

2022 Annual Report

Epping Boys High School



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Introduction

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

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

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Message from the principal

We started this year with a strong determination that we would not allow Covid 19 to dominate the narrative of our school.

Our collective aim was to ensure that our school returned to a state that was as normal as possible. It has been with great pride that I have watched our students, staff and families work together to ensure this occurs and celebrate the achievements of our school in so many different areas, in person and not via the dreaded zoom! Camps were enjoyed, sporting events won, the technical, creative and performing arts once more held audiences spellbound with their performances and major works. I thank our whole school community for working so hard to ensure that the passion and perseverance of each and every student was rewarded.

With a relentless focus on strong teaching and learning practices in the classroom, especially explicit teaching of our HSC courses and the feedback cycle for Year 12 students in the post Trial HSC period, Epping Boys High School achieved very strong results in the HSC. The year ended with the whole school celebrating the achievements of the HSC class of 2022 with outstanding work by all involved. Our school was ranked 66th in the state, up 71 places from 2021 - making us the top comprehensive boys high school in NSW. Our challenge for 2023 is to keep our results strong with a focus on high expectations and the importance of embracing personal challenge.

I would like to congratulate all our students who have embraced our school values of respect, responsibility and engagement with their learning and the extracurricular activities that are on offer. I congratulate and recognise the efforts of all school staff, both teaching and non-teaching, who have supported and encouraged students throughout the year. Likewise our wonderful P&C and the broader parent and community body are to be acknowledged for their ongoing support and for sharing our high expectations for our school.

Jessica Schadel

Principal

Message from the school community

2022 was a year of returning to some level of normality for the school, student, parents, and community, with several of the hallmark P&C events and school celebrations/evenings back on site in 2 years! We also presented a P&C prize at Speech Day 2022 for '*Initiative and Innovation*' - it was wonderful to have this significant school celebration back at The Sydney Town Hall, the first time since 2019!

We were successful in securing \$10,000 grant for the Queen's Platinum Jubilee Tree Planting Program 2022. We held the Tree Planting Ceremony on 25th November 2022 with the Member for Bennelong, the Hon. Jerome Laxale, MP, Graham Ross AM, VMM and ex-EBHS P&C President Sue Day OAM in attendance.

At this ceremony, we planted the first of 3 established trees which will enhance shade in the Year 12 area. The remaining trees will be planted in 2023. Sincere thanks to our Principal Jessica Schadel, Deputy Principal Seddique Martin and the Garden Club Leaders - Sylvia Lane and Michael de la Pana for their active support of this project together with P&C.

Our long-awaited Epping Arts Fair in April 2022 was a wonderful success, and I would like to sincerely thank two key parents who give their heart and soul into making this event what it is! **Robin Biviano** and **Cindy Cunningham-Bremner**. Without these two incredibly capable, passionate and organised parents heading up the EAF Committee, we couldn't have such an outstanding, strong arts culture within EBHS and the wider community. Thank you also to Laura Wilden, Katrina Collins and Ben Yee who were also integral into making the Epping Arts Fair happen. We look forward to planning our Epping Arts Fair for 2024 and welcome any parents who have the passion, a network and link to the arts community ~ to please let us know!

We held our EBHS Working Bee on Saturday 3rd September 2022. Conditions were challenging to say the least - the rain deluge and cold temperature did not stop us on that Saturday! An amazing group of parents, teachers and students turned out and it was incredible what was achieved in only 4 hours - pruning, mulching and whipper snipping "The Hill". Massive thanks go to Seddique Martin and Grounds Assistant Donny for their amazing work in getting all the necessary fertiliser and gardening resources required for the day, to Jessica Schadel, Narelle Kathryn and the Year 12 Prefects 2022 who did a fabulous job on the BBQ. Thank you!

International Teachers Day on 28 October was celebrated with a thank you card and chocolate provided by P&C to all our dedicated EBHS teachers. Thank you to P&C Secretary, Rosie Cooper for co-ordinating!

Due to the continuation of Covid challenges, some of our achievements of 2021, blended into 2022, with the continuation

of the upgrade and renovation of the basketball courts including COLA - due to delays with materials, human resources; the timeline for completion has moved from term 4, 2022 to soon to be formally open by end of term 1, 2023. P&C also sponsored the EBHS water bottles for all 2022 Year 7 students.

P&C sponsored a number of events including Evening of Music (23 August), the Morning of Music Community Event with Year 12 students (21 September). Sincere thanks to **Jo Hogben** who has been an incredible P&C member across P&C Events and the 2nd Hand Uniform Shop for many years! If anyone would like to join and help with the P&C Events - approx. 2-3 in the entire school calendar year - please let us know.

Through the P&C, we continued with The Study Skills Programme by Dr. Prue Salter, a face-to-face study skills programme for both parents and students. In June 2022, the programme was integrated throughout the middle and senior years and the feedback has continued to positively impact the boys study skills whilst raising study skills awareness with parents & carers. This is now part of the school calendar for all year groups and will be taking place again on Wed 31st May 2023.

