

Sydney Boys High School Annual Report



2015

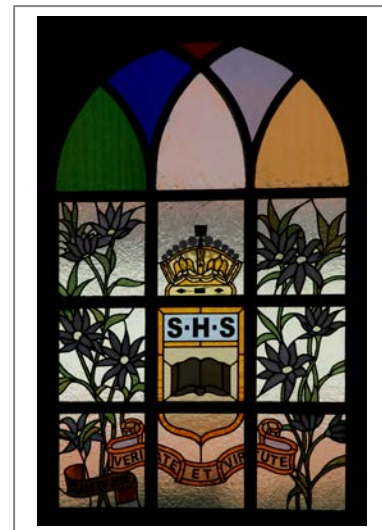


Introduction

The Annual Report for 2015 is provided to the community of Sydney Boys High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school 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.

Dr K A Jaggar
Principal



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Message from the Principal

We strive for excellence in everything we do. We provide a learning environment that allows every student to thrive as an individual. Excellent performance is not an exception but an expectation at High. We see value in the positive psychology framework as a rubric for our success. We work hard to increase positive emotions in our school. We try to build greater engagement with the school by the wider school community – school staff, students, parents, Old Boys, friends. We support and encourage boys in their quest to develop respectful and fulfilling relationships with their peers, school staff and members of the community. We guide boys in their search for meaning in the disciplines we introduce them to, in the world around them and in their interactions with others. We have a priority on recognising and rewarding accomplishment at all levels. We teach boys, not subjects. We want to inspire learning for its own sake by sharing our joy and modelling lifelong dedication to learning.

We believe we have the leading school of opportunity for gifted boys. By 2017, our school intends to become a beacon for boys' education, signalling how to facilitate flourishing in a secondary setting and guiding our boys away from dangers to their development. As a successful learning community we need to surrender ourselves to the skills, judgements and actions of each other, in order to fashion a truly collaborative environment, replete with deconstructed classrooms and boys happily engaged in learning by doing. We are building capacity in boys to operationalise future-focussed learning skills: problem solving, evaluating, working in teams, communicating and creating and innovating. In order to maximise our gross collective wellbeing, we rely on a balance of pursuing academic mastery, collaborating with others to achieve worthwhile goals and gently urging boys out of their comfort zone to attempt new challenges. We aim to create 'future fit' minds that are: creative, disciplined, synthesising, respectful and ethical. We encourage boys to have goal lines but we set them side lines. We do exhort our boys to drive themselves towards personal best performance, but remind them always that achievement must be framed by procedural limits and ethical boundaries. Knowledge economy people need cutting edge competencies, imagination, fast reactions and a strong competitive streak. We focus on building these capacities and attributes in our students. Spirit can't be bought but can be built.

Our Junior School (Years 7-9) is focussed on a discourse of personal development. Our theoretical framework interprets Gagné's differentiated model of talent development. The gifts of the boys in six domains-intellectual, creative, social, perceptual, muscular and motor control - are identified and developed by the influence of the wider school community and are mediated by intrapersonal and environmental catalysts affecting individual rates of progress. Skills are practised systematically in structured programs. The

development process is heavily affected by the level of psychological investment of time and energy by individuals, as determined by their goal awareness, motivation and volition.

In the Senior School (Years 10-12) the discourse is around academic achievement. Gagné's model is retained but Ziegler's notion of an actiotope, or action system encompassing the environment and the individual, is added. As students grow more autonomous their pursuit of excellence involves the self-organisation, self-regulation and ongoing adaptation of a complex system comprising the learners and their chosen courses, their teachers, their peers and the environment. The process of development becomes more interactive. The accountability shifts more towards the learner. Intensity and continuity of effort is important in talent development for students to maximise their potential at school. After six years, competencies are developed in socially-useful fields: academic, technical, science and technology, the arts, social service, administration, business operations, sports or game technology. The boys are empowered by the process of schooling at High to become engaged, responsible, productive adults. They become adult individuals.

