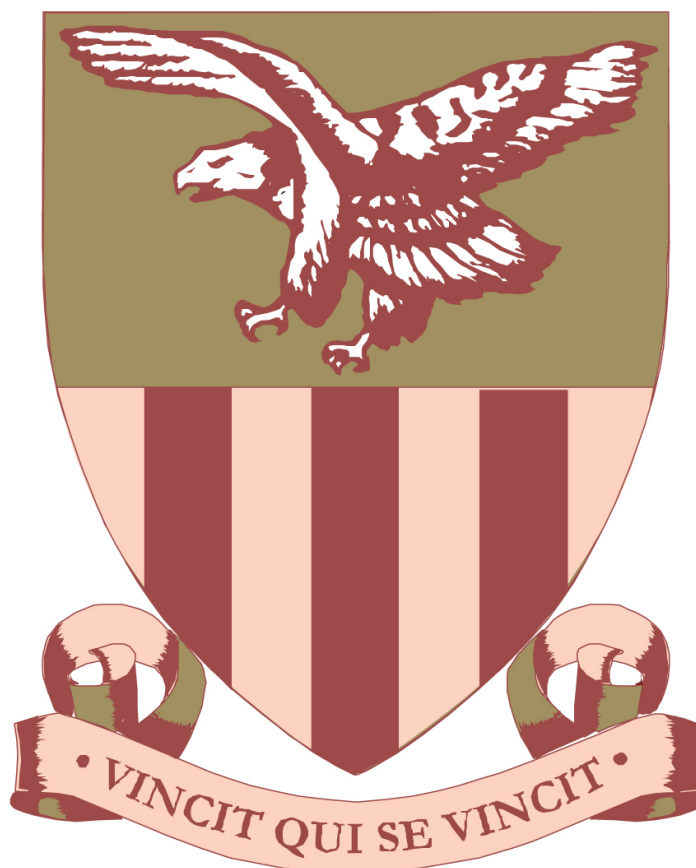


2023 Annual Report

North Sydney Boys High School



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Introduction

The Annual Report for 2023 is provided to the community of North 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

Our spirit, falcon pride and the values of the Falcon Code flourished throughout the year. Many events continued to return to the school calendar after the impact of COVID-19. We travelled to Melbourne for the return of the Crawford Shield interschool competition.

Students

This year the school population of 930, including mainstream and Support Unit students, was made up of 154 Year 7 students, 155 Year 8 students, 155 Year 9 students, and 155 Year 10 students in the junior school; and 153 Year 11 students and 158 Year 12 students in the senior school.

Student HSC Success

The Class of 2022 had outstanding results in their HSC, having worked hard in a partnership with peers and their teachers. At the whole school level: NSBHS was again listed as the 2nd top performing school in NSW, and NSBHS was the top performing single sex and boys' school in NSW. Three of our students achieved the top ATAR of 99.95. The boys' performance in English was the highest that the school has seen with 67% Band 6s in English Advanced. The boys' performance in Mathematics was also excellent with 78% Band 6s. Eight of our students' music performances were shortlisted for ENCORE, the HSC Music Showcase for the 2022 HSC at the Sydney Opera House. A total of 175 students studied HSC courses in 2022. Of this number, 161 Year 12 students sat for and completed their HSC examinations in 2022. In addition, 14 Year 10 students were accelerated in Information Processes and Technology (IPT). NSBHS had one First Place in the State in 2022 for Japanese Extension, an outstanding achievement. There were twelve other Top Achievers in the State. These included one in Biology, two in Engineering Studies, one in English Advanced, three in IPT, two in Legal Studies, one in Japanese Extension, one in German Continuers and one in Software Design and Development. We had a total of 53 All Rounders (students who achieved at least 10 units in Band 6 or Extension Band 4) in the Class of 2022. This represented 33% of all Year 12 students in our school. We had 159 individual High Achievers whose names appeared in the 2022 HSC High Achievers List, including 9 Year 10 students, achieving Band 6 or Extension Band 4 in at least one subject. In total there were 598 credits (or individual Band 6 achievements).

In 2023 NSBHS was successful in obtaining the top performing school in NSW. Seven of our students achieved the top ATAR of 99.95. For the first time the English results placed first in the state and our mathematics results placed second. Two of our students' music performances were shortlisted for ENCORE. A total of 183 students studied HSC courses in 2023. Of this number, 158 Year 12 students sat for and completed their HSC examinations in 2023. In addition, 25 Year 10 students were accelerated in Information Processes and Technology (IPT). NSBHS had one First Place in the State in 2023 for English Advanced. There were fifteen other Top Achievers in the State. These included one in Biology, one in Engineering Studies, one in English Advanced, one in Maths Advanced, two in Maths extension 1, two in Maths extension 2, two in Modern History, one in History extension, three in IPT and one in Visual Arts. We had a total of 64 All Rounders and 167 individual High Achievers. In total there were 659 credits (or individual Band 6 achievements).

