

Sydney Boys High School Annual Report



2017



8137

Introduction

The Annual Report for **2017** is presented to the wider 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, asset 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. It describes our priorities for expenditure and sketches the future directions of the school.

Dr K Jaggar

Principal

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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 respectful relationships. 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. 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.

In the final year of the 2015–2017 school plan the focus was on improving areas of weakness in the School Excellence Framework self-assessment. Time was dedicated to reporting and improving elements of the School Excellence Framework during executive meetings in Term 2 and Term 4. The school executive reflected on the progress being made across the school as a whole, based on the expectations identified in the Framework.

In the domain of Learning, our efforts primarily focused on creating a positive learning culture where all students can thrive in a supportive environment. Assessment and reporting was improved through the increased understanding of PEWCC skills reporting and greater definition around how these skills were achieved, the focus on skill acquisition rather than assessment results. Culture and well being at the school were improved through the work done by the equality committee in supporting students' needs and the continuation of individual learning plans. The successful integration of lesson observations for every teacher in 2015 and 2016 created a more productive learning environment and in 2017 lesson observations were focused on achieving NESA standards.

The major focus in the domain of Teaching was on increasing engagement during lessons and the support of collaborative practice for staff members. The movement to excelling in areas of the teaching elements in 2017 was as a result of the roll out of thinking routines across the school and the increasing engagement that ensued. The continuation of cross faculty teams brought about greater collaboration in key areas of teaching, particularly literacy, where further action was taken to improve NAPLAN and a more coordinated approach was developed for the 2018–2020 school plan. The Tell Them From Me Surveys and Year 12 Exit surveys were an important part of data analysis that took place in 2017 to inform decision-making for teaching and learning in the classroom.

In the domain of Leading, our priorities remained the implementation of our key strategic directions through the transition to LMBR in 2017. The strong financial leadership in 2017 meant no service to students was impacted by the transition in accounting methods at the school. School facilities continued to be optimised within the community and through the use of student, staff and parent surveys the community had a chance to give constructive feedback on leadership.

Our self-assessment process will assist the school to refine our school 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/sef-evidence-guide>

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

Greater monitoring of HSC subjects as well as increased awareness of school reports in junior years allowed for greater support for underachieving students. In trying to increase participation in co-curricular areas of the school the goal sometimes outweighed the pursuit of excellence in these area, particularly sport. Therefore a more consolidated approach must be taken moving forward to ensure increased participation does not lead to decreased skill acquisition.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|---|---|
| Support for underachieving students | Additional YAs for year7–10, SLSO – \$42416 | Numbers of Year 7s in the academic support group is lower than the targets for years 7–9 |
| Increasing participation in co-curricular activities | Sportsmaster/MICs – Cost N/A | Numbers of students involved in Saturday sport are up. Coherence to the Sports Policy has fallen and therefore these numbers may be artificially high. |
| Improve HSC performance | Head Teachers – Cost N/A | 13/20 2 unit subjects with numbers greater than ten in their course met their target average. 12/20 2 unit subjects with numbers greater than ten in their course met their target number of Band 6/E4 percentages. |

Next Steps

- Focus on PERMA/IPEC to ensure engagement
- Increased social awareness through participation in social equality matters
- Increase in the number of students involved in two sports

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

Analysis of NAPLAN data was done in greater detail in 2017. The Literacy Team's targeted approach to addressing the skills required by the students resulted in a more direct approach for 2018. Professional Development in this area at one of the twilight sessions further highlighted the need for a targeted approach to addressing deficits in NAPLAN skills. Analysis of RAP data, specifically literacy, featured as two stand alone Professional Learning Environments (PLEs) during the year in an effort to create a school wide approach to addressing literacy needs in the senior years.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|----------------------------|---|
| Improve Naplan results for Reading and Writing | Literacy team – Cost N/A | Through the extra work put in by the literacy team, there were higher expectations placed on students. This resulted in better results for many students. |
| Use formal assessments to improve literacy standards across all KLAs. | Literacy team – Cost N/A | While many faculties were able to embed the literacy continuum into their relevant programs, the links to assessment tasks were not clear enough. |
| Comparisons of means in HSC courses with major literacy tasks being tested. | Executive – Cost N/A | Using RAP staff were able to analyse the changes to literacy based courses and assess what needs to be done for future improvement. |

Next Steps

- Literacy focus for lesson observations
- One task per KLA on oral literacy
- Focus on Grammar
- One literacy focus per term from the SMART teaching website

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 increased integration of Problem solving, Evaluating, Working in teams, Creating and innovating and Communicating (PEWCC) skills into the junior reports, linking of PEWCC skills to thinking routines and analysis of thinking routines in the staff TTFM surveys all worked toward the goal of excellence in teaching quality. NESA accreditation at PLEs saw greater uptake of staff at these events and meant there is a solid base for the new NESA protocols to take place from January 2018 onwards where all staff must look to maintain proficiency.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|----------------------------|---|
| Results from the Tell Them From Me survey about: Rigour Relevance Positive learning climate Expectations for success | \$1000 | The TTFM data was used to help make the 2018–2020 school plan. By including information collected from the school community (students, parents and staff), the plan better suits the needs of the school. |
| Lesson Observations | \$14000 | All teachers were observed twice in 2017. The change to the school lesson observation protocol, made in 2016, to include one of these observations by the relevant HT was maintained by most staff. |
| Evaluation of current assessment and reporting guidelines. | N/A | This was done at the executive level to ensure all staff are aware of the PEWCC skills process for 2018 implementation of Year 7–9 |

