



Annual Report 2002

SYDNEY BOYS HIGH SCHOOL

School Address: Moore Park Surry Hills 2010

Phone: 9361 6910

School Code: 8137

Fax: 9361 6206

www.sydneyboyshigh.com

Section 1—The School and its Major Achievements

1.1 The School

Sydney Boys High School provides equal opportunity for 1100 gifted boys to achieve excellence in academic, cultural, sporting, civic and social endeavours, in an environment conducive to learning, teaching and friendship.

The school has a unique history. It was the first state high school. It has been the only state member of the Athletic Association of the Great Public Schools since 1906 and was a founding member of the Combined High Schools sporting competitions in 1913. It has a selective intake, and shares its site with Sydney Girls High School.

The school is supported by various incorporated organisations and school committees, including:

- The Sydney Boys High School Council,
- The Sydney High School Foundation Inc.,
- the Old Boys Union Inc.,
- The High Club Inc.,
- the P & C Association and its various sub-committees
- the Sports Council.

We value our relationships with: the University of Technology, Sydney, Centennial Parklands, Ignite Health, Dinghy Solutions, Carl Nielsen Tennis Academy, Lifeline Sydney, Xenergy Corporate Health, and St. Matthias Church.

Partnerships among staff, students, parents, old boys and supporters of High are indispensable in the operation of the school.



Aerial view of Sydney Boys High School

1.2 The Arts

Debating and public speaking

Tom Kaldor won the State Final of the Legacy Junior Public Speaking Contest.

David Kaldor won the SCEGS Redlands French Reading Competition.

David Carter, Tim Davis Frank, Alex Gruszka and Alexander McCauley won the Hume Barbour Trophy for the 20th time.

David Grenet, Evan Solomons, Angus Ng and Tom Petty won the Karl Cramp Regional Shield for the sixth consecutive year.

The 10As GPS team were undefeated.

Tanvir Ahmed was a member of the winning Year 10 team at the State Junior Debating Championship.

The Les Gordon History debating team (Tanvir Ahmed, Clement Sheil, Daniel Wodak and Oscar Ware) won the state title.

The Sydney South East Regional Final winners for Years 7 & 8 debating were: Faraz Amin, Sriram Srikumar, Phillip Roser, and Louis D'Avigdor.

Performance

The Performing Arts Unit chose Raj Kumar (9), Adam McKenzie (10), Thomas Norrie (10), David Quach (12) and Patrick Coyte (12) for its Symphony Orchestra for 2002. Hamish Nairn (11) was selected for the Stage Band No.1.

Nigel Panagopka performed at the 2002 Schools Spectacular.

The Year 11 Ancient History class entered and won the state wide drama competition, with their production of Aeschylus' *Agammemnon* at Macquarie University.

Mihai Sora and Phil Lesnie had works selected for inclusion in Art Express.

Kee-Shaun Sae-Lieo was selected for the Encore performance.

1.3 Sport

Swimming

Tom Miller (Year 10) broke the U16 50 metres, 100m and 200m freestyle records at the High Carnival and the U16 100 metres freestyle record at the Eastern Suburbs Zone Carnival.

The High relay team broke the U16 4 x 50 metres relay record at the Eastern Suburbs Zone Carnival.

The 14 year and 16 year relay teams along with Tom Miller (Year 10) and Ellis Louie (Year 8) made the Regional Swim Team for the CHS Carnival.

Ellis Louie, Tom Miller, Jakheb Matthews and Michael Terry-Whitall were selected in the GPS Representative Team for the CIS Carnival at Homebush.

Ellis Louie (Year 8) gained selection in the CIS Representative team and Tom Miller, Glen Carroll, Jason Ong and Matthew Louie were selected in the CHS Representative team to compete at the All Schools Swimming Carnival.

Rowing

Eugene Hooi, Hamish Nairn, Peter Kaillis, Andrew Simpson, Tim Edmeades, Richard Zhou, Brett Saucis, Shane Talbot and Jack Tam won the Under-17 Pan Pacific Championships for rowing eights.

Jacob Stretton won a gold medal in the single scull at the CHS championship regatta.

The senior rowers visited St Kevin's College in Melbourne in October.

Athletics

At the 107th. Annual Combined Athletics Championships, Roger Burrell won the under 14 shot put by well over a metre with 14.67m. Ben Lonsdale (Open) and Andrew Walters (under 17) were third. Paul Watzlaff ran 2nd. in the 1500m. as did Jonathon Laurie in the open 1500m. Lachlan Mitchell was third in the under-17 400m.

Age Champions at the Zone Athletics Championships were: Bashika Karunaratne (12 years), David Cao (13), Jacob Stretton (14), Hugh James (16) and Lachlan Mitchell (17)

CHS State Championships athletics representatives were: Gehan Karunaratne, Jih Tan, Dakshika Gunaratne, Jacob Stretton, Paul Watzlaff, Peter Godfrey, Mischa Steen, Aaron Zhou, Jonathon Laurie, Ben Lonsdale, William Phu, David Harris, Sam Bradley, and Lachlan Mitchell.

The under-14 GPS cross country team claimed second place in the GPS championships.

Soccer

The First grade soccer team were runners up again in the GPS Competition.

Thomas Cusbert and Patrick Bazin were selected in the GPS combined 1st. team.

