

Sydney Boys High School

Annual Report



2016



8137

Introduction

The Annual Report for **2016** 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 Jaggar

Principal

School contact details

Sydney Boys High School

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Moore Park, 2021

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Message from the Principal

Our educational philosophy

We see value in the positive psychology framework (PERMA) 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 try through many programs to recognise and reward accomplishment at all levels and in all aspects of school life.

We believe we have the leading school of all-round opportunity for gifted boys. 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 sidelines. We do exhort our boys to drive themselves towards personal best performance, but remind them always that their 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 cannot be bought but can be built.

We operationalise our aspirations through the IPEC model of personal enlargement. Our intelligences – IQ (cognitive), PQ (physical), EQ (emotional) and CQ (cultural) – can be expanded by purposeful experiences. Ours is an holistic approach to growth, incorporating four intelligences. The model describes the discrete and interconnected aspects of these intelligences. The model underpins our whole school plan to enlarge our boys by providing opportunity – in its widest possible sense.

School background

School vision statement

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 try to build greater engagement with the school by the wider community – school staff, students, parents, Old boys and friends. We have a priority on recognising and rewarding accomplishment. We teach boys, not subjects. Our theme is 'nurturing scholar–sportsmen since 1883'.

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, Woollahra Sailing Club and St.Michael's Church.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated:

LEARNING ELEMENTS

The results of this process indicated that in the School Excellence Framework domain of Learning we range from sustaining and growing to excelling in various areas of the domain.

Learning Culture

SBHS has successfully introduced individual learning support plans to monitor student learning needs. Positive and respectful relationships are clear through the Year 12 exit survey and teacher survey evidence as well as the student social justice groups, seen in the wellbeing evidence.

Wellbeing

SBHS has many structures in place to support our students in all their endeavours. We have teams of teachers, pull–out programs, an educational philosophy with two compatible implementation models(Gagne/Ziegler) and a really wide range of student achievements. The student programs in place to recognise and respect cultural identity by actively contributing to the school, community and society, are clearly shown in the wellbeing and High Notes evidence.

Where to next –Increased staff awareness of opportunities needed for student success based on their stage of development.

Curriculum and Learning

We have a number of extra–curricular activities on offer at SBHS; we use evidence based teaching practices, we have built partnerships with SGHS and UNSW, we have introduced ILSPs, we use ILPs for accelerated students, monitoring of reports to track student progress is done every report period and we have numerous wellbeing policies to identify student learning needs. Evidence is clear for this element in six of the ten additional significant documents.

Where to next–Adaption of teaching programs years 7–9 to meet the future focussed learning skills required by the school plan.

Assessment and Reporting

We felt strong on this element but measuring student use of reflection on assessment and reporting to plan their learning has not yet become sophisticated or widespread enough in our school and therefore we rated ourselves as sustaining and growing rather than excelling. We have embedded practices to engage parents and help them understand the learning progress of their sons, with more support strategies for parents trying to help their children to learn. The additional information given out at report time to staff and parents helps to ensure a whole school strategy is in place. Problem Solving, Evaluating, Working in Teams, Communicating ideas and Creating and Innovating (PEWCC) skills reporting, commenced in Year 7, which helped start a stronger conversation with parents about learning.

Where to next –Greater processes available to ensure parents are engaged with the progress of their children. School wide culture of reflection to improve student learning through increased PD on this area.

Student Performance measures

Our boys perform at high levels in HSC tests and there are strong value added results overall. The equity groups performance is very close to the performance of all students in the school. This is clearly seen in the BI reports as well as

the student results 2015 evidence.

TEACHING ELEMENTS

The results of this process indicated that in the School Excellence Framework domain of Teaching the school is currently at the level of sustaining and growing. "In schools that excel **all** teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a higher priority given to evidence-based teaching strategies." Every teacher would say they were trying to do these things but to quantify this with evidence was at times difficult to prove and therefore we rated ourselves at sustaining and growing.

Effective Classroom Practice

The school leadership team does demonstrate instructional leadership, promoting and modelling effective, evidence-based practice. The results from the year 12 exit survey, teacher survey and the new protocols evidence prove that staff and students feel that teachers regularly review learning with students and use performance data to improve teaching practice. Added to that there are two personal feedback appointments with the Principal scheduled for each student.

Data Skills and Use

The big improvement in this area over 2015–2016 has been the unified approach to new DEC protocols that have enabled monitoring of practice. To move towards excelling in this area the school may reframe some of our data against the three types of assessment criteria for/as/of learning.

Collaborative Practice

We certainly have structure in our Professional Development Plans, lesson observations, PLEs (professional learning exchanges, quality teaching, cyber management and wellbeing teams). Teachers collaborate within and across stages but we need to make our modelling, mentoring and feedback loops more visible to enable evidence at excelling rather than sustaining and growing.

Learning and Development

The push to improve teaching methods in literacy is clear with the work of the literacy team from 2015. The PDP cycle and system that revolves around this ensures teachers actively plan their own PD.

Where to next –Put in place a program at SBHS to ensure the development of beginning and early career teachers.

Professional Standards

We have evidence that teaching staff demonstrate and share expertise through the use of Professional Learning Exchanges (PLEs), Staff Development Days and in their Quality Teaching Teams. The evidence of teachers work beyond the classroom can be seen by the number of Saturday sports, Friday night debates and music events that run through the year due to the provision of teaching staff organising and supporting these programs outside school hours.

Where to next –Greater understanding and responsibility taken by all staff to ensure the achievement of the school's goals and their link to the professional standards.

LEADING ELEMENTS

The results of this process indicated that in the School Excellence Framework domain of Leading the school ranges from sustaining and growing to excelling.

