

2022 Annual Report

Birrong Boys High School



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Introduction

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

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

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School vision

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

School context

Birrong Boys High School is an inclusive school which values every student equally. Our school is situated in the Bankstown area, next to a major rail line linking to the city and regional centres. The student population is 397. Boys from Arabic, Asian and Islander backgrounds form the majority. Consequently, school resources focus on literacy to meet the needs of the highly aspirant school community.

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

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

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

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

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

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

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

Self-assessment and school achievement

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

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

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

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

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Reading and Numeracy
- Wellbeing and engagement

Resources allocated to this strategic direction

Integration funding support: \$8,898.25

English language proficiency: \$34,476.30

Socio-economic background: \$250,600.68

Professional learning: \$33,316.80

Student support officer (SSO): \$96,056.70

Low level adjustment for disability: \$92,327.40

Summary of progress

The focus of this initiative was on High Impact Professional Learning that was aimed at supporting staff to include targeted literacy and numeracy skills in their teaching and learning. In Term 1, literacy and numeracy lessons continued for Stage 4 students. At the beginning of Term 2, the senior executive reviewed external data to identify focus areas to improve reading and numeracy skills. A HIPL timeline was devised that focused on Professional Learning, linking to our identified areas of focus (Reading comprehension, Creating texts, Number Sense and Algebra). Mid Term 2, all teachers were supported by Professional Learning that was led by the DP to analyse data sources (Check In, Best Start, PAT, NAPLAN). In Terms 3 and 4, a whole school focus on spelling was implemented with Year 8 students. Staff also completed the HSC Nibbles series and HSC Strategy PL to improve student achievement in Year 12.

In terms of Wellbeing and engagement, the addition of a Student Support Officer (SSO) allowed for numerous programs that targeted all aspects of student wellbeing. These included mentoring and mental health workshops. The PBL (Positive Behaviour Learning) team continued its focus on leading whole school sessions relating to our behaviour management, fractional truancy and anti-bullying policies. Students were also involved in anti-bullying and mentoring workshops.

Next year in this initiative, we will work with staff to establish a process to provide them with effective feedback on the implementation of their teaching and learning programs. This will support further improvement in teaching practices across the school.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
A minimum uplift of 6.7% from the baseline in Year 7 and 9 students achieving the top two bands in NAPLAN Reading.	2022 NAPLAN data indicates 2.04% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 1.26%.
Increase the percentage of students achieving expected growth in NAPLAN to above the system negotiated target baseline of 46.9% for reading.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, PAT data indicates strong growth in student achievement and skills in reading. In Year 7, 78% of students showed improvement, in Year 8 75% of students showed improvement and in Year 9 64% of students

Increase the percentage of students achieving expected growth in NAPLAN to above the system negotiated target baseline of 46.9% for reading.	showed improvement in reading comprehension skills.
A minimum uplift of 10.2% from the baseline in Year 12 students achieving in the top three bands of the HSC.	10.24% of students attained results in the top three bands demonstrating progress towards the lower bound target.
A minimum uplift of 8.5% from the baseline in students attending > 90% of the time.	The number of students attending greater than 90% of the time or more has decreased by 14% to 26.52%.
A minimum uplift of 4.5% from the baseline in TTFM Wellbeing data (student satisfaction).	<p>Data shows that student satisfaction is at 65.60%, an increase of 6.28%% from 2021 (59.32%) and an uplift of 5.5% from the baseline (60.10%)</p> <p>Tell Them From Me data shows students value positive teacher relationships (6.6) which is higher than the NSW government norm of 5.7. Student sense of belonging is at 61%.</p>
A minimum uplift of 6.5% from the baseline in Year 7 and 9 students achieve the top two bands in NAPLAN Numeracy.	2022 NAPLAN data indicates 2.00% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target of 2.42%.
Increase the percentage of students achieving expected growth in NAPLAN to above the system negotiated target baseline of 65.7% in numeracy.	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p> <p>However, internal assessment in Numeracy indicates growth in student achievement. 58% of Year 7 students showed improvement in using fractions, decimals and percentages. There was a 15.4% increase in Year 8 student performance in measurement & geometry and a 4.4% growth in statistics & algebra. There was also a 10.2% increase in Year 9 student performance in measurement & geometry.</p>