Student enrichment and leadership

Opportunities in enrichment and leadership for students continued to grow across the school. This area of school life is very positively evaluated by all students in our school (as shown in TTFM -Tell Them from Me student survey data). The Senior Leadership Council (Prefects), Student Representative Council (SRC), Charities Committee, Social Justice Committee (SJC), Student Wellbeing Action Team (SWAT), Visions, Environment, and House Captains have met and worked on their individual and joint projects to support student needs and the interests of our community. In addition, a large range of clubs met weekly (and some more often): Robotics, History, The Forum, Chess, Junior and Senior Engineering, Software, Feel Good Fridays, French, Junior and Intermediate German, Anime, Sustainable Gardens, Vegetable Garden, Paper Recycling, Problem Solving, Theatresports, The Student Sweep, SWAT Table Tennis and Volleyball, ISCF, Public Speaking, Speaking, Archives, Visions Cinema, Falcon Workshop, and a range of music ensembles including Concert Band, NSG/B Vocal Ensemble, Junior Vocal Group, Symphonic Winds, Orchestra, and Percussion Ensemble.

Parents and Wider Community

Parent groups continued to meet online this year using Zoom, with most meetings well attended by parents. The Auxiliary re-commenced in-person meetings at school from the middle of the year. The P&C financially supported the school with Year 12 T-Shirts and graduation cufflinks, graduation dinner photo booth, Year 12 study camp subsidy, staff lunch for the Athletics carnival and school grounds maintenance. Thankyou to the outgoing President Namita Biswal and the committee for their tireless work and support of the school. The Auxiliary supported the school this year with the ongoing management of the Uniform Shop; a Mother's Day Stall, book covering for library and faculty books, Welcome to Year 7 families morning tea, Year 12 graduation dinner; Year 7 Orientation Day refreshments to welcome new Year 7 parents for 2023; and the end of year Staff Christmas Lunch. In addition, parents have continued their important support for the school by volunteering to be on merit selection panels for the selection of new staff. I was particularly appreciative of the efforts of the parents this year in taking on the running of the school canteen.

Staff Comings and Goings

This year we welcomed Dion Avramides, James Easy, Esther Fu, Jacob Parker, Matthew Tran, Adele Walker, Hannah Burton, Aldo Crapis and Jordie Scott to the permanent teaching and admin staff. This year we farewelled the following permanent staff - teachers Jane Stocks and Ivan Savic from the admin team. Professional LearningThe enhancement of teaching and learning at the school continued in 2022. Our School Development Days, 'Twilights' and some staff meetings focused on moving towards a collaborative practice approach to professional learning. In addition, to build capacity in the areas of effective team leadership. Three new leadership positions were created. These lead teachers are responsible for student leadership, student and teacher recognition and student transition. For our aspiring leaders, a variety of opportunities were provided to enhance their leadership impact through the Northern Sydney-Entente Cordiale Network and the development of Initiative Leaders within our SIP structure. Our beginning and early career teachers were also provided with additional support through mentoring and funding support, and the Lower North Shore Community of Schools Early Careers Program.

Facilities

School facilities continued to receive attention this year. The long-awaited kitchen upgrade was completed and has given the school state-of-the-art commercial grade facilities for teaching and learning. Extensive carpeting was completed around the school, including classrooms and all corridors which has reduced noise considerably in these areas. An outdoor gymnasium was installed and is proving popular with the students. Six new outdoor table tennis tables were installed between the gym and the hall, providing an additional recreation area for students. New larger student lockers have been installed. Work on air conditioning the AF Henry Hall has commenced and will hopefully be ready during the 2024 school year. Plans for ongoing refurbishment of classrooms are well underway for rollout across next year.

It has been a privilege to work with you all in my first year as Principal at North Sydney Boys High School.

School vision

Vision

To be the premier boys school in New South Wales.

Mission Statement

Preparing young men for our future.

Core Values

Our vision will be realised by:

- Achieving academic excellence
- Learning in an inspirational and innovative environment
- Creating opportunities to lead, engage and play
- Nurturing young men
- Belonging to and serving our community.

North Sydney Boys High School promotes quality teaching and learning and celebrates academic excellence and holistic achievement with strong community partnerships and engagement.

School context

North Sydney Boys High School (enrolment 932, 88% students from language backgrounds other than English) is a selective school with a commitment to a stimulating and challenging learning environment which develops resilient, innovative and connected learners who strive to achieve their personal best. Students from a broad range of socio-economic backgrounds travel from across wider Sydney to its lower north shore location. The school welcomed the establishment of a Support Unit in 2019.

We acknowledge the traditional owners of the land of the Cammeraygal people on whose land we work and learn, and pay respect to the First Nations Peoples and their elders, past, present and future. A comprehensive situational analysis has been conducted which led to development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents, and the local AECG.

The school has a history of outstanding academic achievement. Experienced staff are dedicated to innovative curriculum writing and delivery with a strong focus on quality teaching and professional learning. A substantial extracurricular program includes academic, sporting and cultural domains. There are extensive associations with Old Boys, parents and the local community.

