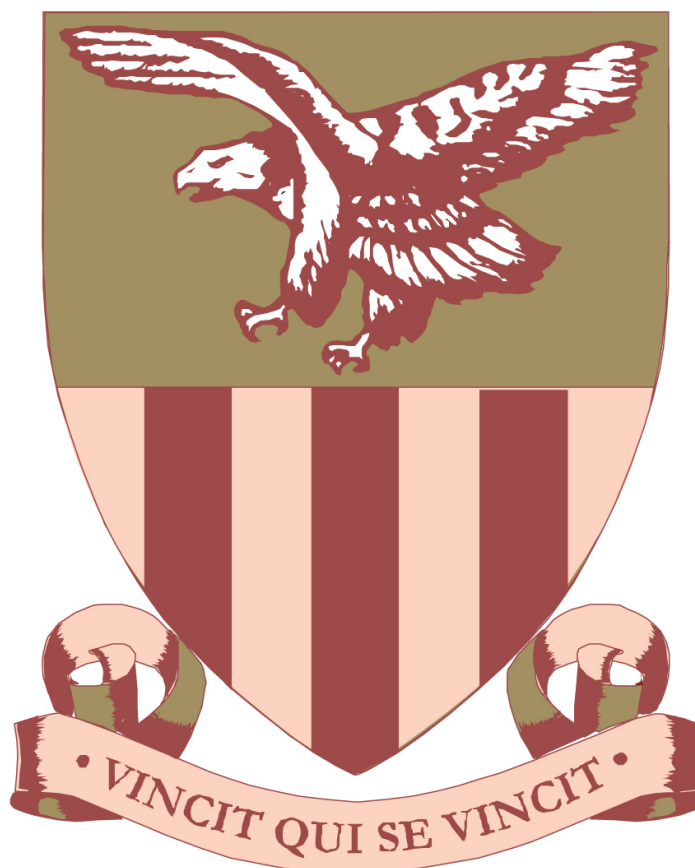


2022 Annual Report

North Sydney Boys High School



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Introduction

The Annual Report for 2022 is provided to the community of North Sydney Boys High School as an account of the school's operations and achievements throughout the year.

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

School contact details

North Sydney Boys High School
127 Falcon Street
North Sydney, 2060
<https://northsydbo-h.schools.nsw.gov.au/>
northsydbo-h.school@det.nsw.edu.au
9955 1565

Message from the principal

The School Year

Our spirit, falcon pride and the values of the Falcon Code flourished throughout the year. The impact of COVID-19 slowly eased throughout the year with restrictions on school activities and life in general slowly returning to normal. Many of our treasured school events, put on hold for three years, were able to return to the school calendar, with the exception of the Crawford Shield. Plans are in place for its return in 2023.

Students

This year the school population of 936, including mainstream and Support Unit students, was made up of 155 Year 7 students, 156 Year 8 students, 155 Year 9 students, and 150 Year 10 students in the junior school; and 158 Year 11 students and 162 Year 12 students in the senior school. This year our intake of 155 Year 7s came from 55 primary schools. The largest numbers of new students came from Summer Hill (6 students), Waitara (7), Chatswood (12), and Artarmon (14). The largest population, with 17 students, came from Hurstville Public School. Our Year 7s came from 79 suburbs and from far flung addresses across the wider metropolitan region of Sydney and the Central Coast -- with the largest numbers being 6 from Hornsby, 8 from Hurstville, 9 from Epping and Eastwood, and 10 from Carlingford. One of our students travels from Wyong, 89km from the school! This year the most popular names for our new students were: Daniel, Ethan and Jayden (with 3 each!). Across the whole school there were 20 Ethans and Erics, and 24 Daniels! 95% of our total student population of 936 speak 36 languages other than English as their primary or secondary language at home. The most spoken languages at home are Vietnamese (5%), Indian subcontinent languages (10%), Korean (10%), and Cantonese, Mandarin and other Chinese languages (66%).

Student HSC Success

The Class of 2021 had outstanding results in their HSC, having worked hard in a partnership with peers and their teachers. At the whole school level: NSBHS was listed as the 2nd top performing school in NSW, and NSBHS was the top performing single sex and boys' school in NSW. Two of our students achieved the top ATAR of 99.95. The boys' performance in English in 2021 was excellent - English came 11th overall in the state with 55% Band 6s in all English courses, a significant improvement on previous years. The boys' performance in Mathematics was also excellent, ranked 4th in the state (with 75% Band 6s), slightly down on the previous year. Three of our students' music performances were shortlisted for ENCORE, the HSC Music Showcase for the 2021 HSC at the Sydney Opera House.

