

2020 Annual Report

Birrong Boys High School



8213

Introduction

The Annual Report for 2020 is provided to the community of Birrong Boys High School as an account of the school's operations and achievements throughout the year.

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

School contact details

Birrong Boys High School

Rodd St

Birrong, 2143

www.birrongboy-h.schools.nsw.edu.au

birrongboy-h.school@det.nsw.edu.au

9644 5200

School vision

Birrong Boys High School is a diverse and dynamic learning community that engages individuals through equity and excellence in education. Our safe, respectful and supportive school implements programs that enable all students to critically analyse knowledge and become responsible, confident and informed citizens.

School context

Birrong Boys High School is an inclusive school which values every student equally. Our school is situated in the Bankstown area, next to a major rail line linking to the city and regional centres. The student population of 340. Boys from Arabic, Asian and Islander backgrounds form the majority. Consequently school resources focus on literacy to meet the needs of the highly aspirant school community. The school is supported by significant Resource Allocation Model Equity Funding. We welcome students at our school wholeheartedly and celebrate their cultural and language backgrounds. The entire school community is committed to the school's motto "From Each His Best" and the belief that students have a right to learn in a supportive and mutually respected environment. Our parents, staff and students are partners in developing the school as a caring and safe place of learning, where a broad based curriculum emphasises literacy, numeracy, information and communication technology and student engagement. Our highly skilled and motivated teachers deliver quality programs in a stimulating environment. Our school is a PBL school with our key focus on students being safe and respectful learners.

The balance of experienced and younger staff ensures that all aspects of the school's life remain energetic and vital with a constant focus on quality teaching and learning for all students. At Birrong Boys High School, an extensive range of extra curricular activities are available including debating, music, athletics, gym fitness and our award winning Environmental Sustainability Program. Students work together to produce and publish an annual magazine, The Blaze. Student leadership opportunities include the Student Representative Council and peer tutoring. Peer mentoring of junior students by older boys eases their transition to high school, supported by a 4- week program of shared learning and culminating in a student showcase. Our Homework centre and HSC tutorials program offer further opportunities for students to improve their learning and enhance preparation for exams. All students leave the school with a transition plan which includes a resume and applications for University and TAFE.

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 and participated in an external validation. 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 school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Students develop the skills and knowledge necessary to succeed in our changing world

Purpose

Students will achieve educational outcomes that are a true reflection of their ability, develop confidence and capacity in literacy and numeracy, through the delivery of a flexible, high quality curriculum, assessment and feedback. As responsible and resilient future focused learners, students will engage with learning opportunities and continue to develop the skills that will enable them to adapt with the our changing world and flourish as creative global citizens.

Improvement Measures

A higher percentage of students will exhibit growth above expectations in literacy

A higher percentage of students will exhibit growth above expectations in numeracy

Wellbeing data reflects higher levels of student engagement and resilience.

Increased student participation in leadership programs and enhanced quality of STEM projects as a result of the development of a wider range of interpersonal skills including creativity and a greater awareness of their role within our society.

Progress towards achieving improvement measures

Process 1: Literacy: implement explicit literacy lessons to support the development of literacy skills

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Reading program with Year 7 is proving effective• SLSO are moving towards comprehension style questions to gauge student understanding of what they are reading• Two SLSO's require harder novels as students are now finding them easy to read• Year 9 Check In Assessment data will be analysed by LST• Data on Literacy and Numeracy will be presented to staff	Funding Sources: <ul style="list-style-type: none">• English language proficiency (\$21200.00)• Low level adjustment for disability (\$45939.00)• Socio-economic background (\$136202.00)• Aboriginal background loading (\$1841.50)

Process 2: Numeracy: implement explicit numeracy lessons to support the development of numeracy skills

Evaluation	Funds Expended (Resources)
<p>Year 7</p> <ul style="list-style-type: none">• Lesson observations (of revision of the four operations including working with directed numbers) indicate difficulties include poor application of the procedures of using the directed number line for addition and subtraction compared with the similar strategies of multiplication and division-where the two signs do not have to be next to each other, lack skills with times tables, place value of middle zero is ignored. Students understanding of the greater than and less than symbols and reading from left to right.• Continual practise is required focusing on the correcting these misconceptions.	Funding Sources: <ul style="list-style-type: none">• English language proficiency (\$21200.00)• Socio-economic background (\$136202.00)• Low level adjustment for disability (\$45939.00)• Aboriginal background loading (\$1841.50)

Process 3: Positive behaviour for learning: the PBL team continues to deliver all aspects of PBL to all students and staff and the ethos of PBL is the overarching framework for wellbeing at our school

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Continued focus on our core value of Learn is required as further lesson plans are implemented moving forward into the next school planning cycle	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$106137.00)

Strategic Direction 2

Evidence-based teaching strategies are used within a culture of collaborative learning

Purpose

Teachers will work collaboratively to provide high quality learning opportunities through the implementation of evidence based practices. Through a thorough analysis of a broad range of available data, pre and post testing, teachers will continue to develop programs, evaluate and reflect with the aim of continual student improvement. All staff will actively contribute to our professional learning community to ensure that pedagogical practice is aimed at ensuring the maximisation of achievement of educational outcomes for all students.