There is a strong student voice and students participate in decision making, leadership, social justice, wellbeing and volunteering programs. Student leadership, personal and social capability, ethical and intercultural understanding (Australian Curriculum, Assessment and Reporting Authority capabilities) are demonstrated in academic programs, sport, the arts, culture and community service. Students engage in school life and uphold the values of the school's Falcon Code; this consists of: Camaraderie, Commitment, Compassion, Integrity and Respect.

In 2020 a SIP Development Team produced a Situational Analysis Summary report using triangulated data from 30 data sources, including analysis of What Works Best from staff, students, and parents/the community. This data was categorised into common themes and summarised into key findings. Based on this, the priority areas for improvement as identified by the school executive were: student writing, engagement in learning, assessment and data use, and student wellbeing. These areas formed the draft Strategic Directions for 2021-2024. The draft directions were then refined through a consultative review process involving staff, students and parents/the community.

Other current school priorities continue to include quality teaching, problem based learning, cross-curricular perspectives, information communications technology, future focused learning, staff and student leadership development, and staff wellbeing.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To improve student academic growth and attainment through a focus on writing. Internal and external school data has identified the necessity for further development of literacy across all years, in particular further growth in writing skills. To improve cohesion and fluency in Stage 4, and effective written application of knowledge in Stages 5 and 6, teachers will work collaboratively across KLAs and explicitly teach the technique of writing with finesse. Students will also have increased exposure to a broad range of subject-specific academic enrichment and stimulus material. This will aim to enhance their adaptability in creative and critical thinking and their written communication of these ideas in unfamiliar contexts.

Initiatives

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

- Writing with Finesse

Resources allocated to this strategic direction

Socio-economic background

Professional learning

English language proficiency

Low level adjustment for disability

Summary of progress

Writing with Finesse

Each faculty has now completed one Writing with Finesse cycle. The English faculty have implemented writing models from Stage 4 through to Stage 6. All faculties have been exposed to and have implemented varied high leverage strategies to support growing learning outcomes in Stages 4 or 5. Evidence of impact on student writing in the form of pre- and post-intervention work samples has been gathered and shared with all teaching staff during school-based PL. There have been questions from some faculties about the application of WWF to their specific KLA. These concerns have been mitigated by the nomination of faculty 'champions' who attend targeted Professional Learning, led by initiative leaders, and who are supported with time allocated to develop KLA-specific resources. In Term 4 of 2023, faculty champions were rotated, leading to further spreading of expertise in WWF across the school.

In 2024, faculties will revisit the spiral of inquiry and reflect on data. New faculty champions will again use backwards mapping to identify a Stage 6 skill deficit, and then embed targeted high leverage strategies to address this deficit in Stage 4 and 5 Teaching & Learning programs.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
An increase in the check in assessment mean score for year 9 in comparison to the previous year.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in Reading has increased by 2.16%.
HSC Achievement Improvement in the percentage results in HSC Top 2 Bands to be at or above the lower bound system negotiated target of 97.1%.	94.5% of students attained results in the top two bands demonstrating progress toward the lower bound target.
An increase in the check in assessment mean score for year 9 in comparison to the previous year.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in Numeracy has increased by 1.4%.

<p>Writing</p> <p>All faculties expertly use the Writing with Finesse teaching cycle to explicitly teach writing strategies in the context of their KLA. Student writing has measurably improved based on assessment data.</p> <p>Student use and understanding of academic sources has increased based on 2022 data from teachers and students.</p>	<p>Each faculty has now completed one Writing with Finesse cycle and all faculties have implemented high leverage strategies in Stages 4 or 5 to support growing learning outcomes.</p>
<p>Writing with Finesse</p> <p>School self assessment indicates that through writing practices, in the theme of 'Explicit teaching' the school is moving towards the school identified target of Excelling within School Excellence Framework.</p>	<p>Analysis of internal data and evidence of writing practices indicates progress made towards the school identified target of Excelling in the theme of 'Explicit teaching' within the School Excellence Framework.</p>

Strategic Direction 2: Engaged Learners

Purpose

To continue to foster the holistic engagement of students, which underpins their positive learning experiences and personal growth. To enable students to thrive in their learning and wellbeing, school data identified a need for the continual development of High Potential and Gifted Education pedagogical strategies and the further enhancement of wellbeing initiatives within the school. To focus on these areas, best practice will be shared collegially across the school in the areas of differentiation (including PLPs), explicit instruction and student choice. Cocurricular and extracurricular enrichment opportunities will also be prioritised across all faculties to extend and engage students in their individual interests and talents. This will also include the provision of Aboriginal cultural education for staff and students. This engagement in learning will be supported by a foundation of strong wellbeing, with refined initiatives which will enhance student resilience, self-efficacy and connectedness to, and engagement in, their school community.