School Background

School Vision Statement

Sydney Boys High School offers opportunities for all boys to achieve excellence in academic, cultural, artistic, sporting, social justice and community endeavours. We provide an inclusive, caring environment which fosters collaborative learning and positive relationships.

School Context

Sydney Boys High School is a selective school with a multicultural, socially diverse and geographically dispersed student population. High provides equal opportunity for gifted boys to achieve excellence in academic, cultural, sporting, civic, leadership and social endeavours, in an inclusive environment that supports learning, teaching and friendship. Since 1883, High's culture has been characterised by: a pursuit of all round high achievement, a focus on tertiary preparation, diversity in student programs and high quality outcomes. High is uniquely positioned as the only state school in both the Athletic Association of the Great Public Schools (since 1906) and the Combined High Schools Sports Association (since 1913). Entry to High is via a DEC Selective Schools Entry Test for Year 7 and by a school-based selection process for Years 8-12. High's important community organisations include:

- The Sydney Boys High School Council
- The P & C Association and its sub-committees
- The Sydney High School Foundation Inc.
- The Sydney High Old Boys Union Inc.
- The High Club Inc.
- The Sydney High School Sailing Association Inc
- The Sydney High School Rifle Club Inc
- The Sydney High School Rowing Association
- The Sydney High School Rugby Association
- The Sydney High School Cricket Association

We value our relationships with: the University of Technology: Sydney, Centennial Parklands, the Sydney Swans, Sydney University Sports, the University of NSW, Indeep Tennis, Double Bay Sailing Club and St. Michael's Church.

Self-Assessment and School Achievements

Self-Assessment Using the School Excellence Framework

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

This year, our staff at Sydney Boys High School have discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Time was dedicated at our School Development Day in Term 3 and our executive Professional Development day in Term 4 to thoroughly examine the school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. Staff reflected on the progress being made across the school as a whole based on the expectations identified in the Framework. This provides an important overview to ensure our improvement efforts align with these high level expectations.

In the domain of Learning, our efforts have primarily focused on wellbeing, curriculum and learning. The introduction of lesson observations for every teacher created a more productive learning environment. Attention to individual learning needs has been another component of our progress throughout the year with the introduction of over 50 Individual Learning Support Plans, 20 careers plans supporting student engagement and over 40 Individual Learning Plans for our accelerated students. These plans are ensuring individual learning needs are being identified early and the participants' parents are increasingly involved in planning and supporting the learning directions for them. The introduction of the assessment of skills for the 2016 reports reflected the schools' movement toward ensuring all students are learning the skills for the future. The growth of student led wellbeing programs provided an outstanding way to build a culture of trust and respect facilitating positive relationships throughout the school.

Our major focus in the domain of Teaching has been on collaborative practice for staff members. The expansion of cross faculty teams brought about greater collaboration in key areas of teaching, particularly, literacy. The move toward evidence based practice in this area shows Sydney Boys High School is moving toward excelling in this area. This increased support for staff will continue in 2016 with Professional Development targeted at collaboration. An important part of the development of staff was the Professional Development Plans that were written, observed and amended as the year progressed with Professional Development targeting keys areas highlighted by staff. The Tell Them From Me Surveys and Year 12 Exit surveys were an important part of data analysis that took place in 2015 to inform decision-making for teaching and learning in the classroom. Lesson observations highlighted a culture of collaboration in faculties and reflection on teaching practice to improve student engagement.

In the domain of Leading, our priorities have been to progress leadership and management practices and processes. The consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to our ability to use data from external exams, surveys and the review of where we are on School Excellence Framework to ensure accountability of these strategic directions. The school is excelling in because we are committed to the school's strategic directions and are responsive to the community. Partnerships between the school and other educational facilities (eg.UNSW) continue to develop structures to improve student outcomes. The leadership team has been successful in leading the initiatives outlined in this report and building the capabilities of staff to create a dynamic school learning culture.