Leadership

Many staff have purposeful leadership roles based on their professional expertise. As well, they use their professional skills in autonomous MIC (Manager In Charge) roles in sports and co-curricular activities. The school community is committed to the scholar-sportsman ideal and to the maximising of opportunities for excellence. The school has incrementally increased its average ATAR including its increased population of locally selected students. Our school is recognised as excellent and responsive by our community. We have many collaborative and governance structures: P & C, School Council, Sydney High School Foundation, Old Boys Union, Parent Support Groups for >15 sports and co-curricular activities, parent representatives on the Student Wellbeing Committee and the Libraries Committee, Parent Year Groups and Gardening Committee. The school has student enrolments from over 150 postcodes and greater than 95% of our students reside outside a 5km radius from the school. Our community is more demographic than geographic and is very diverse. In our area we have agreements with St Marks Church, the Sydney Swans, Centennial & Moore Park Trust, Double Bay Sailing Club, Woollahra Sailing Club, the NSW Rifle Shooting Association, Indeep Tennis, University of Technology, University of New South Wales, Sydney and SISC. We have an agreement with Sir Roden &

associations to rent our covered cricket nets. We run outreach programs at Cleveland Street IEC, Bourke Street Public School, Vincentia House and Kirra Kids Centre. We have a cultural exchange with Boggabilla Central School, where each school visits one another each year. We have a strong presence in charitable organisations as volunteer collectors having raised more than \$1,000,000 during Dr Jaggar's time at SBHS.

School Planning, Implementation and Reporting

Our School Plan incorporates evidence-based strategy and innovative thinking. Its overarching theory is the IPEC model, a gathering of 'intelligences' to be developed: academic IQ, physical PQ, emotional EQ and cultural CQ. In the Junior School 7–9 the driving model is Gagné's differentiated model of talent development. In the Senior School 10–12, Ziegler's actiotope model of interactive talent development is overlaid on Gagné to reflect the growing autonomy of learners and their more sophisticated relationships with teachers.

SBHS has valued its traditions and its recipe for success in the same way as quality brands like SAO and vegemite have. Simon Sinek's 'Start With Why' urges organisations to look within themselves to discover their core values and driving purposes. Since 1883 our objective has been to prepare students well for university. Since 1886 our students have wanted to get involved in non-academic activities which they organised for themselves. In 2016 we pursue the highest possible academic outcomes while maintaining life balance by providing our students with a plethora of opportunities for excellence. Our community expects us to do both well. Our structural governance through P & C and School Council makes collaboration usual practice. Data gathering tools such as TTFM surveys and Year 12 exit surveys have broadened our understanding of where strategic school improvements need to be made.

Where to next –Staff need to be able to better communicate the purpose of each strategic direction.

School Resources

We do have long-term planning integrated with school planning and implementation. Our Site Development Plan 2011–2020 and our Long Term Financial Trends documents put perspectives on our resource allocations for specific purposes. Funds available have increased by 500% during Dr Jaggar's time at SBHS. Even so, resources have to be carefully managed to balance the budget each year. In addition, trusts to the value of \$350,000 have been established for strategic purposes. Money has been targeted for gifted education programs and academic competitions. The school has established a Development Office to manage relationships with the wider school community. The school publishes a newsletter each week (High Notes), a periodical marketing pamphlet (High Flyer), a detailed compendium of school activities (The Record) and the Annual School Report.

The use of school facilities is optimised with the UTS SBHS gymnasium, the tennis courts licensed to InDeep, regular hiring of the Great Hall, the COLA nets and the school grounds (principally for event parking). The High Store is licensed to Sydney High School Foundation and the school canteen is run at a significant profit. We work our assets pretty well.

Management Practices and Processes

Our practices and processes are responsive to school community feedback. Apart from oversight of school practices by our school governance bodies (P & C, SBH School Council) a large number of school organisations have input opportunities into co-curricular activities. Parent surveys, SMS texts, website, Facebook, High Notes, The Record, School Plan, Site Development Plan provide platforms for parents with particular views to engage with the school. Information evenings are regularly held to explain HSC results, to discuss the acceleration intervention, to outline courses 11–12 and electives 9 & 10 and to orientate new parents into the school culture. We are very transparent. Our policies and processes are located on the website, accessed via a parental portal or written about in High Notes. Our intranet has an organisation chart; our website has a 'live' calendar which is updated daily and on Saturday mornings. Our results are published on the website and analysed in PowerPoint presentations. We have online feedback opportunities for parents and they are surveyed annually.

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.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Maximising potential

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 to make the most of opportunities on offer at High.

Overall summary of progress

The introduction of targets for ILSPs in 2016, meant that improvement measures were clear for those on ILSPs. Continued uptake of ILSPs increased the number of students on ILSPs and greater parent awareness of how/why they exist has garnered greater support from home for these. There are measures in place for 2017 to ensure more staff use the ILSPs to support student learning.

Overall numbers participating in co-curricular activities continued to grow with the number of students involved in at least one Saturday sport up by one percent.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Support for underachieving students	The increase in the number of ILSPs and tracking of student performance meant ILSPs now have a clear direction for achievable targets. The increased efforts of the learning support officer allowed this to occur.	Additional YAs for year 7–10, SLSO \$42416
Increasing participation in co-curricular activities	Increases to the caps on Basketball and Football meant more students were able to compete in Saturday sport. Unfortunately the school did not achieve the number of Bronze Awards it targeted for Year 7 in 2015.	\$10000
Improve HSC performance	2016 saw a drop from 2015 results, with results in most areas still well above the 10-year average. 14 courses exceeded targets for means; 18 did not. 12 courses achieved targets for band 6/E4 percentages; 20 did not.	N/A

Next Steps

- Continue tracking ILSP performances
- Find more Saturday sport opportunities for students who miss places in current sports.
- Track HSC performance data through the year –create a more collaborative approach to helping underachieving HSC students.

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 boys focus on quality work.

