

# 2022 Annual Report

## Randwick Boys High School



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# Introduction

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

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

## School contact details

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Randwick Boys High School

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Randwick, 2031

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## School vision

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

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

## School context

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

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

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

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

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

## Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. 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	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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

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

### Resources allocated to this strategic direction

**Professional learning:** \$42,500.00

**Low level adjustment for disability:** \$41,000.00

**Integration funding support:** \$145,500.00

**Aboriginal background:** \$1,700.00

**English language proficiency:** \$100,400.00

**Beginning teacher support:** \$15,000.00

**Socio-economic background:** \$3,700.00

**COVID ILSP:** \$110,000.00

### Summary of progress

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

The focus in 2023 will continue to embed consistent practice that focuses on Literacy and Numeracy across the whole school.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Improvement in the percentage of students in the top two bands to be above the school's lower bound in reading of 24.9%	21.8% of students achieved in the top 2 bands, almost achieving the lower bound target, in Reading.
Strategies implemented to meet the lower bound target continue to almost reach the target.	
Improvement in the percentage of students in the top two bands to be above the school's lower bound in numeracy of 38.9%	Numeracy 2022 NAPLAN results show 30.9% of Randwick Boys' High School students achieved in the top 2 bands.

<b>Expected Growth Literacy</b> Improvement in percentage of students achieving Expected Growth Literacy to be 2% above the school's baseline 65.1% (2020).	Expected growth cannot be calculated, as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
<b>Expected Growth Numeracy</b> Improvement in percentage of students achieving Expected Growth Numeracy to be 2% above the school's baseline 76.2% (2020).	Expected growth cannot be calculated, as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
<b>HSC top 2 bands</b> • Improvement in the percentage of students in the top two bands to be above the school's system-negotiated target baseline of 18.2%	There has been considerable improvement in the percentage of Year 12 students in the top two bands. In 2022, 24.2% of students achieved in the top two bands.
Improvement in percentage of HSC Band 4, 5 & 6 above the school's baseline of 54%.	Results for 2022 indicate that Randwick Boys' High School has 52% of students achieving in the top 3 bands.
<b>Attendance</b>  Improvement in student attendance of 2% above the school's baseline of 68.8%.	Attendance has consistently improved, following the 'learning from home' period. The growth has been slower than we would anticipate; however, a designated team is monitoring and analysing data as well as implementing strategies to improve attendance rates.
<b>Tell Them From Me Survey</b>  Improvement in student sense of belong above 71%, improvement explicit teaching practice and feedback above 8.6%.	Tell Them From Me data depicts a Sense of Belonging is particularly impressive in the senior school and with Year 7; however, there is a decline when looking at data in the middle years. We strive to meet the needs of all students, ensuring all students are known, valued and cared for at Randwick Boys' High School.

## Strategic Direction 2: Wellbeing

### Purpose

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

### Initiatives

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

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

### Resources allocated to this strategic direction

**Professional learning:** \$12,000.00

**English language proficiency:** \$30,000.00

**Low level adjustment for disability:** \$89,000.00

**Beginning teacher support:** \$7,500.00

**Aboriginal background:** \$5,000.00

**Socio-economic background:** \$30,000.00

**Integration funding support:** \$500.00

**Student support officer (SSO):** \$23,000.00

### Summary of progress

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

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

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
• Improvement in the percentage of students attending school greater than 90% of the time. Decrease in the number of students attending less than 80% of the time.	Individual Learning Plans assist staff to understand individual student needs and to use specific strategies to meet the learning needs of each student.  Game changer continues to identify and reward positive behaviour and learning outcomes.  Consent Lab presentations were deemed a success, when presented to parents and Guardians as well as specific year groups.
Improvement in the proportion of students reporting Expectations for Success, Advocacy and Sense of Belonging at School.	The Tell Them From Me data indicates growing sense of belonging to the school, particularly for senior students. Some students have taken longer to connect with the school following periods of 'learning from home'.