Next Steps

- PEWCC reporting regime and continuum
- Opportunities for autonomous learning online

| Key Initiatives | Resources (annual) | Impact achieved this year |
|--|--------------------|--|
| English language proficiency | 17206 | This funding enabled the fulfilment of SD1 – Project 1, SD2 – Project 1 and 2. It also delivered additional funds to the school for the Student Learning Support Officer (SLSO) which allowed for the expansion of Individual Learning Support Plans (ILSPs) for students who need support in English. It also provided additional resources for PD and books in this area. |
| Low level adjustment for disability | 80616 | This funding enabled the fulfilment of SD1 – Project 1, SD2 – Projects 1 and 2. It also 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 the additional six year advisers used at Sydney Boys High School. By increasing the number of year advisers Sydney Boys High School has been able to give greater attention to those with disability funding. |
| Socio–economic background | 19395 | This funding was used to support students from a low socio–economic background. It meant they could be involved in school and co–curricular endeavours, therefore allowing for SD1, Project 2. This amount of funding did not meet the requirements of the school as there was over \$24000 required in term 1 alone.. |
| Support for beginning teachers | 16323 | Beginning teacher money was used to give beginning teachers and their mentors timetabled periods off class. They were also given the opportunity to attend additional PD. |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2014 | 2015 | 2016 | 2017 |
| Boys | 1190 | 1195 | 1198 | 1200 |
| Girls | 0 | 0 | 0 | 0 |

The continued inclusion of new enrolments in Years 9 and 11 has seen the numbers stabilise at 1200 in 2017.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2014 | 2015 | 2016 | 2017 |
| 7 | 97.5 | 97.5 | 97.9 | 97.8 |
| 8 | 96.6 | 95.9 | 96.4 | 96.5 |
| 9 | 97.5 | 96.3 | 95.7 | 95.6 |
| 10 | 96.8 | 95.9 | 94.4 | 95.5 |
| 11 | 95.6 | 96.3 | 95.9 | 94.1 |
| 12 | 96.2 | 95 | 96.2 | 94 |
| All Years | 96.7 | 96.1 | 96 | 95.5 |
| State DoE | | | | |
| Year | 2014 | 2015 | 2016 | 2017 |
| 7 | 93.3 | 92.7 | 92.8 | 92.7 |
| 8 | 91.1 | 90.6 | 90.5 | 90.5 |
| 9 | 89.7 | 89.3 | 89.1 | 89.1 |
| 10 | 88.1 | 87.7 | 87.6 | 87.3 |
| 11 | 88.8 | 88.2 | 88.2 | 88.2 |
| 12 | 90.3 | 89.9 | 90.1 | 90.1 |
| All Years | 90.2 | 89.7 | 89.7 | 89.6 |

Management of non-attendance

If a student is not in attendance on a particular day and his parents have not contacted us with an explanation an SMS is sent to the parent advising of the absence and asking that they contact the school to explain the absence.

If a parent does not explain the absence, reminder emails are sent until the absence is explained.

Year Advisers monitor attendance in Weeks 5 and 10 of each term.

The Head Teacher Student Wellbeing liaises with Year Advisers and requests Home School Liaison Officer

assistance when appropriate.

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 11 and 12 students had the opportunity to attend Guest Speaker presentations from Universities, cadetship programs and the Careers Adviser. Students and parents were able to access up to date careers information through the Careers News section of the Student Portal and Parent Portal. Over 210 one-on-one "Beyond High School" interviews were completed between Year 12 students and the Careers

Year 12 students undertaking vocational or trade training

The School's Vocational Education program experienced an increase in Work Placement participation in 2017, up 10% from 2016. Attendance at the SBHS Careers Expo increased.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of students attain an HSC at Sydney Boys High School.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|-------|
| Principal | 1 |
| Deputy Principal(s) | 2 |
| Assistant Principal(s) | 0 |
| Head Teacher(s) | 12 |
| Classroom Teacher(s) | 60 |
| Teacher of Reading Recovery | 0 |
| Learning & Support Teacher(s) | 0.4 |
| Teacher Librarian | 1.2 |
| Teacher of ESL | 0 |
| School Counsellor | 1 |
| School Administration & Support Staff | 14.77 |
| Other Positions | 1 |

*Full Time Equivalent

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 | 23 |

Professional learning and teacher accreditation

As per the Department of Education Performance and Development Framework all teachers had submitted their Professional Development Plan goals mid-way through Term 1 of 2017.

At our first Staff Development Day (SDD) of the year Karin Morrison (co-author of Making Thinking Visible) presented to the whole staff and then worked more directly with the Quality Teaching Team which was a catalyst for further whole staff professional learning at one of our SDD twilight sessions.

Based on the success of the inaugural SBHS-SGHS combined staff development day in 2016, SGHS hosted the second one in 2017 which was entitled 'Gifted Education in Selective Schools' and had Professor June Maker as the key note speaker. Staff across the two schools collaborated in a range of workshops and discussion activities. Evaluations of the days were very favourable.

At the Executive Professional Development Day, Dr Jaggar presented on the Leadership Secrets of Colin Powell; Rydr Tracey of CESE led a workshop on evaluation and reflection: the importance of evidence and Rachel Powell and George Barris explained the process of accreditation for pre – 2004 teachers.

The Professional Learners Exchange was awarded the Australian College of Educators Alan Laughlin Award for Leadership in Education. The format was adapted so that we could achieve NESA accredited hours. A presentation is delivered by one or two members of staff on an area of their expertise, attendees are expected to use some of the techniques in their classroom and then present back on their progress.