Overall summary of progress

The efforts made in 2016 to have a literacy focus for PD meant one twilight session was focused on improving literacy standards. Improvements to NAPLAN and HSC courses, with a literacy focus, were not achieved in 2016. More work needed in this area in 2017 and beyond.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improve Naplan results for Reading and Writing	19% of literacy results for NAPLAN in 2016 were higher than their respective 5 year averages	N/A
Use formal assessments to improve literacy standards across all KLAs.	The literacy team presented at an afternoon twilight to improve efforts made across KLAs in this area. More work needs to be done to embed the literacy and digital literacy continuums across all KLAs. Some areas did this with success, while others are working towards this in 2017.	N/A
Comparisons of means in HSC courses with major literacy tasks being tested.	The main progress in this area came through the analysis of HSC data.	N/A

Next Steps

Required steps for 2017 to ensure Strategic Direction 2 is successfully implemented:

- Analyse HSC literacy data to come up with cross KLA approaches to tackling this school wide issue
- 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

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.

Overall summary of progress

The changes to SD3 continued in 2016 with alterations to the lesson observation protocol to include one observation from your relevant Head teacher. Changes to reporting to include PEWCC skills were instituted. After some understanding issues in Semester 1, clear guidelines to staff and parents allowed for its smooth integration into the reporting process.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Results from the Tell Them From Me survey about: Rigour Relevance Positive learning climate Expectations for success	Detailed analysis of the TTFM survey took place. The inclusion of four extra questions in the teacher survey was very helpful. A comparison between the first and second Year 12 exit surveys was undertaken.	\$1000
Lesson Observations	All teachers were observed twice in 2016. The change to the school lesson observation protocol to include one of these observations by the relevant HT was a move forward. The emphasis on standards based observations helped move this process away from an inspectorial process.	\$14000
Evaluation of current assessment and reporting guidelines.	The introduction of PEWCC skills into the reporting process was a success, with greater focus on skills in the junior school.	N/A

Next Steps

- Introduction of a leadership observation protocol
- Increased parent participation in the TTFM survey

Key Initiatives	Impact achieved this year	Resources (annual)
English language proficiency	It delivered additional funds to the school for the SLSO which allowed for the expansion of ILSPs for students who needed support in English. It also provided additional resources for PD and books in this area.	SLSO • English language proficiency (\$33 556.00)
Low level adjustment for disability	It delivered additional funds to the school for the SLSO which allowed for the expansion of ILSPs for students who need additional support for adjustment reasons. It paid for time in lieu for staff who were preparing these ILSPs.	SLSO Additional YAs Time in lieu for staff • Low level adjustment for disability (\$39 986.00)
Socio-economic background	This amount of funding did not meet the requirements of the school as there was over \$12000 required per term.	• Socio-economic background (\$18 337.00)
Support for beginning teachers	These elements ensured SBHS met the DoE funding requirements.	Period allowance for beginning teachers Period allowance for mentors Period allowance for lead teacher organising meetings

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	1183	1193	1198	1203
Girls	0	0	0	0

Student attendance profile

School				
Year	2013	2014	2015	2016
7	97.5	97.5	97.5	97.9
8	97.2	96.6	95.9	96.4
9	96.7	97.5	96.3	95.7
10	95.3	96.8	95.9	94.4
11	95.3	95.6	96.3	95.9
12	96	96.2	95	96.2
All Years	96.3	96.7	96.1	96
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

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	99
Other	0	0	1
Unknown	0	0	0

Year 12 students attaining HSC or equivalent vocational education qualification

All Year 12 students at Sydney Boys High School completed their HSC. We don't have any students from Sydney Boys High School doing vocational education.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	59.6
Learning and Support Teacher(s)	0.4
Teacher Librarian	1.2
School Counsellor	1
School Administration & Support Staff	14.77
Other Positions	1

*Full Time Equivalent

<Use this text box to report on the Aboriginal composition of your school's workforce>

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Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

Professional learning and teacher accreditation

This year all staff had fully completed the 2016 Performance and Management Cycle by Week 2 of 2017.

Faculty expenditure on Professional Learning (including external course, programming days and casual relief)

was as follows:

- English – \$17969.55
- Maths – \$7572.91
- Science – 1891.17
- History – \$1592.50
- Social Science – \$8250.65
- Industrial Arts – \$4554.22
- Creative Arts – \$3119.91
- PDHPE – \$1577.36
- LOTE – \$2564.05
- Leadership and student support – \$5727.11

Aside from keeping up with the mandatory DET training requirements our whole school professional learning included presentations on 'Understanding Autistic Spectrum Disorder', a whole school evaluation of our report writing processes and cross curricula literacy professional learning presented by the Literacy team. The School Principal presented on 'HSC results and the school priority', 'Why do I need a Teacher when I have Google?' and 'Dispositional teaching'.

We organised and hosted an inaugural NSWIT accredited combined, Staff Development Day with Sydney Girls High School. All workshops were on Assessment and were either presented by University staff or by teachers from both schools .

Every Faculty undertook faculty based professional development twilight sessions in lieu of one staff Development Day and this provided the opportunity for some highly appropriate and high quality professional learning to take place across the school. This ranged from a presentation on HSC marking in Science; consulting on the new HSC syllabus in Maths; BYOD in English; planning the new stage 4 and 5 Geography syllabus in Social Science; attending a lecture at the University of Sydney in History; analysing survey statistic in the libraries; developing skills in using the laser cutter in Visual Arts and TAS; attendance at a number of Languages seminars in LOTE and some practical skills sharing in PDHPE.