### Strategic Direction 3: Data Reflection

#### Purpose

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

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

#### Initiatives

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

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

#### Resources allocated to this strategic direction

**Socio-economic background:** \$12,250.00

**English language proficiency:** \$57,000.00

**Beginning teacher support:** \$2,500.00

**Low level adjustment for disability:** \$45,000.00

**Professional learning:** \$4,700.00

**Integration funding support:** \$25,000.00

**Aboriginal background:** \$2,000.00

: \$0.00

#### Summary of progress

Completing the CESE What Work Best module on data use built the capacity of staff to analyse data to make informed decisions about teaching and learning. Learning from home presented challenges, with all staff and students pivoting to this method of teaching and learning..

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

#### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
All staff engage in PL to enhance their understanding of the importance of the use of data. CESE Module: Utilising data to inform practice completed by at least 70% of teachers.	Most staff have engaged in the CESE module using data, to inform practice.
<b>HSC band distribution</b> <ul style="list-style-type: none"><li>• Percentage of students achieving top two bands 19.8% and top three bands 53.4%</li></ul>	Students achieving in the top three bands remains strong. Strategies are in place to raise the percentage of students in the top two bands.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$171,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Randwick Boys High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Expectations for Learning</li> <li>• HPGE Teaching and Learning</li> <li>• Sense of Belonging at School</li> <li>• Data skills and use</li> <li>• Literacy and Digital Technologies</li> <li>• Engaged Learners</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for targeted professional learning around Strategic programs initiated for student success.</li> <li>• staffing release to build teacher capacity around Positive Behaviour for Learning</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress.. Equitable access for all students to engage in the curriculum and extra curricular activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To strengthen student voice and build capacity to research appropriate goals for post school pathways</p>
<p>Socio-economic background</p> <p>\$45,950.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Randwick Boys High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Sense of Belonging at School</li> <li>• Data skills and use</li> <li>• Evaluation of Data</li> <li>• Literacy and Digital Technologies</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• employment of additional staff to ensure all students have access to all programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> equitable access for all students to engage in the curriculum and extra curricular activities. resourcing of materials to support students in having equitable access to the curriculum.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

<p>Socio-economic background</p> <p>\$45,950.00</p>	<p>to continue to support families financially so that they can engage in all school activities. employ additional SLSO's to support identified students. Engage with the new curriculum focusing on where the literacy and numeracy elements can be embedded.</p>
<p>Aboriginal background</p> <p>\$8,700.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Randwick Boys High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Expectations for Learning</li> <li>• Sense of Belonging at School</li> <li>• Data skills and use</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> strengthening of the tracking and monitoring of Aboriginal student attendance, and early intervention for students at risk. Aboriginal families are more engaged in the PLP process with authentic communication taking place.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to build upon relationships already evident in the school community</p>
<p>English language proficiency</p> <p>\$187,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Randwick Boys High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Expectations for Learning</li> <li>• HPGE Teaching and Learning</li> <li>• Sense of Belonging at School</li> <li>• Data skills and use</li> <li>• Literacy and Digital Technologies</li> <li>• Engaged Learners</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• additional staffing to implement Individual Educational Plans for all EAL/D students</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. Students are more confident with their written and spoken English Language proficiency.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to capitalise on teacher confidence and their capacity to design integrated units that reflect the needs of EAL/D learners.</p>

<p>English language proficiency</p> <p>\$187,400.00</p>	<p>EAL/D teacher will continue to support students in class and in small withdrawal groups as required.</p>
<p>Low level adjustment for disability</p> <p>\$175,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Randwick Boys High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Expectations for Learning</li> <li>• HPGE Teaching and Learning</li> <li>• Sense of Belonging at School</li> <li>• Data skills and use</li> <li>• Evaluation of Data</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  student progress showing high growth on the EAL/D learning progressions, with the majority of EAL/D students achieving expected or above expected growth.  EAL/D students are more confident and prepared to take risks with their language use</p> <p><b>After evaluation, the next steps to support our students will be:</b>  to capitalise on teacher confidence and their capacity to design integrated units that reflect the needs of EAL/D learners.  the identified next step is to transfer this practice across all key learning areas (KLAs).  ongoing professional learning will identify language and cultural demands across the curriculum.  personalised and targeted professional development will be provided to all staff</p>
<p>Professional learning</p> <p>\$59,200.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Randwick Boys High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Expectations for Learning</li> <li>• HPGE Teaching and Learning</li> <li>• Sense of Belonging at School</li> <li>• Data skills and use</li> <li>• Literacy and Digital Technologies</li> <li>• Engaged Learners</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Professional Learning to meet the specific initiatives in the School Plan and individual Personal Learning Plans</li> </ul> <p>Support staff with preomotion aspirations</p>