Strategic Direction 2: Data driven practice

Purpose

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

Initiatives

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

- Data driven practices
- Personalised Learning

Resources allocated to this strategic direction

English language proficiency: \$101,766.00

Integration funding support: \$26,694.75

Low level adjustment for disability: \$195,365.10

Socio-economic background: \$168,179.58

Aboriginal background: \$7,983.94

Professional learning: \$8,329.20

Summary of progress

This initiative saw a focus on analysing external and internal data sources to personalise learning for students. DP worked with the LST (Learning Support Team) to identify students who required extra assistance with their literacy and numeracy skills. These students were involved in our Learning Hub and Reading programs. All data was shared with all staff. This triangulation of data sources indicated the need for continued focus on whole school Literacy and Numeracy, in particular, aspects such as inferential and literal questioning, vocabulary as well as multiplicative and additive strategies. Professional Learning was delivered by DP, which included accessing SCOUT data, the importance of using this data to inform teaching practices and modifying teaching and learning programs. DP also identified students with EAL/D and NCCD needs and these students were supported through various school academic and wellbeing programs.

Our explicit focus on differentiation and modifying programs to include Literacy and Numeracy Progressions will be the 'Focus' in 2023.

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
Using 2021 baseline (60%), an additional 10% of targeted students will demonstrate a 0.4 growth when comparing start year to end year scale scores in the Progressive Achievement Test (PAT) in reading comprehension.	Our focus on Understanding Texts, in particular inferential and literal comprehension, saw 75% of our Year 8 cohort demonstrated a growth in their reading skills. Of these students 100% showed a 0.4% growth. This will be our continued focus in 2023, along with concentrating on the 10% of Year 8 students who had negative growth and the 4% that had no growth.
Using 2021 baseline (60%), an additional 10% of Year 7 (2021) student group will achieve within the expected end of year progression for Understanding texts (UnT7 & UnT8) and Creating texts (CrT7 & CrT8).	The percentage of students (Year 7-2021 group) achieving expected growth in the Literacy progression for Understanding Texts (UNT 7) was 77%.
Using 2021 baseline (60%), an additional 10% of Year 7 (2021) student group will achieve within the expected	The percentage of students (Year 7-2021 group) achieving expected growth in the Numeracy progression Number Sense was 73%

end of year progression for Number Sense and Algebra.	
100% of teachers agree that they use results from formal assessment tasks to inform teaching (TTFM).	<p>An internal survey completed by staff showed that 60% agreed and 40% strongly agreed that they use assessment data to assess how well students have learnt the topic.</p> <p>This is furthered in our TTFM data which indicates a school score of 8.2 in regards to teachers in our school using formal assessments/data to inform teaching. This is above the NSW government norm of 7.8. Additionally, a score of 8.7 indicates the use assessment tasks to understand where students are having difficulty (an increase from 8.1-2021) and above the NSW government norm of 7.8.</p>
100% of teachers agree that they provide effective feedback on how students can improve their performance on formal assessment tasks (TTFM).	<p>An internal survey completed by staff showed that 70% of staff agreed and 30% strongly agreed that they provide feedback to students on their learning and ensure that they have understood this feedback.</p> <p>This is furthered in our TTFM data which indicates a score of 8.2 in regards to teachers providing effective feedback to students. This has increased from 7.1 in 2021 and is above the NSW government norm of 8.0.</p>