Matthew Mulrone Tim Edmeades and Hugh James were selected for combined GPS second grade.

Justin Garber and Ali Alsamail made GPS third grade.

Rifle Shooting

Andrew Jacques (Year 10) was selected in the Australian under 21 Rifle team.

Christopher Budd (Year 8) placed second in C-grade and won four national medals at the Australian Queens Rifle Competition in Canberra.

Rugby

At Hurlstone Agricultural College, The Hannon-Baddesby Charity Shield was retained by High in fine style 4 matches to 1.

Ben Lonsdale made the GPS 3rd. Rugby team as a reserve.

Volleyball

First Grade Volleyball finished 4th in the NSWCHS Volleyball knockout. Under 15 A Volleyball finished 5th at the National Schools Championship.

Nigel Panagopka won a full scholarship at the AIS with the Australian Volleyball squad.

Notable performances in other sports

Blake Briggs, Justin Hill and Oliver Wilson gained third place in the NSW Interschools Snowsports Championship Division 1 Moguls event.

The senior A team won a bronze medal at the State School Fencing Championships.

Lucian Francis and Oliver Pickles won the CHS Australian Secondary Schools 'Pacer' class sailing championship on Lake Macquarie.

Jeremy Yuen (Year 9) won the state Gymnastics Championships overall and was placed first in vault, rings and parallel bars.

1.4 General (including citizenship)

- Hugh James (Year 11) and Perlon Leung (Year 12) completed the dual accredited one-unit *Mind and Morality* Course conducted in Summer School mode by the University of Sydney.
- In *The Sydney Morning Herald Young Writer of the Year Award 2002*, 1816 entries were received from 214 schools. Certificates of Commendation were awarded to: Hugh James, Lam Nguyen, Opal Wu and Krishandan Perananthan.
- Fergus Ly, Ilia Zvedeniouk and Munir Alam of Year 10, won the Scots College Invitational Chess Tournament sponsored by Alpha Computers.
- Congratulations to Jack Su for his Duke of Edinburgh Gold Award and to Eric Harkens for his bronze.
- Students and teachers from Lycee Paul Cezanne spent 3 weeks with our students on exchange in February 2002.
- Jacob Stott was on exchange in Germany all year and William Kwok (Year 10 2002) left at the end of Term 3 for his exchange visit.
- Tom Petty won the UNSW Sustainable Living Design Award.

Academic Competitions

Charles Qin (11) was invited to attend the AMOC Mathematics Olympiad Selection School (top 25 in Australia). Invitees for 2003 competition were: Charles Qin, Ivan Guo, Clement Lau, Philip Yang, Yinan Zhang and Vinoth Nandakuma.

The Australian Mathematics Competition: One medal, 33 prizes and 143 High Distinctions, award rate 95.64%, entrants 941.

There were 23 entrants in the Noether Series (Year 9) and 9 in the Polya Series (Year 10) for mathematics enrichment in 2002.

The Australian Schools Science Competition: 82 High Distinctions, 87% award rate, 836 entrants.

George Zhong and Ji Li were selected as Rio Tinto Australian Science Olympiads Chemistry scholars.

The Australian Schools Computer Studies

Competition: 2 prizes, 49 High Distinctions, award rate 77%, entrants 659.

The Australian Schools English Competition: 22 High Distinctions, award rate 83%, entrants 682. In the Australian Schools Writing Competition, three Distinctions were awarded, from 9 entrants.

Kevin Chen (Year 11) and Aaron Chan (Year 8) were awarded Medals in the Australian Schools Computer Competition.

The AMP Economics Competition: High Distinctions 12, award rate 81%, entrants 64.

The AMP Australian Business Studies Competition: 12 High Distinctions, entrants 36.

The Australian Geography Competition: 79 High Distinctions, 72 Distinctions, entrants 300.

In the History-Heritage Competition William Clegg reached the top ten statewide.

Scholarships –2002 HSC

Shihab Hamid was awarded a UNSW Co-op scholarship in computer science.

Jonathon Laurie was awarded a UTS Co-operative Education- Accountancy Scholarship

Charities

All of our students are encouraged to contribute to charity fund raising or community service as an expression of their civic consciousness. The Charities Committee, consisting of student representatives from each year met each Monday. Target charities received the proceeds of the various fund raising efforts.

Section 2—Evaluation of Key School Programs

2.1 Educational and Management Practice Evaluation—Teaching

Background

When analysing the results of the first HSC examination, it was felt that teacher and student awareness of Band 6 indicators in most subjects could be heightened. All Head Teachers were asked to analyse with their staff Band 6 descriptors for each course and to identify strategies to improve Band 6 performance.

Findings

English

After receiving feedback from the Board of Studies on the school's performance in the English Advanced examination at the HSC in 2001, the English department undertook an analysis of the information. The study of Shakespeare was found to be well

answered, as was the extended writing question. The Area of Study question on Change was poorly handled by comparison. The theme had to be discussed in terms of: the major text, the prescribed stimulus materials and additional texts collected by students. In addition, students were required to write in a specified genre. In the answers to the three modules, a critical indicator was close textual analysis. Many students failed to engage sufficiently with the set texts. English teachers placed added emphasis on the Area of Study for 2002 candidates. It was agreed that explicit teaching of the necessary skills was required. Teachers of Year 11 were involved in the process of pedagogical improvement to facilitate a two year development of students' skills. Junior school units of work are being modified to provide practice in answering questions requiring the integration of various stimuli.