Professional learning \$59,200.00	<p><b>The allocation of this funding has resulted in the following impact:</b> increased capacity of all teachers to embed effective practices in the monitoring and support for student wellbeing. Increased capacity of all staff to embed effective practices in teaching modules, leading to improved outcomes for all.</p> <p><b>After evaluation, the next steps to support our students will be:</b> personalised and targeted professional learning in the form of mentoring and co-teaching to develop further differentiated teaching strategies</p>
Beginning teacher support \$25,000.00	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Randwick Boys High School during their induction period.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Expectations for Learning</li> <li>• Sense of Belonging at School</li> <li>• Data skills and use</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Developing staff skills in the early period of their careers.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff are comfortable and confident fulfilling their role, during the early period of their careers.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Staff have a sense of belonging to our school and the profession.</p>
COVID ILSP \$110,000.00	<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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Engaged Learners</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - through small group work</li> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the majority of students in the program achieved significant progress towards their individual learning goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continuation of small group tuition, with targeted students, focusing on Literacy and Numeracy.</p>
Student support officer (SSO) \$23,000.00	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Randwick Boys High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Sense of Belonging at School</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• SSO began in Term 4 and has been assisting disengaged students.</li> </ul>

<p>Student support officer (SSO)</p> <p>\$23,000.00</p>	<p><b>The allocation of this funding has resulted in the following impact:</b> SSO has been assisting students identified as needing assistance, not just students who attract additional funds but other students who need strategies with their behaviour and learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> As the SSO has only just begun, it is encouraging to report she has already embedded herself in our school.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	619	635	649	675
Girls	0	0	0	0

Student enrolments during 2022, were at their highest level in many years. We are hoping to maintain the current enrolment numbers over the coming years.

### Student attendance profile

School				
Year	2019	2020	2021	2022
7	94.0	93.9	91.0	87.0
8	90.3	93.3	90.8	86.2
9	87.9	91.7	89.2	86.7
10	87.7	90.7	84.8	81.1
11	86.5	90.6	84.8	80.1
12	90.7	89.6	85.1	86.7
All Years	89.7	91.8	87.8	84.5
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

The attendance patterns of Randwick Boys' students remains above the State average.

### 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

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

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

### Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	1	1	3
Employment	2	3	5
TAFE entry	3	4	20
University Entry	0	0	70
Other	0	0	2
Unknown	0	0	0

### Year 12 students undertaking vocational or trade training

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12.24% of Year 12 students at Randwick Boys High School undertook vocational education and training in 2022.

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

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100% of all Year 12 students at Randwick 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)	1
Head Teacher(s)	8
Classroom Teacher(s)	36
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	1.2
School Counsellor	1
School Administration and Support Staff	9.28
Other Positions	1

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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

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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

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

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

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,110,699
<b>Revenue</b>	8,935,023
Appropriation	8,525,714
Sale of Goods and Services	45,233
Grants and contributions	321,662
Investment income	14,451
Other revenue	27,963
<b>Expenses</b>	-8,806,885
Employee related	-7,571,303
Operating expenses	-1,235,582
<b>Surplus / deficit for the year</b>	128,138
<b>Closing Balance</b>	1,238,837

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

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	171,015
<b>Equity Total</b>	417,370
Equity - Aboriginal	8,661
Equity - Socio-economic	46,178
Equity - Language	187,380
Equity - Disability	175,151
<b>Base Total</b>	7,167,228
Base - Per Capita	163,989
Base - Location	0
Base - Other	7,003,238
<b>Other Total</b>	389,289
<b>Grand Total</b>	8,144,901

