



Annual Report 2006

SYDNEY BOYS HIGH SCHOOL

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Principal's Message

Sydney Boys High School has provided equal opportunity for gifted boys to achieve excellence in academic, cultural, sporting, civic, leadership and social endeavours, in an environment conducive to learning, teaching and friendship. Since 1883, its pursuit of all round high achievement and the diversity of its students, have characterised its culture.

It is the only state school in the Athletic Association of the Great Public Schools (1906) and was a founding member of the Combined High Schools Sports Association in 1913. Entry is via a test for Year 7 and by a selection process for Years 8-12.

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

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

We value our relationships with: the University of Technology, Sydney, Centennial Parklands, Aurora Sailing, Tennis Wise Tennis School, Lifeline Sydney, Bunnings Warehouse, the Sydney Swans, Woollahra Sailing Club and Pro Action Cricket.

I certify that information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Dr K A Jaggard



Sydney Boys High School's new basketball courts

Our Achievements

Recent Old Boy Achievements

Paul Silberstein (1987) a prominent brain surgeon was featured on 'Australian Story' describing his surgical innovation for the treatment of Parkinson's disease. John Cusbert (1999) won a University Medal at the University of Sydney. Kae Yen Wong (2004) and John Shin (2003) exhibited paintings at Harrington Street Gallery. Peshala Kariawasam, Thomas Kaldor, Hung Neo and Mischa Steen (2005) won University of Sydney Entry Scholarships. Shafat Hussain (2006) was awarded a UNSW Co-op Scholarship. Nicholas Ng (2006) won a Scientia Scholarship to UNSW. Roger Burrell (2006) won the inaugural Nanga Mai Award for highest HSC score by an Aboriginal student.

Academic Competitions

Vinh Pham (Year 12) went to the International Mathematical Olympiad in Slovenia in the Australian

team and won a bronze medal. Kaivan Vaidya (Year 12) won one of 12 medals awarded nationally for the Australian Geography Competition. Anthony Morris (Year 11) was awarded a medal in the senior division of the Australian Mathematics Competition and one of only 5 prizes nationally in the Olympiad Contest. [This year he got the reserve blazer!] Albert Ng (Year 11) was selected as an Australian Science Olympiad Scholar.

Eric Luu (Year 11) won a medal in the ICAS Writing Competition for the highest mark at his year level in the state. Stephen Garofano (Year 9) won the Human Rights Essay Competition – Junior Division. Ricky Cohn (Year 8) won a medal for the highest score in his age group in NSW in the Computer Skills Competition. Jacob Cao, Jason Wong (Year 9) and Zhi Zu (Year 10) won medals for perfect scores in the Australian Financial Literacy Assessment. Twenty-two boys won prizes in the Australian Mathematics Competition. Thirteen students won prizes at the PwC Australian Economics and Business Studies Competitions. Mack Wan, Shane Fernando and Joshua Han (Year 12) were placed first in their region in the NSW Analytical Chemistry Competition conducted by the Royal Chemical Institute.

In the Australian Mathematics Competition (2006) 96.1% of our 948 entered students were awarded credit or higher – an unprecedented result! In the Australian Schools Science Competition (2006) 86% of 813 participants gained credits or better. In the Australian Schools Computer Studies Competition (2006) 73.55% of 654 entrants earned credits or better. In the Australian Schools English Competition (2006) 72% of 863 participants earned credits or higher. In the Australian Schools Writing Competition (2006) 59% of 836 entrants gained credits or better – up an impressive 41.9% on 2005. In the PWC Australian and New Zealand Economics Competition (High boys won 9 prizes) and in the Business Studies Competition (5 prizes). In the Australian Financial Literacy Assessment High boys gained 71 High Distinctions.

Chess

Our team (Dominic Nguyen, Declan Macrae-Steele, Dawen Shi and Benjamin Encel) won the NSW Inter-School Junior Chess Championship for the first time since 1991. The inaugural GPS Chess Championship hosted by High was a double success both as an event organised by Alex Feldman and because High

won the inaugural trophy. High teams won the Open and Junior Divisions of the Scots Invitational. Old boy Alex Feldman (2002), working with Colin Harvey, has ramped up the image and success of Chess at High.