Mathematics

Mathematics is offered at four levels. Any attempt to maximise the number of students in the top bands has to be weighed against the importance of students being in the appropriate level of the course. Teachers have access to the BOS Standards package for each of the levels. The package gives details of the judging process and examples of the minimum standard for each of the bands. Teachers have access to the 2001 HSC Specimen papers which cross reference the question with the band expectations. Students and teachers have access to a wide range of texts and resources. It is a policy that all students have more than one text. The library keeps Trial papers for students to borrow. It is an objective to have the process computerised. Teachers are encouraged to attend in-service courses and to be involved with marking and assessing the HSC.

Science

Strategies are being used to assist students in developing their responses toward and beyond Band 6 quality in addition to normal extension activities. One of the common discriminators used for separating Band 5 and Band 6 answers in the 2001 HSC science papers was the student's use of language and appropriate scientific terminology. To address this discriminator science teachers are using *Key Word Scaffolding* exercises for all senior science classes and are allocating class time to teach and discuss the meaning of each word in the glossary of terms listed for each syllabus core unit. Students are given opportunities to practise using these words in context. The Board of Studies Standards Packages show the minimum standard of responses required to achieve band 6. They included actual student responses at each band level for each question. These packages are being used as a resource in class in a variety of ways

to assist students to develop an understanding of the differences between each level of response and to give students a clearer image of the requirements for a band 6 answer.

History

Teachers studied the Board of Studies packages which show minimum standard of responses for each band division in the 2001 HSC. Students were given access to these packages and lesson time was devoted to a discussion of these divisions with a heavy emphasis on the Band 5/6 criteria. Students felt that clear examples of band 6 would have been of more benefit, so after each assessment task examples of students work which fulfilled band 6 criteria were circularised. All tasks were marked using criteria-based analysis sheets. Students were made aware before each task how a response would gain a Band 6. Students were encouraged to share responses which fell into a respective band. Experienced members of staff presented examples of band 6 to their colleagues. Double marking of selected scripts made staff conscious of the criteria for each Band.

Social Science

Teachers and students studied the Board of Studies Standards Packages showing the minimum standard of responses in bands for the 2001 HSC. Students were issued with the "Glossary of Key Words" for each syllabus. This glossary was used by staff in the classroom and linked to specific HSC Assessment Tasks. Criteria marking sheets were provided with the return of all HSC Assessment Tasks and staff have emphasised the requirements of a Band 6 response compared to a cusp Band 5 response. Teachers have attended in-service courses on the HSC Marking and Band descriptors for Geography, Business Studies, Legal Studies and Economics. In Faculty meetings the 5 members of staff who marked the 2001 HSC shared their marking experiences, especially concerning the differentiating factors between Band 6 and Band 5 responses.

Creative Arts

The differences between Band Five and Band six are similar to what used to be what differentiated between Art Express and not Art Express. A high level of autonomy is demanded of the student in the creation of their Major Work with an emphasis on the student driving their topic personally.

Students who have clear intentions and a desire to communicate their concerns tend to fair better than those who latch onto an idea and produce a work without their personal input. A high degree of presentation is needed in the final work and the performance descriptors demand not only a highly

sophisticated approach but also a reflective one. Students need to analyse their works and build upon what they have already produced to create further works that show development of both the techniques and the concepts. Students need to develop a strong understanding of the syllabus topics at a number of levels and interpret these topics in a critical and cohesive manner. In both the written and practical components students must complete work which is innovative and cutting edge rather than accomplished to receive band six. All teachers have worked through standards packages and devised a standards framework for assessment for each year. Discussions and in services have involved the faculty, the VA and Selective High Schools networks

Languages other than English

All generic descriptor tables for the various skills were studied by teachers and students. The Glossary of Terms and the standards packages provided by the Board were made available to students and discussed in class. A staff member presented a workshop at a faculty meeting on individualised feedback sheets for each student in each skill. Implementation is planned for 2003.

PD/H/E

The distinction between Band 5 and 6 responses lies in the breadth and depth of the knowledge shown by candidates, coupled with their ability to apply the theoretical knowledge to a practical example. Breadth implies knowledge of each part of the syllabus, while depth includes detailed content and an understanding of interrelationships of content in terms of health or performance. Practical applications include the use of relevant, accurate and current examples.

Future Directions

Emphasis will continue to be placed on developing teachers' skills of interpreting Band 6 indicators for their students and on building confidence in teacher judgements of work samples at the Band 5/6 cusp. Students will be taught the terminology explicitly.

2.2 Curriculum Evaluation—Purposeful Grouping

Background

The school has developed a policy on grouping. Students coming into Year 7 are grouped according to various criteria. An outrider class is formed each year. An English deficits class is targeted for ESL support. Each Head Teacher was asked to report on their department policy on grouping and to outline current practice in respect of grouping.

Findings

English

In English, two outrider classes and four mixed ability classes are determined in Years 8, 9 and 10. These classes will be re-created each year according to the performance of all students as opposed to their potential. The most able students in each line in Year 11 are clustered in nominated classes. Able students are banded together in Extension English.