Improvement Measures

Teacher PDP's are aligned to School Plan and D of E strategic plan 2018-2022

Effective strategies for differentiation practices that challenge and engage are evident in learning settings

The majority of classes will exhibit an effect size greater than 0.4

Assessment strategies reflect the principle of high expectations

All staff work contribute to our collaborative professional learning community

Progress towards achieving improvement measures

Process 1: Quality TPL ensures that all staff are equipped to best utilise an appropriate range of available data to enable them to differentiate curriculum delivery to meet the diverse needs of all of our students

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Online TPL was encouraged, especially ones relating to online learning.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$34780.00)

Process 2: The T&L coordinator and team ensures that all staff contribute to our Lesson Study and that classroom observations are authentic and meaningful.

Evaluation	Funds Expended (Resources)
<p>Executive/Teacher focus groups:</p> <p>In terms of collaboration</p> <ul style="list-style-type: none">• Effective collaboration within faculty groups• String working relationships at faculty level• We have regular meetings to discuss classes/assessments etc• We need more collaboration across the whole school community• There is a shared goal (Visible Learning across the school/common direction)• We have scheduled meetings for various focus groups (LST/Wellbeing/WHS/VET/P&C) <p>In terms of evaluative practices</p> <ul style="list-style-type: none">• We evaluate student learning through NAPLAN, Best Start, Check In, formal/informal assessment tasks• All staff have access to data• Data guides our allocation of resources/focus groups (Literacy/Numeracy)/ class formation• However, more PL on data analysis needed• More time to discuss PL collaboratively <p>In terms of school resources</p> <ul style="list-style-type: none">• PL is equitable• Principal supportive-Faculty budgets are generous• Technology is available to all staff	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$112118.00)

Progress towards achieving improvement measures

- All staff have access to SLSO and LaST's
- Wellbeing: coffee machine
- We could look into expanding curriculum choices
- Equity of class sizes
- Specialised positions
(YA/T&L/Wellbeing/Counsellor/CLO/GA/Careers/Transition)

Process 3: Exec staff, TPL and T&L teams ensure that Visible Learning receives appropriate attention within our TPL structures

Evaluation

- Staff find the videos informative
- Most staff agree that aspects of 'What works best' is already common practice across the school
- All staff agree that setting high expectations is key to student success
- Some staff suggested more professional learning in effective feedback is needed

Funds Expended (Resources)

- Funding Sources:**
- Professional learning (\$21992.00)

Strategic Direction 3

Leaders are instructional in their commitment to a school-wide culture of high expectations

Purpose

All leaders will display a strong commitment to continuing to cultivate a culture of high expectations where all members of the school community share responsibility for the development of all students. With a sustained focus on engagement, learning, achievement and wellbeing, all leaders will ensure that quality programs are developed, delivered, resourced and supported to ensure the strategic vision of the school community is achieved.

Improvement Measures

Instructional leadership is visible within all KLA's and all Teams from all leaders

Leadership capacity is enhanced in greater levels of collaboration, self reflection and higher expectations

Management systems, structures, resources and processes are regularly reviewed and evaluated in alignment with student learning outcomes.

Progress towards achieving improvement measures

Process 1: All Executive staff receive appropriate professional learning in the area of Instructional leadership, and position themselves as leaders in this crucial area

Evaluation	Funds Expended (Resources)
This event was attended and provided impetus for the achievement of goals highlighted in the school plan relating to Strategic Direction 3	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$106167.00)

Process 2: All staff receive appropriate PL in the area of Effective Feedback which becomes commonplace in each KLA

Evaluation	Funds Expended (Resources)
Students, staff and parents, when interviewed, provided overwhelmingly positive responses relating to this method of feedback.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$106167.00)

Process 3: All leaders are active and effective in their commitment to ensuring Visible Learning is fully implemented across the whole school and become the cornerstone of Teaching and Learning at our school.