Strategic Direction 3: Effective collaboration

Purpose

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

Initiatives

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

- Explicit teaching
- Staff collaboration

Resources allocated to this strategic direction

Professional learning: \$8,329.20

Socio-economic background: \$375,901.02

Summary of progress

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

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

Feedback from teachers shows that this practice is a beneficial one. Our peer observations will continue in 2023. More focus will be placed on differentiating work for all levels of learning, including teacher's sharing their practice to the whole staff.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
100% of permanent teachers to participate in Lesson Study.	100% of permanent teachers participated in observations with the emphasis on explicit teaching strategies and differentiation. An internal survey showed that 100% of staff agreed that they saw our whole school approach to peer observations as a beneficial practice.
All new scheme teachers aligned to a coach mentor.	100% of our new scheme teachers nominated a mentor and scheduled meeting times. 100% of our new scheme teachers also completed their Accreditation to become Proficient.
100% of teaching staff agree that Collaboration is common practice in our school (TTFM).	The TTFM data shows score of 7.8 in terms of collaboration being a common practice in our school. This is an increase from 7.2 in 2021. Specifically, a score of 8.1 shows that teachers talk with other teachers about strategies to increase student engagement and a score of 8.0 shows that teachers share resources.
100% of teaching staff agree that explicit Teaching Strategies are embedded in their teaching (TTFM).	The TTFM data indicates a school score of 8.2 in terms of staff including explicit teaching strategies in their lessons. This is an increase from the 7.7 score in 2021 and is also above the NSW government norm of 7.9. More specifically, a school score of 8.1 (7.9-2021) shows that teachers set high expectations for learning and school score 6.8 indicates that students believe important concepts are taught well. This is above the NSW government norm of 6.3. In terms of explicit teaching, a school mean of 6.8

100% of teaching staff agree that explicit Teaching Strategies are embedded in their teaching (TTFM).	indicates that students feel instruction has a clear purpose and is well-organised. This is above the NSW government norm of 6.4.
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$35,593.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Birrong Boys High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>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"> • Reading and Numeracy • Data driven practices • Personalised Learning <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 • implementation of targeted programs to support student learning <p>The allocation of this funding has resulted in the following impact: all eligible students being supported with their literacy and numeracy skills. Teaching strategies were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. Our Reading programs saw improvement in identified students. 83% of Year 7 student's who completed the program showed improvement. Individual student growth varied from a 3% to 112% improvement in reading. 100% of the Year 8 students and 100% of the Year 9 students who completed the program showed improvement in their reading. In Year 8, individual student growth ranged from 16% to 91% improvement. In Year 9, this individual improvement ranged from 8% to 25%.</p> <p>After evaluation, the next steps to support our students will be: to continue with programs that target student skills. The Reading program for identified Year 7, 8 and 9 students will continue in 2023. The use of integration funding will be adjusted throughout the year in response to student program reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$794,681.28</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Birrong Boys High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>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"> • Reading and Numeracy • Wellbeing and engagement • Data driven practices • Personalised Learning • Explicit teaching • Staff collaboration <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Literacy and Numeracy/Wellbeing focus and support identified students with additional needs • professional development of staff in relation to SCOUT to support student learning • employment of additional staff to support Reading/Wellbeing program implementation. <p>The allocation of this funding has resulted in the following impact: In terms of our Literacy and Numeracy (NAPLAN) results:</p> <ul style="list-style-type: none"> - Year 7 students achieving above the SSSG in grammar and punctuation - Year 7 students achieving above the SSSG in spelling