Class work is a vital part of student assessment because it develops skills and knowledge. Programs stipulate the *outcomes* central to each unit of work that classes study. To satisfactorily complete outcomes mandated in the English Syllabus, students must complete the work their teachers provide for them. Students are given an indication of their performance in each task and an understanding of which Performance Band their assessments fit. There are common tasks at the completion of each unit. A *Standards Referencing Check* ensures work of the same standard is awarded the same mark within the same band. In Term 4 students are invited to complete a *Talented Students Project* which is considered along with the other two measures to decide places in the six classes. Students may appeal about process only. The professional judgements of teachers regarding the allocation of marks and bands may not be appealed.

Mathematics

Year 8 is grouped into two parallel streams, based on students yearly report marks. After one semester those students with a mark which exceeds the median mark of the class above are eligible for promotion. A student may be moved down if his mark is lower than the median mark of the class below. It is possible to move more than one class up or down. Year 9 is regarded based on the Year 8 yearly report mark. There is no movement during the year. Movement from Year 9 to Year 10 is based on exceeding or being under neighbouring class medians. In Year 11 classes are graded within levels, based upon performance in the Year 10 Yearly and the Year 10 Options examinations. There is no re-grading in Year 12

Science

Stage 5 Science classes are grouped into 1 high achievement class and 5 mixed ability classes, based on the previous year's results. The 5 and 1 split system allows students at the high end of the achievement scale to move more quickly through the course work and creates time for extension activities. The banding is designed to avoid students feeling that they were no good at science. Senior science classes are not streamed due to timetabling constraints. In

some lines there are 2 physics classes or 2 chemistry classes. Students are allocated to approximately equal mixed ability classes. Senior classes are allocated evenly among teachers with appropriate qualifications. Junior classes including the banded year 9 and 10 classes are allocated as evenly as possible after senior needs are met.

Social Science

No streaming occurs in Years 7-10. Senior classes are not streamed. Where there are two classes in the same line (Economics) students are allocated alphabetically to form equal mixed ability classes. Senior classes are allocated to teachers with appropriate qualifications and subject specialisations. Junior classes are allocated as evenly as possible within the constraints resulting from the allocation of senior classes.

History

History Years 7 to 10 follow English classes to ease the demands placed on the timetable. Years 9 & 10 electives are on separate timetable lines and consequently are mixed ability. Senior history classes appear only once on each line and as a result are mixed ability except that on occasions all non mathematics students appear in the same class.

Languages other than English

In Year 7, boys wishing to study Hebrew are placed in one class and are withdrawn from French and German lessons to study Hebrew. Otherwise no grouping occurs and all students study French, German, Latin and Classical Greek. In Year 8 Chinese is grouped into 3 classes. There is a clear distinction between the two Background Speaking classes and the other non-background speaking class. Though desirable, because of timetabling issues caused by the choice of a second language, it is not always possible to stream the Background Speaking classes. Otherwise, no grouping occurs except what might be necessary to allow all students to study their 1 or 2 language choices in on-line or off-line classes. If 2 languages are chosen, they are not chosen preferentially and this frees up options for placing students. In Years 9 and 10, Chinese students are grouped into one Background Speaking and one Non Background Speaking class. Otherwise, it is rare for there to be two classes in any one language. Senior classes are not grouped.

PD/Health/PE

In Year 10 the assessment focus broadens to incorporate the value of co-operation and teamwork. Thirty percent of the School Certificate assessment grade is given to team-based competitions in soccer, touch football, basketball, volleyball and/or cricket. The team selection is based on a grouping policy to

promote balanced competitions, with the more skilled players spread throughout the teams. New teams combinations are selected for each sport.

Future Directions

The Senior Executive and Head Teachers will continue to refine their approaches to purposeful grouping to enhance learning outcomes. Talented students in particular disciplines will be identified and targeted. Where possible classes will be formed to accelerate appropriate students. A wide range of data will be gathered on incoming Year 7 students to assist identification of talents or support needs. Banding will be refined as a school policy for multiple classes on the same line of the timetable.

2.3 Programs to Support Learning

Technology

Additional resources in hardware and software were installed in the Library. A trouble shooter was employed to keep the network running. Extra hubs and data points were installed in staffrooms and class rooms.

Literacy

A program of Literacy Circles was implemented involving Year 9 students in reading the same texts in popular fiction and discussing them in small groups.

2.4 Equity Programs

Aboriginal Education

A Senior Aboriginal education Forum was conducted at the school where the issues were debated via a lecture and discussion. Bronwyn Bancroft, parent and artist, opened the forum with a presentation on Aboriginal Art. Lester Bostock, film director, gave his impressions of his early life while the Sydney Swans provided information on the AFL's anti vilification laws. The Forum was organised by the SRC with Mark Nam and William Clarke being the principal organisers. Sydney Girls were invited guests. Year 7 students were introduced to Aboriginal issues and customs through the story telling and dance of Monty Pryor.

Multicultural Education

Japanese Exchange for Rowing

On the 22 August 2002 Sanage Norin High from Toyota City were hosted by the rowers of the school. The Sydney Girls High Rowers were also invited and our Boys hosted the regatta as well as lunch. A valuable cultural exchange took place with the traditional swapping of gifts. The language barrier

was overcome by native speakers of all schools. Translation fell primarily to a student of our school, Sen Mitsuji.