The P&C meetings in 2022 were held via Zoom up until Term 2, 2022. As Covid restrictions were removed, we returned to face-to-face meetings and due to the strong numbers attending, we moved from The Well to the Professional Learning Space in the Administration Building. I sincerely thank Ms Jessica Schadel for attending and presenting at every meeting an update of school business and for always being so open and welcoming of questions from parents. In 2022, we continued with a guest speaker at each P&C meeting, this included a range of head teachers and staff presenting on different aspects of the school, sport and wellbeing curriculum - providing a great way parents can gain further information on their boys' education. P&C members were also involved on numerous interview panels for School Principal Executive, Head Teacher, and administration staff positions.

I would like to acknowledge and thank the **P&C Executive Committee and members** for their commitment and support of our school. The Executive team 2022 consisted of Vice Presidents: Michelle Tabrett, Michael Mastrofilippo; Treasurer: Ben Yee; Secretary: Rosie Cooper. Our P&C Convenors who are so integral to many facets of our school: Events: Jo Hogben, Canteen: Michael Mastrofilippo and Canteen Treasurer: Gina Dunford; 2nd Hand Uniform Shop: Jo Hogben and Grounds Convenor: Katrina Collins & Belinda Jones. Thank you so much for your time, energy, humour and contribution to Epping Boys High School.

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

I look forward to 2023 ~ welcoming new and/or existing parents to the school, to join our P&C meetings, the two working bees across Autumn and Spring as well as all our P&C events back on school grounds. Here's to a connected and flourishing year!

Belinda Jones

P&C President 2022

Message from the students

Hidden by the flowing trees to the north and the caretaker's cottage to the south, Epping Boys High School is a gem tucked away in a neighbourhood of character and vibrancy. These very same attributes contribute to the school's clemency and reputation. Year on year it shows quality and class and this year was no different to last. We did however have a brand new set of badge wearers to lead us. That's where the 2021/2022 group of Prefects come into play.

Inaugurated as Prefects in November last year, twenty-nine fresh Year 12s began our 2022 Prefect campaign destined to be eager to begin a year of service. Fundraising and a lot of snag eating saw our cohort take the reins from the longest serving perfect body on record, this was due to the recurring cancellations and COVID-related instances. Naturally, this made our 2022 group the shortest serving body on record.

The group adopted the Acronym of STRIVE - Service, Teamwork, Respect, Integrity, Virtue and Empathy. These five concepts became the grounds for all activities, speeches and interactions upheld in our attempt to have a positive impact and leave a legacy that far outweighs our shortened time as Prefects. I believe we have done that and am truly proud to have led such a tight-knit group of young men whilst creating memories to last a lifetime.

Now, these memories may contain various recounts of sausage-eating competitions, overly competitive games of Wordle and the buzz from boys delivering roses on Valentines Day. I would say you could feel or smell the excess supply of cologne fitting. Now despite all these amazing experiences as a member of the Prefect body my time as the School Captain has been truly special.

To give you a bit of insight I would like to share my favourite moment as a leader this past 12 months. I was walking to class like any other day, books in one hand clutching something from the canteen in the other and as I walked up the stairs up passed a swarm of Year 7 boys. I gave them a smile and a nod and kept walking. Just as I began to forget the confrontation I heard a little voice behind me "oh my gosh the school captain smiled at me". Now my telling of this story never fails to grab a laugh; however, this moment allowed me to stop reflecting on where I have come from. Some five years ago it was me in that swarm with my bag half my size and I was thinking of how proud that little me would have been to have an influence on the school and lead a group's legacy. All this continues to remind me of one of my favourite quotes from someone I definitely wouldn't take school advice from "life moves pretty fast sometimes and if you don't stop and look around once in a while you might just miss it" - Ferris Bueller

Finally, I would like to thank all those that have supported the perfect body throughout this last year whether that be donating, providing new ideas or simply buying a sausage. I urge every boy to stop, consider his actions and take every opportunity life throws at him. Opportunity transcends the school gates and provides the enrichment necessary to spread happiness and prosperity. Your story is not defined by the destination but by the journey and the last seven years have been an adventure with memories that will last a lifetime. As they say, you can take the boy out of Epping but you can't take the Epping out of the boy".