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

## School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

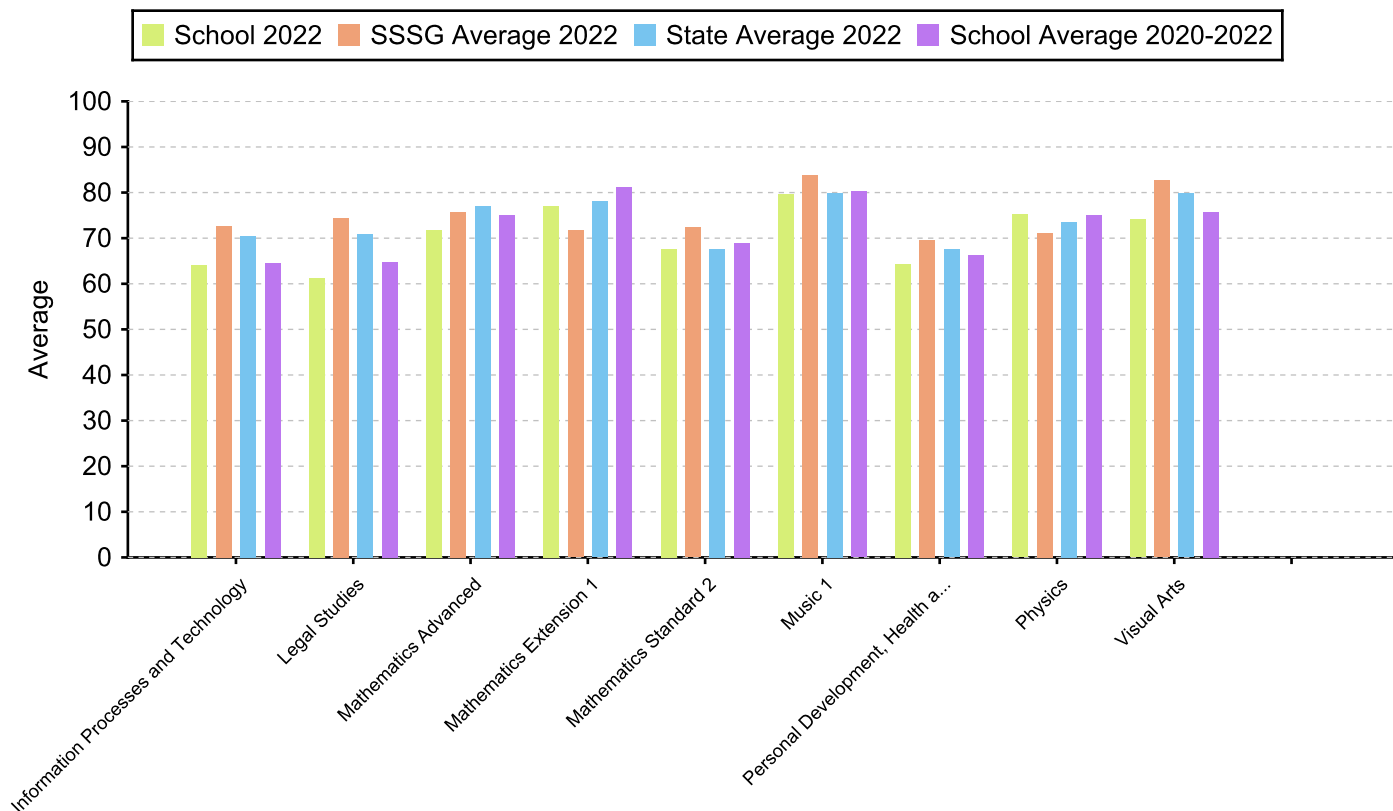
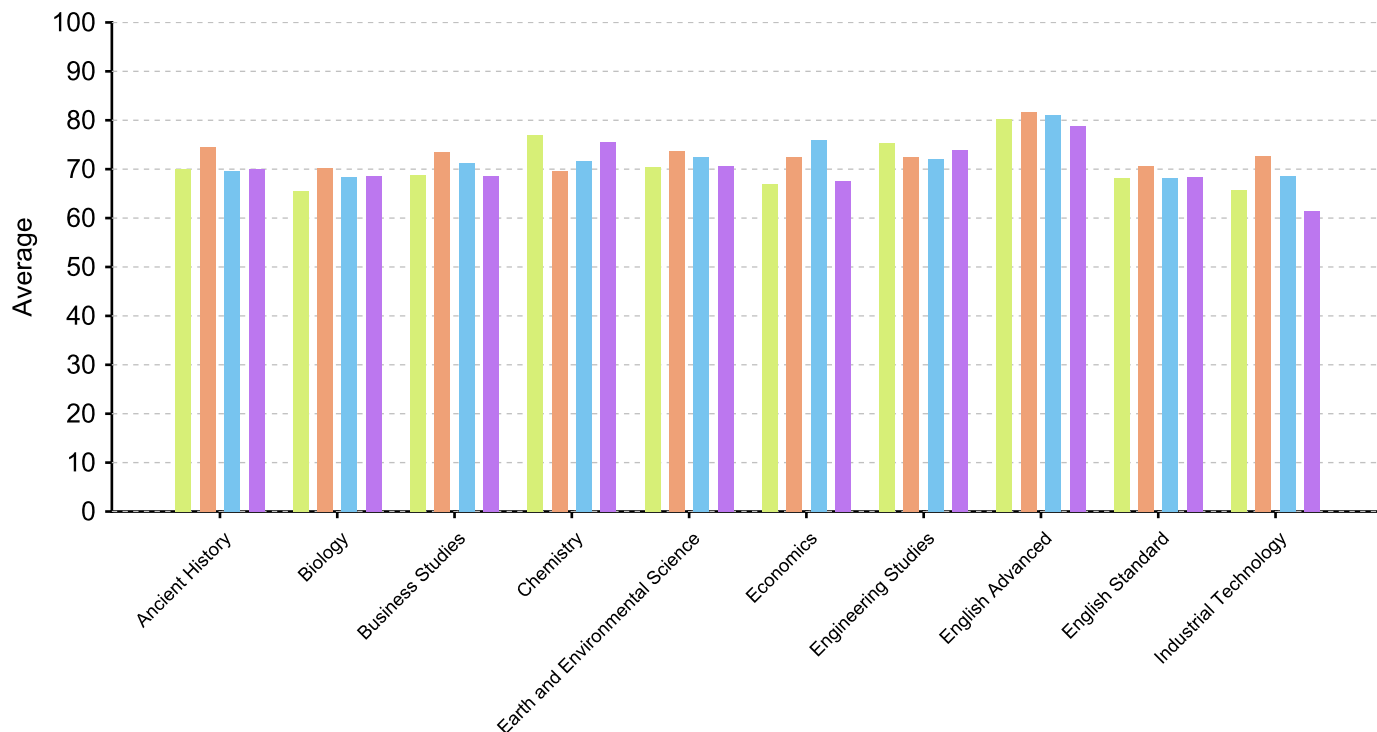
NAPLAN results continue to record students from Randwick Boys' High School performing above State and 'like' schools.