The PLEs for 2017 were: Practical Applications of RAP Analysis; Teaching with the Gifted Student in Mind; Intellectual Richness and the Digital Classroom at SBHS; Issues surrounding devices and gaming in the classroom and Accreditation for pre 2004 teachers.

The team structure continues to serve as a valuable opportunity to make a difference to the school outcomes, but also as an opportunity to work collaboratively with staff across the school and is an excellent opportunity for staff to acquire teacher identified hours.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

| Receipts | \$ |
|--------------------------------|------------------|
| Balance brought forward | 2,749,159 |
| Global funds | 454,459 |
| Tied funds | 415,532 |
| School & community sources | 2,355,462 |
| Interest | 24,793 |
| Trust receipts | 615,467 |
| Canteen | 0 |
| Total Receipts | 3,865,712 |
| Payments | |
| Teaching & learning | |
| Key Learning Areas | 365,736 |
| Excursions | 298,674 |
| Extracurricular dissections | 1,149,415 |
| Library | 2,759 |
| Training & Development | 962 |
| Tied Funds Payments | 2,340,305 |
| Short Term Relief | 32,662 |
| Administration & Office | 363,208 |
| Canteen Payments | 0 |
| Utilities | 93,834 |
| Maintenance | 101,461 |
| Trust Payments | 616,422 |
| Capital Programs | 218,512 |
| Total Payments | 5,583,950 |
| Balance carried forward | 1,030,922 |

| | 2017 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 0 |
| Revenue | 2,822,648 |
| Appropriation | 1,560,678 |
| Sale of Goods and Services | 12,242 |
| Grants and Contributions | 1,247,462 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 2,265 |
| Expenses | -2,138,466 |
| Recurrent Expenses | -2,071,292 |
| Employee Related | -978,673 |
| Operating Expenses | -1,092,619 |
| Capital Expenses | -67,174 |
| Employee Related | 0 |
| Operating Expenses | -67,174 |
| SURPLUS / DEFICIT FOR THE YEAR | 684,182 |
| Balance Carried Forward | 684,182 |

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

| | 2017 Actual (\$) |
|-----------------------|------------------|
| Base Total | 10,155,623 |
| Base Per Capita | 183,009 |
| Base Location | 0 |
| Other Base | 9,972,614 |
| Equity Total | 117,217 |
| Equity Aboriginal | 0 |
| Equity Socio economic | 19,395 |
| Equity Language | 17,206 |
| Equity Disability | 80,616 |
| Targeted Total | 0 |
| Other Total | 168,482 |
| Grand Total | 10,441,322 |

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.

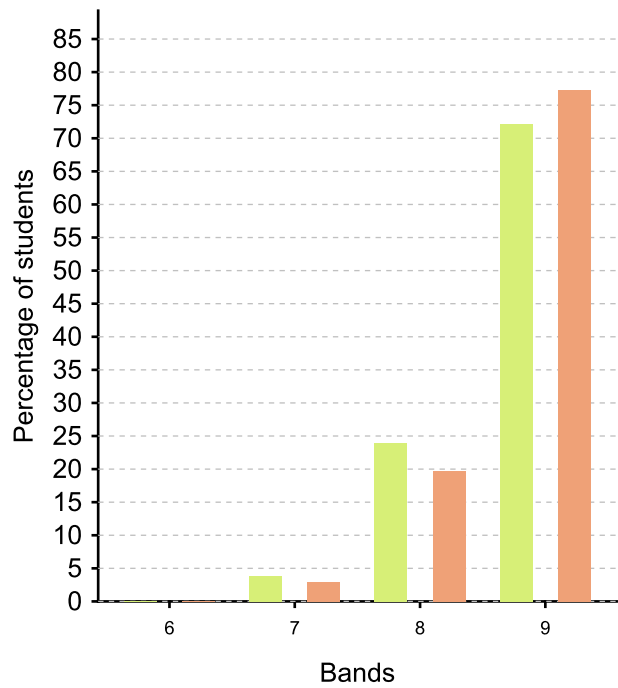
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

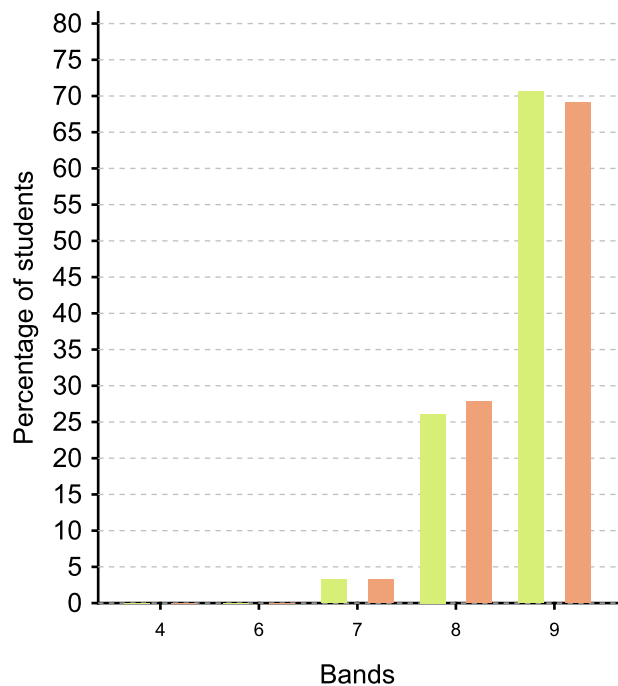
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Percentage in bands:
Year 7 Grammar & Punctuation