Initiatives

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

- Enhancing HPGE strategies
- Enhancing student wellbeing

Resources allocated to this strategic direction

Professional learning
Beginning teacher support
Per capita
Student Support Officer
Socio-economic background
Aboriginal background

Summary of progress

Enhancing HPGE strategies

The HPGE PLC has met throughout the year to discuss the implementation of the HPGE policy. Teachers have been working on individual projects based on a specific focus area in their classrooms. Meetings are a space for discussion and feedback about identifying a need, designing resources, assessing student learning. Resources, student work samples and observations have been shared within the group and with all teaching staff at school-based PL. In addition, all teachers developed their understanding of models of classroom observations, including Quality Teaching Rounds, during school-based PL.

In order to continue to build staff expertise in application of HPGE strategies, a model for PLC groups and collaborative classroom observations, incorporating QTR, will be developed and refined in 2024. This will necessitate resourcing in the form of release time for observations/rounds and allocation of time during school-based PL.

Enhancing student wellbeing

All school staff, including teachers, school executive and SASS staff completed both modules of the PL 'Supporting our Students Mental Health'. Pre- and post-completion questionnaire data showed that had significantly built the capacity of all staff to recognise and respond to student mental health needs, and to effectively support the wellbeing of all students. Teachers are using Sentral more frequently and effectively to document student wellbeing needs and to communicate with the Wellbeing team. Faculty groups have also engaged in follow-up sessions to role play how to respond in common wellbeing scenarios. A suite of related and follow-up Wellbeing PL has been promoted to staff, and teachers will be supported to engage in these learning opportunities as appropriate in 2024.

Whole school wellbeing workshops for students have seen ongoing improvement with greater student input regarding planning, group discussions and based on identified wellbeing needs of each cohort linking to the Falcon code values. Students have also had access to developmentally-appropriate topics from external guest speakers; for example, police liaison officers speaking on cyberbullying and anti-violence. A large number of students have successfully completed Mentoring programs: Year 12 mentoring, Falcon mentoring, Raise mentoring. Leadership, Enrichment, Activities Program (LEAP) engages students and fosters a sense of belonging. A Student Leadership Conference was held to

promote student voice and implement new whole school initiatives that foster inclusive, positive and respectful relationships. An extensive wellbeing scope and sequence has been developed to support our strategy to have all students in the school complete all layers of mental health training by Year 12. This year's Year 12 is the first cohort to successfully complete the previous two layers of mental health training: Youth Aware of Mental Health in Year 9 & Teen First Aid Mental Health in Year 10. Mental health topics have been covered across all year groups in the wellbeing workshops. We will continue to collect data about students' knowledge about wellbeing strategies and sources of help.

The Wellbeing team will review data from end of year wellbeing surveys including TTFM surveys and use reflections on this data to adjust plans and address any areas of concern for continuous improvement. One area of focus in 2024 will be a digital wellbeing strategy which will incorporate prevention, early detection, intervention and education to maintain student digital wellbeing. Plans are underway to update the school merit system to be better aligned with the Falcon values and to ensure students are recognised for their positive behaviour. In 2024 a KYDS (youth development service) clinician will be based on school premises to provide external counselling support for students.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>HPGE Strategies</p> <p>An improvement in the theme 'Differentiation', moving towards the level of Excelling as measured by the School Excellence Framework.</p>	<p>Self-assessment against the School Excellence framework shows the theme of Differentiation to be moving towards the level of excelling.</p>
<p>Wellbeing</p> <p>Student TTFM data indicates an increase in the proportion of students reporting 'Expectations for Success', 'Advocacy', and 'Sense of Belonging at School' to be at or above the lower bound system negotiated target of 79.5%.</p>	<p>Tell Them From Me data shows reported positive wellbeing to include a 3% increase in advocacy at school, 3% decrease in sense of belonging and 5% decrease in expectations of success.</p>
<p>Attendance</p> <p>An improvement in the percentage of students attending 90% or more of the time to be at or above the lower bound system negotiated target of 95.9%.</p>	<p>The number of students attending greater than 90% of the time or more has increased by 4%.</p>
<p>Aboriginal and Cultural Education</p> <p>Whole school community knowledge and understanding of the First Peoples of Australia is visibly enhanced, as evidenced by embedded cultural programs and practices.</p>	<p>Visibility has been enhanced by the incorporation of Acknowledgement of Country in school assemblies. Teaching and Learning programs incorporate AITSL perspectives in all faculties.</p>

Strategic Direction 3: Informed Teaching

Purpose

To create a culture in which student assessment data is routinely and consistently used by classroom teachers to inform their teaching, and by students to improve their learning. Analysis of school practices indicated that quality assessment and the connected data could be better utilised to inform high impact pedagogy. To support this, assessment practices will be evaluated and enhanced throughout the school, in particular assessment quality, formative use, and the usefulness of feedforward provided by teachers. Students will be further supported to effectively use feedforward guidance, and to support each other with feedback for growth in peer assessment. Whole school and subject-specific professional learning will build upon teacher knowledge of regular data use, in order to effectively modify teaching practice accordingly.