The new approach to school planning, supported by the new funding model to schools, is making a major difference to our progress as a school. The achievements and identification of next steps are outlined in the following pages of this report. Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

Strategic Direction 1

Maximising potential - Challenging the accomplished and energising the disengaged

Purpose

Our boys should all be nurtured to become autonomous, engaged and successful learners, striving to maximise their potential in all areas of school life and make the most of opportunities on offer at High. The rationale at High is to ensure all students are catered for and achieve success. Lower end students' progress with the aid of Individual Learning and Support Plans and high achieving students are promoted through acceleration and the Individual Learning Plans that accompany acceleration. Students who have more choice and autonomy over their learning have been shown to be more motivated and to work better and learn more.

Overall Summary of Progress

The introduction of ILSPs into the school was the biggest change to school policy in strategic direction 1. Plans were made in every year group. The impact of these plans is difficult to tell in the first year of their existence. Targets are being developed for the 2016 version in the milestone planning.

Overall numbers participating in co-curricular activities continued to grow and the number of students involved in at least one Saturday sport also grew.

Progress Towards Achieving Improvement Measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	\$ 52416
❖ Number of students in Academic Support Group. A target of less than 20% in Year 7.	❖ Introduction of 40 ILSPs into SBHS was met with some success. This was achieved through the collaboration of the Head Teacher Welfare, year advisers and the learning support officer.	\$ 42416
❖ Engagement across school wide co-curricular activities.	❖ Greater communication of co-curricular activities was delivered through the three year advisers in year 7. Greater support for students with socio-economic needs was provided to ensure all students were able to engage in co-curricular activities offered at SBHS. Unfortunately the school did not achieve the number of Bronze Awards it targeted for Year 7 in 2015.	\$ 10000
❖ Achieving the HSC targets using the targets set by the executive for all courses.	❖ 2015 was a great year for HSC results with 57.1% of examinations taken by students receiving a band 6 result. This is 4% higher than the 2014 total of 53%.	N/A

Next Steps

Required steps for 2016 to ensure Strategic Direction 1 is successfully implemented:

- Adjustments were made to the school plan after the Wellbeing framework for schools was released in April. A greater focus on student experiences were included into what we do and how it syncs with our purpose.

- Adjustments were made to the processes, Ziegler’s model was added to the senior school as a transition from Gagne’s model that is used in the junior school and already featured in the processes section of the plan.
- Key Strategies for 2016 include:
 - Assessing students on ILSPs
 - Encouraging all co-curricular domains on offer

Strategic Direction 2

Sophistication and Skill in Reading and writing

Purpose

Our boys need to read and write with more confidence, sophistication and skill. We need to ensure we emphasise literacy across all KLAs and make the focus on quality work. At the HSC level our boys lose valuable marks through imprecise reading and simplistic writing. Our boys need to develop stronger, more confident voices as writers.

Overall Summary of Progress

A more directed focus on NAPLAN results was taken in 2015 as part of the examination of literacy strategies at Sydney Boys High School. Not all targets were achieved for the NAPLAN results (using the five year averages) but this did give the school details for further study of results which was undertaken at an executive level to improve understanding of NAPLAN.

The Professional Development focus on literacy strategies allowed for greater discussion across KLAs on best practice to develop sophistication among students’ writing.

Progress Towards Achieving Improvement Measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	N/A
❖ Improve NAPLAN results for Reading and Writing	❖ 50% of literacy results for NAPLAN in 2015 were higher than their respective 5 year averages.	N/A
❖ Use formal assessments to improve literacy standards across all KLAs and ensure they adhere to the literacy continuum. Improve digital literacy	❖ The literacy continuum was embedded into some faculty programs with PD in this area. A literacy team was established to improve standards across all KLAs. ❖ A school developed digital literacy continuum was developed and embedded into junior school programs in preparation for 2016.	N/A

Next Steps

Required steps for 2016 to ensure Strategic Direction 2 is successfully implemented:

- Ensure all KLAs have included literacy strategies in their teaching programs
- Ensure all KLAs have included the relevant digital skills in to their teaching programs
- The literacy continuum is used as a basis for the semester two literacy assessments

No changes to the 3 year plan were made to Strategic Direction 2.