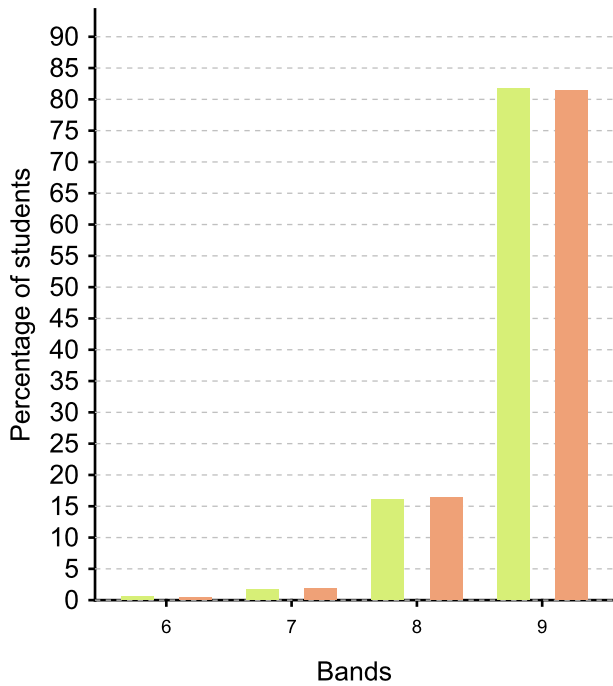
| Band | 6 | 7 | 8 | 9 |
|------------------------|-----|-----|------|------|
| Percentage of students | 0.0 | 3.9 | 23.9 | 72.2 |
| School avg 2015-2017 | 0.0 | 3.0 | 19.7 | 77.3 |

Percentage in bands:
Year 7 Reading



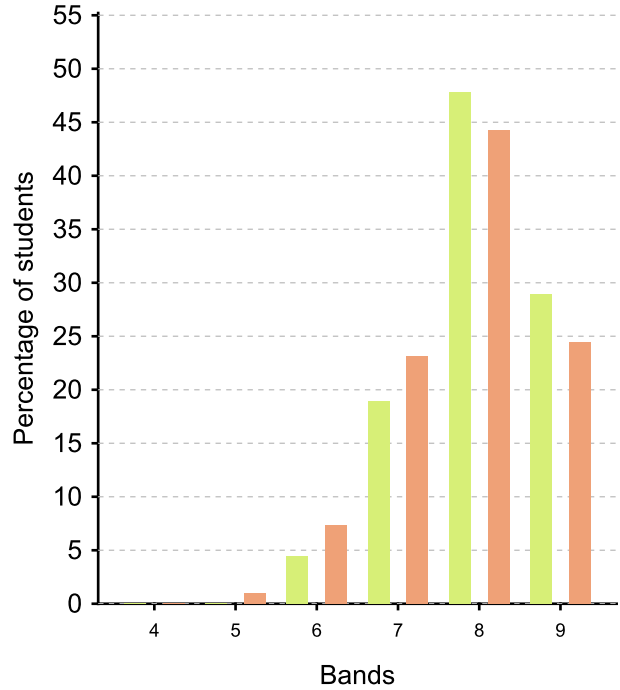
| Band | 4 | 6 | 7 | 8 | 9 |
|------------------------|-----|-----|-----|------|------|
| Percentage of students | 0.0 | 0.0 | 3.3 | 26.1 | 70.6 |
| School avg 2015-2017 | 0.0 | 0.0 | 3.2 | 27.8 | 69.1 |

Percentage in bands:
Year 7 Spelling



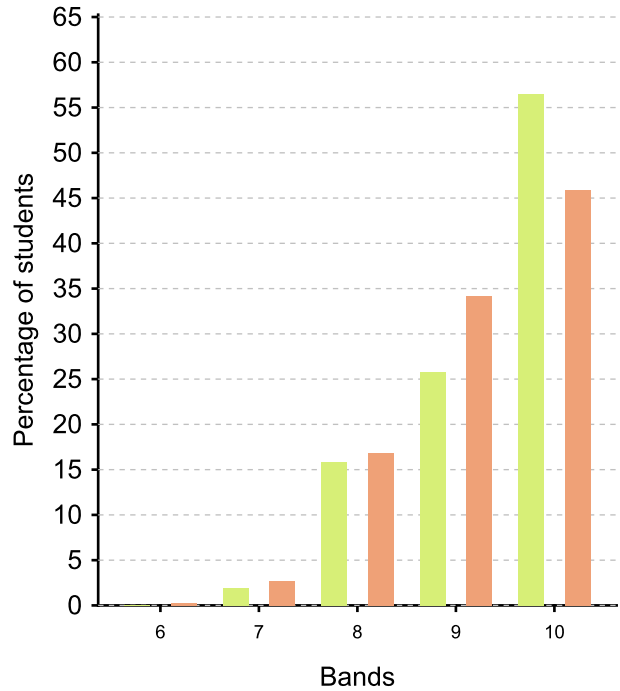
| Band | 6 | 7 | 8 | 9 |
|------------------------|-----|-----|------|------|
| Percentage of students | 0.6 | 1.7 | 16.1 | 81.7 |
| School avg 2015-2017 | 0.4 | 1.9 | 16.4 | 81.4 |

