

2022 Annual Report

Liverpool Boys High School



8186

Introduction

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

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

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School vision

In 1964 the school developed this vision: "This school is dedicated to the advancement of learning, the development of character and the betterment of mankind." Whilst the language is outdated the sentiment remains true. In 2014 extensive staff and community consultation resulted in an updated vision statement: "Learning is the pathway of self-discovery, making connections with a constantly changing world in order to grow a successful future." The bedrock of both vision statements is high levels of literacy and numeracy for all students. The recent consultation with staff, students and community have reinforced these vision statements and they continue to underpin all our work to support our boys to be successful students by promoting the intellectual, physical, social, emotional, moral, spiritual, and aesthetic development and wellbeing of all our students.

School context

Liverpool Boys High School is a comprehensive boys school in the south west of Sydney. In 2020 it had 530 students, 88% from a language background other than English representing nearly 60 cultural groups. The school values are Respect, Responsibility and Learning. The school slogan is "We Choose our Success" drawing on the key principles of choice, personalisation and achievement.

The school has a strong commitment from staff to a culture of innovation including our vertical senior school, Project Based Learning and the Big Picture Education Australia academy. The school has received significant equity funding for many years. The school won the Australian Education Award for Best Government Secondary School in 2019 and was a finalist in the 2020 awards for Principal of the Year and Teacher of the Year. We also received the Excellence award for School of the Year and Curriculum Innovation of the Year for our Take Over project in partnership with the Sydney Opera House. The high-level areas of improvement relate to literacy and numeracy, embedding innovative practices including the measurement of capabilities and improving attendance, enrolment, and student well-being.

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>

Strategic Direction 1: Student growth and attainment

Purpose

Literacy and numeracy are the core skills for all learners to communicate, collaborate, develop values, think critically and create - both in school and beyond. A shared belief, responsibility and accountability across staff, students and parents/carers will enable a pathway of student success, growth and attainment in numeracy, reading and writing from year 7 to graduation and beyond.

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.

- Implement literacy and numeracy expectations in stage 4
- Whole school literacy and numeracy

Resources allocated to this strategic direction

Socio-economic background: \$575,000.00

Summary of progress

The Stage 4 Literacy and Numeracy team focused on the consolidation of processes and procedures in 2022. Year 7 participated baseline testing at the beginning of the year. The classroom teachers were then provided with this data to inform their understanding of their students and teaching practice. Students were also involved in workshops self-identifying literacy and numeracy levels as well as reflecting on their baseline levels and goal setting. 5 periods of explicit literacy and numeracy instruction was delivered to each Year 7 class each fortnight. The classroom teacher and the literacy and numeracy team then collected evidence of student achievement and all students were mapped to the expectations at the end of each term to determine progress. Regular meetings between the classroom teachers and the literacy and numeracy team were held to triangulate student data. End of year testing then occurred to determine students' levels informing their subject selection for 2023.

In writing there was a 37 percentage point decrease in the lowest level and a 12 percentage point increase in the higher levels. In reading there was a 14 percentage point decrease in the lowest level and a 20 point increase in the higher levels. In numeracy there was a 24 percentage point decrease in the lowest band and a 25 point increase in the higher bands. These are huge improvements in a 12-month period.

The Collaboration team have also been working whole school to explicitly support staff in embedding a focused approach to the teaching of literacy and across all years. All staff have had the opportunity to work cross faculties to engage in professional dialogue about opportunities for the explicit teaching of numeracy and literacy to improve student outcomes.

In 2022, the Collaborative team developed multiple resources for staff. These resources were unpacked at our whole school annual conference where the various collaborative groups were given the opportunity to share the data collected from their own research action conducted on a pilot Stage 4 and 5 project class. Staff were given the opportunity to work with a colleague in resource development and collegial observation and feedback. Work samples were collected and coded against the Stage 4 Literacy and Numeracy expectations. This expertise will now be continued in 2023 and will inform the Stage 6 subject selection process.

Teachers will continue to ascertain what the strengths and weaknesses of students are in terms of their literacy and numeracy learning and use the skills that they have acquired in 2022 to better track student progress and movement across the levels. In addition to the collection of data, the collaborative group will continue to support staff in the collection of work samples, deliver explicit teaching strategies for Literacy and Numeracy and intend to map literacy and numeracy skills against all projects in Stages 4 and 5.