Initiatives

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

- Quality assessment practices
- Data informed instruction

Resources allocated to this strategic direction

Professional learning
Beginning teacher support

Summary of progress

Quality assessment practices

As evidenced by examples shared and discussed with all teachers during school-based PL, a variety of formative assessment and feedforward strategies are being used by staff across all faculties. The TAS faculty trialed the use of success criteria in assessment tasks. Further refinement and adoption of success criteria in assessment tasks will be promoted to all faculties in 2024.

Data informed instruction

Through targeted professional learning activities, all teachers have built their capacity to deliver data informed instruction. For example, all teachers engaged in PL on RAP data delivered by NESAs during SDD2. Following this, all faculties engaged in RAP data analysis of 2022 HSC results in order to skills deficits and implications for teaching and learning. Leaders completed additional PL in RAP data analysis and Faculty HTs used this session to develop focus targets. As a result, teaching and learning programs show evidence of backward mapping to Stages 4 and 5 to address identified needs. Mirror surveys have been piloted in the Mathematics faculty as a further data source to inform teaching and learning. Teacher capacity in data informed instruction will continue to be built during school-based PL, including sessions offered by the school NESAs liaison officer. Mirror surveys will be implemented and evaluated by all faculties in 2024.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Quality Assessment School self assessment indicates that in the element of 'Assessment' the school is moving towards the school identified target of Excelling as measured by the School Excellence	Self-assessment against the School Excellence Framework shows the school currently moving towards excelling in the element of 'Assessment'.

Framework.	
Data Use School self assessment of the element of 'Data Skills and Use' indicates the school is moving towards Excelling as measured by the School Excellence Framework.	Self-assessment against the School Excellence Framework shows the school currently moving towards excelling in the element of 'Data Skills and Use'.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$14,355.24</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at North Sydney Boys High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Writing with Finesse • Enhancing student wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support Wellbeing program implementation. • professional development of staff in Wellbeing to support student learning and wellbeing <p>The allocation of this funding has resulted in the following impact: Teachers and SASS staff completed the PL on 'Supporting our Students Mental Health' . Pre- and post-completion questionnaire data showed that had significantly built the capacity of all staff to recognise and respond to student mental health needs, and to effectively support all students. Teachers are using Sentral more frequently and effectively to document student wellbeing needs and to communicate with the Wellbeing team. Faculty groups have also engaged in follow-up sessions to role play how to respond in common wellbeing scenarios in our context.</p> <p>After evaluation, the next steps to support our students will be: A suite of related and follow-up Wellbeing PL has been promoted to staff, and teachers will be supported to engage in these learning opportunities as appropriate in 2024.</p>
<p>Aboriginal background</p> <p>\$1,613.40</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at North Sydney Boys High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Enhancing student wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: Visibility has been enhanced by the incorporation of Acknowledgement of Country in school assemblies. Teaching and Learning programs incorporate AITSL perspectives in all faculties and these have been further enriched by the sharing of ideas, resources and strategies with North Sydney Girls HS during SDD3.</p> <p>After evaluation, the next steps to support our students will be: Development of AITSL perspectives in teaching and learning programs will continue in 2024.</p>
<p>English language proficiency</p> <p>\$68,135.48</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at North Sydney Boys High School.</p>

<p>English language proficiency</p> <p>\$68,135.48</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Writing with Finesse <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • funding of teacher professional development to support Writing with Finesse <p>The allocation of this funding has resulted in the following impact: Each faculty has now completed one WWF cycle. English faculty have implemented writing models from Stage 4 through to Stage 6. Faculties have been exposed to and have implemented in Stages 4 or 5 varied high leverage strategies to support growing learning outcomes.</p> <p>After evaluation, the next steps to support our students will be: Faculties to revisit the spiral of inquiry and reflect on data. Faculties to nominate a 'champion' to attend a PL day led by initiative leaders. Faculty champions to use backwards mapping to identify a Stage 6 skill deficit, and then embed targeted high leverage strategies to address this deficit in Stage 4 and 5 Teaching & Learning programs.</p>
<p>Low level adjustment for disability</p> <p>\$93,911.78</p>	<p>Low level adjustment for disability equity loading provides support for students at North Sydney Boys High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Writing with Finesse • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging learning and support teachers to work with individual students and in a case management role within the classroom/whole school setting • support for students in HSC Special Provisions • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the needs of identified students <p>The allocation of this funding has resulted in the following impact: The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: To further expand the impact of the learning support team, the school will continue to provide additional support for identified students.</p>
<p>Professional learning</p> <p>\$80,432.38</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at North Sydney Boys High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Writing with Finesse • Enhancing HPGE strategies • Enhancing student wellbeing • Quality assessment practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning

<p>Professional learning</p> <p>\$80,432.38</p>	<ul style="list-style-type: none"> • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • personalised and targeted professional learning in the form of mentoring and co-teaching. • targeted professional learning focused on the school's three strategic directions, led by the executive team, to ensure that professional learning is aligned with the school's Strategic Improvement Plan.
<p>COVID ILSP</p> <p>\$13,454.40</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: Increased learning support referrals and use of LaSTs to support student participation in learning in Years 7-12.</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of small group tuition using data sources to identify specific student need. Provide additional in-class support for identified students to continue to meet their personal learning goals. Student progress will continue to be monitored through the Learning and Support Team, with suitable adjustments made to ensure student success and growth in the classroom.</p>
<p>Student Support Officer</p> <p>\$99,516.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at North Sydney Boys High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Enhancing student wellbeing <p>Overview of activities partially or fully funded with this Staffing - Other include:</p> <ul style="list-style-type: none"> • Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies. • SSOs contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • individualised, sustainable support to meet student needs. • proactive, preventative strategies employed to support students. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to continue to employ the student support officer to support student wellbeing on a daily basis. • to consolidate and allocate for future funds for training on programs for SSO to implemented in 2024. • to further development and implementation of targeted wellbeing programs.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	915	937	932	927
Girls	0	0	0	0

Student attendance profile

School				
Year	2020	2021	2022	2023
7	99.1	97.3	94.2	96.2
8	98.4	97.5	91.2	95.5
9	98.5	96.8	93.4	95.0
10	96.2	97.0	90.6	94.8
11	98.4	97.0	94.0	96.0
12	97.6	95.7	93.4	93.1
All Years	98.0	96.9	92.8	95.1
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

Attendance

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

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

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

previous years.

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

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

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

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	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

0% of Year 12 students at North Sydney Boys High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at North Sydney Boys High School expected to complete Year 12 in 2023 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	49.1
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
School Counsellor	0.8
School Administration and Support Staff	15.37
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	6,782,471.32
Revenue	14,250,772.63
Appropriation	11,156,786.79
Sale of Goods and Services	107,777.05
Grants and contributions	2,705,623.46
Investment income	280,585.33
Expenses	-13,461,259.80
Employee related	-10,915,877.77
Operating expenses	-2,545,382.03
Surplus / deficit for the year	789,512.83
Closing Balance	7,571,984.15

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2023 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	178,016
Equity - Aboriginal	1,613
Equity - Socio-economic	14,355
Equity - Language	68,135
Equity - Disability	93,912
Base Total	10,111,863
Base - Per Capita	246,170
Base - Location	0
Base - Other	9,865,693
Other Total	556,823
Grand Total	10,846,702