Results for current Year 7 students are a credit to local Primary Schools who have prepared students for success in their High School years.

## 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.



<b>Subject</b>	<b>School 2022</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2020-2022</b>
Ancient History	70.0	74.5	69.6	70.0
Biology	65.6	70.2	68.5	68.7
Business Studies	68.8	73.4	71.2	68.5
Chemistry	76.9	69.7	71.7	75.5
Earth and Environmental Science	70.5	73.8	72.5	70.7
Economics	67.0	72.6	76.0	67.7
Engineering Studies	75.3	72.5	72.0	73.9
English Advanced	80.2	81.6	81.0	78.9
English Standard	68.1	70.7	68.1	68.5
Industrial Technology	65.8	72.6	68.6	61.5
Information Processes and Technology	64.1	72.7	70.5	64.6
Legal Studies	61.3	74.4	70.8	64.7
Mathematics Advanced	71.8	75.7	77.1	75.1
Mathematics Extension 1	77.1	71.7	78.0	81.2
Mathematics Standard 2	67.6	72.3	67.6	69.0
Music 1	79.6	83.9	79.9	80.2
Personal Development, Health and Physical Education	64.3	69.7	67.5	66.3
Physics	75.2	71.1	73.5	75.1
Visual Arts	74.1	82.7	79.8	75.8

## Parent/caregiver, student, teacher satisfaction

The Parent/Guardian, student and teacher satisfaction report is compiled using anecdotal, as well as formal reporting measures, including the 'Tell them from me' surveys.

Parent/Guardian satisfaction is strong. Student satisfaction is mainly trending upwards, whilst teacher satisfaction with the profession, is trending downwards.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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