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
The percentage of students who	Unable to report - No NAPLAN in 2020.

achieve expected growth in numeracy increases by 4 percentage points.	
The percentage of students who achieve expected growth in reading increases by 5 percentage points.	Unable to report - No NAPLAN in 2020.
The percentage of students who achieve top 2 bands in numeracy increases by 6 percentage points.	The number of students in the top 2 bands in numeracy increased by 8.4 percentage points - 2.4 points above the system target.
The percentage of students who achieve top 2 bands in reading increases by 7 percentage points.	The number of students in the top 2 bands increased by 4.8 percentage points, below the system target.
The percentage of students who achieve top 3 band result in the HSC increases by 7 percentage points.	In 2022 there was a 17.4 percentage point decrease from the baseline in the proportion of students attaining HSC results in the top three bands. COVID lock-downs impacts were multiplied by the vertical HSC model in the school.

Strategic Direction 2: Creating Innovative learning

Purpose

In a rapidly changing world education empowers students to forge successful pathways. Our students are given a breadth of choice through opportunities and experiences to develop passions and capabilities which will enable them to achieve success at school and in their future. The learning is deep, personalised and connected to the needs of the student and the broader 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.

- Build LBHS v2.0
- Develop student choice, passion and capability.

Resources allocated to this strategic direction

Socio-economic background: \$315,000.00

Professional learning: \$60,000.00

Summary of progress

In 2022 the school was able to successfully implement the LBHS v2.0 design. Students in years 7 and 8 undertook extensive support around Literacy and Numeracy and their levels were assessed (see SD 1 for results). Students reflected on their learning style, achievements and their ambitions, interests and passions to make a simple learning plan for the next 3 years. The boys were supported by teachers across this process as the start of a broader mentoring structure to be implemented in 2023. Each year group then attended a subject selection evening with a family member, attendance rates for families was between 80 and 90% across the year groups. At this the boys worked with staff and their families to understand their literacy and numeracy achievements and to have discussions about their passions, interest, and future ambitions. After this process students then made subject selections for all KLAs the following year. The next steps are to refine the LBHS v2.0 design and implementation and to increase mentoring support to students so all students are mentored and supported to create a learning and exit plan

We were able to successfully implement the new 5 level capability assessment frames into all stage 6 courses (except VET courses). All year 12 students received a capabilities credential. We worked extensively with Melbourne Universities' Assessment and Research Centre to develop the frames and test the reliability and validity of the data. The data has improved in reliability, however more work is required around consistency of judgement. Preparation was also made to implement the frames into all junior courses for 2023. Next steps are to assess capabilities across 7 - 12, to refine the frames and improve the consistency and reliability of the data. The REVIEW software that supports the data will be improved to allow students to see their achievements in KLA and in capabilities to support mentoring around future choices.

The school worked in partnership with the Sydney Opera House to deliver Take Over 2. All students from years 7 - 10 engaged with teachers and teaching artists to explore their own passions around the creative theme - "From destruction comes creation". The final products were displayed at a whole school exhibition. The next steps are to embed the pedagogy into everyday practice as appropriate across the school including the development of passion based courses.

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
Years 7 -9 develop learning goals with a mentor. Years 10 -12 have learning goals and an exit plan.	All students in years 7 - 9 developed a learning goal in collaboration with parents and staff, and used this to choose courses for the following year. All students in years 10 - 12 began an exit plan.
Processes in place for consistency of judgement of capabilities across the school. Capabilities certificate accepted for early entry at WSU.	The school developed processes to measure capabilities across 7 -12 and began the professional learning required to achieve consistency.

Strategic Direction 3: Community Learning and School Well being

Purpose

Our school is an integral part of the local community and caters for all students who live within our catchment. We are both responsive to the community needs and lead the community in understanding the opportunities offered at LBHS. We will continue to grow deep partnerships with local business, industry, educational institutions and parents. We need to strengthen academic, emotional and physical well-being because these are at the core of creating a learning community. This will enable our students to grow their passions and interests and become successful contributors to our 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.