A total of 190 students studied HSC courses in 2021. Of this number, 157 Year 12 students sat for and completed their HSC examinations in 2021. In addition, 32 Year 10 students were accelerated in Information Processes and Technology (IPT). NSBHS had three First Places in the State in 2021, an outstanding achievement for these young men - IPT, Indonesian Continuers and Indonesian Extension. There were eight other Top Achievers in the State. These included one in French Continuers, one in Ancient History, one in History Extension and five in IPT. We had a total of 43 All Rounders (students who achieved at least 10 units in Band 6 or Extension Band 4) in the Class of 2021. This represented 27% of all Year 12 students in our school. We had 163 individual High Achievers whose names appeared in

the 2021 HSC High Achievers List, including 22 Year 10 students, achieving Band 6 or Extension Band 4 in at least one subject. In total there were 565 credits (or individual Band 6 achievements).

Student Enrichment and Leadership

Opportunities in enrichment and leadership for students continued to grow across the school. This area of school life is very positively evaluated by all students in our school (as shown in TTFM -Tell Them from Me student survey data). The Senior Leadership Council (SLC), Student Representative Council (SRC), Charities Committee, Social Justice Committee (SJC), Student Wellbeing Action Team (SWAT), Visions, Environment, and House Captains have met and worked on their individual and joint projects to support student needs and the interests of our community. In addition, a large range of clubs met weekly (and some more often): Robotics, History, The Forum, Chess, Junior and Senior Engineering, Software, Feel Good Fridays, French, Junior and Intermediate German, Anime, Sustainable Gardens, Vegetable Garden, Paper Recycling, Problem Solving, Theatresports, The Student Sweep, SWAT Table Tennis and Volleyball, ISCF, Public Speaking, Speaking, Archives, Visions Cinema, Falcon Workshop, and a range of music ensembles including Concert Band, NSG/B Vocal Ensemble, Junior Vocal Group, Symphonic Winds, Orchestra, and Percussion Ensemble! Thanks to the teachers who make all of these possible.

Parents and Wider Community

Parent groups continued to meet online this year using Zoom, with most meetings well attended by parents. The Auxiliary re-commenced in-person meetings at school from the middle of the year. The P&C financially supported the school with Year 12 T-Shirts and graduation cufflinks, staff care packages, graduation dinner photo booth, Year 12 study camp subsidy, mental health parent seminar, air purifiers and face masks, tents and stoves for Duke of Edinburgh program, school grounds maintenance, and an end of term teacher BBQ.

The Auxiliary supported the school this year with the ongoing management of the Uniform Shop; a Mother's Day Stall, book covering for library and faculty books, a Parent Social Gathering (replacing the Annual dinner); Welcome to Year 7 families afternoon tea, Year 12 graduation dinner; Year 7 Orientation Day refreshments to welcome new Year 7 parents for 2023; and the end of year Staff Christmas Lunch.

In addition, parents have continued their important support for the school by volunteering to be on merit selection panels for the selection of new staff, with several of these panels having to re-advertise vacancies on a number of occasions. One of our parents volunteered to be on the selection committee for 2023 Year 8 to 11 enrolment applications.

Staff Comings and Goings

This year we welcomed Dean Smith, Vladimir Tomic, Samy Mercer, Hanna Breuer and Stephanie Murray, to the permanent teaching and admin staff. This year we farewelled the following permanent staff - teachers Heidi Lindgren, Ben Scobie, Cyril Shilansky, and Noeline Dyer from the admin team.

Professional Learning

A year's extension on the Strategic Improvement Plan (SIP) for all schools was provided by the DoE following the past three years of disruption to schools. The team of teacher leaders (Initiative Leaders) formed in 2020 continued to work with Head Teachers and the teaching staff on their particular areas of the SIP. The enhancement of teaching and learning at the school continued in 2022, with the SIP providing the six key focus areas for professional learning.

Our School Development Days, 'Twilights' and some staff meetings focused on improving fluency in student writing, using high leverage teaching strategies to consolidate academic knowledge, sharing PLC trialled HPGE teaching strategies, improving student engagement and motivation through the research of Dr Andrew Martin, supporting student use of feedforward, and continuing to develop staff knowledge of data collection and its use.

We were excited this year to continue to foster school network collective efficacy, through a joint School Development Day of five Northern Sydney schools. This day allowed teachers across schools to share KLA-specific best practice with a common goal of improving outcomes for Stage 6 students. A number of Head Teacher networks for selective schools shared best practice in Wellbeing, Teaching and Learning, English, Maths, and Science. The NSBHS languages teachers hosted a selective schools languages teachers conference at our school to share best practice in the range of languages taught in their schools.