An integral part of our Professional Learning Program at SBHS is the bi-termly Professional Learners Exchange. Once again the Program was of a high standard with a varied array of workshops presented by staff in school. These comprised An introduction to Indigenous Art Collection by Claire Reemst ; The Distraction Addiction by Kim Jaggar; Highly Accomplished and Lead Teacher Applications by Rachel Powell; Behaviour Management Techniques by Rosie Tracey; An Introduction to Moodle by James Rudd ; Embedding Literacy into the Curriculum by Mina Genias; PeerAssessment – the students' perspective by Melinda Jollie and Tips on using Rap Analysis by Andrew Carman.

Another key component of our Professional Learning are our teams which provide an opportunity to share ideas and resources across faculties and make a practical difference to the learning and teaching of students and the environment at SBHS. In 2016 the following teams met twice a term before school: the Literacy Team, the Community Garden Team, the Quality Learning and Teaching Team, Cyber

Management Team and the Illuminate Team. In addition, we introduced a Professional Learning Team, which met once a cycle in order to discuss the professional learning needs of teaching staff and plan for Professional Learning and Accreditation.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	605 738.92
Global funds	816 250.20
Tied funds	314 852.98
School & community sources	3 148 351.05
Interest	16 162.11
Trust receipts	782 165.87
Canteen	0.00
Total income	5 683 521.13
Expenditure	
Teaching & learning	
Key learning areas	516 124.22
Excursions	417 536.96
Extracurricular dissections	1 956 000.29
Library	-0.07
Training & development	8 851.02
Tied funds	282 974.14
Short term relief	76 157.71
Administration & office	505 355.54
School-operated canteen	0.00
Utilities	148 848.43
Maintenance	178 075.22
Trust accounts	778 919.89
Capital programs	132 701.48
Total expenditure	5 001 544.83
Balance carried forward	681 976.30