Maea Applegarth

School Captain 2022



School vision

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

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

School context

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

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

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

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

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

A diverse student community with an Inclusive Education(Autism) Unit and 69% of students coming from a language background other than English contributes to an inclusive and dynamic learning environment that is supported by an active and involved P&C and broader parent community with a strong commitment to supporting the strategic directions of the school.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Data Driven Practice
- Collaborative Practice

Resources allocated to this strategic direction

Professional learning: \$113,839.00

Integration funding support: \$306,899.00

Aboriginal background: \$3,594.00

Refugee Student Support: \$305.00

Low level adjustment for disability: \$76,650.00

English language proficiency: \$385,907.00

Summary of progress

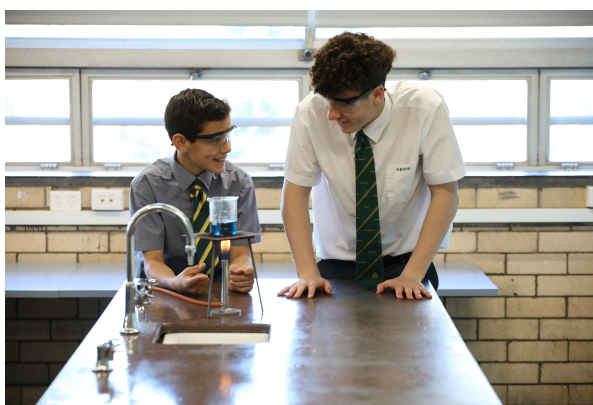
- At Epping Boys High School we implemented the Curiosity and Powerful Learning Program across the school in 2022.
- Explicit Teaching Strategies were linked to the Trial HSC period with a significant improvement in the HSC results in 2022.
- The impact of this initiative can be realised with the improved HSC results in the school: with an increase in students achieving a Band 5 and 6 increasing from 42.7% to 49.9% and a decrease in students achieving in the bottom 2 bands from 5.1% to 1.7%.
- The next steps would be to extend this program in 2023 to grow improvement in all subjects with a further shift of students into the top two bands for the HSC and focus on explicit teaching of inferential reading in 2023 to improve NAPLAN results.

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
Literacy <ul style="list-style-type: none">• Improvement in the percentage of students achieving in the top 2 NAPLAN bands to be above the school's target in reading of 44.3% (Year 9)	28.96% of students achieved in the top two bands in NAPLAN reading indicating progress yet to be seen toward the lower-bound target.
Numeracy <ul style="list-style-type: none">• Improvement in the percentage of students achieving in the top 2 NAPLAN bands to be above the school's target in numeracy of 70.7% (Year 9)	44.8% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen toward the lower-bound target.
HSC Results <ul style="list-style-type: none">• Improvement in the percentage of HSC course results in top two bands to 61.8% or above	58.64% of students attained results in the top two bands demonstrating progress yet to be seen toward the lower bound target.

<ul style="list-style-type: none"> Improvement in the percentage of HSC course results in top three bands to 89% or above 	86.06% of students attained results in the top three bands demonstrating progress yet to be seen toward the lower bound target
Literacy: <ul style="list-style-type: none"> 65% of students achieving at or above expected growth (Year 9) reading 	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
Numeracy <ul style="list-style-type: none"> 73% of students achieving at or above expected growth (Year 9) for Numeracy 	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
Aboriginal Student HSC Attainment <ul style="list-style-type: none"> Proportionally contribute to the Gordon Principal Network target uplift of Aboriginal students attaining the HSC in 2022, while maintaining their cultural identity. 	No Aboriginal students were enrolled in Year 12 in 2022.



Strategic Direction 2: Excellent Teaching and Learning

Purpose

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

Initiatives

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

- Wellbeing
- Quality Teaching and Learning

Resources allocated to this strategic direction

Socio-economic background: \$33,428.00

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

Summary of progress

- At Epping Boys High School we implemented the Curiosity and Powerful Learning Program across the school in 2022 to improve teaching and learning practices and drive a more consistent language across the school for all teachers.
- All teachers spent 20 hours across the school year engaged in professional learning around the theories of action - Learning Intentions and Success Criteria and Explicit Teaching.
- Internal Instructional Rounds training occurred, with 84 teachers trained in 2022 and 142 lessons were observed.
- Data collected showed an improvement in the inclusion of Learning Intentions and Success Criteria in classrooms throughout the year.
- The next steps would be to extend this program in 2023 to focus on consistent classroom management practices (preventative, responsive and restorative).

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Wellbeing <ul style="list-style-type: none">• Improvement in the percentage of students with positive wellbeing in Tell Them From Me (TTFM) surveys to above the school target of 82.8% of students• Improvement in the Positive Behaviour for Learning program to reduce the number of ongoing tier 3 behaviour interventions by 20%	Tell Them From Me data indicates 73.07% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
Quality Teaching and Learning: <ul style="list-style-type: none">• Develop the framework of best practice specific to the Epping context, using research, data and stakeholder feedback.• Continue the collection of data (new and existing/microdata through lesson observations) to ascertain areas that need improvement. Curriculum Mapping: <ul style="list-style-type: none">• To enhance the cross curricular	The Curiosity and Powerful Learning Program is embedded across the school with 20 hours of professional learning time made available to all teachers.