Strategic Direction 3

Teacher practice and the pursuit of excellence

Purpose

Our teachers should polish their practice so that more of our boys can reach their learning goals and pursue excellence more vigorously. We want to modify professional practice in ways that improve the learning outcomes, engagement and wellbeing of every student. At High we need to differentiate our curriculum and update our pedagogy so as to ensure we are providing the broadest opportunities for our students to build future focused skills – Problem solving, evaluating, working in teams, communicating ideas and creating and innovating (PEWCC). Usually, assessment drives curriculum change. We need to reconceptualise some of our assessment outcomes so that they focus on future focused skills (PEWCC). If we find it harder to vary summative assessment in the Senior School then we can focus on lower stakes formative assessment reform. In the High Junior School there is no impediment to our recasting of our assessment regime to build personal capacity.

Overall Summary of Progress

The planned changes to teacher practice surpassed the 2015 part of the plan. An increased number of surveys were used and analysed and lesson observations were all completed. Preparation for the inclusion of PEWCC skills was achieved in 2015 and therefore the rollout of this method of reporting will begin semester 1 in 2016 for year 7 students.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	\$ 14396
❖ Use and then analyse Tell Them From Me results	❖ Detailed analysis of the TTFM survey took place. The inclusion of four extra questions in the parent survey was very helpful. A Year 12 exit survey was also undertaken for the first time allowing for comparisons to be made between teacher, parent and student surveys.	\$ 396
❖ Lesson observation	❖ The introduction of the mandatory lesson observation by the DEC showed the school was already on the right track with lesson observations. All teachers were observed twice in 2016	\$ 14000

❖ Evaluation of current assessment and reporting guidelines	❖ There were changes to the percentage of some report awards. The PEWCC skills reporting guideline was created and a three year plan for reporting on these skills from 7-9 across all KLAs	N/A
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Next steps

- In late 2015 there was a change in the Processes of the school plan for this strategic direction. PDPs will now evaluate the effectiveness of the professional learning activities undertaken to effectively address students' needs.
- Increased familiarisation with the Australian Teaching Standards was included into the practice component of the school plan to ensure lesson observations relate to Professional Knowledge or Professional Practice.

A key focus for this area in 2016 is to mark progression on the school plan based on feedback from staff, parents and students in the surveys given.

Key initiatives and other school focus areas

- This section includes:
- Key initiatives (from School planning template B).
- Policy requirements such as Aboriginal Education, Multicultural Education and Anti-Racism Education.
- Initiatives and other school focus areas which may not have been included in the school plan such as Early Action for Success, student leadership, partnerships and projects.

Key Initiatives (annual)	Impact Achieved This Year	Resources (annual)
English language proficiency funding	<i>The SLSO paid for by the school was used to identify students who need support with English. Term 1 was used to identify and set up the structures supporting these students for the SLSO. ILSPs were developed Term 2 and progress of students was tracked over the course of the year. There was also the purchase of books to support language proficiency. This helped to achieve SD1, Project 1.</i>	\$ 8848
Socio-economic funding	<i>This funding is used to support students from a low socio-economic background be involved in school and co-curricular endeavours to support SD1, project 2.</i>	\$ 31747
Low level adjustment for disability funding	<i>SLSO paid for by the school to set up ILSPs to support low level students. Term 1 was used to identify and set up the ILSPs for the SLSO for the Year adviser support (1 period per Year Adviser per cycle years 7-12). ILSPs were developed Term 2 and progress of students' were tracked over the course of the year.</i>	\$ 37558
Support for beginning teachers	Beginning teachers were given support in their development with time/days given for them to plan and	\$ 61367

Mandatory and optional reporting requirements

Student Information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student Enrolment Profile