- Improve attendance and cater for all students in the catchment
- Parent engagement, educational and business links and future school planning
- Wellbeing

Resources allocated to this strategic direction

Socio-economic background: \$350,000.00

Refugee Student Support: \$6,400.00

English language proficiency: \$450,000.00

Integration funding support: \$35,000.00

Low level adjustment for disability: \$375,000.00

Aboriginal background: \$10,000.00

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

Flexible Funding for Wellbeing Services: \$50,000.00

Summary of progress

In 2022 the school continued the successful attendance pilot. Parents were contacted by phone every day their son was absent. The response from parents was very positive. In term 3 the school ran a workshops for parents about how they support their son to improve their attendance, 45 parents attended. Their feedback was very positive and particularly liked the practical strategies suggested. In 2023 the school plans to employ an Attendance Officer - Grade 5/6 to deepen the work and connect with more families to work in partnership to improve attendance.

The school maintains strong relationships with UTS, WSU and the University of Melbourne. The school is a partner with the Liverpool Innovation Precinct (LIP) and is strongly represented on the Education sub committee to reconceptualise education in Liverpool. The school works in partnership with Liverpool Girls High School on this initiative. The next steps are to develop an understanding of how to create pathways for young people with the LIP partners based on their skills and capabilities.

In 2022 the school embedded the community groups and used these as a vehicle for student leaders, wellbeing support and mentoring of students. The next steps are to employ mentors to work with teachers and students to mentor students around their well-being and future pathways.

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
The percentage of students who have 90% or more attendance increases by 4 percentage points.	In 2022 there was a 25.9 percentage point decrease from the baseline in the proportion of students with an attendance rate of 90% or more, yet overall attendance rates were close to state average and differed by -2.6%.
Enrolments increase by 4 percentage points.	Enrollments fell in 2022.
An increase in students feeling	The number of students feeling supported and respected increased by 5

supported and respected, and having an adult for advocacy by 6 percentage points.

percentage points. The number of students having an adult for advocacy increased by 13 percentage points.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$6,400.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • engagement of a refugee support leader to coordinate personalised support for students and families from refugee backgrounds. • intensive English language and learning support to increase educational outcomes for students. <p>The allocation of this funding has resulted in the following impact: Students have been supported with their learning and well-being.</p> <p>After evaluation, the next steps to support our students will be: Engage parents to support student learning and well-being.</p>
<p>Integration funding support</p> <p>\$35,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Liverpool Boys High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs. • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs). • implementation of targeted programs to differentiate teaching and learning programs. <p>The allocation of this funding has resulted in the following impact: Students have been supported in their learning and well-being.</p> <p>After evaluation, the next steps to support our students will be: Continue to refine plans and supports</p>
<p>Socio-economic background</p> <p>\$1,240,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Liverpool 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"> • Implement literacy and numeracy expectations in stage 4 • Whole school literacy and numeracy • Build LBHS v2.0 • Develop student choice, passion and capability. • Improve attendance and cater for all students in the catchment • Parent engagement, educational and business links and future school planning • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through to support student learning.

<p>Socio-economic background</p> <p>\$1,240,000.00</p>	<ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy program implementation. <p>The allocation of this funding has resulted in the following impact: All students in year 7 and 8 were supported to increase their Literacy and Numeracy levels, with most students moving up at least 1 level. All students engaged in learning goals collaboration with parents and teachers to select subjects for the following year. See Strategic Directions for details.</p> <p>After evaluation, the next steps to support our students will be: Continue to support year 7 and 8 students, and targeted support to students in years 9 and 10. Increase mentoring of students around choices.</p>
<p>Aboriginal background</p> <p>\$10,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Liverpool 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"> • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans. <p>The allocation of this funding has resulted in the following impact: All Aboriginal students have a Personalised Learning Plan</p> <p>After evaluation, the next steps to support our students will be: Promote Aboriginal culture across all aspects of the school.</p>
<p>English language proficiency</p> <p>\$450,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Liverpool 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"> • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives. • provision of additional EAL/D support in the classroom and as part of differentiation initiatives. • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds. • additional staffing intensive support for students identified in beginning and emerging phase. <p>The allocation of this funding has resulted in the following impact: Ongoing support for EAL/D students. Professional Learning for staff.</p> <p>After evaluation, the next steps to support our students will be: Continue to support students across the school and increase professional learning for all staff.</p>
<p>Low level adjustment for disability</p> <p>\$375,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Liverpool 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</p>