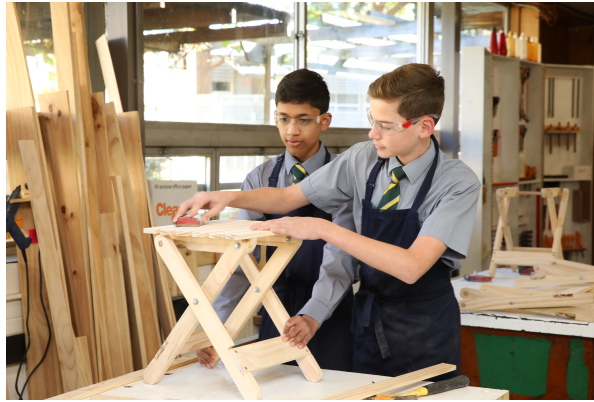
knowledge and content across the school

- To have cross curricular content in all Year 7 and 8 scope and sequences

Attendance:

- Improvement in the percentage of students attending school 90% or more of the time to 94.3%

The number of students attending greater than 90% of the time or more is 54.12%, ongoing COVID 19 restrictions impacted this result to ensure compliance with public health orders.



Strategic Direction 3: Excellent Leadership

Purpose

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

Initiatives

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

- Student Leadership and Voice:
- Leadership Development:

Resources allocated to this strategic direction

Summary of progress

Due to the past two years of restrictions, the focus for the school of 2023 was on student wellbeing and consistent teaching and learning protocols. 2023 will see the resumed focus on enhanced leadership development opportunities.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Student Leadership and Voice: <ul style="list-style-type: none">• Teachers leading this initiative have engaged in collaboration and professional learning around the DoE resources on student voice• Student voice is mapped in all classrooms	Due to the past two years of restrictions, the focus for the school of 2023 was on student wellbeing and consistent teaching and learning protocols. 2023 will see the resumed focus on enhanced leadership development opportunities.
Beginning Teacher Mentoring <ul style="list-style-type: none">• To expand the program and team that supports the development of beginning teachers	All beginning teachers at the school have been supported with a designated teacher mentee and are led by the Head Teacher Teaching and Learning and the Teacher Mentoring Coordinator in a program of support towards proficient accreditation.
Leadership Development: <ul style="list-style-type: none">• A co-developed leadership framework is created by the Executive that is inclusive of the school vision, the driving goals of the SIP and the strategies utilised by the executive to be successful in their leadership role	Due to the past two years of restrictions, the focus for the school of 2023 was on student wellbeing and consistent teaching and learning protocols. 2023 will see the resumed focus on enhanced leadership development opportunities.



Funding sources	Impact achieved this year
Refugee Student Support \$305.00	<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"> • Data Driven Practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • intensive English language and learning support to increase educational outcomes for students <p>The allocation of this funding has resulted in the following impact: Refugee students are identified and supported with English language acquisition</p> <p>After evaluation, the next steps to support our students will be: Supporting students with achievement of the minimum standard for the HSC</p>
Integration funding support \$306,899.00	<p>Integration funding support (IFS) allocations support eligible students at Epping Boys High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practice <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) • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: The Learning and Support program at Epping Boys High School has developed strongly in 2020 and is considered an example of best practice. Middle School and Senior School Learning and Support and Case Management meetings are held weekly to ensure robust planning and implementation of programs for students with additional needs in the areas of learning, well being and behaviour. A strengthened transition program from Year 6-7 has ensured that students with additional learning needs are supported prior to their arrival at the school, with extra transition afternoons with a strong focus on engagement and rapport building. A Learning and Support folder informs staff about students requiring additional support and maps out strategies to assist with learning success. Professional learning is also delivered to staff to support this document. Three levels of support are designated - funded, targeted and flagged. The LaST, SLSOs and classroom teachers work together to ensure consistent support for these students. All students who receive Integration Funding are supported by the LaST and an SLSO to ensure that they are able to access the curriculum; PL&SPs are reviewed annually. All students requiring adjustments and learning support are catered for within class programs and other whole school strategies. Whole school programs to promote inclusion and build confidence and success for all students include the Cafe Program, Homework Club, RAISE Mentoring Program and the transition support program. Disability Provisions are managed by the Head Teacher Middle School and Head Teacher Senior School and are provided for internal and external</p>

<p>Integration funding support</p> <p>\$306,899.00</p>	<p>assessment tasks; VALID, NAPLAN and the HSC.</p> <p>In the Senior School, Transition Meetings with the Support Teacher, Transition, occur to support students with identified learning and support issues with their transition from school to work or training.</p> <p>After evaluation, the next steps to support our students will be: For 2023, an additional LaST will be employed to support the significant number of students in the incoming Year 7 cohort requiring learning and support interventions.</p>
<p>Socio-economic background</p> <p>\$33,428.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Epping Boys High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Wellbeing initiatives are central to the values at Epping Boys High School and contribute to the social and wellbeing needs of boys, with a focus on boys education pedagogy to engage all students with their learning. These include: access to fitness activities before school, gardening club, subsidised support for excursions and school uniform where financial hardship has been identified, staff mentoring where needed. Strong case management and liaising with outside agencies further supports these processes.</p> <p>The RAISE mentoring program and Links to Learning program is also available to students who are identified as needing alternate educational pathways or additional support with their wellbeing and engagement. A Student Welfare Officer, Colleen Sweeney, was employed again in 2020, with an expanded timetable, to provide additional and targeted support for identified students, including OOHc students.</p> <p>After evaluation, the next steps to support our students will be: In 2023, the extension of the SSO role will be considered.</p>
<p>Aboriginal background</p> <p>\$3,594.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Epping Boys High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practice <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 deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: A staff member (the Learning and Support Teacher) supports all Indigenous students with their learning and liaises with the parent/caregiver to establish</p>