Percentage in bands:
Year 7 Writing



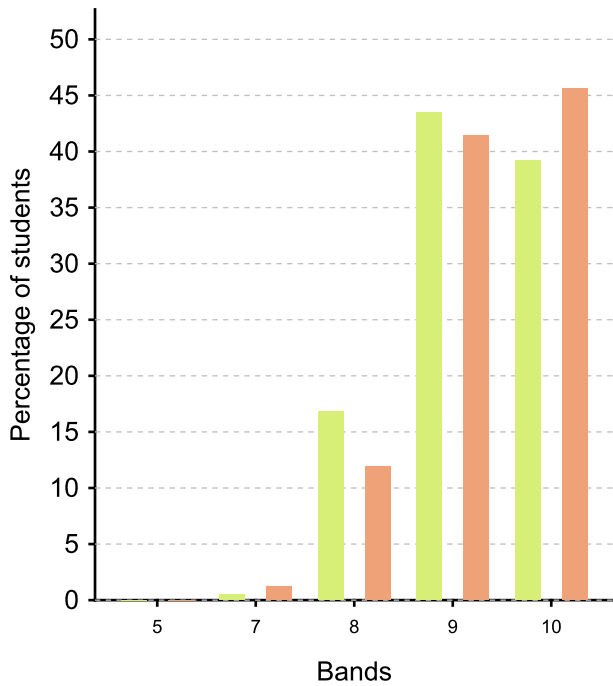
| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|-----|-----|-----|------|------|------|
| Percentage of students | 0.0 | 0.0 | 4.4 | 18.9 | 47.8 | 28.9 |
| School avg 2015-2017 | 0.0 | 1.0 | 7.3 | 23.1 | 44.3 | 24.4 |

Percentage in bands:
Year 9 Grammar & Punctuation



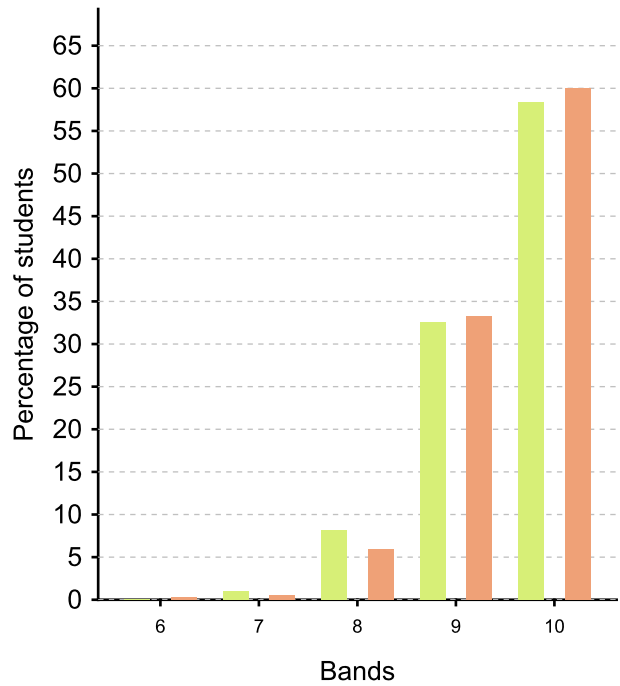
| Band | 6 | 7 | 8 | 9 | 10 |
|------------------------|-----|-----|------|------|------|
| Percentage of students | 0.0 | 1.9 | 15.8 | 25.8 | 56.5 |
| School avg 2015-2017 | 0.3 | 2.7 | 16.8 | 34.2 | 45.9 |

Percentage in bands:
Year 9 Reading



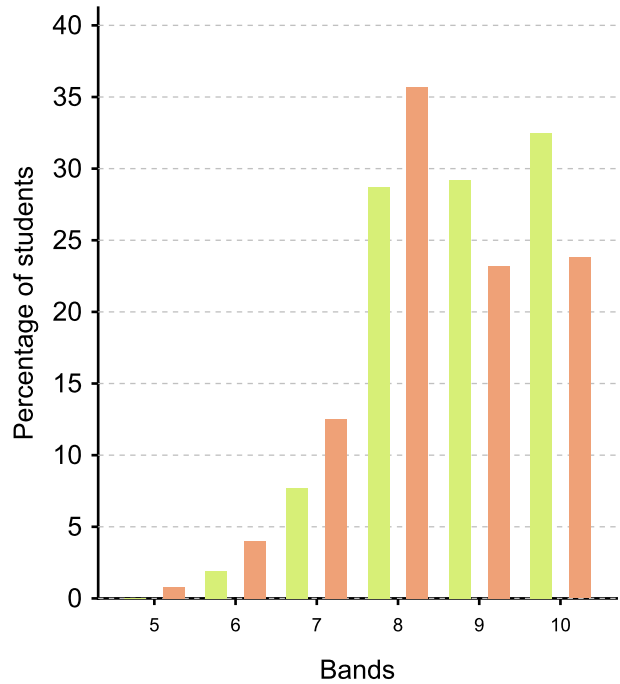
| Band | 5 | 7 | 8 | 9 | 10 |
|------------------------|-----|-----|------|------|------|
| Percentage of students | 0.0 | 0.5 | 16.8 | 43.5 | 39.2 |
| School avg 2015-2017 | 0.0 | 1.2 | 11.9 | 41.4 | 45.6 |