Differentiated professional learning was also provided to staff to best support their needs, based on stage of career. For our school executive, the Executive Conference and weekly executive professional learning provided opportunities to strengthen the NSBHS Reconciliation Action Plan, in addition to building capacity in the areas of effective team leadership, change management, and instructional leadership. For our aspiring leaders, a variety of opportunities were provided to enhance their leadership impact, such as the NSBHS Educational Leadership Program, the Northern Sydney-Entente Cordiale Network (NS-EC) Aspiring Leaders Program, the NS-EC Project Leadership Program, and the development of Initiative Leaders within our SIP structure. Our beginning and early career teachers were also provided with additional support through mentoring and funding support, and the NS-EC Early Careers Program. In 2022 we also

supported and mentored an increased number of preservice teachers and have seen them flourish into excellent graduate teachers.

All staff were supported in NESA accreditation processes, with a large number of experienced teachers successfully completing their maintenance of proficiency cycle this year. The executive team worked on a comprehensive analysis of the education resource Responsive Teaching for its professional development and discussion of best practice in the classroom.

Facilities

School facilities continued to receive attention this year. The senior boys' toilets were gutted and totally rebuilt in the new year. This is the first time in well over 22 years that these toilets have had such a serious makeover. The upgrade of the kitchen is still underway and should be completed by the end of the year. This will provide a state of the art kitchen for our Food Technology students, and other faculty studies, and a wonderful venue for all catered school events. Additional student furniture was purchased for outdoors and installed adjacent to the Hall near the new gym. Additional garden and veggie beds were installed and planted to enable cross-curriculum cooperation between various programs in the school. We engaged an external gardening contractor to look after the gardens and grounds around the school. An outdoor fitness gym near the end of C Block, to allow our students to improve their fitness, is waiting for AMU approval and assignment. A steel structure to cover the outdoor area over Bottleyard Area 2 (the rear area adjacent to J Block) is still waiting for approval and assignment by AMU. This will provide all weather protection for our students while playing sport, and during outdoor classes. Some internal painting was completed in A, B and C blocks. Mechanical ventilation and carbon dioxide monitors were installed in classrooms around the school.

It is 22 years since I joined NSBHS and this is my last annual school report - I am retiring at the end of the year. Thank you all for your support - it's been a privilege to have worked in this wonderful school with so many outstanding young men. I thank you very much and wish everyone all the best in the future.

Robyn Hughes

School vision

Vision

To be the premier boys school in New South Wales.

Mission Statement

Preparing young men for our future.

Core Values

Our vision will be realised by:

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

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

School context

North Sydney Boys High School (enrolment 932, 88% students from language backgrounds other than English and 3 students of indigenous heritage) is a selective school with a commitment to a stimulating and challenging learning environment which develops resilient, innovative and connected learners who strive to achieve their personal best. Students from a broad range of socio-economic backgrounds travel from across wider Sydney to its lower north shore location. The school welcomed the establishment of a Support Unit in 2019.

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

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

There is a strong student voice and students participate in decision making, leadership, social justice, wellbeing and volunteering programs. Student leadership, personal and social capability, ethical and intercultural understanding (Australian Curriculum, Assessment and Reporting Authority capabilities) are demonstrated in academic programs, sport, the arts, culture and community service. Students engage in school life and uphold the values of the school's Falcon Code; this consists of: Camaraderie, Commitment, Compassion, Integrity and Respect.

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

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Writing with Finesse
- Expanding student knowledge of academic writing

Resources allocated to this strategic direction

English language proficiency: \$188,512.82

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 Expected Growth - Reading An increase in the percentage of students achieving expected growth in NAPLAN reading to be moving towards the system negotiated lower bound target of 66.4%.	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
HSC Achievement Improvement in the percentage results in HSC Top 2 Bands to moving towards the lower bound system negotiated target of 97.1%.	The percentage of students attaining HSC results in the Top 2 bands was 93.26%, demonstrating progress yet to be seen towards the lower-bound system negotiated target.
NAPLAN Expected Growth - Numeracy An increase in the percentage of students achieving expected growth in NAPLAN numeracy to be moving towards the system negotiated lower bound target of 67.9%.	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
NAPLAN Top 2 Bands - Reading An increase in the percentage of students in the Top 2 Bands in reading to be at or above the system negotiated lower bound target of 93.6%.	2022 NAPLAN data indicates 94.67% of students in the top two skill bands for reading indicating achievement of the lower-bound target.
NAPLAN Top 2 Bands - Numeracy An increase in the percentage of	2022 NAPLAN data indicates 100% of students in the top two skill bands for numeracy indicating achievement of the system negotiated target.