2.5 Programs to Support Students

Students with Disabilities

A couple of students were supported by integration funding.

Student Welfare

Peer Mediation:

In its second year of operation in SBHS, Peer Mediation successfully resolved several minor disputes amongst Junior students. The Year 11 Peer Mediators were reliable and committed, as well as responsive to the needs of those students seeking assistance in their relationships with their peers. All Year 10 students underwent basic theoretical training in their normal Term 4 Living Skills lessons. This enabled all boys to participate in leadership skill development, so learning about effective communication; critical thinking; impartiality and conflict resolution. The final training procedures narrowed the list of suitable Year 11, 2003 students to enable a fortnightly/daily roster to be constructed.

ESL Support

With 80% of the school's students coming from backgrounds where English is not the first language, there is an ongoing need for ESL support. All Year 7 students and students in other years new to the school are tested and surveyed to ascertain their status according to the ESL Scales. We have significant numbers who have been speaking English for less than five years. ESL support is offered in a number of ways. For most students, mainstream teaching suffices, with the classroom teachers being kept informed by the ESL teacher about relevant support strategies and the specifics of students in their classes. Some students require in-class support through shared teaching, or some time out to deal with particular issues. Senior students are encouraged to seek advice voluntarily and the uptake here has been pleasing. One such student in Year 12 2002 (a speaker of English for only four years) managed to achieve 90%+ in Advanced English in the HSC.

In the past two years we have been participating in a joint project by UTS and the Department of Education and Training Multicultural Branch which seeks to elucidate the nature and function of "scaffolding" to support students from language backgrounds other than English. In 2003 this project reaches its final analytical stages; what we have learned so far has

been a powerful confirmation of the efficacy of the strategies we have in place.

Drug Education

In-servicing of staff was completed. Drug education is built into the Personal Development and Living Skills Programs.

2.6 Vocational Education Program Years 7 to 10 complete their Vocational Education *School to Work* program within their *Living Skills* lessons. Years 10-12 undergo career guidance testing and attend interviews which are recorded onto their individual school to work record. Each student in Years 10 and 11 is individually interviewed and has regular information and publications made available to him through *Career Views*.
2.7 Specific School Initiatives

Anzac Day

An assembly was held with all staff, students, invited old boys and guests. Kee-Shaun Sae Liao played the processional, Mark Nam, Captain of the School, chaired the assembly. Dr Jaggar addressed the school and reflections on war and its impact were given by Hamish Nairn, Hugh James and Connor Hannan. The wreath laying was by Justin Hill, and old boys Major General Jim Norrie and Frank Collins. The Ode was read by Richard Blennerhassett (Vice Captain of the school). *The Last Post* - solo trumpet - was played by Nick Kelly.

Remembrance Day

A service was held at Moore Park West at 11.45am on 11/11/02. The students organised the assembly and it was chaired by Hugh James and these were the readings: *The Soldier* - Liam Bennett, *In Flanders Field* - Evan Solomons, *Beach Burial*, Anthony Leong. The occasional address was delivered by Hamish Nairn. *The Ode* was read by Mervin Dayal and the Last Post was played by Joshua Scharfegger.

Senior Dance

Following the success of last year a Senior School Dance for Years 10,11 &12 students was held in the Great Hall. This function was only for current students at Sydney Boys and Sydney Girls. This well attended event was organised entirely by the boys.

Outdoor Education

Now in its second year of implementation, the Outdoor Education Program is a very valuable part of the school's co-curricular activities. The students thoroughly enjoyed the camps and their comments indicate that they felt a great deal of personal

satisfaction in overcoming the challenges presented to them. In 2003, the Year 7 camp will include sailing as an activity for the first time and the students will also be tested for water safety with a view to ensuring that every student in the school is a competent swimmer. It has been very encouraging to see the high rate of participation in the program, particularly in Years 7 and 8

Occupational Health and Safety

Through recommendations and suggestions raised by the committee, staff and students the following improvements and procedures have been implemented:

- An improved evacuation document was written and implemented.
- New evacuation signs were placed around the school.
- After an inspection of the school's electrical safety by the committee an electrician was employed to carry out an upgrade of the LOTE and Art staffroom kitchen areas.
- An upgrade of the school's first aid kits to include ventolin and asthma equipment.
- Replaced dangerous steps on both side exits at the back of the hall.
- Installed hand dryers and soap dispensers in some staff and student toilets.
- Covered internal electrical boxes in the school buildings.
- Repaired cement steps around the school.
- Carried out a safety audit of the school's rowing sheds at Abbotsford.
- Had sections of Cutler Drive repaired.
- Had a safety check of all the school's microwave appliances.
- Implemented a safety parking program.
- Circulated both Departmental and Federation documents on health and safety.
- Installed new locks on entrance gates around the hall so they can be locked open position.
- Carried out an overhaul of the science chemical store.
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Nicholson Museum

Sydney Boys High with the assistance of academics at the Nicholson Museum at Sydney University developed a special program in 2001 designed to encourage and challenge Year 11 ancient history students. The program is entirely funded by Sydney Boys. It involved a series of whole day and half day visits to the museum. Our ancient history students were encouraged to develop and pursue their own interests at the museum during the year, as well as

experiencing valuable knowledge and research skills within the formal course provided.