Gender	2010	2011	2012	2013	2014	2015
Male	1157	1180	1181	1181	1190	1195

Student Attendance Profile

School	Year	2012	2013	2014	2015
	7	97.7	97.5	97.5	97.5
8	96.0	97.2	96.6	95.9	
9	96.6	96.7	97.5	96.3	
10	95.3	95.3	96.8	95.9	
11	95.6	95.3	95.6	96.3	
12	94.0	96.0	96.2	95.0	
Total	95.8	96.3	96.7	96.1	
State DoE	7	92.4	93.2	93.3	92.7
	8	90.1	90.9	91.1	90.6
9	88.7	89.4	89.7	89.3	
10	87.0	87.7	88.1	87.7	
11	87.6	88.3	88.8	88.2	
12	89.3	90.1	90.3	89.9	
Total	89.1	89.9	90.2	89.7	

Retention Year 10 to Year 12

	SC08-HSC10	SC09-HSC11	SC10-HSC12	SC11-HSC13	NAPLAN 11-HSC14	NAPLAN 12-HSC15
School	96.1	98.5	73.6	72.5	97.5	97.1
State	62.7	64.7	63.4	64.5	69.1	68.9

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
seeking employment	0	0	0
employment	0	0	0
TAFE entry	0	0	0
university entry	0	0	100
other	0	0	0
unknown	0	0	0

Year 12 Students Undertaking Vocational or Trade Training

We don't have any students from Sydney Boys High School doing vocational education.

Year 12 Students Attaining HSC or Equivalent Vocational Educational Qualification

We don't have any students from Sydney Boys High School doing vocational education.

Workforce information

Workforce Composition

Position	Number
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	12
Classroom Teacher(s)	68
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	1
Teacher Librarian	2
Teacher of ESL	0
School Counsellor	2
School Administrative & Support Staff	15
Other positions – Careers adviser	1
Total	104

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

We currently have no positions that are filled by Aboriginal staff.

Teacher Qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

Professional learning and teacher accreditation

This year saw the launch of the DEC Performance and Management and Review Cycle, much of which we had already been trialling at High. An integral part of this process is the undertaking, by all teachers to have two classroom observations each year. To enable this to occur with ease the Executive wrote a Classroom Observation Protocol in 2014. Each observation involves a pre and post lesson discussion between the teacher and the observer and is viewed as a collaborative process

to enable us to polish our practice. Additionally, all teaching staff must complete a Professional Development Plan with a minimum of three Professional Goals, an indication of the PD requested to reach those goals and the evidence that will be used to meet to assess whether the goals were met. The PDP is reviewed mid-year and at the end of the year in discussion with the relevant Head Teacher. This process is being led and evaluated by Rachel Powell, Deputy Principal. By week six of 2016 all teaching staff had successfully completed the 2015 cycle and established their goals for the 2016 Cycle.

A new system to record school wide Professional Development was implemented in early 2015, to keep track of the Professional Learning by staff. This records attendance at all internal Staff Development including Staff Development Days, Professional Learner Exchanges and Team Meetings. It keeps a record of all mandatory training and indicates the date that this will need to be renewed for each teacher. It records the names and cost of external Professional Development courses by individual teacher and collates this according to Faculty. Additionally, it keeps a record of who has evaluated Professional Development courses using the pro forma developed at school. Whole School Staff Development was focussed on the School Plan with Literacy for Gifted Boys, the Australian Professional Standards for Teachers and the School Excellence Framework being core areas for discussion. Our Professional Learner Exchanges provided Staff Development in the School Planning Process, the use of Moodle, How to undertake Action Research, Twice exceptionality, How to reference using Word, the Williams Model of differentiation, How Google docs can improve teaching and learning. Our Professional Learning Teams expanded from Quality Teaching and the Community Garden Team to include a Literacy and Peer Assessment Teams.

Further details concerning the statement can be obtained by contacting the school.

Financial Information

Financial Summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups.