<p>Aboriginal background</p> <p>\$3,594.00</p>	<p>educational goals and provide support.</p> <p>An aboriginal student leads the Address to Country at all formal school events to ensure that the indigenous perspective is embedded as part of the whole school culture.</p> <p>All Indigenous students have Personalised Learning and Support Plans (PL&SPs) and are making progress across the literacy and numeracy continuums, where targeted.</p> <p>PL&SPs are evaluated at the end of the year and targets are shared with all staff on Staff Development Days and published in the Learning and Support Folder, annually.</p> <p>The data for Indigenous students is tracked and analysed for all external tests by the Head Teacher Middle School and Head Teacher Senior School. Aboriginal studies and contexts are integrated throughout a wide range of subjects areas including Science, History, Geography and English.</p> <p>Extra curricula opportunities are made available for Indigenous students, including sporting excursions, cultural camps and overseas tours</p> <p>All eligible indigenous students met the National Minimum Standards, in all test areas.</p> <p>After evaluation, the next steps to support our students will be: In 2023, we will look to include the local indigenous language within our school context.</p>
<p>English language proficiency</p> <p>\$385,907.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Epping Boys High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • employment of additional staff to support delivery of targeted initiatives • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in the following impact: There are currently 69% of the student population who are identified as EAL/D and are supported through various programs throughout the school. Students in Years 7-12 receive in class support from EAL/D teachers and designated EAL/D SLSOs. They also receive one-on-one academic and social support from EAL/D staff before school, at recess and at lunch. An additional intensive English elective (Language and Media) operates in Stage 5 to further support EAL/D students with language acquisition prior to entering Years 11 and 12. ESL English instruction occurs in Year 11 and 12. Targeted Professional learning for all staff is delivered to all staff throughout the year with an ongoing focus on the explicit teaching of metalanguage, scaffolding, reduction of lexical density in written explanations and message abundance for EAL/D students. With an increase in International Students at the school since 2019 and the impact of COVID 19 on many of our International Students who have not had contact with their families for an extended period of time, additional support for language acquisition as well as wellbeing have been expanded, including a designated roll call group with a Stage Coordinator allocated to liaise with the Learning Support and Wellbeing Case Management Team. To enhance stronger connections with families and carers of International Students a 'Meet the Teachers' Evening occurred at the beginning of each year.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>English language proficiency</p> <p>\$385,907.00</p>	<p>In 2023, we will be looking to extend the HT T&L role to include oversight of EALD</p>
<p>Low level adjustment for disability</p> <p>\$76,650.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Epping Boys High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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: Students who do not receive IFS are supported in the classroom and with disability provisions for NAPLAN, HSC and school based assessments</p> <p>After evaluation, the next steps to support our students will be: In 2023, this will be extended to ensure the Year 7 cohort is also supported.</p>
<p>Professional learning</p> <p>\$113,839.00</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 Epping Boys High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practice <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 teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: A Head Teacher Teaching and learning was employed in 2022 to supported the delivery of the SIP targets and drive the Cpl program in the school, including delivery of the Internal Instructional rounds training</p> <p>After evaluation, the next steps to support our students will be: In 2023, the HT T&L will upskill new staff in LASIc, explicit teaching and IRs.</p>
<p>COVID ILSP</p> <p>\$35,400.00</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] <p>The allocation of this funding has resulted in the following impact: The focus was on developing and strengthening the student's foundation</p>

<p>COVID ILSP</p> <p>\$35,400.00</p>	<p>based on what they were learning the class. Students were retaught the concepts where necessary and the teacher would support them with answering a variety of questions - ensuring students were demonstrating their understanding through their working out and being able to use the calculator properly.</p> <p>The main topics that was focused on consisted of:</p> <p>Ratios Percentages, Fractions, Decimals Volume of Prisms Circles</p> <p>After evaluation, the next steps to support our students will be: If this program was to run again next year, it would have to be about helping students develop their retention of what has been taught. Often the cause of the decrease in results was not due to a lack of understanding but moreso from not remembering what to do. After prompts were provided, students were capable of explaining how to answer the questions.</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 Epping Boys High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • the SSO included support of the Wellbeing Team <p>The allocation of this funding has resulted in the following impact: An full time SSO is now included in our FTE. She supports the wellbeing team and, with the Head Teacher Wellbeing manages attendance with twice weekly monitoring process in place.</p> <p>Interventions include:</p> <ul style="list-style-type: none"> - regular display of positive attendance messaging on school social media - phone calls home - attendance monitoring cards - parent meetings - PBL recognition of positive attendance patterns - referral to HSLO <p>After evaluation, the next steps to support our students will be: In 2023, we will look to extend this role to include additional SSO time.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	1276	1349	1343	1391
Girls	0	0	0	0