Debating

High were joint Premiers and claimed the highly prized Louatt Shield for GPS debating. Sriram, Romesh and Faraz were a high quality team. Faraz Amin, Michael Coutts and Sriram Srikumar were selected in the CHS team. Sriram went away to the World School Debating Championships in Ireland with the Australian National High School team that won the competition. Dominic Bowes was awarded the Lily Gunther Trophy for Best Debater in the Junior State Debating Championships. Our Junior and Intermediate debaters won their divisions of the UNSW Invitational Debating contest. Year 7 won the Junior UTS Cup. Our Year 8 team of Antony Paul, Max Phillis and Puneet Baweja won the Janene Best Memorial Shield at Hurlstone Agricultural High School.

Public Speaking

Kelvin Yu made it to the state final (again), this time for the Sydney Morning Herald Plain English Speaking Award for public speaking. Christopher Lopes reached the semi-final. In the Legacy Junior Plain English Speaking Contest, Beau Greenslade was knocked out in the tough Regional Final.

The Arts

At the Chinese Eisteddfod our junior team placed second. In individual competition Tom Sun and Edward Lu (Year 10) came first, Jacob Cao second and Shorson Zhang (Year 9) third. In the 16-18 years division, Jeffrey Xie and Leo Cheng (Year 11) were awarded equal second prize.

Music

Jason Kok and James Mackay (Year 11) were selected as members of the NSW State Schools Instrumental ensembles and performed at concerts hosted by the Performing Arts Unit. Jason Kok, James Mackay and Paul Pang were nominated for Encore – the HSC outstanding students' concert held at the Sydney Opera House. Paul Pang was chosen to play at this concert as well as represent the top performers at the Premier's Awards.

There were 167 students involved in the school's performance music program. Many students are involved in two or three ensembles, especially if they play jazz. Wind, brass and percussion players are

also included in the Symphony Orchestra. All instruments except piano are currently being taught by tutors hired by the school to deliver lessons to students. Current ensembles are: three Concert Bands, three Stage bands, Symphony Orchestra, Senior Strings, Training Strings, Chamber Choir, Jazz Ensemble and Guitar Ensemble. In 2007 the Percussion Ensemble will be added. In 2006 students at the school were involved in 30 separate performance opportunities and 40 students represented the school at the GPS Music Festival in September. Our senior representative musicians received a line for their three year contribution to these concerts. The inaugural Music Assembly was held in November and there were 15 students given their award for a Music Pocket, 5 students named as Music Prefects and 33 certificates and trophies awarded for the Piano Competition. All Marching Band members received a badge for their service to the school.

Volleyball

The big sporting achievement for the year (as in 2005) was when Sydney High won both the NSW CHS Volleyball Knockout and the GPS First Grade Volleyball competition. The team also won the NSW Volleyball State Championships. Despite injuries to key players our 16As and Open teams won bronze medals at the Australian Schools Championships in Melbourne.

Terry Ly, Victor Nguyen, Jamie Tao, Weiping Lu (Year 11) and Danny Ng, Warren Trac and Ping Du (Yar 10) represented Metropolitan East region at the Inter-Region CHS Carnival. Oliver Konakoff (Year 11) was selected in the CHS Volleyball Team for the Trans Tasman Competition. He was also selected in the Australian U-19 Volleyball team. Oliver was awarded a Sydney East Sporting Association Blue for volleyball.

Rowing

High won the Peter Bond Trophy for overall points score at the CHS Championships as well as the boys point score. Given that co-educational schools can enter in events for boys and girls, this was a remarkably dominant result. High crews won: the championship men's VIII (Hurrell, Angell, Tiedgen, Farrow-Palmer, Gribble, Szabo, Pham, Cunningham, cox Huang), the championship men's quad scull (Tiedgen, Szabo, Gribble, Cunningham), the championship men's IV (Shuttleworth, Song, Louie,

Mackay, cox Phu), men's U17 double scull (Hurrell, Linegar), men's U17 quad scull (Pfull, Vien, O'Keefe, Chen), men's U16 quad scull (Belokopytov, Ridges, Harry, Ling), men's U16 double scull (Ling, Na) and men's U16 single scull (Nelson Ridges). There were 10 minor placings in finals, including a clean sweep in the championship men's quad sculls.