Percentage in bands:
Year 9 Spelling



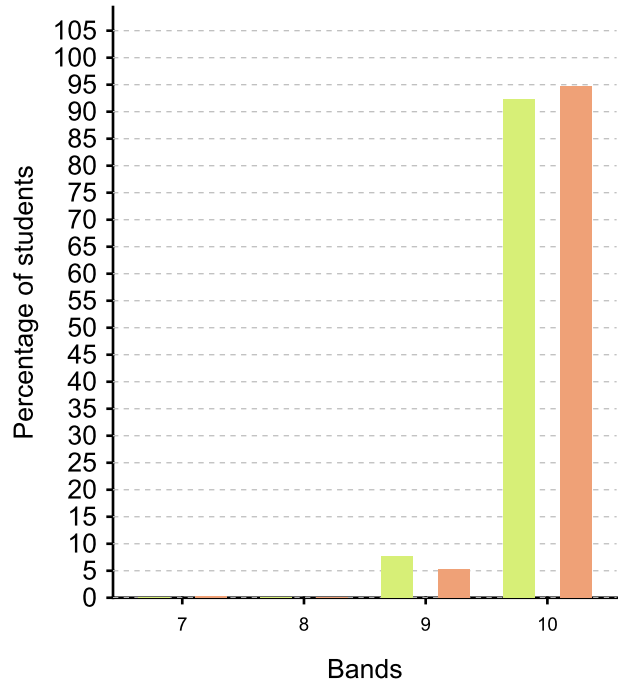
| Band | 6 | 7 | 8 | 9 | 10 |
|------------------------|-----|-----|-----|------|------|
| Percentage of students | 0.0 | 1.0 | 8.1 | 32.5 | 58.4 |
| School avg 2015-2017 | 0.3 | 0.5 | 5.9 | 33.3 | 60.0 |

Percentage in bands:
Year 9 Writing

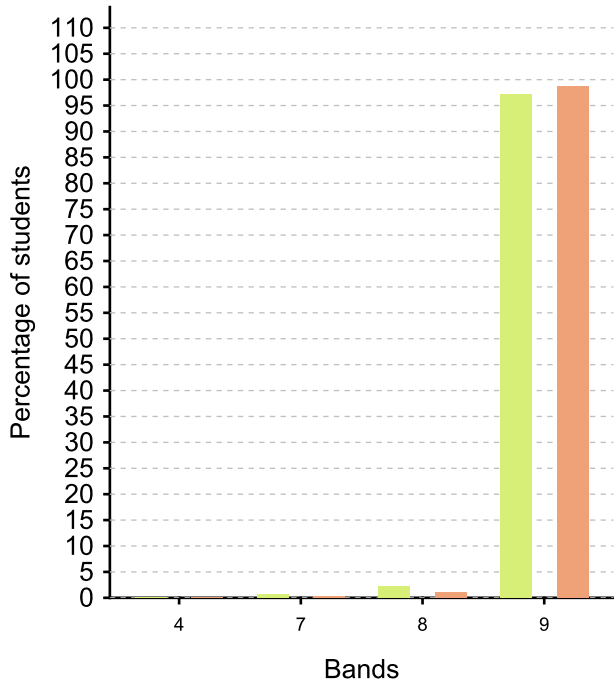


| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|-----|-----|------|------|------|------|
| Percentage of students | 0.0 | 1.9 | 7.7 | 28.7 | 29.2 | 32.5 |
| School avg 2015-2017 | 0.8 | 4.0 | 12.5 | 35.7 | 23.2 | 23.8 |