<p>Low level adjustment for disability</p> <p>\$375,000.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students. • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting. • providing support for targeted students within the classroom through the employment of School Learning and Support Officers. <p>The allocation of this funding has resulted in the following impact: Continuation of support for students with improvements in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: Continue to support students across the school and increase professional learning for all staff.</p>
<p>Professional learning</p> <p>\$60,000.00</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 Liverpool 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"> • Develop student choice, passion and capability. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Run whole school take Over across 3 weeks in collaboration with the Sydney Opera House. <p>The allocation of this funding has resulted in the following impact: Build staff capacity in teaching creativity. Students expressed their creativity and were able to express their passions through creativity.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide opportunities for students to improve creativity, and for staff to use creativity learning principles in their classrooms.</p>
<p>COVID ILSP</p> <p>\$452,529.00</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. • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups. • providing targeted, explicit instruction for student groups in literacy/numeracy. • employing/releasing staff to coordinate the program. • development of resources and planning of small group tuition. • employment of additional staff to support the monitoring of COVID ILSP funding. <p>The allocation of this funding has resulted in the following impact: Over 50 students were supported to improve their literacy and numeracy. All students improved their level of Literacy and/or numeracy - see Strategic</p>

<p>COVID ILSP</p> <p>\$452,529.00</p>	<p>Direction 1 for details</p> <p>After evaluation, the next steps to support our students will be: Continue to provide small group and individual tuition for targeted students.</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 Liverpool 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"> • Wellbeing <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Employment of an Student Support Officer (SSO). <p>The allocation of this funding has resulted in the following impact: Support for the well-being and mental health for students. Coordination and running of programs for targeted students in areas such as anger management, and dealing with grief and loss.</p> <p>After evaluation, the next steps to support our students will be: Continue to support targeted students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	543	519	499	500
Girls	0	0	0	0

Student attendance profile

School				
Year	2019	2020	2021	2022
7	88.8	90.1	88.2	85.3
8	88.3	88.9	84.9	77.8
9	84.1	89.4	83.7	77.3
10	74.5	85.5	80.8	73.1
11	88.4	84.9	81.6	82.3
12	87.2	91.5	79.9	77.7
All Years	84.7	88.3	83.1	79.1
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	N/A	N/A	10
Employment	50	78	24
TAFE entry	N/A	N/A	26
University Entry	N/A	N/A	26
Other	N/A	N/A	13
Unknown	50	22	1

Year 12 students undertaking vocational or trade training

34.27% of Year 12 students at Liverpool Boys High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

56.7% of all Year 12 students at Liverpool 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)	8
Classroom Teacher(s)	29.7
Learning and Support Teacher(s)	2.2
Teacher Librarian	1
Teacher ESL	3.2
School Counsellor	0.8
School Administration and Support Staff	9.08
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.

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	1,149,524
Revenue	9,420,230
Appropriation	9,149,154
Sale of Goods and Services	167,569
Grants and contributions	86,667
Investment income	13,040
Other revenue	3,800
Expenses	-8,981,342
Employee related	-7,856,232
Operating expenses	-1,125,110
Surplus / deficit for the year	438,888
Closing Balance	1,588,412

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	60,859
Equity Total	1,905,542
Equity - Aboriginal	10,354
Equity - Socio-economic	1,085,823
Equity - Language	446,911
Equity - Disability	362,454
Base Total	6,088,678
Base - Per Capita	126,037
Base - Location	0
Base - Other	5,962,641
Other Total	491,157
Grand Total	8,546,235