2.8 School Certificate Information

English

The thirty-four in band 6 result was the lowest percentage since 1998. In terms of grades 5 & 6 the results were 2.8 times state awards.

Mathematics

The SC results were pleasing: 134 gained Band 6, 38 Band 5 and there were 4 in Band 4. These results compare favourably with previous performances. It should be noted that Band 6 was awarded to the top 5.99% of the State candidature.

Science

The 40 band 6 awards represented the second highest multiple of state percentage awards in the band since 1998.

PD/H/PE

This year 33% of our students received an "A" grade. The assessment criterion was amended to recognise GPS sports participation of students. This allowed more students to receive the appropriate recognition of their physical abilities and their contribution to High sport.

History

In the history skills test, 39 band 6 results represented 8.64 times the state percentage for that band.

Social Science

Awards in Social Science at the School Certificate reflected the high standard of previous years.

Geography: A 68%, B 22%, C 9%, D 1%;

Commerce: A 55%, B 16%, C 26%, D 3%. The results in the Australian Geography, Civics & Citizenship Band Examination were: Band 6 9.5%, Band 5 34%, Band 4 29%, Band 3 8%.

2.9 Higher School Certificate Information

English

Advanced English presented 188 candidates. Fourteen were awarded Band 6 (7.44%) compared to the state at 6.95%. In English Extension 59 candidates sat and 8 (13.55%) were awarded Band 4 compared to the state 15.96%. Of 25 Extension 2 students, 8 (32%) were awarded Band 4 compared to the state 34.2%.

Mathematics

The HSC results were very pleasing. Of the 110 candidates in Extension 2, 51 were placed in the top Band and 52 in the second highest Band. This compares favourably with the State figures where 31.69% were placed in the top Band from a total of 2969 candidates. In Extension 1, 88 of our 160 candidates were placed in the top Band. State-

wide there were 9174 Extension 1 students of which 34.89% were in the top Band. In Mathematics 31 out of 65 were awarded Band 6. This compares well with 18.63% of the 20 213 candidates in the State.

Science

18 students completed the 2 Unit Biology course and 5.55 % of them achieved Band 6. Eighty-three students completed the 2 Unit Chemistry course with 8.14 % gaining Band 6. Ninety-seven students completed the 2 Unit Physics course and 9.14 % of them achieved Band 6.

Social Science

Economics results were very strong with 23 students in Band 6 and 43 students in Band 5 out of a total of 73. Business Studies results were excellent with fourteen students in Band 6 and twelve students in Band 5 out of a total of 33 candidates. Geography results were most pleasing with two students in Band 6 and three in Band 5 out of a total of 8. Legal Studies results were good with 5 students each in Band 6 and Band 5 and seven in Band 4 out of 20 students.

History

Of 36 modern history students 5 (13.88%) were awarded Band 6, compared with the state at 7.03%. In ancient history, 6 students (50%) gained band 6, compared with the state at 10.53%. In history extension, one third of the 9 students were awarded band 4, as against 24.7% for the state.

Languages other than English

2 unit Continuers courses were offered in: Classical Greek, Classical Hebrew, French, German, Latin and Modern Hebrew. Extension courses were offered in Classical Greek, Classical Hebrew, French and Latin. There were 17 students in Continuers courses of whom 8 achieved Band 6, 5 achieved Band 5 and 4 achieved Band 4. Of 6 students in Extension courses 5 achieved Band 4 and 1 achieved Band 3.

PD/H/PE

We had six students sit the 2 unit PDHPE course in 2002. Two candidates achieved Band 5 results whilst four candidates achieved Band 4 results.

Industrial Arts

In Design and Technology, no candidates were awarded Band 6 compared with 3% for the state. In Engineering studies, one quarter of the 12 candidates gained band 6, as against 8.66% for the state. One Industrial Technology accelerant was awarded band 6. Of fourteen Information Processes and Technology students, 2 (14%) received band 6 (state 3.38%).

Section 3—Targets

3.1 Progress on 2002 targets

To implement the Strategic Plan 2001-3

- The *Outdoor Education Plan* was implemented, with specific camps for each Year 7-10. Specific skills were listed for each year group, leading to the award of a certificate of competency in Year 10.
- All sporting support groups were asked to register as sub-committees of the P & C. A Cricket Co-ordinator and an Assistant Rugby Coach were appointed for the 2003 season.

To pursue the margin of excellence

- Band 6 performance was analysed and strategies put in place to enhance it. (See 2.1)
- Grouping policies for Departments were developed and discussed. (See 2.2)
- Structured acceleration was implemented in IPT and established for modern history for 2003 Year 10 students. Individual students accelerated in specific courses.

To engage our learners

- Staff in various Departments were trained in strategies to differentiate the curriculum. A compendium of strategies was purchased for all Departments. The PEEL program was investigated by the Deputy Principal for 2003 implementation.
- Progress monitoring was enhanced through improved communication about students of concern and by central registration of letters sent home. Attendance data were integrated into the "Find a Student" program written by Mr Dowdell and accessed by staff on the school network.
- The school *Homework Policy* developed in 2001 was implemented in 2002.

To develop a Library Policy

- A *Library Committee* chaired by Mr Beringer was established to establish priorities and monitor spending from the *Library Fund*.
- An *Archives Policy* was drafted and a part time Archivist employed to implement its objectives.
- The *Sir Frederick Deer Room* was re-established as a focal point for visitors.