At the Head of the River, outside lane draws and strong headwinds added to the burden of our lightweight crews. The pick of our performances was a gutsy sixth place by the first Year 10 VIII. Attila Szabo (Year 12) was awarded a CHS Blue for rowing.



Year 8 Quad Scull crews set out for racing early on a summer Saturday

Basketball

High basketball is growing in strength. Overall wins for the season were up by 4%. Losses of more than 15 points were reduced by 15%. The infusion of expert coaching into the program has had positive results as reflected in the A teams win percentage increasing by 25%. Given the strength of the GPS competition and with 300 boys playing basketball, the basketball committee and staff are really making a difference. The following table of win percentages indicates the improvement.

Age Group	2005	Age Group	2006
13s	3.5% wins	14s	42% wins
14s	11%	15s	22%
15s	34%	16s	47%

Harry Walker (Year 11) was selected in the Combined GPS teams.

Rifle Shooting

Both Chris Budd (Year 12) finished third in the individual point score at the GPS Shoot and along

with Christopher Lam (Year 10) was selected in the combined GPS target rifle shooting team for 2006. Anthony Ho, Chris Lam, Denis Stojanovic, Ishan Nadkarni and Phil Wu were part of the 2006 Australian Defence Force Rifle Team who participated in England in an international shooting competition against cadet units from all over the United Kingdom. The team won seven gold medals and one silver medal. Sergeant Ho and Corporal Lam each won a gold medal while Cadet Wu won a silver medal.

Rugby

In season 2006 High fielded 11 rugby teams (down from 13 in 2005), including three 13's teams. We contested 57 GPS matches, winning 16, which is comparable to previous years. In 2007 High will return to competing in "age" teams rather than "Year" teams. This will be better for High rugby in the long term although there will be some challenges for our junior players in the short term. We do need to keep increasing our player numbers to ensure we can maintain competitive rugby teams.

Athletics

Roger Burrell won the NSW All Schools Open Shot Put. Justin James earned a CHS bronze medal in the open 3000 metres. Dakshika Gunaratne gained a CHS bronze medal in the U-17 110 metres hurdles. The U 16 4 x 100 metres relay team - Lachlan Street, Joel Livingston, Nelson Ridges, and Joshua Hui - won a CHS bronze medal. Justin James was a reserve for the NSW open cross country team. The 17 years cross country team (Ali Amin, Roshan Karunaratne, Thomas Castleton, Ty Linegar and Michael Masledhani) won a bronze medal at the All Schools Carnival.

At the 121st Annual AAGPS Athletics Championships the High team finished eighth in both point scores, nudging out The Armidale School. Shadman Ali (Year 8) ran sharply for third in the 100 and 200 metres. Christopher Morrow (Year 7) was second in high jump. Andrew Ye (Year 7) came third in 90 metres hurdles. Joshua Tassell (Year 9) ran well for third in the 200 metres. Jeremy Ireland (Year 9) came home with a well timed run for second in the 1500 in 4:36. Frank Jin (Year 11) jumped 6.53 metres for third. Ty Linegar ran third in a competitive 4:26 in the 16 years 1500 metres. Justin James ran a gallant second in the Open 1500 metres in 4:21. The strong 15 years relay of Street, Hui, Livingston and Ridges ran third.

Fencing

Yu Lin (Year 11) was first in the NSW Fencing Association Novice 1 division and won a bronze medal in the Gilt Series for men's Epee. In the AJ Rae Invitational Shield, High open fencing (Amadeus Klocker, Patrick Duffy, Yu Lin and Jeffrey Chan) earned a bronze medal.

Cricket

Gehan Karunaratne (Year 11) and Adrian Jeyendra (Year 12) were selected in the Combined GPS XI. In junior competition against Melbourne High we won the Barberis Cup for the first time. The number of teams fielded for GPS increased. The new retractable synthetic cricket wicket complex will assist training for cricket and the newly laid turf wicket at McKay No 1 will benefit batsmen once it beds down.



The new cricket nets are in constant demand

Sailing

Phillip Kurts won the Tri-Series radial Laser division (1,2,1) against many competitors from GPS and CAS schools (March 2006). He also achieved second place in the NSW Sabot Championships.