Evaluation	Funds Expended (Resources)
The implementation of Visible Learning across all learning areas has ensured that this ethos now permeates our learning culture	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$21992.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3583	All ATSI students at BBHS have an excellent rate of attendance outperforming both state and SSG. The retention rate, 7-1`2 of our ATSI students is 100%
English language proficiency	\$54535	<p>84 students are included in our ESL program, of these only 1 student is within the beginning phase and 2 are emerging whilst the majority of students are within the consolidating (60) and developing (21) phases.</p> <p>Additionally, 168 further students require ESL support but are not able to be included within our ESL program. Funding is used to ensure each of these students receive the required support outside of our structured ESL program, the vast majority (144) of these students can be classified as being within the consolidating phase.</p>
Low level adjustment for disability	\$91878	Our LST structures have given priority to our Year 7 cohort whereby each homeroom also includes a dedicated SLSO who provides contextualized support to all classroom teachers. The success of this program is highlighted in a number of key areas including growth in literacy and numeracy as identified with the growth data available upon analysis of PAT, Check In and Best Start data. Additional wellbeing data in the form of comparative suspension and discipline referrals across the 2019-2020 timeframe.
Socio-economic background	\$600 962	Our school continues to show consistent and substantial growth in all identifiable areas. Best Start, PAT and Check In data all show strong growth. Growth in enrolments and retention are also evidence of the impact of this expenditure.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	341	380	374	372
Girls	0	0	0	0

Student attendance profile

School				
Year	2017	2018	2019	2020
7	92.5	87	89	86.3
8	86.9	79.7	87.2	79.5
9	86.6	76.1	84.1	84.8
10	83.3	79.8	80.2	79
11	79.2	77.1	80.1	75.6
12	86.2	80.4	84.4	78.4
All Years	86.1	80.2	84.3	80.6
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. 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.

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	2	4
TAFE entry	4	0	5
University Entry	0	0	87
Other	4	4	3
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

49.06% of Year 12 students at Birrong Boys High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

87% of all Year 12 students at Birrong Boys High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	6
Classroom Teacher(s)	25.1
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
Teacher ESL	1
School Counsellor	1
School Administration and Support Staff	6.38
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 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,669,254
Revenue	6,582,739
Appropriation	6,507,188
Sale of Goods and Services	30,734
Grants and contributions	28,828
Investment income	1,101
Other revenue	14,888
Expenses	-6,436,574
Employee related	-5,234,655
Operating expenses	-1,201,919
Surplus / deficit for the year	146,165
Closing Balance	1,815,419

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.

	2020 Approved SBA (\$)
Targeted Total	65,680
Equity Total	1,166,618
Equity - Aboriginal	3,583
Equity - Socio-economic	721,284
Equity - Language	163,919
Equity - Disability	277,831
Base Total	4,924,158
Base - Per Capita	89,949
Base - Location	0
Base - Other	4,834,209
Other Total	309,548
Grand Total	6,466,003