<p>students in the Top 2 Bands in numeracy to be maintained at the system negotiated lower bound target of 100%.</p>	
<p>Writing with Finesse</p> <p>School self assessment indicates that through writing practices, in the theme of 'Explicit teaching' the school is moving towards the school identified target of Excelling within School Excellence Framework.</p>	<p>Analysis of internal data and evidence of writing practices indicates progress made towards the school identified target of Excelling in the theme of 'Explicit teaching' within the School Excellence Framework.</p>

Strategic Direction 2: Engaged Learners

Purpose

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

Initiatives

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

- Enhancing HPGE strategies
- Enhancing student wellbeing

Resources allocated to this strategic direction

Socio-economic background: \$15,438.67

Professional learning: \$79,552.06

Low level adjustment for disability: \$90,827.52

English language proficiency: \$12,800.00

Student support officer (SSO): \$96,058.00

Aboriginal background: \$2,151.21

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
HPGE Strategies An improvement in the theme 'Differentiation', moving towards the level of Excelling as measured by the School Excellence Framework.	Analysis of internal data and evidence indicates progress made towards the school identified target of Excelling in the theme of 'Differentiation', as measured by the School Excellence Framework.
Wellbeing Student TTFM data indicates an increase in the proportion of students reporting 'Expectations for Success', 'Advocacy', and 'Sense of Belonging at School' to moving towards the lower bound system negotiated target of 79.5%.	Students reporting positive wellbeing outcomes has decreased by 1.79% across the positive wellbeing measures of TTFM, indicating progress yet to be seen towards the lower-bound system negotiated target. TTFM as well as a number of other data sources have helped guide tailored wellbeing programs specific to a year group, example anti-bullying, respectful relationships and sense of belonging in year 7.
Attendance An improvement in the percentage of students attending 90% or more of the time to be moving towards the lower bound system negotiated target of 95.9%.	The number of students attending greater than 90% of the time or more has decreased by 15.82%, however; this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19 when this data was harvested.
Aboriginal and Cultural Education	Personalised Learning Pathways for Aboriginal and Torres Strait Islander students were successfully evaluated and revised to improve learning

<p>Personalised Learning Pathways for Aboriginal and Torres Strait Islander students have been evaluated and revised to improve learning outcomes whilst maintaining their cultural identity.</p> <p>Both staff and students have participated in learning events to enhance knowledge and understanding of the First Peoples of Australia. Whole school Acknowledgement of Country practices have been enhanced.</p>	<p>outcomes whilst maintaining their cultural identity. Both staff and students participated in an increase in learning events to enhance knowledge and understanding of the First Peoples of Australia. Whole school Acknowledgement of Country practices were enhanced.</p>
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Strategic Direction 3: Informed Teaching

Purpose

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

Initiatives

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

- Quality assessment practices
- Data informed instruction

Resources allocated to this strategic direction

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
Quality Assessment School self assessment indicates that in the element of 'Assessment' the school is moving towards the school identified target of Excelling as measured by the School Excellence Framework.	Analysis of internal data and evidence indicates progress made towards the school identified target of Excelling in the element of 'Assessment', as measured by the School Excellence Framework.
Data Use School self assessment of the element of 'Data Skills and Use' indicates the school is moving towards Excelling as measured by the School Excellence Framework.	Analysis of internal data and evidence indicates progress made towards the school identified target of Excelling in the element of 'Data Skills and Use', as measured by the School Excellence Framework.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$15,438.67</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at North Sydney Boys High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>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"> • Enhancing HPGE strategies • Enhancing student wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • supplementation of extra curricular activities • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: an increase in students performing well above the state and statistically similar school groups (SSSG) in all external assessments. It has also allowed for students from lower socio-economic background to participate in extracurricular activities such as the Outdoor Education Program.</p> <p>After evaluation, the next steps to support our students will be: continuing to provide additional teacher support to identified students and provide students with economic support for educational materials, uniform, equipment and extracurricular activities such as the Outdoor Education program.</p>
<p>Aboriginal background</p> <p>\$2,151.21</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at North Sydney Boys High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>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"> • Enhancing student wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • creation of school literacy resources embedding local language • staffing release to support development and implementation of Personalised Learning Plans • community consultation and engagement to support the development of cultural competency • employment of additional staff (LaST) to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: an increase (100%) in Aboriginal families engaging in the PLP process and more importantly, conversations became more authentic. Students and staff have continued to provide feedback indicating that an increase in the exposure to Aboriginal cultural experiences through excursions and Outdoor Education has improved cultural competency and awareness.</p> <p>After evaluation, the next steps to support our students will be: consultation with local AECG regarding further whole school improvements to Aboriginal Education, and refining of student Personalised Learning Pathways with students and families.</p>

