extension 1	76.4	77.8	79.5	80.7
Mathematics Extension 2	85.9	81.6	83.5	87.2
Mathematics Standard 2	74.9	72.7	66.1	75.3
Modern History	77.8	75.4	69.7	80.8
Music 1	85.0	84.3	79.4	85.0
Personal Development, Health and Physical Education	73.5	74.3	70.3	76.0
Physics	74.7	75.8	74.8	76.3
Software Design and Development	79.4	76.9	74.0	80.9
Visual Arts	82.9	83.7	79.4	83.3

Congratulations Class of 2021!

Premier's All Rounders

Keats Mackay

Rohan Mavila

Vivek Waller

Anthony Wen

Students with ATARs 99 and above

Keats Mackay

Anthony Wen

Rohan Mavila

Students with ATARs 94 and above

Caleb Wu

Dustin Dao

Vivek Waller

Chengchao Li

Sam Xie

Angus Piper

Aidan Tiong

Eric Wu

Kevin Li

Harkeerat Singh

Terrance Ho

Matthew Kim

Christopher Pennington

Students with ATARs 90 and above

Jimmy Chin

Chengyue Li

William Neilson

Gordon Tam

Hugo Day

Shunhao Yang

Noam Taylor

Caleb Harris

Daniel Craig

Nicholas Grinter-Cummins

Brian Ma

Rex Traje

Premier's Top Achievers

Keats Mackay 2nd Economics

Keats Mackay 9th Modern History

Keats Mackay 15th Legal Studies

Rohan Mavila 5th Economics

William Neilson 12th Mathematics Standard 2

Distinguished Achievers

Hud Abbas Ahmad Najmi

Corcino Bernardo Costa Silva

Liam Brown

Henry Chan

Vincent Chan

Jimmy Chin

Daniel Craig

John Cui

Dustin Dao

Hugo Day

Max Gould

Nicholas Grinter-Cummins

Michael Han

Caleb Harris

Terrance Ho

Haruki Izumi

Shivansh Kapur

Elijah Keenan

Matthew Kim

Bryan Joon Ko

Qiufei Lai

Chung Hin Lam

Jared Law

Chengchao Li

Chengyue Li

Kevin Li

Keats Mackay

Maxwell Marcos

Rohan Mavila

Alex Ka Ho Mok

Aniruddh Nair

William Neilson

Matthew Niccol

Christopher Pennington

Angus Piper

Conor Preece

Joshua Ratinac

Aidan Liam Robinson

Mitchell Rushworth

Seungwan Seo

Matthew Simmons

Harkeerat Singh

Alexander Smirniotis

Gordon Tam

Noam Taylor

Ariel Terno

Rex Traje

Vivek Waller

Edwin Edwin

Edwin Tian Qi Wang

Anthony Wen

Shane Wester

Jacob White

Caleb Wu

Eric Wu

Sam Xie

Timothy Xu

Shunhao Yang

Renxuan Zhu

Yuchen Zhu

Multimedia Major Works (Full marks)