Student attendance profile

School				
Year	2019	2020	2021	2022
7	94.7	92.1	95.0	90.5
8	93.3	91.0	93.5	87.6
9	92.1	91.2	93.5	86.0
10	92.3	89.5	92.9	87.1
11	93.7	91.9	93.1	88.0
12	91.5	90.6	93.9	90.5
All Years	93.0	91.1	93.6	88.3
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with

previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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

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

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0.5	1.3	1.6
TAFE entry	0.5	1	8.2
University Entry	0	0.5	90.2
Other	5	0	0
Unknown	0.5	1	0

The University Admission Centre made a total of 261 university offers. Macquarie University was the institution most preferred by the 2022 graduating cohort followed by The University of New South Wales and then The University of Sydney. The Leaders and Achievers Early Entry Program run by Macquarie University proved very popular with 67 students being offered early entry. Entry into this program required good academic outcomes in Year 11 as well as a broad range of demonstrated skills and experiences. The most popular area of tertiary offers proved to be in those of a commercial nature including, but not limited to Business, Commerce, Engineering and Computing. This was followed closely by Medical Science, Screen Media and Psychology.

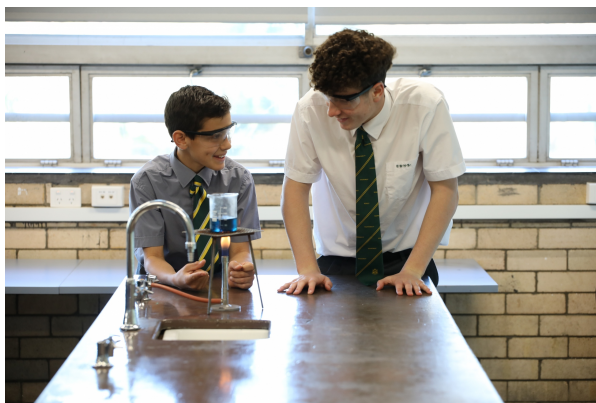
A small proportion of students who did not receive a UAC offer chose to transition into the workforce, seek further education at TAFE, a private tertiary training provider, or embarked onto an apprenticeship. Some universities pivoted to offering Year 12 students Direct Entry places, in order to make up some of the gap in enrolments left by International Students. Not all of these students offered direct entry to University were captured in the Universities Admissions Centre, (UAC) data.

Year 12 students undertaking vocational or trade training

23.05% of Year 12 students at Epping Boys High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

97.6% of all Year 12 students at Epping Boys High School expected to complete Year 12 in 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)	15
Classroom Teacher(s)	70.7
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.4
Teacher ESL	2.8
School Counsellor	2
School Administration and Support Staff	19.97
Other Positions	1.2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	1,136,465
Revenue	17,707,850
Appropriation	15,653,354
Sale of Goods and Services	10,388
Grants and contributions	1,928,387
Investment income	17,698
Other revenue	98,024
Expenses	-17,665,028
Employee related	-14,939,817
Operating expenses	-2,725,212
Surplus / deficit for the year	42,821
Closing Balance	1,179,286

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	410,417
Equity Total	586,352
Equity - Aboriginal	3,594
Equity - Socio-economic	33,428
Equity - Language	385,907
Equity - Disability	163,422
Base Total	13,616,149
Base - Per Capita	343,771
Base - Location	0
Base - Other	13,272,378
Other Total	830,036
Grand Total	15,442,954