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

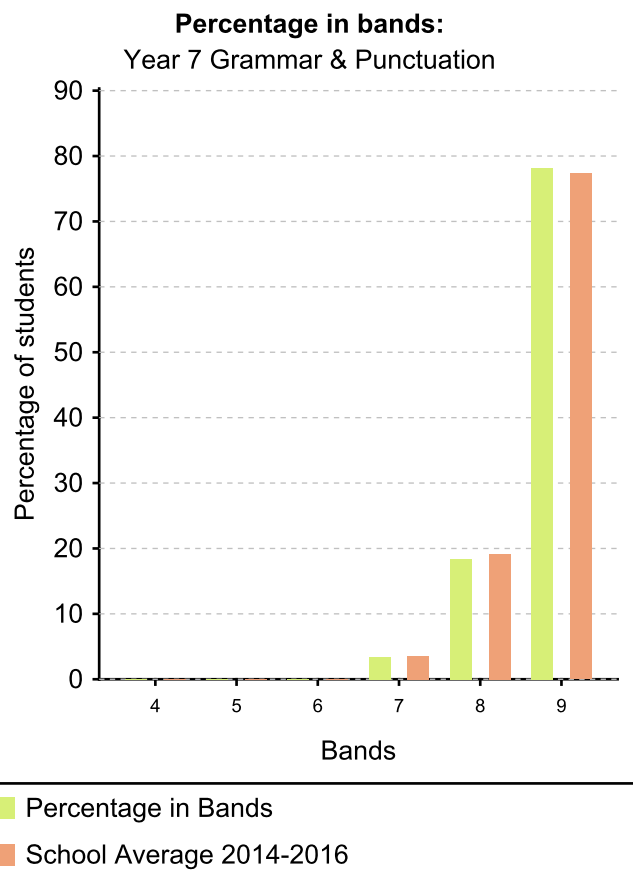
School performance

NAPLAN

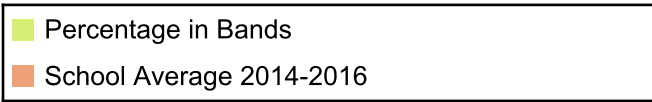
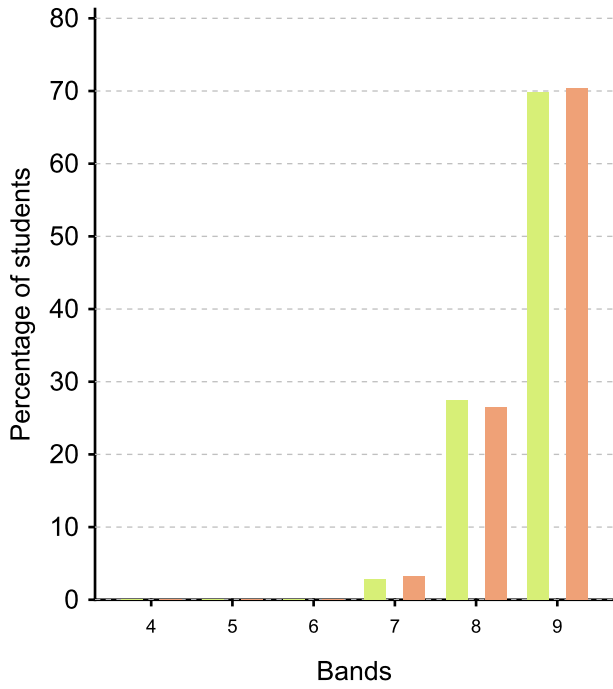
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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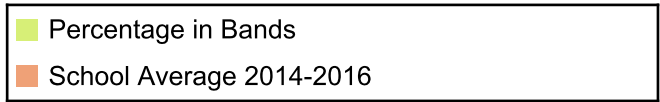
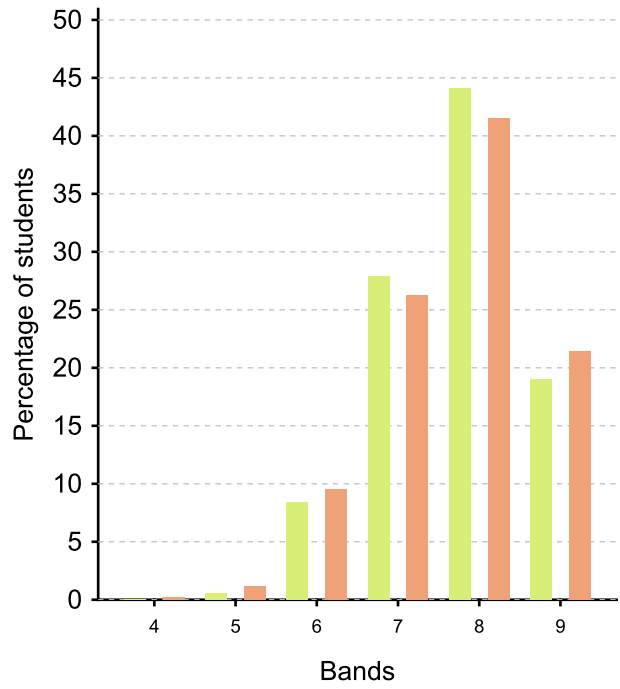
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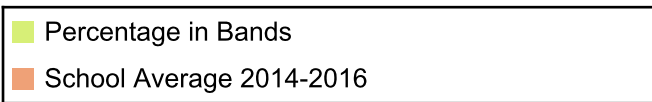
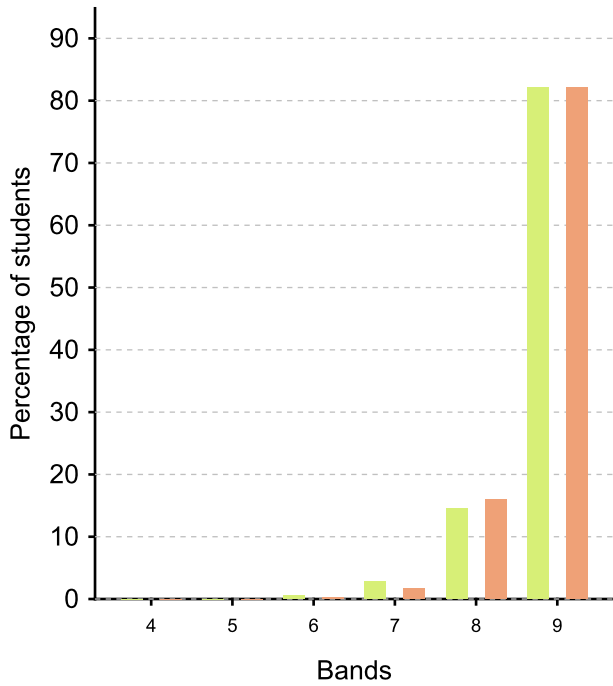
Percentage in bands:
Year 7 Reading



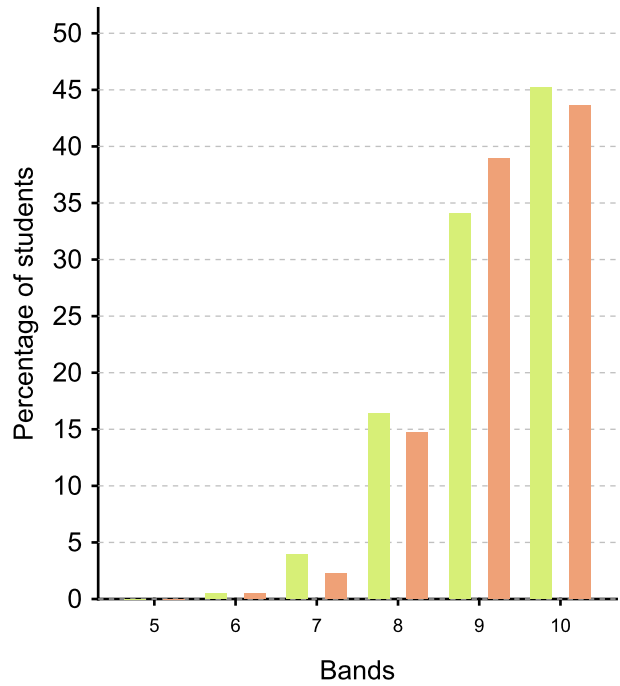
Percentage in bands:
Year 7 Writing



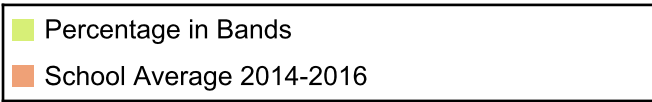
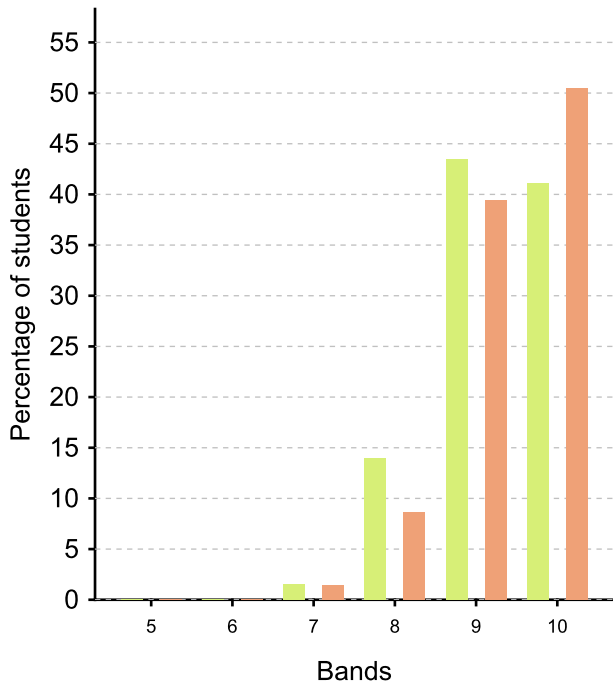
Percentage in bands:
Year 7 Spelling