School Performance

NAPLAN

Year 7 NAPLAN Results 2015

	School	SSG	State
Reading Average mark, 2015	662.1	656.3	538.9
Writing Average mark, 2015	597.7	598.5	497.3
Spelling Average mark, 2015	674.1	661.6	547.3
Grammar and Punctuation Average mark, 2015	682.5	672	535
Numeracy Average mark, 2015	751.1	709.7	540.4

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	603,207.35
Global funds	751,874.20
Tied funds	254,960.94
School & community sources	2,892,256.73
Interest	16,114.47
Trust receipts	679,171.05
Canteen	0.00
Total income	5,197,584.74
Expenditure	
Teaching & learning	
Key learning areas	584,611.25
Excursions	337,811.89
Extracurricular dissections	1,657,563.17
Library	0.00
Training & development	1,724.10
Tied funds	204,113.75
Casual relief teachers	122,173.09
Administration & office	532,333.60
School-operated canteen	0.00
Utilities	141,930.21
Maintenance	205,766.72
Trust accounts	674,715.39
Capital programs	129,102.65
Total expenditure	4,591,845.82
Balance carried forward	605,738.92

Year 9 NAPLAN Results 2015

	School	SSG	State
Reading Average mark, 2015	692.1	689	573.1
Writing Average mark, 2015	629.6	642.3	526.3
Spelling Average mark, 2015	706.9	697.7	583.6
Grammar and Punctuation Average mark, 2015	684.4	688.8	561.5
Numeracy Average mark, 2015	792.1	758.7	590.6

Comparative School Results Year on Year Year 7

Year	2015	2014	2013	2012	2011
Reading	658	668	665	653	649
Writing	602	593	625	621	621
Spelling	671	679	682	670	672
Grammar	681	676	683	673	661
Numeracy	751	752	751	762	747

Comparative School Results Year on Year Year 9

Year	2015	2014	2013	2012	2011
Reading	692	692	681	674	685
Writing	630	654	672	661	676
Spelling	706	709	695	694	707
Grammar	684	700	710	690	703
Numeracy	792	790	817	791	765

Band 9 & 10 Comparisons: Year 7 v Year 9

NAPLAN	2011 %	2012 %	2013 %	2014 %	2015 %
Reading Band 9 v SSG	63.9	62.8	78.8	74.4	66.3
	60.3	59.9	65.6	65.6	62.9
Reading Band 10 v SSG	52.0	40.6	34.3	53.8	56.5
	50.2	39.4	35.3	35.3	51.7
Writing Band 9 v SSG	35.6	40	43	20	25.3
	47.4	38.4	34	34	28.1
Writing Band 10 v SSG	45.8	33.5	44.9	35.7	22.6
	47.9	41.1	37.6	37.6	29.7
Spelling Band 9 v SSG	85	76.7	82.1	83.9	80.3
	70.3	66.2	72.8	72.8	69.3
Spelling Band 10 v SSG	62.1	53.1	65.9	73.8	60.1
	51.7	49.2	59	59	56.8
Grammar Band 9 v SSG	57.8	80.6	78.2	72.2	81.5
	56.2	72.7	72.1	72.1	75.8
Grammar Band 10 v SSG	53.2	42.5	50.2	49.5	36.1
	39	44.1	54.2	54.2	44

NAPLAN	2012 %	2013 %	2014 %	2015 %
Year 7 Numeracy Band 9 v selectives	99.4	98.3	100	98.9
	87.8	88	84.4	86.3
Year 9 Numeracy Band 10 v selectives	96.6	99.1	97.6	96.6
	83.9	88.4	88.4	84.8
Year 7 Data & Measurement Band 9 v Selectives	96.1	98.9	95.5	97.2
	79.3	88.7	84	79.1
Year 9 Data & Measurement Band 10 v Selectives	94.7	97.6	93.8	90.3
	80.7	86.3	78.5	74
Year 7 Number & Algebra Band 9 v Selective Schools	100	99	100	99.4
	88.4	87.3	90	89.5
Year 9 Number & Algebra Band 10 v Selective Schools	97.1	98.9	98.1	97.6
	86.6	86.8	86.9	86.2