Percentage in bands:
Year 9 Numeracy



Percentage in bands:
Year 7 Numeracy



| |
|--|
| ■ Percentage in Bands |
| ■ School Average 2015-2017 |

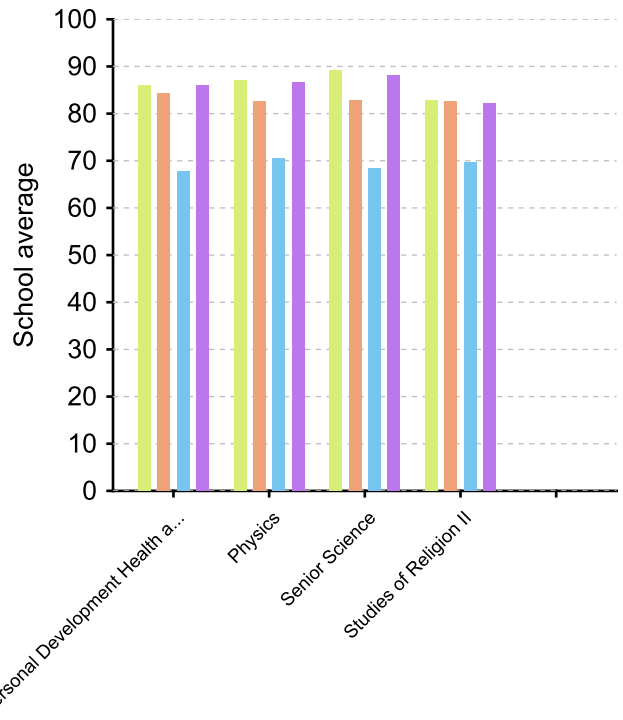
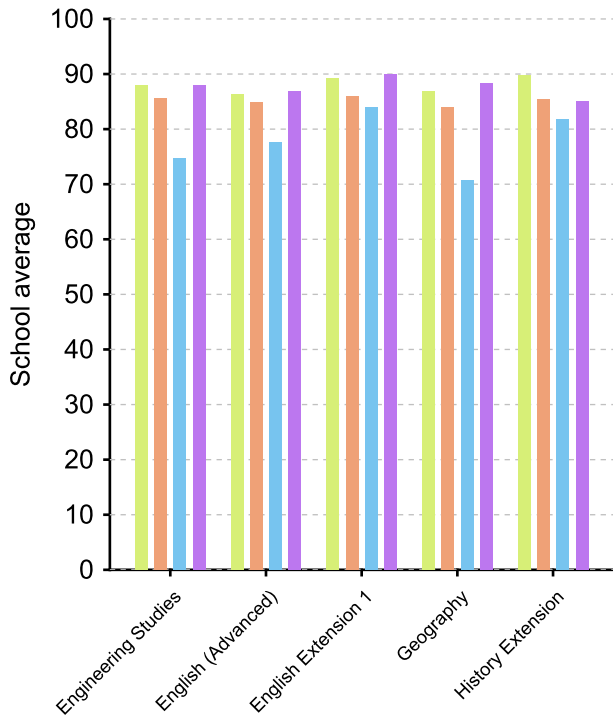
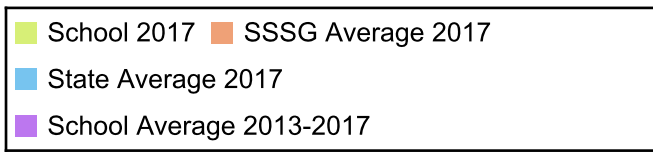
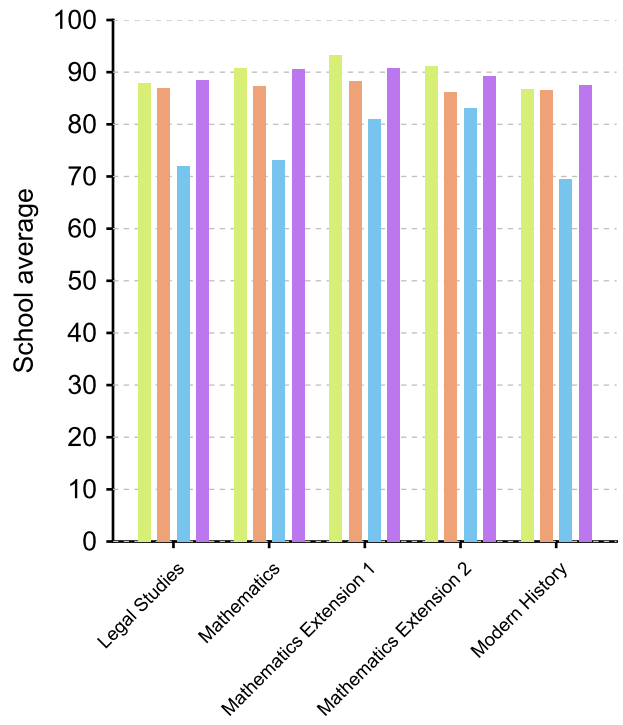
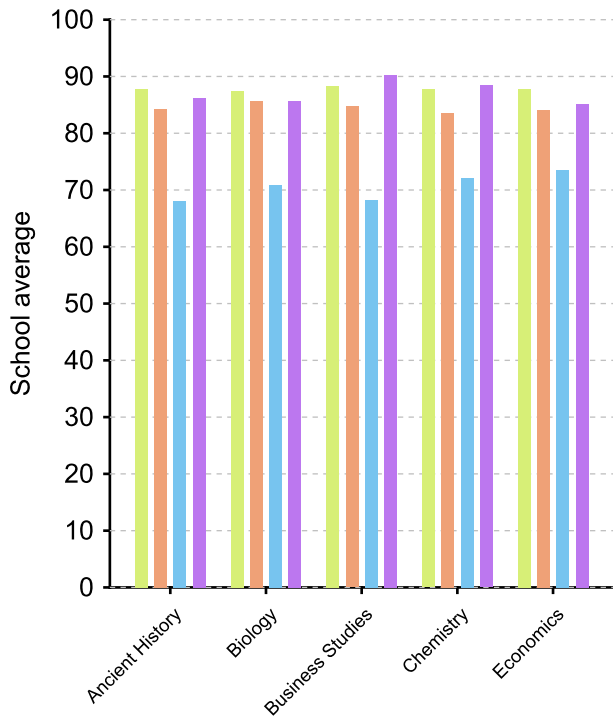
| Band | 7 | 8 | 9 | 10 |
|------------------------|-----|-----|-----|------|
| Percentage of students | 0.0 | 0.0 | 7.7 | 92.3 |
| School avg 2015-2017 | 0.2 | 0.0 | 5.2 | 94.7 |

| |
|--|
| ■ Percentage in Bands |
| ■ School Average 2015-2017 |

| Band | 4 | 7 | 8 | 9 |
|------------------------|-----|-----|-----|------|
| Percentage of students | 0.0 | 0.6 | 2.2 | 97.2 |
| School avg 2015-2017 | 0.0 | 0.2 | 1.1 | 98.7 |

Higher School Certificate (HSC)