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

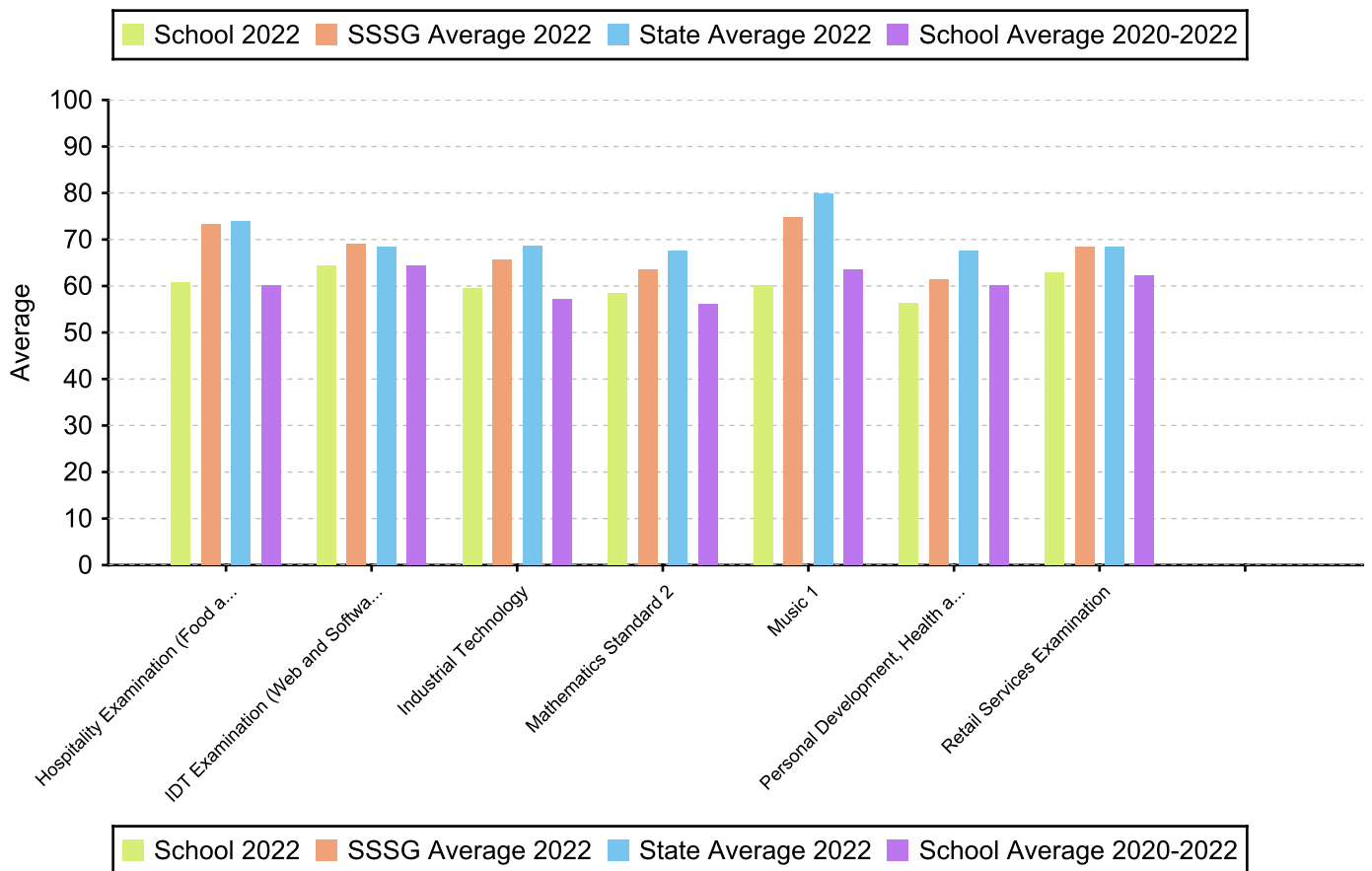
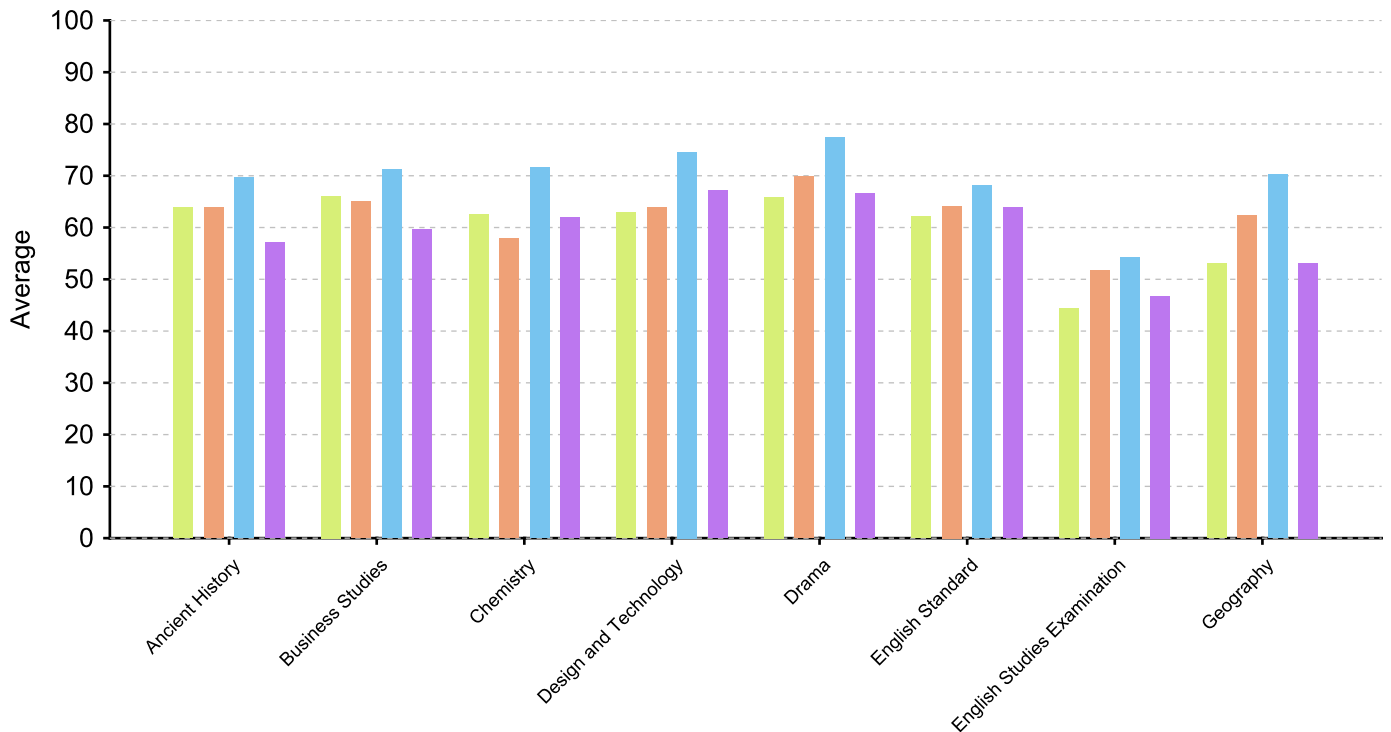
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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
Ancient History	63.9	63.8	69.6	57.1
Business Studies	66.1	65.0	71.2	59.7
Chemistry	62.5	57.9	71.7	62.0
Design and Technology	62.9	63.9	74.6	67.2
Drama	65.9	69.9	77.5	66.6
English Standard	62.1	64.2	68.1	63.8
English Studies Examination	44.3	51.7	54.3	46.8
Geography	53.1	62.3	70.2	53.1
Hospitality Examination (Food and Beverage)	60.8	73.4	74.0	60.2
IDT Examination (Web and Software Applications)	64.4	69.0	68.4	64.4
Industrial Technology	59.5	65.6	68.6	57.1
Mathematics Standard 2	58.4	63.4	67.6	56.1
Music 1	60.2	74.7	79.9	63.5
Personal Development, Health and Physical Education	56.4	61.4	67.5	60.2
Retail Services Examination	62.9	68.4	68.4	62.3