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

School performance - NAPLAN

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

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

2020 NAPLAN

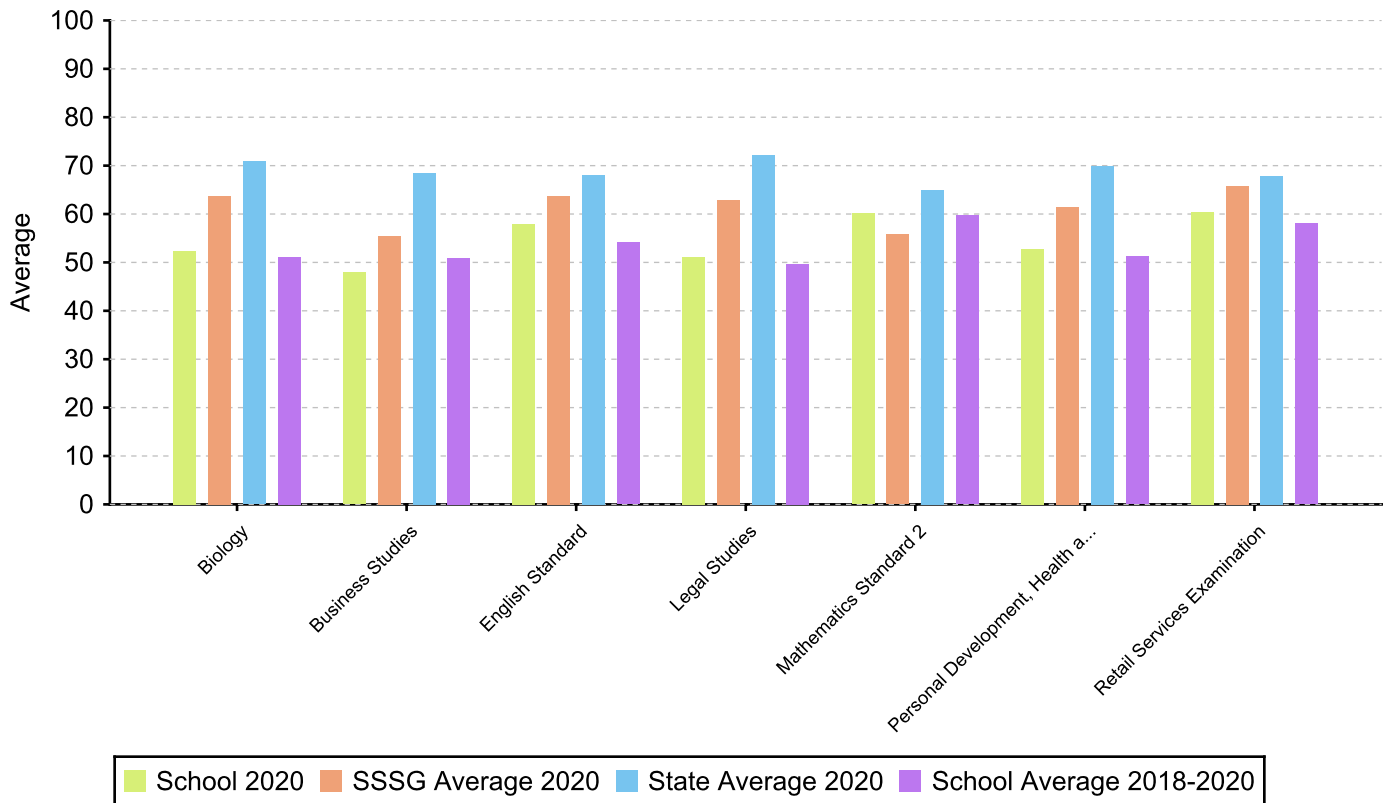
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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 2020	SSSG	State	School Average 2018-2020
Biology	52.3	63.7	70.8	51.1
Business Studies	47.9	55.5	68.6	51.0
English Standard	58.0	63.7	68.1	54.1
Legal Studies	51.1	62.9	72.1	49.7
Mathematics Standard 2	60.1	55.8	64.9	59.7
Personal Development, Health and Physical Education	52.7	61.5	69.9	51.2
Retail Services Examination	60.4	65.7	67.9	58.0

Parent/caregiver, student, teacher satisfaction

In 2020 171 students, across the Year 7-12 range, engaged in the Tell Them From Me survey. The results of this survey provided our wellbeing team led by Mr Saeed Mohamed, with some vital information in terms of the development and implementation of suitable programs to meet the needs of our students. Some key areas of concern which will continue to receive ongoing attention are around enhanced levels of overall sense of belonging for our students.. Conversely, there were many areas of positivity amongst our young people, many areas whereby our students provided positive responses at levels higher than other students in NSW. Some such areas, focusing on personal motivation include; participation in sport, intellectual engagement, interest and motivation in learning. Other areas involving students positive perception of our school include; effective learning time, relevant instruction, positive teacher/student relationships and positive learning culture are excellent indicators of our ongoing success in terms of programs focused on social and emotional wellbeing strategies

Parents have continued to feel they are welcomed when they visit the school, they are able to easily speak with their son's teachers, Year Advisors, Careers Advisor Counsellor, Deputy Principal, Principal and to any other staff at any time permissible. Parents have had many formal opportunities to connect with the school and the teachers as partners in the education of their child, including Open Day, year 7 and 12 meet the teacher afternoons and Parent Teacher Night. Parents also have indicated that the administrative staff are helpful when they have a question or problem. Parents responses also stated that if there were concerns with their son's behaviour at school, the teachers would inform them immediately and the appropriate action is taken, and that their son feels safe at school. Parents attendance at the P & C and the Parent Meetings have increased with a stronger cooperation between the parent's and the school community. Many parents responded positively to the continuation of the school free homework centre. Parents also are impressed with the availability of teaching resources available to their child, in particular in technology, sport and overall teaching resources.

Teachers indicated that the professional learning they received in 2018 had a substantial advantage to teaching and learning, including improved teaching strategies including using ALARM, explicit teaching strategies and deeper understanding of wellbeing issues. Teachers believe that there is a commitment within the school community to strengthen and deliver on school learning priorities with a focus learning intentions and success criteria, that there is a positive, respectful relationship among students and staff, promoting wellbeing and ensuring good conditions for student learning. The school actively collects and uses information to support student's successful transitions and that the school has systematic policies, programs and processes to identify and address student learning needs.

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

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.