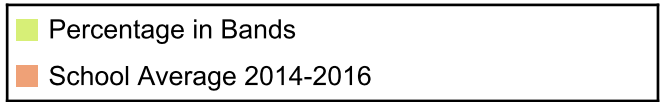
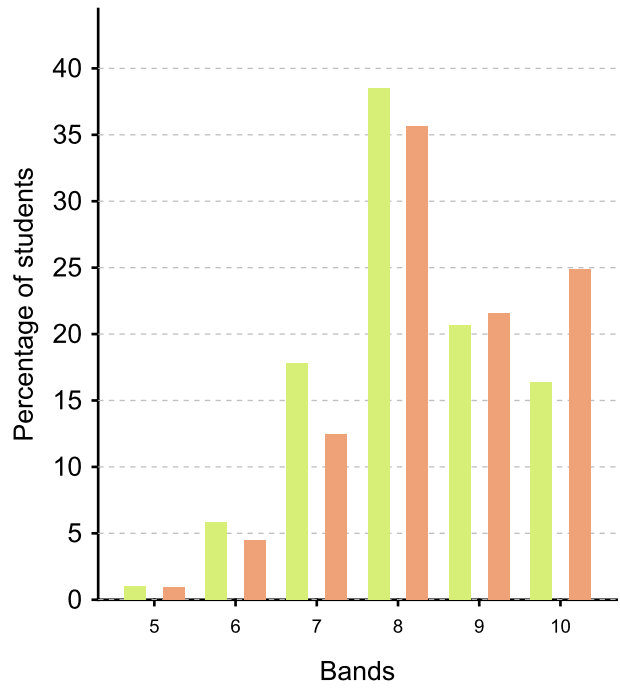
Percentage in bands:
Year 9 Grammar & Punctuation



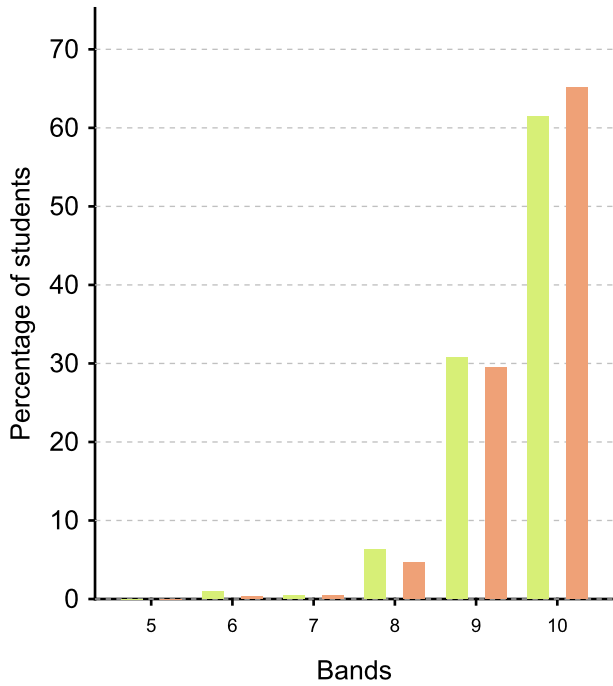
Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing



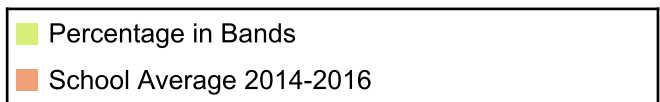
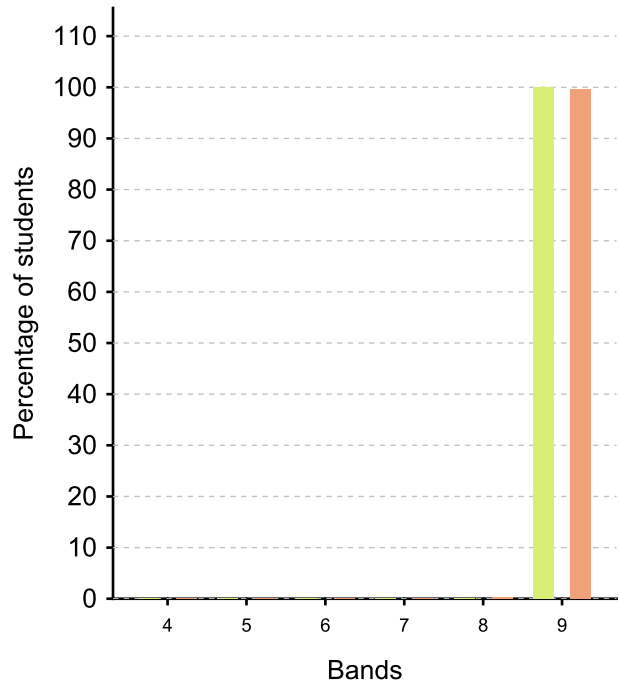
Percentage in bands:
Year 9 Spelling