<p>Socio-economic background</p> <p>\$794,681.28</p>	<p>In terms of our wellbeing programs:</p> <ul style="list-style-type: none"> - students who were subject to bullying decreased by 6%, from 33% in April to 28% in September - respect and positive behaviour, data shows that students who do not get in trouble at school for disruptive or inappropriate behaviour increased from 85% in April to 91% in September <p>After evaluation, the next steps to support our students will be: continuing to engage the literacy, numeracy and wellbeing coordinators to support our trajectory towards achieving targets.</p>
<p>Aboriginal background</p> <p>\$7,983.94</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Birrong Boys High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>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"> • Personalised Learning <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 • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: Year 7 Indigenous students answering 50.7% of reading questions and 45.7% of numeracy questions correctly. In Year 8 our Indigenous students answered 49.3% of the reading questions and 37.4% of the numeracy questions correctly. Analysis of NAPLAN results show that Year 7 Indigenous students had an average score of 508.6 in Reading and 533.6 in Numeracy. Year 9 Indigenous students achieved an average of 446.7 in Reading and 477.3 in Numeracy.</p> <p>After evaluation, the next steps to support our students will be: to continue to deliver differentiated and personalised support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$136,242.30</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Birrong Boys High School.</p> <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"> • Reading and Numeracy • Data driven practices • Personalised Learning <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 <p>The allocation of this funding has resulted in the following impact: all eligible students being supported with their literacy. Our Learning Hub groups showed that 86% of the Year 8 students and 78% of the Year 9 students demonstrated the elements in Understanding Texts. *** All Year 7/8****</p> <p>After evaluation, the next steps to support our students will be: capitalise on teacher confidence and their capacity to design units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to</p>

English language proficiency \$136,242.30	each teacher in the form of mentoring, co-teaching and co-planning.
Low level adjustment for disability \$287,692.50	<p>Low level adjustment for disability equity loading provides support for students at Birrong Boys High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>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 and engagement • Data driven practices • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs • 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 • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - our Year 7 cohort receiving SLSO support in all their English, Maths, Science and History/Geography lessons - 100% of students in Years 7-9 who completed the Learning Hub program were moved to having achieved the Learning Progressions (UnT & AdS) in PLAN2. - 100% of students identified as cognitive (NCCD) showed improvement and were noted as having sometimes achieved the Learning Progressions (Understanding texts/Additive & Multiplicative strategies). - 100% of students identified as social/emotional (NCCD) stated that the wellbeing programs were beneficial. 82% of students stated that they felt supported by their mentor. <p>After evaluation, the next steps to support our students will be: to continue to deliver various learning and wellbeing programs in support of our students needs.</p>
Professional learning \$49,975.20	<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 Birrong 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"> • Reading and Numeracy • Personalised Learning • Explicit teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to explicit teaching strategies • engaging specialist teacher to unpack SCOUT data <p>The allocation of this funding has resulted in the following impact: increased capacity of teacher to access SCOUT data, analyse cohort results and embed explicit teaching practices in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: continued personalised and targeted professional learning in the form of co-</p>

Professional learning \$49,975.20	teaching.
COVID ILSP \$81,549.00	<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>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"> • After school tutorials which focused on Literacy and Numeracy skills <p>The allocation of this funding has resulted in the following impact: growth in terms of literacy and numeracy for the students who attended these lessons. In addition to this, parents and students also indicated that these lessons provided an opportunity to further develop skills.</p> <p>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.</p>
Student support officer (SSO) \$96,056.70	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Birrong 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 and engagement <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Breakfast Club • Mental Health with Canterbury Bulldogs • Linked Up • PIP <p>The allocation of this funding has resulted in the following impact: Analysis of TTFM data shows that 61% of students have a sense of belonging at school. A school mean of 6.3 indicated that students are able to identify someone at school who provides encouragement (compared to NSW government norm of 6.0). In addition, a school mean of 6.6 indicated that students feel teachers are responsive to their needs (compared to NSW government norm of 5.7). Overall, student survey responses for each of these programs shows that they find them beneficial and would recommend them to other students.</p> <p>After evaluation, the next steps to support our students will be: to continue to provide opportunities which supplement our wellbeing practices and focus in 2023.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	374	372	381	370
Girls	0	0	0	0

Student attendance profile

School				
Year	2019	2020	2021	2022
7	89.0	86.3	89.2	82.3
8	87.2	79.5	81.7	80.0
9	84.1	84.8	83.4	71.6
10	80.2	79.0	83.4	73.5
11	80.1	75.6	76.6	72.9
12	84.4	78.4	80.5	73.3
All Years	84.3	80.6	82.5	75.6
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	1	0	4
Employment	1	0	5
TAFE entry	1	0	6
University Entry	0	0	78
Other	4	4	5
Unknown	1	4	2