To coordinate communication

- The web site was improved through the addition of a weekly calendar update. Pages were added and important sports information included.

To market the Leadership School

- Senior staff visited 50 primary schools. Packages were distributed containing the CD, school history, curriculum outline and a statement by the Principal on the school's objectives and purposes.

To achieve POPE registration

- All necessary engineering and safety works were carried out in 2002. We await DET inspection.

3.2 Targets for 2003

Target 1: To develop the 2004-2006 Sydney Boys High School Strategic Plan we will:

- Hold a staff forum, administer surveys, consult our community and build upon the existing published plan for 2001-2003.

Target 2: To develop our Learning Enhancement Policy we will:

- In-service staff on the PEEL learning enhancement project and buy a site license for the software.
- Investigate the framework for effective pedagogy drafted by the Secondary Principals Council and develop strategies to enhance effective teaching and learning.

Target 3: To modify our assessment and reporting practices in stage 4 we will:

- Publish a consolidated *Junior Assessment Booklet 7-10* and standardise our assessment processes.
- Phase in additional outcomes statements in our reporting format and include non-intellective outcomes

Target 4: To promote and market the school we will:

- Continue our visits to primary schools to promote the school and its programs.
- Survey schools we have visited for follow up feedback on their use of the CD and materials.
- Increase our public profile through more systematic approaches to the local media.

Target 5: To improve sports administration and to manage facilities available to the school we will:

- Implement the tendering process for refurbishment and leasing of the four tennis courts.
- Establish the McKay Management Committee to enhance the maintenance of the Fairland Pavilion and McKay playing fields.
- Publish the sub-committee structure of the P & C and set up a system of sub-committee reporting.

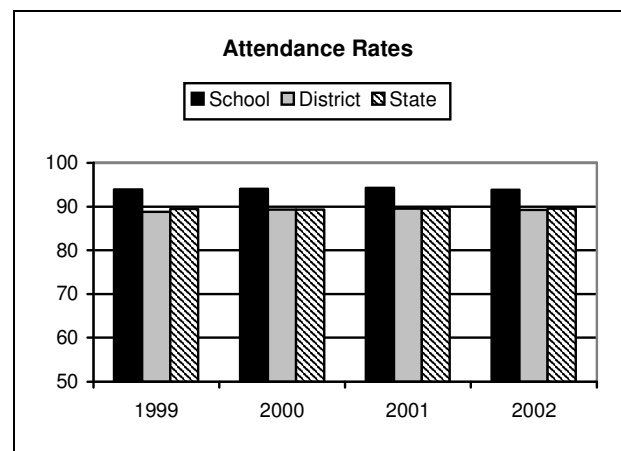
Target 6: To improve our learning environment we will:

- Clear coral trees and an encroaching fig tree.
- Landscape the McDonald Wing courtyard
- Promote the \$75 for 75 years appeal for refurbishment of the Sir Roden Cutler Drive.
- Extend our furniture acquisition program
- Improve student access to our locker areas

Section 4

—School Features

4.1 School Enrolment and Attendance Profile



4.2 Student Mobility

Most student mobility occurs in Year 11. Fifteen new students accepted places for 2003. The figures for the other Years were: three in Year 12, two in year 10, 2 in Year 9 and three in Year 8. There is no impact on the curriculum offerings. Senior classes are large in many courses as a result of the Year 11 intake.

4.3 Retention Rates

Retention rates are not relevant in Years 7-10 with numbers set at 180 per year. The very few places that become available are filled each year. There is an intake of up to 15 students in Year 11. Very few students leave after Year 10.

4.4 Post-school Destinations

Students who apply for tertiary study usually find a place. Six year trends are displayed in the table.

| <i>university</i> | <i>2002</i> | <i>2001</i> | <i>2000</i> | <i>1999</i> | <i>1998</i> | <i>1997</i> |
|-------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| UNSW | 76 | 71 | 86 | 85 | 92 | 83 |
| Sydney | 58 | 46 | 47 | 44 | 41 | 43 |
| UTS | 11 | 21 | 13 | 25 | 17 | 11 |
| Macquarie | 15 | 20 | 14 | 9 | 10 | 11 |
| UWS | 9 | 9 | 6 | 2 | 4 | 6 |
| Wollongong | 1 | 0 | 2 | 1 | 1 | 2 |
| Other | 8 | 10 | 3 | 10 | 10 | 11 |
| Total | 178 | 177 | 171 | 176 | 175 | 167 |

4.5 Curriculum Patterns

In Year 7 students study: English, Mathematics, Science, Geography and History, Languages (or Hebrew), Classics, Visual Arts, Music, Design and Technology and PD/Health/PE. Students in Year 8 are able to choose two languages from Chinese, Classical Greek, French, German, Hebrew and Latin. In Years 9 and 10 students study: English, Mathematics, Science, Geography and History and PD/Health/PE. They select three elective subjects from: Architecture - Building Design, Chinese, Classical Greek, Commerce, Design and Technology, Drama, French, German, Hebrew, Latin, Music, Technical Drawing and Visual Arts. Some Stage 5 students are accelerated in Information Processes and Technology. Senior students select from: English: Advanced, Extension 1, Mathematics, Mathematics Extension 1, Ancient History, Biology, Business Studies, Chemistry, Chinese, Classical Greek, Economics, Engineering Studies, French, Geography, German, Hebrew, Industrial Technology, Information Processes and Technology, Latin, Legal Studies, Modern History, Music, PD/Health/PE, Photography, Physics, Software Design and Development and Visual Arts. In Year 12 Extension courses in History and Languages and Extension 2 courses in English and Mathematics are offered.