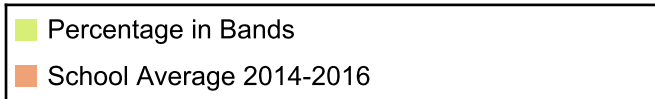
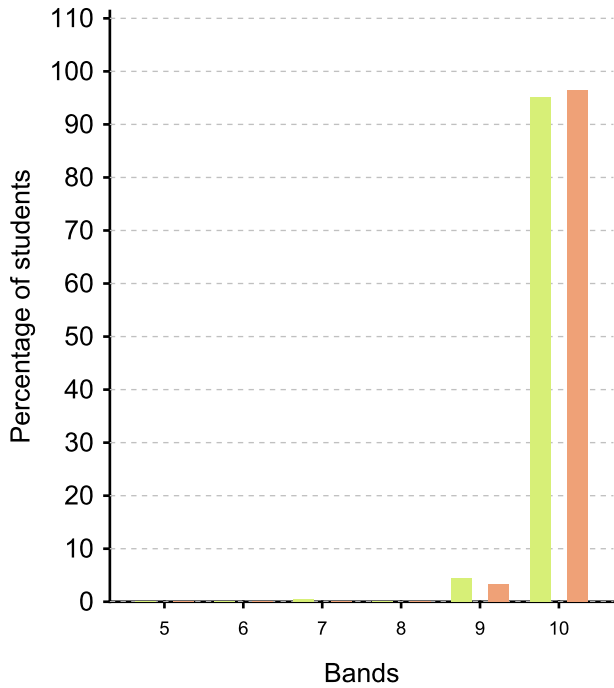
<Use this text box to comment on numeracy NAPLAN data>

Delete text not required.

Percentage in bands:
Year 7 Numeracy

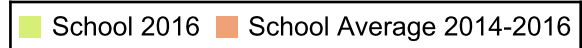
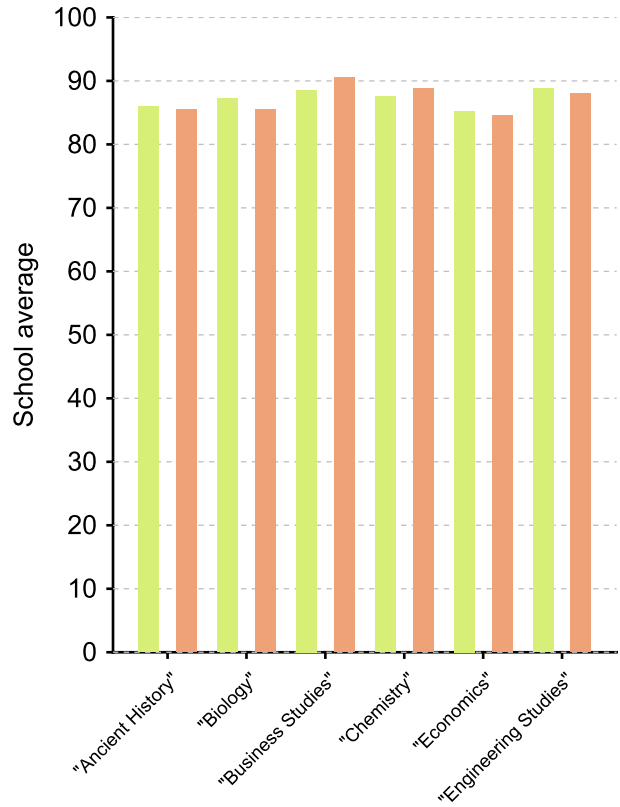


Percentage in bands:
Year 9 Numeracy



Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



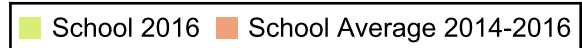
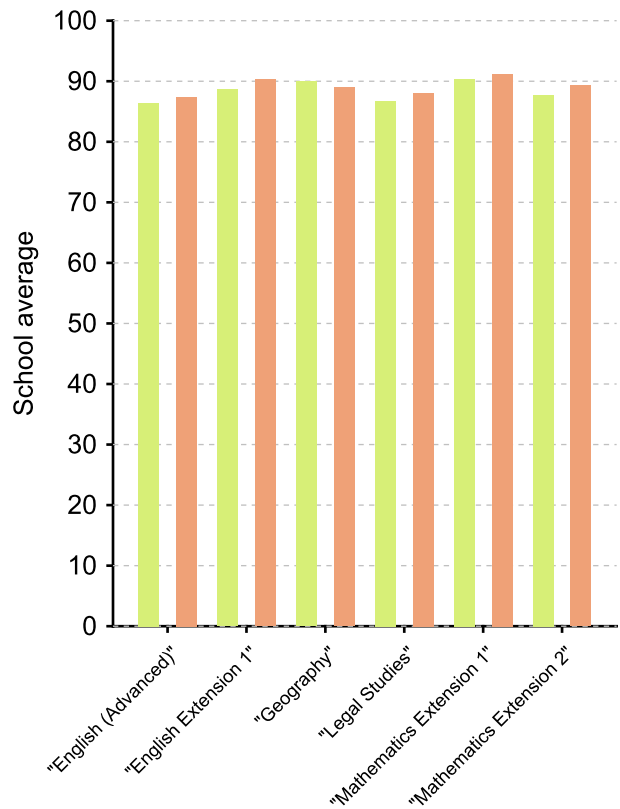
<You may choose to use this text box and statement to refer readers to the My School website:

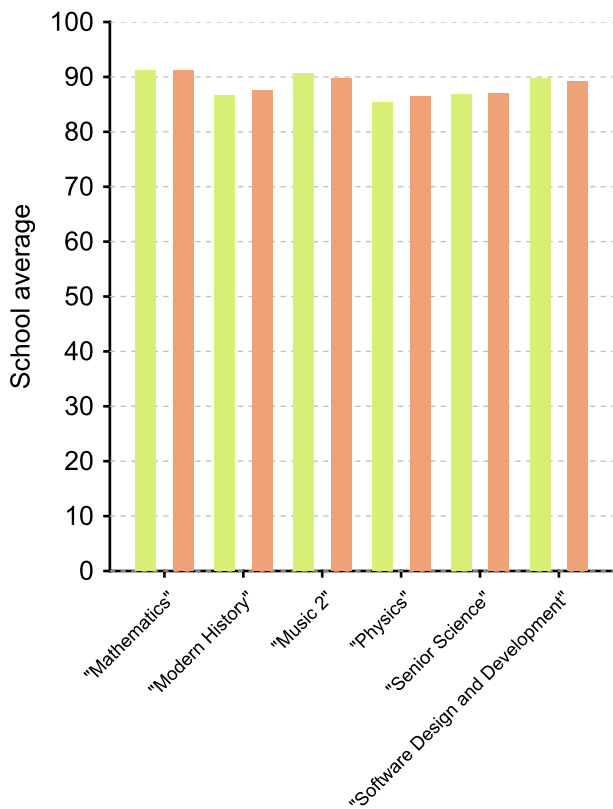
The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

Delete text not required.