Year 12 students undertaking vocational or trade training

44.07% of Year 12 students at Birrong Boys High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

79.7% of all Year 12 students at Birrong 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)	7
Classroom Teacher(s)	28
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	10.38
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	1,622,651
Revenue	8,079,796
Appropriation	7,969,136
Sale of Goods and Services	47,496
Grants and contributions	51,787
Investment income	4,388
Other revenue	6,989
Expenses	-7,715,381
Employee related	-6,529,880
Operating expenses	-1,185,501
Surplus / deficit for the year	364,415
Closing Balance	1,987,066

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	35,593
Equity Total	1,226,601
Equity - Aboriginal	7,984
Equity - Socio-economic	794,682
Equity - Language	136,242
Equity - Disability	287,693
Base Total	5,805,731
Base - Per Capita	96,271
Base - Location	0
Base - Other	5,709,460
Other Total	455,788
Grand Total	7,523,713

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

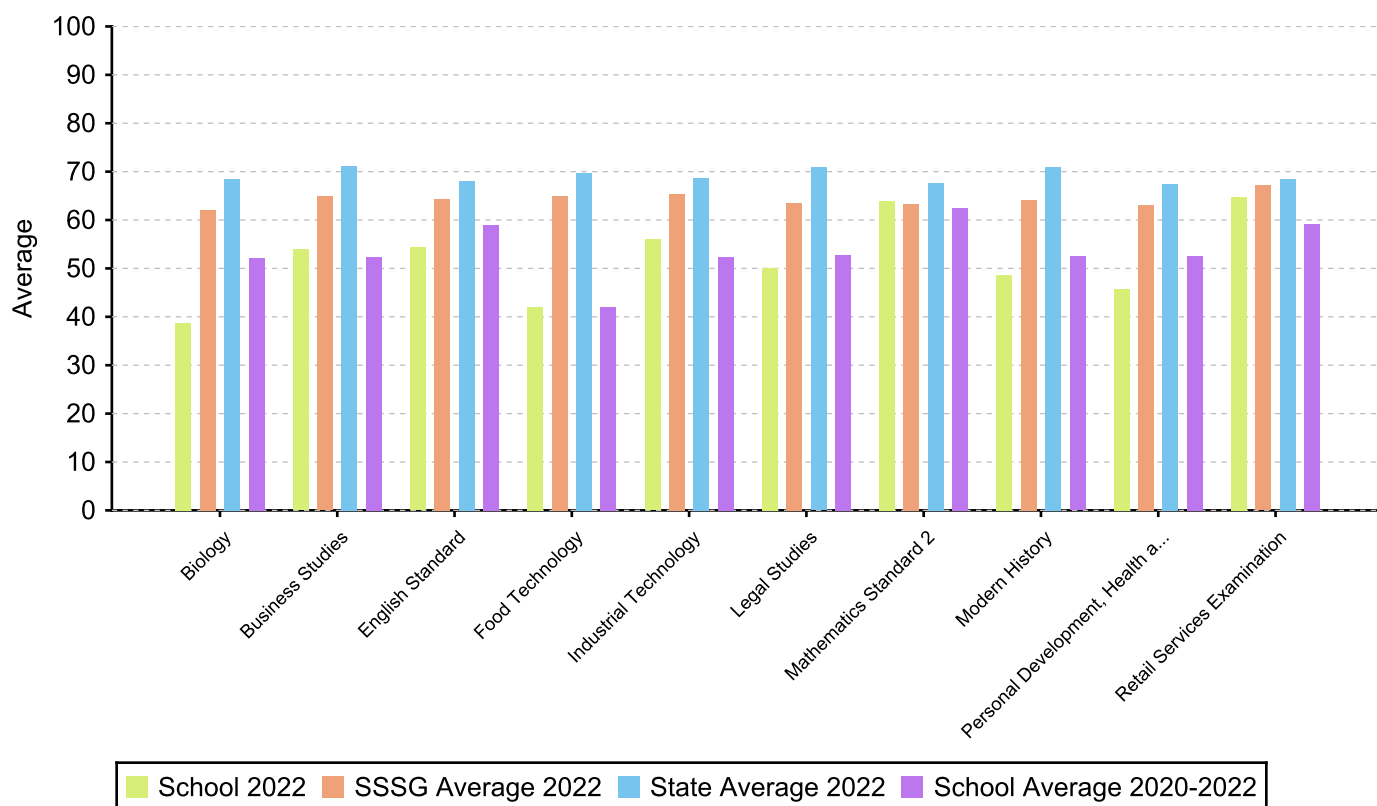
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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	38.7	62.1	68.5	52.1
Business Studies	53.9	64.9	71.2	52.4
English Standard	54.3	64.3	68.1	59.0
Food Technology	42.0	64.9	69.7	42.0
Industrial Technology	56.0	65.4	68.6	52.3
Legal Studies	50.1	63.5	70.8	52.8
Mathematics Standard 2	64.0	63.3	67.6	62.4
Modern History	48.6	64.2	70.9	52.5
Personal Development, Health and Physical Education	45.7	63.1	67.5	52.6
Retail Services Examination	64.8	67.1	68.4	59.2