Distinction courses and university developed courses are available for students who qualify for them.

4.6 Staffing

| Staff | Full-time | Part-time |
|--------------------|------------------|------------------|
| Principal | 1 | |
| Deputy principals | 2 | |
| Head teachers | 10 | |
| Classroom teachers | 43 | 5 |
| STLD* | 0 | 1 |
| Careers | 1 | |
| Counsellors | | 2 |
| ESL teacher | | 1 |
| SASS staff | 10 | 4 |
| Casual Coaches | | 18 |
| Casual Assistants | | 8 |

4.7 Parent and Caregiver Involvement and Participation

- Parents are formally represented on the School Council and the Sydney High Foundation through the P&C.
- The School Family has direct representation on a large number of sub-committees of the P & C.
- Parents are offered a formal meeting with teachers once each year to discuss their sons' progress, and have the opportunity to arrange additional meetings as required. They have email access to staff.
- Parents are represented on *The Sports Council* that determines the annual sports budget and formulates policies concerning the conduct of the seventeen sports offered by the school.

4.8 Community Use of School Facilities

- The Executive Committees of The High Club, the Old Boys Union, the P & C and the Sydney High Foundation, hold monthly meetings in the Boardroom. The Sports Council, the Music Committee, The Debating Supporters Group, the Sailing Committee, the Rugby Committee, the Cricket Committee, the Rowing Committee and the Rifle Club, use school facilities regularly for their meetings and social functions. Parent *Year Groups* hold meetings in the Common Room.
- By annual agreement, the *High Store* is operated by the *Sydney Boys High School Foundation* out of premises on the school grounds as is the *School Canteen* operated by the P & C.
- The *UTS Stadium* is used by school, university and community sporting groups.

- The Great Hall is hired to a church group on a regular basis on Sundays. Lifeline runs an annual book fair in the hall. A classroom is hired by a bonsai club.
- The school provides occasional parking opportunities for patrons of the SCG and SFS.

4.9 Financial Statement Summary

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

Voluntary School Contributions

The Sydney Boys High School Council set the voluntary contribution for 2002 at \$500 per student for all years 7 to 12.

| Income | \$ |
|--------------------------------|---------------------------------|
| Balance brought forward | 190 333.81 |
| Global funds | 572 876.89 |
| Tied funds | 61 252.98 |
| School & community sources | 1 109 884.06 |
| Interest | 11 972.70 |
| Trust receipts | 353 382.45 |
| Canteen | 0.00 |
| Total Income | <u>2 299 702.89</u> |
| Expenditure | |
| Teaching & learning | 872 201.49 |
| Library | 4 203.20 |
| Training & development | 17 472.84 |
| Tied funds | 52 325.52 |
| Casual relief teachers | 66 948.90 |
| Administration & office | 275 123.04 |
| School-operated canteen | 0.00 |
| Utilities | 78 097.47 |
| Maintenance | 49 025.10 |
| Trust accounts | 340 412.58 |
| Capital programs | 343 825.33 |
| Total expenditure | <u>2 099 635.47</u> |
| Balance carried forward | <u><u>200 067.42</u></u> |

Principal's Comment

A full copy of the school's 2002 financial statement is available from the school. The financial statement does not account for the income and expenditure of the Library Fund. Parents donated \$40,000. Disbursements from the Fund totalled \$31,000.

The carried forward figure includes the following items:

- balance of tied funds and trusts (\$59,264.91);
- unpaid orders (\$23,853);
- unpaid casual salaries (\$10,975);
- provision for leases (\$15,000);
- reinvestment of the Prize Account (\$70,000);

- investment for Cutler Drive Memorial (\$15,000);
- working capital (\$5,974).

4.10 About This Report

The self-evaluation committee has gathered information from evaluations conducted during the year, analysed other information about the school's practices and student learning outcomes and synthesised it in this report. Targets have been determined for the school's future development.

Members of the school self-evaluation committee included the school executive and:

Dr K A Jaggar, Principal
 Mr M Selway, Staff Representative
 Prof. J Kaldor, Sydney High Foundation
 Mr D Briggs, P & C Association
 Mr G Greenup, Parent Representative
 Mrs B Gordon, Parent Representative
 Ms M Shepherd, School Executive Representative

Public Meeting

The school will hold a meeting to discuss the contents of this report in the Boardroom at the school on Tuesday, May 27 at 6:30 pm. You are encouraged to come to discuss the information contained in this report.

Dr. Kim Jaggar
Principal

The district Chief Education Officer provided guidance to the school during the self-evaluation process. The contents of the annual report have been validated by the Chief Education Officer.

Dr Gai McMurtrie
Chief Education Officer
Bondi

Targets contained in the report have been endorsed by the District Superintendent. The targets are used to facilitate district planning and allocation of district resources.

Ann McIntyre
District Superintendent
Bondi