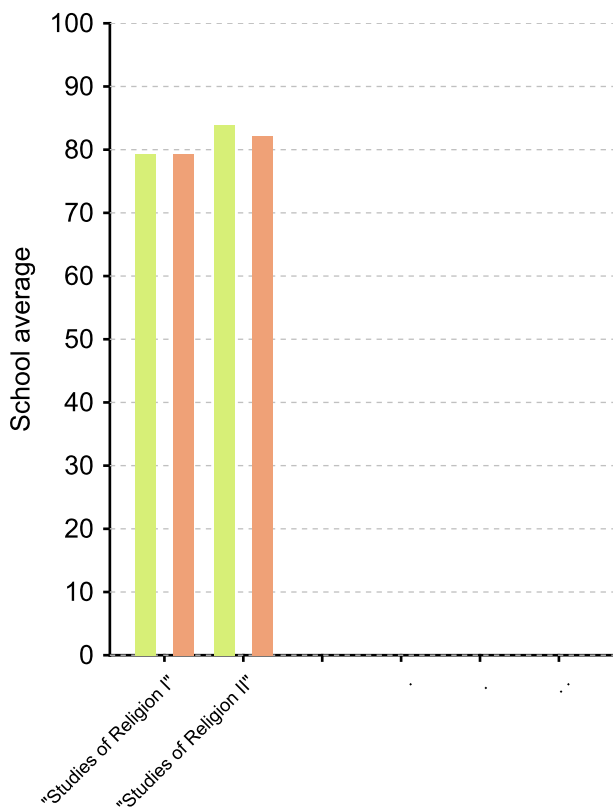
<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

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Legend: School 2016 (light green), School Average 2014-2016 (orange)



Legend: School 2016 (light green), School Average 2014-2016 (orange)

2016 Targets

1. Exceed 94 ATAR average and have a narrower SD than 7.7

[Achieved: 93.12 and 7.81. Targets reset for 2017 @ 93.5 and SD 7.75

2. More than 50 students reach ATARs of 99 or higher.

[Achieved: 46. Target reset for 2017 at 50.]

3. More than 77 students with ATARs in the range 95–98.95

[Achieved: 69. Target reset for 2017 at 72.]

4. Around 40 students in the range 90 – 94.95

[Achieved 45. Target still set at 40.]

5. More than 165 students at 90 ATAR or higher.

[Achieved 160. Target reset at 163.]

6. Produce 80% of ATARS at 90 or higher.

[Achieved 76.56%. Target reset for 2017 @ 77.5%]

7. Reduce ATARs below 80 to <6.5%.

[Achieved 8.6%. Target reset for 2017 @ 7.8%]

8. Earn 675 band 6 / E4 awards.

[Achieved 621. Target reset for 2017 @ 650.]

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 2016, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below:

- Parents stated the most positive aspects of Sydney Boys High School are: The encouragement of students, setting high standards for gifted boys and the extra-curricular opportunities at SBHS.
- Staff stated in 2016 school leaders were leading improvement and change.

Policy requirements

Aboriginal education

SBHS continues to build an authentic approach to the teaching of Aboriginal and Torres Strait Islanders peoples' histories and culture. The new National Curriculum for Science has mandatory Aboriginal and Torres Strait Islander perspectives to teach. These resources are available in the textbook and are taught simultaneously with the teaching of other perspectives. In Year 7 Science at SBHS a lesson introducing the design, use and physics of tools such as the

boomerang, woomera and wood working stones sought to develop an understanding and respect for Indigenous Australians. Rock carvings were also examined which illustrate the first Australian use of astronomy.

Our invaluable Indigenous Art collection continues to grow and drive a lot of conversation around Indigenous Culture in various subjects. The artist Munurrapin Maymuru depicts the importance of astronomy in the ceremonial pole from Yirrkala. It tells of the passing of a group who had destined themselves to be offerings to the night sky where they would become stars. Sacred animals and the starry constellation are represented in the imagery. We will be launching the art collection to mark Sorry Day in 2017. There is much work still to accomplish in this area. We have devoted many resources and time in making connections engaging Indigenous writers and curators for relevant material and research.

Through our lessons and syllabus objectives, we continue a sincere effort to try to improve knowledge and representation to make this a safe and positive place for the First and all Australians going forward.

Multicultural and anti-racism education

A number of initiatives were undertaken to address discrimination during 2016. A group of students met weekly with the Anti-Discrimination Contact Officer and Anti-Discrimination Prefect to discuss and implement a variety of strategies. A comprehensive survey was conducted and analysed, revealing some interesting results that were very different to what staff and students had assumed were the main problems: only 5% of discriminatory comments are made during sport, with the majority of issues occurring during lunch time. Use of expressions that mock people with autism were also on the rise, something we had previously been less aware of. As a consequence, a representative from Aspect came in to school to train 15 Year 9s on understanding autism and combatting the use of negative language in school.

Year 8 and 9 students also gave up their time to teach a Values Education lesson to Year 7 classes on how to identify and report discrimination via Moodle. This has resulted in a number of issues coming to light, which have been dealt with before discriminatory behaviour becomes entrenched in the culture of this year group. The Hon Michael Kirby was invited to speak in a school assembly about his work on many social justice issues, which was well received by students.

Towards the end of the year, students put together a booklet about discrimination to give to the new Year 7s in 2017.