Parent/caregiver, student, teacher satisfaction

In 2022, 223 students, across the Year 7-12 range, engaged in the Tell Them From Me survey. The results of this survey provided our learning and wellbeing teams, with some vital information in terms of the development and implementation of suitable programs to meet the needs of our students. Some key areas of concern which will continue to receive ongoing attention are around enhanced levels of overall sense of belonging for our students. Conversely, there were many areas of positivity amongst our young people, many areas whereby our students provided positive responses at levels higher than other students in NSW. Some such areas, focusing on personal motivation include; participation in sport, intellectual engagement, interest and motivation in learning. Other areas involving student's positive perception of our school include; effective learning time, relevant instruction, explicit teaching strategies and feedback, positive teacher/student relationships and positive learning culture are excellent indicators of our ongoing success in terms of programs focused on learning, social and emotional wellbeing strategies.

Parents have continued to feel they are welcomed when they visit the school, they are able to easily speak with their son's teachers, Year Advisors, Careers Advisor Counsellor, Deputy Principal, Principal and to any other staff at any time permissible. Parents have had many formal opportunities to connect with the school and the teachers as partners in the education of their child, including our Open Night, Year 7/12 Meet the Teacher evening, Parent Teacher Night and Parent and Community meetings. Parents participated in the Tell Them From Me survey. Two way communication with parents rated higher than the NSW Govt Norm, in particular with regards to them being informed with their child's progress at school. In addition, parents also stated that teachers show a high interest in their child's learning and encourage them to work hard and do their best. Parents also have indicated that the administrative staff are helpful when they have a question or problem. Parents responses also stated that if there were concerns with their son's behaviour at school, the teachers would inform them immediately and the appropriate action is taken, and that their son feels safe at school. Many parents responded positively to the opportunity for students to seek assistance with the Covid Intensive Learning after school tutorials. Parents also are impressed with the availability of teaching resources available to their child, in particular in technology, sport and overall teaching resources.

Teachers indicated that the professional learning they received in 2022 had a substantial advantage to teaching and learning, including analysis of data sources to inform teaching practices, explicit teaching strategies and deeper understanding of wellbeing issues. Teachers believe that there is a commitment within the school community to strengthen and deliver on school learning priorities with a focus on explicit teaching strategies, aligning with our whole school Visible Learning focus. They also believe that there is a positive, respectful relationship among students and staff, promoting wellbeing and ensuring good conditions for student learning. Our access to technology and the learning opportunities it provides also supports student learning. The school actively collects and uses information to support student's successful transitions and has systematic policies, programs and processes to identify and address student learning needs.

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.