Parent/caregiver, student, teacher satisfaction

In late term 2 2022, the school collected information from students around their interests, passions and preferred learning styles as part of the subject selection process. We also asked the students (7-9) to reflect on their current learning.

- 97% of all boys gave at least 1 project 4 or 5 stars (100% of years 8 and 9).
- 85% of all ratings for all projects received 3 or more stars, up from 82% in 2020.
- 75% of boys said their teacher had high expectations across all projects, up from 69% in 2020.
- 64% of boys said they feel supported and respected at school up from 59% in 2020.
- 50 % of boys said they had an adult to talk to at school for advice or encouragement, up from 37% in 2020.

The data shows that most students are satisfied with their learning and the well-being support they get at school. The improvements in the number of students who have an adult to talk with showed excellent growth mainly due to the introduction of Community Groups. We expect this to further improve as we embed the mentoring processes.

Our parents consistently provide positive feedback at events across the year. 80 - 90% of parents attended our subject selection evenings from years 7 to 9 and gave very positive feedback around the choices the school offers and the support and mentoring of students. We ran a parent workshop around improving attendance with 45 (10 - 15%) parents present. The parents' feedback was very positive and they appreciated the strategies presented at the workshop.

The teachers were highly involved with school processes and 70% of staff attended part or all of the weekend school conference providing positive feedback. When asked about wellbeing sessions 68% of staff gave the sessions 4 or 5 stars for quality and the strategies they could adopt. Many staff commented on the positive culture of the school and the freedom they feel to speak openly.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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