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

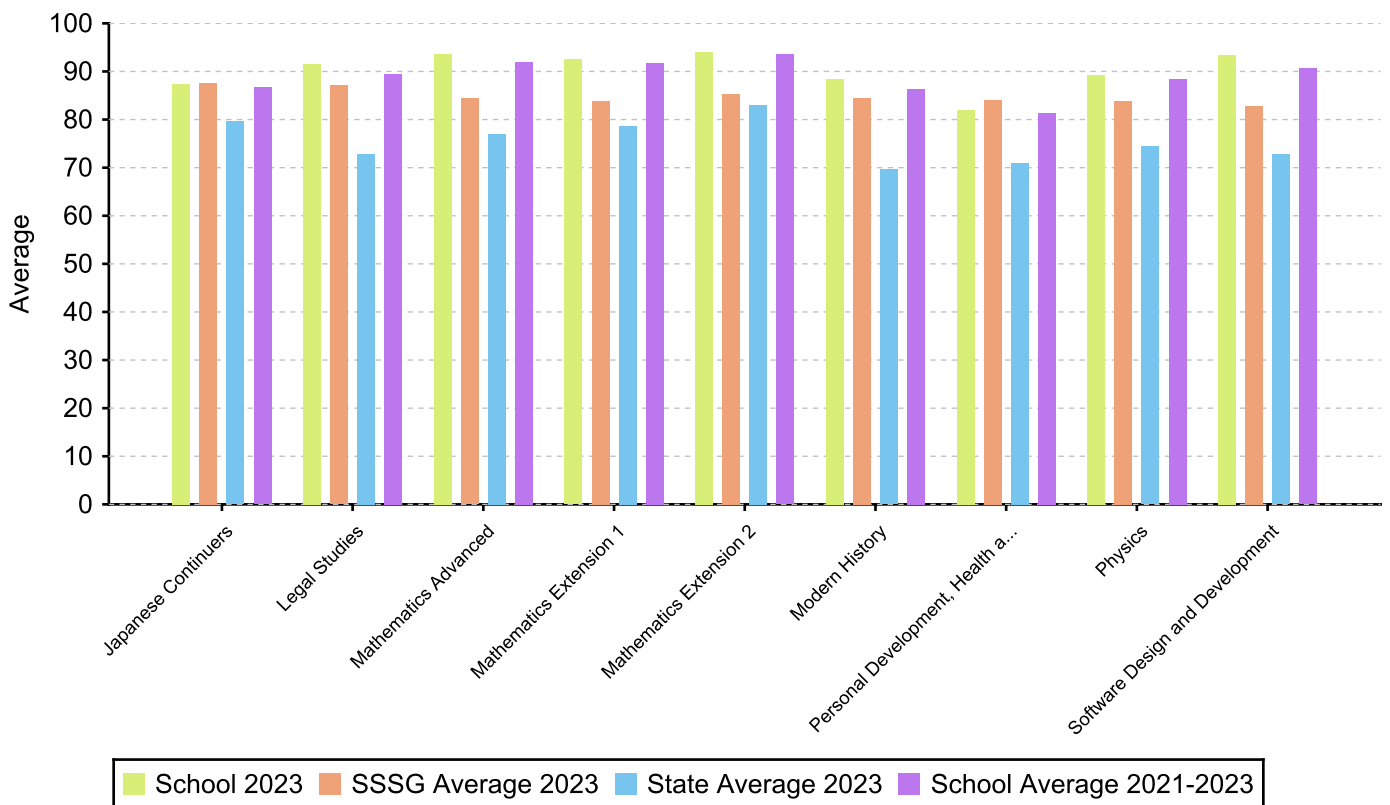
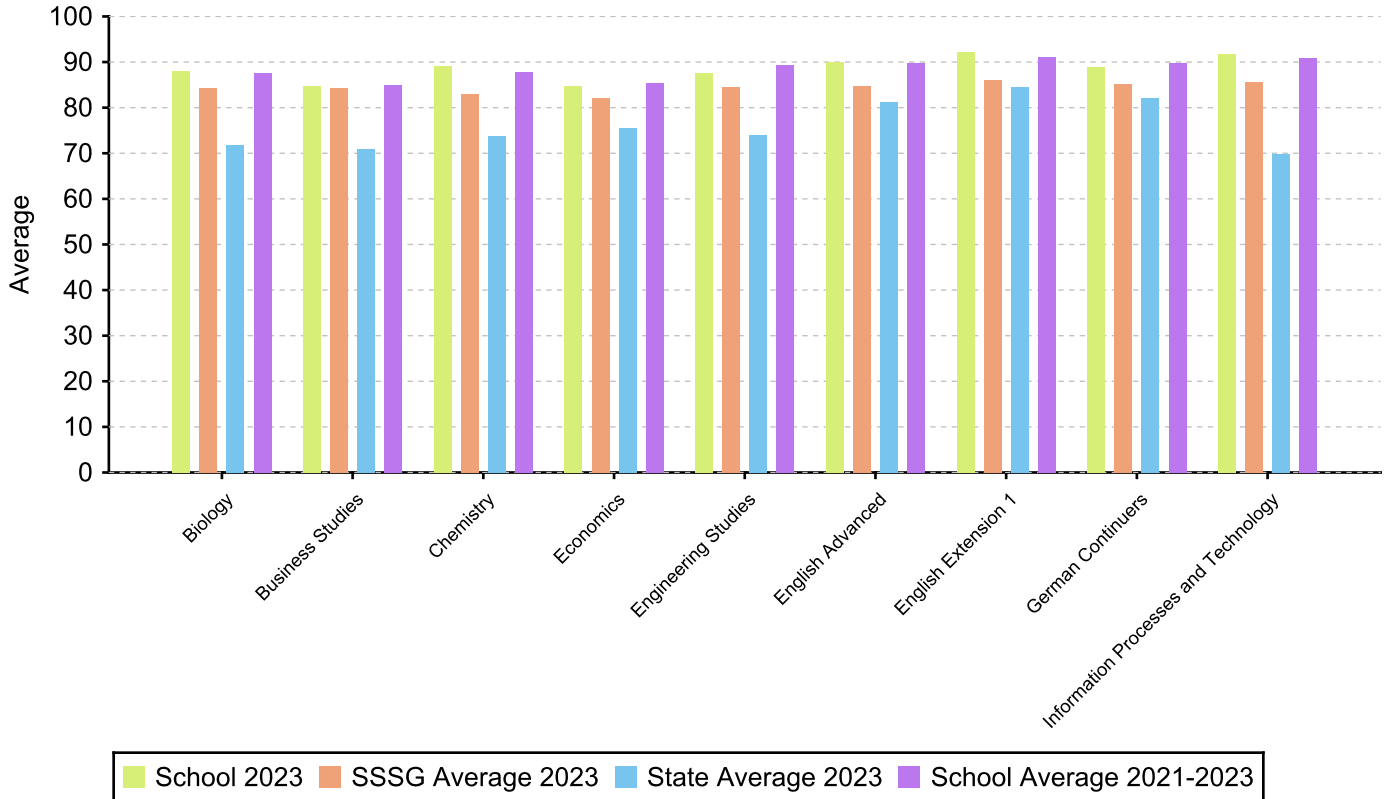
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2023	SSSG	State	School Average 2021-2023
Biology	88.0	84.3	71.8	87.6
Business Studies	84.8	84.4	70.9	85.0
Chemistry	89.1	82.9	73.7	87.8
Economics	84.7	82.2	75.5	85.3
Engineering Studies	87.7	84.6	73.9	89.4
English Advanced	90.0	84.8	81.2	89.7
English Extension 1	92.3	86.1	84.5	91.0
German Continuers	88.9	85.2	82.2	89.9
Information Processes and Technology	91.7	85.7	69.8	90.8
Japanese Continuers	87.4	87.6	79.6	86.7
Legal Studies	91.5	87.1	72.9	89.4
Mathematics Advanced	93.6	84.4	77.0	92.0
Mathematics Extension 1	92.5	83.9	78.7	91.8
Mathematics Extension 2	94.1	85.3	83.1	93.5
Modern History	88.4	84.4	69.6	86.4
Personal Development, Health and Physical Education	82.0	84.1	71.0	81.3
Physics	89.2	83.9	74.4	88.4
Software Design and Development	93.4	82.8	72.7	90.6