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

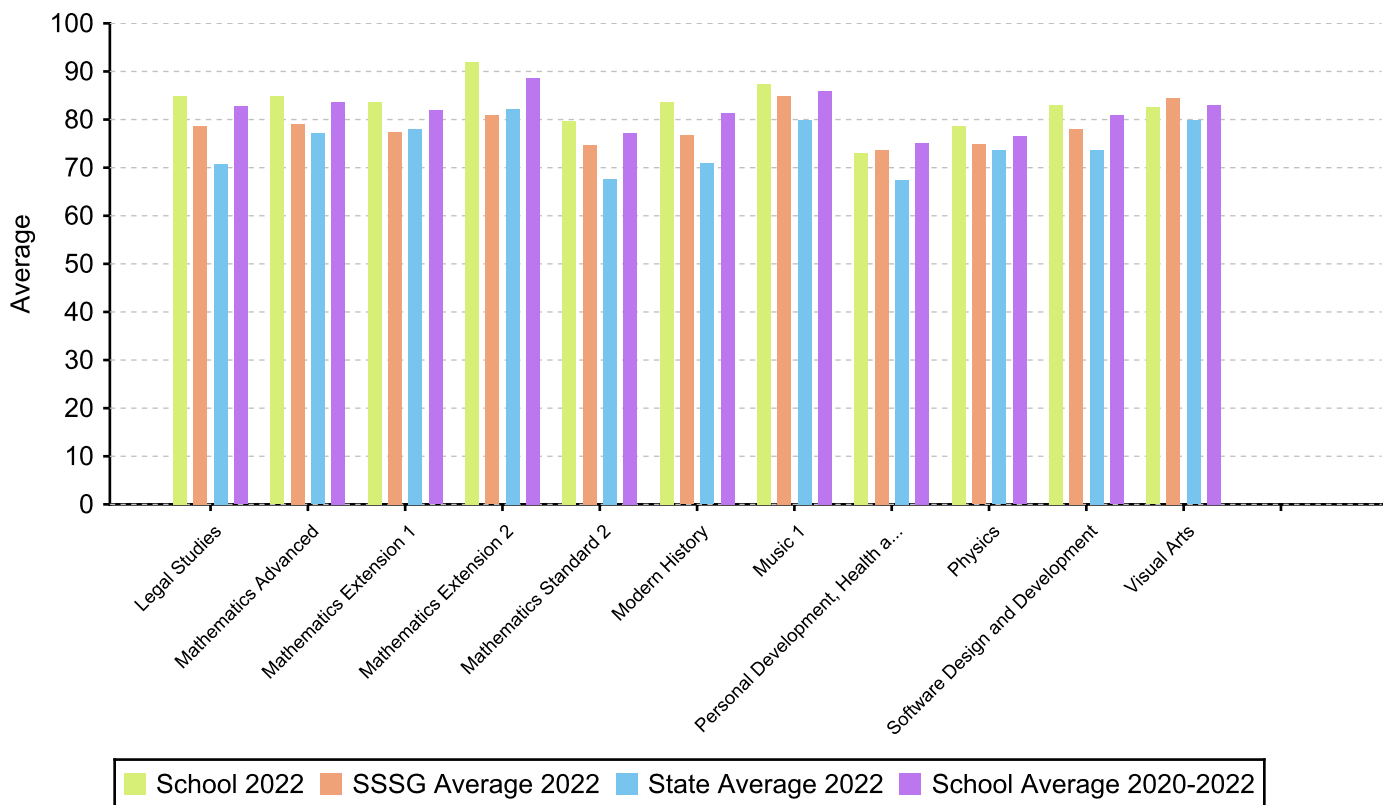
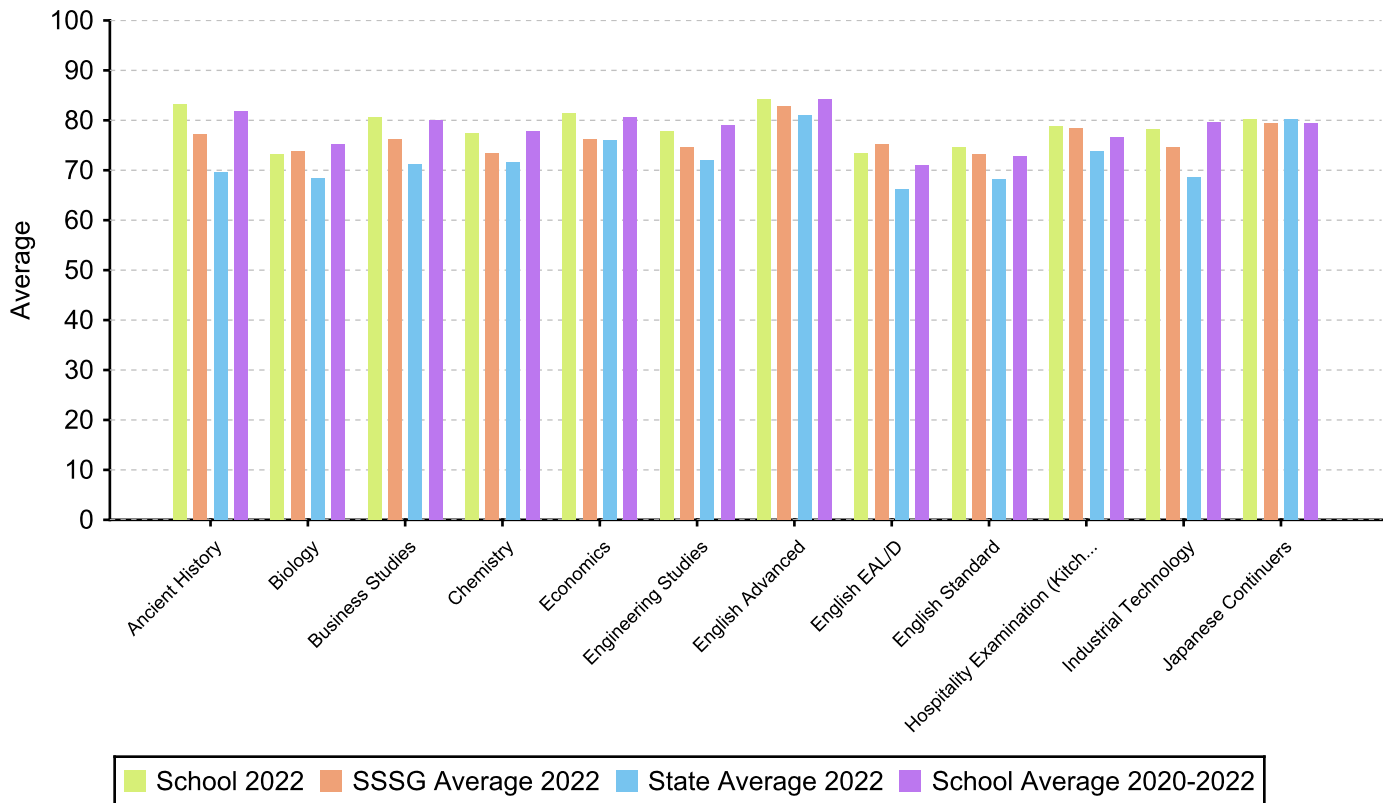
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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	83.2	77.3	69.6	81.9
Biology	73.1	73.7	68.5	75.2
Business Studies	80.6	76.1	71.2	79.9
Chemistry	77.3	73.5	71.7	77.8
Economics	81.4	76.1	76.0	80.7
Engineering Studies	77.8	74.7	72.0	79.0
English Advanced	84.2	82.8	81.0	84.2
English EAL/D	73.4	75.3	66.1	71.0
English Standard	74.5	73.1	68.1	72.8
Hospitality Examination (Kitchen Operations and Cookery)	78.8	78.5	73.7	76.6
Industrial Technology	78.2	74.7	68.6	79.7
Japanese Continuers	80.3	79.5	80.1	79.4
Legal Studies	84.9	78.7	70.8	82.7
Mathematics Advanced	84.8	79.0	77.1	83.7
Mathematics Extension 1	83.7	77.4	78.0	81.9
Mathematics Extension 2	92.0	80.8	82.2	88.7
Mathematics Standard 2	79.7	74.7	67.6	77.2
Modern History	83.7	76.7	70.9	81.4
Music 1	87.4	84.9	79.9	85.9
Personal Development, Health and Physical Education	73.0	73.7	67.5	75.1
Physics	78.7	74.8	73.5	76.5
Software Design and Development	83.1	78.1	73.7	80.9
Visual Arts	82.5	84.5	79.8	83.0