Henry Chan

Matthew Kim

Jared Law

Parent/caregiver, student, teacher satisfaction

- As in previous years parent/caregiver feedback has identified the impact of technology, particularly mobile phones, as of significant concern in terms of the learning and wellbeing of students. Feedback following the *Learning from Home* period identified the wellbeing issues linked to this as the key parent concern. In response, a decision was made to implement a mobile phone free policy in all playground areas, for all year groups in 2022. This aligns with the strong partnership with the P&C who ran shared sessions in 2021 around sleep, technology and study habits. All sessions were well attended and appreciated by parents. Feedback indicated strong support for these events in the future.
- Clear and timely communication proved crucial during the protracted *Learning from Home* period. The *School Bytes* software system has ensured that the executive and wellbeing staff were able to communicate with parents in an efficient manner about the often rapid changes to COVID 19 restrictions that impacted on NSW schools. Parent feedback indicated they were impressed with the speed, accuracy and frequency of communication from the school executive and also the number of phone calls made home by teachers, wellbeing and learning and support staff to flag concerns with participation in learning during the *Learning from Home* phase. Frustration with the lack of face to face interaction with teaching staff was raised by parents as a concern in 2020 and lesson delivery during the second *Learning from Home* period in 2021 was modified to follow the student's regular timetable with the teacher and included a zoom portion every lesson whereby teachers could check in on the wellbeing and learning of their students. Parents and caregivers were very supportive of this change, but did indicate that student engagement waned throughout this period.
- The *Tell Them from Me* survey was utilised in 2021 to measure student voice. The Centre for Educational Statistics and Evaluation considers that the act of capturing student voice gives students the opportunity to provide feedback and influence their own school experience. This can have an impact on their effort, participation and engagement in learning. Student feedback may also help teachers develop new perspectives on their teaching and can contribute to broader areas of school planning and improvement. The results of the TTFM surveys in 2021 demonstrated that partnerships are essential to ensure clarity of purpose with parents and carers in regards to learning outcomes. Strategies such as themed presentations at P&C meetings, regular surveying of parents and carers provided vital feedback and added significant depth to community voice. The positive impact for the students was realised in the social and emotional outcomes reported by students in the TTFM survey, with a growth in student sense of belonging from 72% in 2020 to 74% in 2021, 9% above other schools in the state. In 2021, wellbeing activities continued in an online environment with the outcome being participation in extracurricular activities increased from 39% in 2020 to 43% in 2021; 19% higher than the DoE mean. The evidence indicates the integration of structured wellbeing programs embedded in the curriculum and aligned with extensive extracurricular opportunities coupled with regular data collection, both external and internal, results in improved wellbeing for students, with TTFM data showing improvement in students with a positive sense of connectedness and belonging from 72% in 2020 to 74% in 2021.
- As with 2020 staff feedback, staff at the school have indicated they are concerned about the impact of mental health issues on student wellbeing and resilience levels and have noted that they spend more teaching time in support of student wellbeing. This was noted as particularly important in Term 4 of 2021. Staff at the school, both teaching and non-teaching, identify a strong culture of cohesion and support as intrinsic to school culture and success. The People Matter Employee Survey in 2021 that identified the most increased strengths in 2021 compared to 2020 as effective communication of managers, managers making improvements to meet future challenges and encouraging and valuing employee input, with the year on year change being +21ppts, +36ppts and +39ppts respectively. Despite this, staff indicated that the pressures of an extended *Learning from Home* period presented significant challenges for them in terms of genuine connection with their students with difficulties in preparedness for the HSC without an authentic Trial HSC being particularly problematic.

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.

Aboriginal Education - School statement

Students at Epping Boys High School learn about Aboriginal cultures, history and literature in Mandatory History, Geography and English as well as the local indigenous culture of the region. The Science curriculum includes many links to indigenous culture including bush foods, medicine, land usage and seasons. All students who identify as Aboriginal are supported by an allocated staff member and PL&SPs are written for these students and reviewed annually, in consultation with parents/caregivers.

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.

Anti-Racism - School statement

Epping Boys High School strongly supports anti-racism, multicultural perspectives and education regarding the imperative for inclusivity. There are a range of activities and events which acknowledge and celebrate the different and diverse cultures within the school. Each year Harmony Day and Multicultural Day are highlights of the school calendar and form an inherent part of maintaining and promoting a positive and inclusive school culture. There is also an opportunity to speak to Mr Symonds, the Anti Racism Contact Officer, about any issues concerning racism and racist bullying occurring within the school environment. Additional staff also received ARCO training in 2021 to enhance anti-racism at the school. Epping Boys High School is a proudly inclusive, comprehensive, public school comprised of students from a range of cultural and religious backgrounds.

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.

Multicultural and anti-racism education - School Statement

Diversity in student cultures and nationalities are supported and embraced at Epping Boys High School. Our students and teachers represent a rich diverse range of nationalities in our school community. Our inclusive teaching practices recognise and value the backgrounds of all students and promote an open and accepting attitude towards different cultures and languages. Multicultural perspectives are embedded in our differentiated and specific teaching and learning

programs. School and sporting activities embrace our multicultural diversity resulting in a culture of inclusion and appreciation of difference. Our diversity is celebrated through various activities such as Multicultural day and Harmony day where students experience dance, music, food and cultural performances. Epping Boys High School supports the Department of Education *Anti-Racism Policy* and the *Multicultural Education Policy* and its goals are embedded in the *Boys To Men* Program and through the Positive Behaviour for Learning (PBL) program. We support our students academically by providing classes to support students from varied cultural and linguistic backgrounds and all students are encouraged to participate in our school community and many inclusive projects.