Parent/caregiver, student, teacher satisfaction

Year 12 Surveys and Teacher Surveys

The school conducted a number of surveys throughout the year. These included: Tell them From Me (TTFM), Year 12 exit surveys and interviews, and student and teacher surveys in Term 4.

Year 12 Surveys were conducted in May 2023. These surveys continued to provide longitudinal data on HSC students that started in 2002. One survey was based on student responses regarding school life on a Likert Scale and is an anonymous survey, allowing the school to collate responses to inform improved school practice to support senior students in their final 6 months of school.

Results in 2023 were comparable to 2022. Overall, students continued to be very positive in the broad area of teacher and school support. Once again, the majority of students reported good sleep patterns and self regulation in regard to electronic device use for leisure.

The second survey was much more individual and tailored to identifying individual student needs and aspirations. The surveys were then followed with individual interviews with every Year 12 student. The debriefing meetings with the interview team then led to additional support. Management of stress and anxiety was addressed with the support of peers, old boys, and the explicit teaching of skills for effective study.

Perspectives of Parents

The Tell Them From Me (TTFM) Partners in Learning Parent Survey was conducted on 16 October 2023 and had 142 respondents.

The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

- * Parents indicated information from the school is in clear, plain language
- * Parents encouraged their son(s) to do well at school
- * Parents reported that teachers expected their son to work hard
- * Parents indicated that their son was clear about the rules for school behaviour
- * Parents reported that their son felt safe at school

80% of respondents indicated that they were satisfied with communication from the school and 96% reported that the school had a good reputation in the community.

Perspectives of students

708 students participated in the TTFM survey between 2 June and 5 June 2023.

Survey measures are based on the most recent research on school and classroom effectiveness.

The Social-Emotional Outcomes for students at NSBHS are shown below as a percentage (figures in brackets are NSW Government norms):

- * Student participation in extracurricular activities - 58% (24%)
- * Sense of belonging - 72% (66%)
- * Positive behaviour at school - 96% (87%)
- * Intellectual engagement - 51% (46%)

Drivers of student outcomes at NSBHS are compared to NSW Government norms for each factor on a ten-point scale (figures in brackets are NSW Government norms):

- * Effective learning time - 6.7 (6.3)

* Explicit Teaching Practices and Feedback - 6.7 (6.4)

* Advocacy at school - 6.4 (6.0)

* Positive teacher-student relations - 6.5 (5.7)

* Positive learning climate - 6.5 (5.6)

* Expectations for success - 7.3 (7.0)

Perspectives of Teachers

The Tell Them From Me (TTFM) Focus on Learning Teacher Survey was conducted between 24 and 25 October 2023 and had 54 respondents.

The questions in the survey were grouped to assess the most important drivers of student learning.

The research on classroom and school effectiveness has consistently shown these factors to be strongly correlated to student achievement. The list below compares NSBHS to NSW Government norms for factors on a ten-point scale (figures in brackets are NSW Government norms):

* Leadership 7.3 (7.1)

* Collaboration - 8.1 (7.8)

* Learning culture - 8.4 (8.0)

* Data informs practice - 8.7 (7.8)

* Teaching strategies - 8.5 (7.9)

* Technology - 7.7 (6.7)

* Inclusive School 8.2 (8.2)

The scores for each of the Four Dimensions of Classroom and School Practices were scored on a ten-point scale. The table below compares NSBHS to NSW Government norms for each factor (figures in brackets are NSW Government norms):

* Challenging and visible goals - 8.0 (7.5)

* Planned learning opportunities - 8.0 (7.6)

* Quality feedback - 7.9 (7.3)

* Overcoming obstacles to learning - 8.0 (7.7)

Teachers positively indicated that they were addressing all four dimensions to maximise student success.

76% of staff respondents reported Morale amongst staff at the school is good.

91% reported School leaders in the school are leading improvement and change.

88% reported School leaders clearly communicate their strategic vision and values for our school.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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