<p>English language proficiency</p> <p>\$201,312.82</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at North Sydney Boys High School.</p> <p>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"> • Writing with Finesse • Expanding student knowledge of academic writing • Enhancing student wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support • whole school writing programs to improve English Proficiency for all students. <p>The allocation of this funding has resulted in the following impact: improved student outcomes for identified EAL/D students who worked with specialised teacher. These students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. The whole school writing programs resulted in an improvement in the English HSC results which saw the school increase its rank from 11th to 2nd in the state for English Advanced.</p> <p>After evaluation, the next steps to support our students will be: to continue to capitalise on teacher confidence and their capacity to design writing units that reflect the needs of EAL/D learners ensuring that it occurs across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Professional and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$90,827.52</p>	<p>Low level adjustment for disability equity loading provides support for students at North Sydney Boys High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>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"> • Enhancing student 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 an additional Learning and Support Teacher <p>The allocation of this funding has resulted in the following impact: students are more confident and achieving their learning goals. The NAPLAN results in all areas had positive growth. The school has a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team, the school will provide additional support for the identified students through the employment of LaST.</p>
<p>Professional learning</p>	<p>Professional learning funding is provided to enable all staff to engage in a</p>

<p>\$79,552.06</p>	<p>cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at North Sydney 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"> • Enhancing HPGE strategies • Enhancing student wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • professional development of staff through the Teen Mental Health First Aid to support student learning • engaged an external provider, Dr Andrew Martin to provide evidence based strategies to motivate and engage high ability students. • attend network meetings • Faculty Professional Learning days to incorporate strategies learning activities in the programs. • teachers attending online and in person workshops and conferences <p>The allocation of this funding has resulted in the following impact: teacher further developed their awareness of what causes HPGE students to become unmotivated and their capacity to engage all learners increased which resulted in further engagement of all students. Students learning was enhanced through the incorporation of evidence base strategies and practices in the programs.</p> <p>After evaluation, the next steps to support our students will be: continue providing evidence based Professional Learning for teachers to continue supporting the learning and wellbeing of students.</p>
<p>COVID ILSP</p> <p>\$17,939.00</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 2022.</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 • providing intensive small group tuition for identified students who had difficulties in their online learning and adjusting to face to face. <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will continue to monitor students. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at North Sydney 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"> • Enhancing student wellbeing <p>Overview of activities partially or fully funded with this Staffing - Other</p>

<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>funding include:</p> <ul style="list-style-type: none"> • Development of relevant and targeted workshops for each year group. <p>The allocation of this funding has resulted in the following impact: more students are seeking assistance and support with their wellbeing, who would otherwise not have seeked helped as they did not feeling comfortable speaking to other adults. Through more relevant and targeted wellbeing workshops developed by the SSO students were more engaged with the activities and there has been an improvement in student wellbeing.</p> <p>After evaluation, the next steps to support our students will be: to review how the SSO can broaden their engagement and participation in all aspects of the school and to continue providing support to students and teachers.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	915	915	937	932
Girls	0	0	0	0

Student attendance profile

School				
Year	2019	2020	2021	2022
7	97.4	99.1	97.3	94.2
8	97.7	98.4	97.5	91.2
9	96.1	98.5	96.8	93.4
10	97.3	96.2	97.0	90.6
11	96.0	98.4	97.0	94.0
12	95.2	97.6	95.7	93.4
All Years	96.6	98.0	96.9	92.8
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	0	0	0
TAFE entry	0	0	0
University Entry	0	0	99
Other	0	0	0.5
Unknown	0	0	0.5

Year 12 students undertaking vocational or trade training

0% of Year 12 students at North Sydney Boys High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at North Sydney Boys High School expected to complete Year 12 in 2022 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)	11
Classroom Teacher(s)	49.6
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
Teacher ESL	1.2
School Counsellor	0.8
School Administration and Support Staff	15.37
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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.

The enhancement of the teaching and learning at the school continued in 2022, with the Strategic Improvement Plan

(SIP) providing the six key focus areas for professional learning. Our School Development Days and 'Twilights' focused on improving fluency in student writing, using high leverage teaching strategies to consolidate academic knowledge, sharing PLC trialled HPGE teaching strategies, improving student engagement and motivation through the research of Dr. Andrew Martin, supporting student use of feedforward, and continuing to develop staff knowledge of data collection and its use. This year we were also fortunate to continue to foster school network collective efficacy, through a joint School Development Day of five Northern Sydney schools. This day allowed teachers across schools to share KLA-specific best practice with a common goal of improving outcomes for Stage 6 students. This goal was also supported by several NSBHS staff involved with marking the HSC in 2022, including: CAPA (2), English (2), Languages (3), Mathematics (2) and Science (2). One staff member was also on an HSC exam committee (HSIE). This experience and marking expertise additionally supported staff in the delivery and assessment of junior and senior syllabuses across the school.