Higher School Certificate (HSC)

Course n≥10	Target Mean 2015	Actual Mean 2015	Target Band 6/E4% 2015	Actual Band 6/E4% 2015
Ancient History	85.25	90.11	35	57
Biology	85	84.4	25	15
Business Studies	89.5	91.8	80	77
Chemistry	88.75	88.83	57	51.88
Economics	86.5	83.75	35	23.94
Engineering Studies	88.75	86.80	79	41.66
English - Advanced	87.5	87.66	42.5	49.51
English Extension 1	90.25	90.2	79	70.37
Geography	86.5	87.77	35	46.15
Legal Studies	89.15	87.87	65	52.38
Mathematics- 2U	89.5	91.04	74.5	72.89
Mathematics Extension 1	90.25	92.60	71.75	79.75
Mathematics Extension 2	88.55	91.17	57	72.41
Modern History	87.8	89.80	55.9	61.9
Music 2	90	88.71	50	43.75
History Extension	86.5	82.66	58	45.45
Physics	87.5	86.86	42	45.04
Senior Science	88.25	85.23	48	33.33
Software Design	88.6	90.60	33.33	75
Studies of Religion 2 unit	85	78.93	25	0

Parent/Caregiver, Student, Teacher Satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

In 2015, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below:

- Parents stated the most positive aspect of Sydney Boys High School is the development of the whole child and the links to co-curricular activities.
- Parents stated there were clear leadership goals set by the school.
- Staff stated in 2015 they were setting more challenging learning goals and were collaborating with other staff more often due to the positive response to lesson observations.

Policy requirements

Aboriginal Education

SBHS is committed to addressing a sincere and authentic approach to the teaching of Aboriginal and Torres Strait Islanders peoples' histories and culture. The policy requires schools to improve the "educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education as well as increasing knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia. As the policy points out this is everybody's business."

SBHS is making sure we present a range of histories and experiences to reflect the diversity of Aboriginal culture and trying to increase the enrolment of Aboriginal and Torres Strait Islander through engagement with groups in our community.

We do this by having a range of vibrant teaching modules with Aboriginal content in various subjects. Our most recent initiative is the acquisition of an informative and dynamic collection of Indigenous Art. The collection reflects the diversity of Aboriginal and Torres Strait

Islander culture – a rich mix of people and stories from different geographies, cultures and languages.

SBHS sees the challenge clearly and positively. This collection and our syllabus modules give us the opportunity to rejoice in Aboriginal and Torres Strait Islander identity. From this collection we can ignite a range of conversations as they have been curated to be informative to numerous subjects. Issues, amongst others include stolen generation, dreaming stories and the National Apology. The images are on display for all school personnel to see on a daily basis but can also be presented as content in a range of subjects. Study guidelines are being produced to facilitate this.

This collection empowers us to take a dynamic and innovative approach to enable everybody at SBHS make the histories, cultures and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia, their business.

Multicultural Education and Anti-racism

In 2015, the school community worked hard to address discrimination.

A group of Year 8 boys met weekly to tackle racism and other forms of discrimination. They launched a poster competition and the four winning entries are displayed in every classroom, addressing issues such as racist jokes and not being a bystander. They also organised for a relevant quote to be in the Daily Notices every week so that all students receive a regular reminder about combatting discrimination in our school community.

The Reporting Racism facility on Moodle was extended and improved to include Reporting Homophobia and Reporting Other Discrimination. All Year 7 students were taught how to use this. As a result, a number of issues were identified.

Older students have also been involved: for the first time, we have appointed an Anti-Discrimination Prefect and four Year 9 students attended a conference held by Multicultural NSW so that they could work with younger students during 2016 on a variety of anti-discrimination initiatives.