Parent/caregiver, student, teacher satisfaction

- As in previous years impacted by the global pandemic, parent/caregiver feedback has identified the impact of technology, particularly mobile phones, as of significant concern in terms of the learning and wellbeing of students, with distraction from learning and subsequent reduction in socialisation opportunities noted. In response, a decision was made to extend the mobile free policy in the school to the entire school day, rather than just in the playground for 2023. The P&C continues to remain strongly connected to the school community, serving as a conduit for issues to be raised. Twice termly sessions are run where the school provides feedback to the parent body about areas identified as important, including student wellbeing, the numeracy strategy and school assets.
- The Tell Them from Me survey was utilised in 2022 to measure student voice at two key points during the year. The results in the TTFM survey were consistent between 2021 and 2022, with student sense of belonging shifting from 74% in 2021 to 73% in 2022, 9% above other schools in the state and importantly a small increase from 81% to 82% of students feeling strong expectation of success at school between 2021 and 2022. The Forge Wellbeing survey was also used for more granular assessment of student wellbeing outcomes. This survey allows students to indicate how they are feeling at a particular point in time with students who indicate low wellbeing scores followed up for support by their Year Adviser or Assistant Year Adviser in the week following the survey. This has proved effective in ensuring more timely follow up of changes in student wellbeing outcomes.
- With 2022 seeing a return to a more normalised school year, staff indicated a high need for strong wellbeing programs supporting students in all year groups. Additionally, staff feedback was primarily gathered around the effectiveness of the professional learning delivered throughout the year, namely the Curiosity and Powerful Learning Program that reduced teacher time spent in meetings based on administration and increased the professional learning hours provided to all teachers to 20 hours across the school year, with sessions targeted at Learning Intentions, Success Criteria and Explicit Teaching. Staff Feedback indicated strong support for this approach with particular merit in a cross faculty and mixed experience approach to professional learning hubs. Staff also identified the significant staff shortages experienced in terms 1 and 2 with large staff absences due to covid illness as a point of particular impact on their ability to deliver consistent teaching and learning programs.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Aboriginal Education - School statement

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

Anti-Racism Policy

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

Anti-Racism - School statement

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

Multicultural Education Policy

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

Multicultural and anti-racism education - School Statement

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

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