Differentiated professional learning was also provided to staff to best support their needs based on stage of career. For our school executive, the Executive Conference and weekly executive professional learning provided opportunities to strengthen the NSBHS Reconciliation Action Plan, in addition to building capacity in the areas of effective team leadership, change management, and instructional leadership. For our aspiring leaders, a variety of opportunities were provided to enhance their leadership impact such as the NSBHS Educational Leadership Program, the Northern Sydney-Entente Cordiale Network (NS-EC) Aspiring Leaders Program, the NS-EC Project Leadership Program, and the development of Initiative Leaders within our SIP structure. Our beginning and early career teachers were provided with additional support through mentoring and funding support, and the NS-EC Early Careers Program. In 2022 we also supported and mentored an increased number of preservice teachers and have seen them flourish into excellent graduate teachers. All teachers were supported in NESA accreditation processes, with three gaining proficiency and a large number of experienced teachers successfully completing their maintenance of proficiency cycle this year.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	5,414,255
Revenue	13,251,519
Appropriation	10,977,171
Sale of Goods and Services	118,710
Grants and contributions	2,078,058
Investment income	77,580
Expenses	-11,826,975
Employee related	-10,177,044
Operating expenses	-1,649,931
Surplus / deficit for the year	1,424,544
Closing Balance	6,838,799

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.

	2022 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	309,730
Equity - Aboriginal	2,151
Equity - Socio-economic	15,439
Equity - Language	201,313
Equity - Disability	90,828
Base Total	9,894,837
Base - Per Capita	239,894
Base - Location	0
Base - Other	9,654,943
Other Total	547,592
Grand Total	10,752,159