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



| Subject | School 2017 | SSSG | State | School Average 2013-2017 |
|--|-------------|------|-------|--------------------------|
| Ancient History | 87.8 | 84.3 | 68.1 | 86.3 |
| Biology | 87.4 | 85.7 | 70.9 | 85.6 |
| Business Studies | 88.3 | 84.7 | 68.2 | 90.3 |
| Chemistry | 87.7 | 83.5 | 72.1 | 88.4 |
| Economics | 87.8 | 84.1 | 73.6 | 85.1 |
| Engineering Studies | 88.0 | 85.5 | 74.8 | 88.0 |
| English (Advanced) | 86.3 | 84.8 | 77.6 | 86.9 |
| English Extension 1 | 89.2 | 85.9 | 84.0 | 90.0 |
| Geography | 86.9 | 84.0 | 70.7 | 88.3 |
| History Extension | 89.8 | 85.5 | 81.7 | 85.1 |
| Legal Studies | 88.0 | 86.9 | 72.1 | 88.5 |
| Mathematics | 90.8 | 87.3 | 73.2 | 90.6 |
| Mathematics Extension 1 | 93.3 | 88.3 | 81.0 | 90.8 |
| Mathematics Extension 2 | 91.1 | 86.3 | 83.1 | 89.3 |
| Modern History | 86.8 | 86.5 | 69.6 | 87.5 |
| Personal Development Health and Physical Education | 86.0 | 84.3 | 67.7 | 86.0 |
| Physics | 87.0 | 82.6 | 70.4 | 86.7 |
| Senior Science | 89.1 | 82.7 | 68.3 | 88.2 |
| Studies of Religion II | 82.8 | 82.5 | 69.6 | 82.2 |

Parent/caregiver, student, teacher satisfaction

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

In 2017, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below:

Parent/caregiver

- 83.4% of parents/caregivers strongly agree/ agree that they would recommend our school to parents of primary school students.
- 86.4% of parents/caregivers strongly agree/agree

that our school has a good reputation in the local community.

- 81.1% of parents/caregivers strongly agree/agree that they were satisfied with the general communication from our school.

Students

- 62% of students strongly agree/agree that they felt proud of the school.
- 65% of students feel accepted and valued by their peers and others at the school.
- 79% of students have friends at school who they can trust and who encourage them to make positive choices.
- 82% of students have medium and high levels of optimism and feel good most of the time.
- 78% of students have medium and high feelings of happiness with their life.

Staff

- 42.4% of staff strongly agree/agree that morale amongst staff is good
- 43.1% of staff strongly agree/agree that school leaders are leading improvement and change.
- 45% of staff strongly agree/agree that school leaders clearly communicate the strategic vision and values of the school.

Policy requirements

Aboriginal education

Teaching staff at Sydney Boys High School embraced the policy requirements to increase knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people. This was done primarily through the delivery of a range of lessons incorporating specific content on Indigenous people and their experiences to our students.

The lessons on the First Peoples of Australia are varied, positive and productive in bringing a change of mindset on how those of us more recent to this land might view it and the First Peoples. Here are some highlights from those lessons:

Social Science have lessons across the year groups and subjects. Indigenous issues and human rights are frequent topics in Geography and Commerce, enabling students to understand these issues close to home. Year 7 Geography classes looked at the value of landscapes and landforms. Studying Dreamtime stories enabled a greater understanding of Indigenous peoples and their relationship to the land. A case study on the spiritual value of Uluru extended this. Year 8 Geography observed the value of water and its spiritual and cultural value to Aboriginal people, and how these values influence their approach to water conserving activities. Year 12 Economics examined the differences in outcomes in employment between Indigenous and Non-Indigenous workers and the reasons behind the differences.

English have embedded a unit on Aboriginal representation in film media for Year 9. The

representation of Aboriginality in historical contexts and the changing representation of the Aboriginal individual in news media and other areas is examined.

History engaged the author Boori Pryor to talk to and inspire Year 7. Indigenous Rights, Stolen Generations, Bringing them Home report, voting Rights, 1967 Referendum, Land Rights and Reconciliation were part of a Year 9 unit on 'Changing Rights and Freedoms'. More experiences of the First Peoples arose when they looked at the rights and experiences of Indigenous soldiers in World War I and II. Year 9, on their excursion to Canberra took in an Indigenous film at the National Film and Sound Archive.

PDHPE investigated the Yulaunga traditional Indigenous Games. Bush medicine and Bush tucker are part of a greater unit on Health Consumerism. Into this came the report on health outcomes in Australia for Indigenous and Non-Indigenous peoples.

Students at SBHS also experienced Indigenous perspectives in extra curricula activities. The Social Justice Committee addressed juvenile justice and over representation of Indigenous people in incarceration. Our Sorry Day presentation focussed on these issues as well.

Studies of religion used the Na Ngarra art Collection to broaden the scope of their unit on Beliefs and Customs.

Visual Arts teachers J.May and C. Reemst curated the Na Ngarra Art Collection. (Na Ngarra means listen, think and learn in the Darug language. Na Ngarra is a teaching and learning resource, one which we endeavour to share with our community. The development of education kits to use with it is an ongoing process for Visual Arts teachers. The Na Ngarra collection has distinctive works by a range of artist including local artist Esme Timbery. Old boy John Pilger commented that, "Each work is a door to an epic struggle of people and culture in our midst...It is, of course just the beginning of listening, thinking and learning.") Artworks were carefully selected to represent all KLAs. Mark Scott launched it on our 2017 Sorry Day Assembly. The Matraville Soilder Settlement Primary school visited us to sing the National Anthem in Language.

SBHS continues to make it their business to listen, think and learn about Indigenous perspectives and impart these findings to our students in inspiring and challenging activities.

Multicultural and anti-racism education

The Equality Committee worked very hard during 2017 and have helped changed the culture of the school in many ways. They started the year by going into Year 7 Values Education classes to teach a lesson on "What Is Discrimination?" and to show students how to report any concerns that they have via the student portal.