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

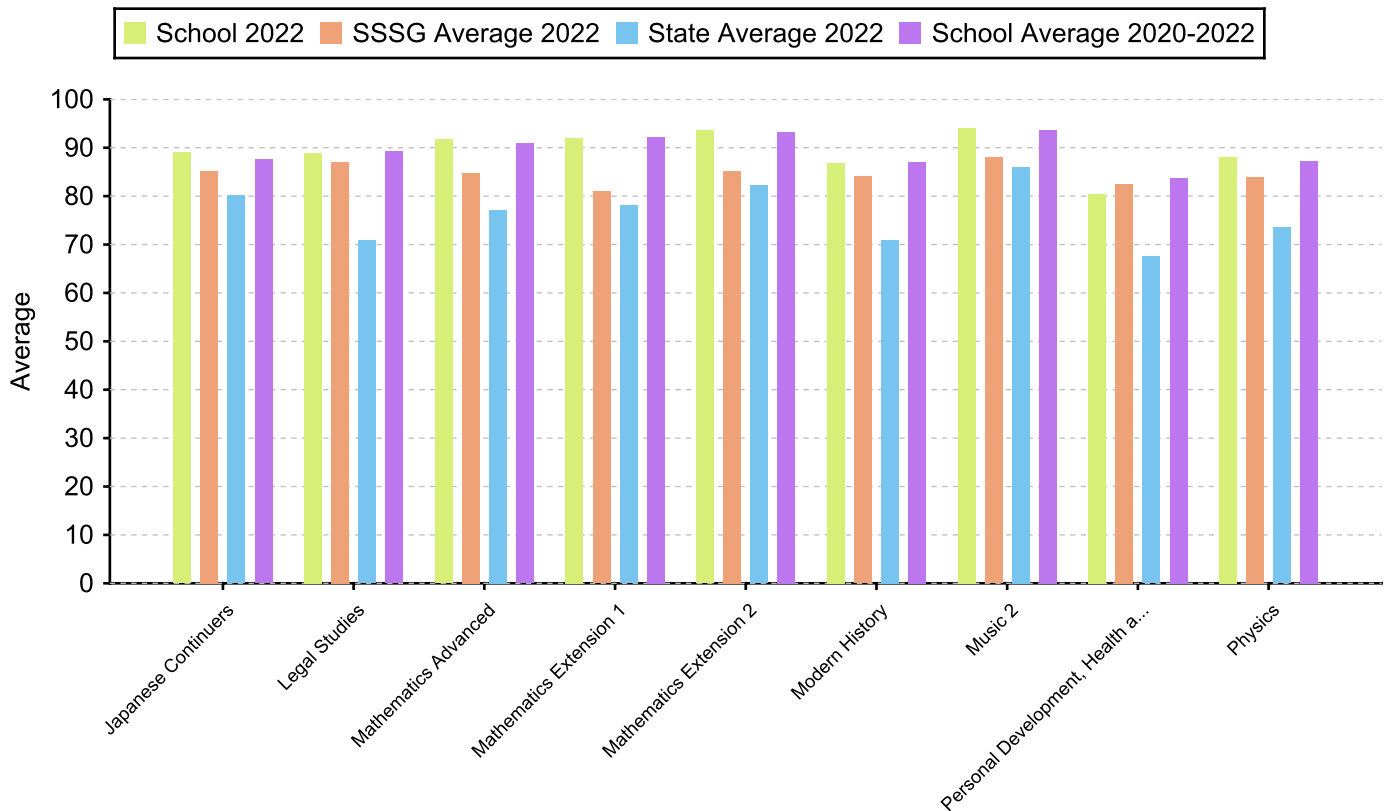
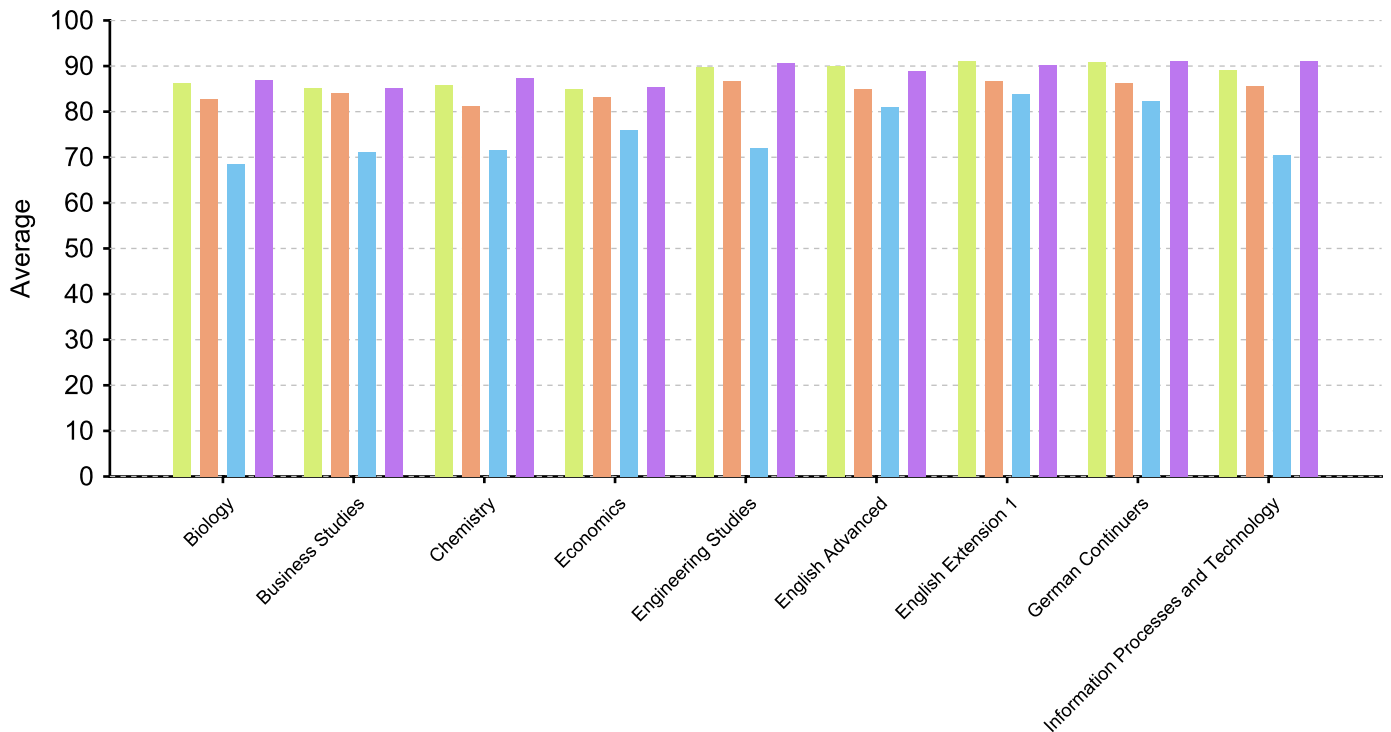
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 2022	SSSG	State	School Average 2020-2022
Biology	86.3	82.8	68.5	86.9
Business Studies	85.1	84.1	71.2	85.1
Chemistry	85.8	81.3	71.7	87.3
Economics	84.9	83.3	76.0	85.5
Engineering Studies	89.8	86.7	72.0	90.7
English Advanced	90.0	85.0	81.0	89.0
English Extension 1	91.2	86.7	83.9	90.1
German Continuers	90.9	86.4	82.3	91.1
Information Processes and Technology	89.1	85.6	70.5	91.1
Japanese Continuers	89.0	85.2	80.1	87.6
Legal Studies	88.9	87.1	70.8	89.2
Mathematics Advanced	91.7	84.8	77.1	90.9
Mathematics Extension 1	92.0	81.0	78.0	92.2
Mathematics Extension 2	93.6	85.2	82.2	93.3
Modern History	86.8	84.0	70.9	87.0
Music 2	94.1	88.0	86.0	93.6
Personal Development, Health and Physical Education	80.5	82.5	67.5	83.8
Physics	88.1	84.0	73.5	87.3

Year 12 Surveys and Teacher Surveys

The school conducted a number of surveys throughout the year. These included: Tell them From Me (TTFM), Year 12 exit surveys and interviews, and student and teacher surveys in Term 4.

Year 12 Surveys were conducted in May 2022. These surveys continued to provide longitudinal data on HSC students that started in 2001. One survey was based on student responses regarding school life on a Likert Scale and is an anonymous survey, allowing the school to collate responses to inform improved school practice to support senior students in their final 6 months of school.

Students were very positive overall in the broad area of teacher and school support. The majority of students reported good sleep patterns and self regulation in regard to electronic device use for leisure.

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

Perspectives of Parents

The Tell Them From Me (TTFM) Partners in Learning Parent Survey was conducted between 11 October 2021 and 2 November 2022 and had 104 respondents.

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

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

78% of respondents indicated that they were satisfied with communication from the school and 92% reported that the school had a good reputation in the community.

Perspectives of students

730 students participated in the TTFM survey between 6 May and 2 June 2022.

Survey measures are based on the most recent research on school and classroom effectiveness.

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

- * Student participation in extracurricular activities - 58% (24%)
- * Sense of belonging - 75% (66%)
- * Positive behaviour at school - 98% (87%)
- * Intellectual engagement - 49% (46%)

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

- * Effective learning time - 6.6 (6.3)
- * Advocacy at school - 6.1 (6.0)
- * Positive teacher-student relations - 6.5 (5.7)
- * Positive learning climate - 6.7 (5.6)
- * Expectations for success - 7.4 (7.0)

Perspectives of Teachers

The Tell Them From Me (TTFM) Focus on Learning Teacher Survey was conducted between 25 and 27 October 2022 and had 63 respondents.

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

The research on classroom and school effectiveness has consistently shown these factors to be strongly correlated to student achievement. The list below compares NSBHS to NSW Government norms for factors on a ten-point scale (figures in brackets are NSW Government norms):

- * Collaboration - 8.1 (7.8)
- * Learning culture - 8.4 (8.0)
- * Data informs practice - 8.7 (7.8)
- * Teaching strategies - 8.5 (7.9)
- * Technology - 7.8 (6.7)

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

- * Challenging and visible goals - 7.9 (7.5)
- * Planned learning opportunities - 7.9 (7.6)
- * Quality feedback - 7.8 (7.3)
- * Overcoming obstacles to learning - 8.0 (7.7)

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

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

North Sydney Boys High School acknowledges Aboriginal and Torres Strait Islander people as the First Peoples of Australia. We are committed to improving the educational outcomes and wellbeing of our Aboriginal and Torres Strait Islander students and staff, and establishing and maintaining effective, respectful and collaborative partnerships with Aboriginal and Torres Strait Islander parents/carers and community members.

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

North Sydney Boys High School is committed to the elimination of all forms of racial discrimination in the school. We endeavour to promote cultural safety and intercultural understanding, and implement programs and practices that are culturally inclusive and non-discriminatory. Our intention is for the school community, including students, parents/carers, staff and volunteers, to show respect for the cultural, linguistic and religious backgrounds of others and work together in ways that promote acceptance and harmony within the school environment.

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

North Sydney Boys High School recognises and values the cultural, linguistic and religious diversity of its students, parents/carers, staff and community members. The school employs inclusive teaching practices that recognise and respect the cultural, linguistic and religious backgrounds of all students and promote an open and tolerant attitude towards cultural diversity, different perspectives and world views. Our programs and practices foster harmony and wellbeing across the school community, countering racism and discrimination.