Brian Lung (Year 10) and Tadeusz Davenport (Year 8) retained the Joint Coal Board Trophy with a win in the Pacers at the CHS Sailing Regatta in April. Phillip Kurts (Year 9) won the CHS 4.7 Laser championship.

Adam South (1979) principal of *Aurora Sailing*, took over as Coach of Sydney High Sailing in 2006. He has brought a new level of commitment and professionalism to the sport. High has acquired its own fleet of Pacers and Lasers and is set to expand its program through its incorporated organisation *Sydney High Sailing Inc.*

Our Programs

Sport

To meet the continually evolving demands of providing Sports programs for all, High appointed a Head Teacher-Sport in 2006. This removed the responsibility for sport organisation from the Sports master, PDHPE Department and Deputy Principals by centralising administration and delivery responsibilities to the Head Teacher Sport. Given key Masters in Charge (Football, Tennis and Sailing) with their associated expertise changed throughout the year due to transfer, other duties and retirement, it is pleasing to note that participation rates by the students have shown a steady increase across the board. This in turn has produced a number of problems including staffing, provision of extra coaches and access to playing facilities.

Term 4 saw the school move to Wednesday Sport for Years 10-12 and Thursday Sport for Years 7-9. (The previous model was Wednesday 9-12 and Thursday 7-8). While this didn't improve staffing ratios it resulted in improved facility and sporting equipment usage. Additional benefits included increased time at sport with the school buses able to transport participants in multiple sports to their venues. Increased GPS participation in term 4 is evidenced by the number of additional fixtures and venues being used every Saturday and opponents having to be sourced from non GPS Schools for some fixtures.

Student Awards Scheme

The participation by students in the scheme in 2006 recovered after its dip in 2005. 437 individual awards were made, up 26% on the previous year. Improved promotion of the scheme in 2006 appeared to have had an impact on participation rates, along with students growing more accustomed to the increased requirements in awards categories to qualify at each level of the scheme.

Student Awards Scheme						
Year	Bronze	Silver	Gold	Special	Plaque	Trophy
2006	113	68	74	83	41	38
2005	63	88	79	51	43	22
2004	139	100	84	59	28	3
2003	104	109	81	36	5	12
2002	138	104	48	17	23	7

Outdoor Education

Participation in the Outdoor Education continues to be strong. The program will be evaluated in 2007 to align its objectives with those of High Junior School 7-9 and High Senior School 10-12. There is a need in the senior school to promote better articulation into externally recognised programs of leadership and service, such as the Duke of Edinburgh Scheme.

Camp Attendance				
	Year 7	Year 8	Year 9	Year 10
2003	179	159	168	79
2004	179	176	150	156
2005	180	174	174	156
2006	175	176	158	152

Occupational Health and Safety

In 2006 the OH & S Committee has been very active in trying to improve the health, safety and welfare of the Sydney High Community. Quarterly meetings have led to significant improvements this year. This included

- A new OH & S Consultation Statement.
- Consolidation of the Chemicals Register
- Explicit checklist registration of safety instructions in TAS classes
- Changes to the Evacuation Policy after evaluation by staff of evacuation drills.
- The drafting of a new Lockdown and Lockout Policy.
- A more comprehensive incident investigation process has been implemented.
- Providing a new entrance gate and widening of lay backs and entrances to the school on Cleveland Street to make safer access and departure from the school grounds for turning vehicles.
- New speed humps for Cutler Drive.
- The design and erection of new coloured evacuation plans in all rooms of the school.
- The installation of a 10,000 litre rain water tank to help maintain the school environment.
- Due to ongoing complaints about and problems with our trees the committee asked for tenders for the ongoing removal of dead wood and inspection of trees on the school's

grounds. The successful tender was from Active Tree Services. A major investment of \$12k. financed all trees on site being inspected and dead wooded where necessary.

The committee continued to put pressure on the Department to do something about the major cracks in the main building. Engineers have identified what is causing the subsidence. 2007 should see some work in rectifying the problem. However, due to the high costs involved a time frame for completion of the work has not been determined.

Debating

High debating has grown rapidly in the last few years. In terms of its organisation, coaching administration and participation, it is excellent. Ms Jocelyn Brewer has made a great contribution to the improvement of the program in recent years. Despite some disappointments in state competition debates in the last couple of years, the program has delivered its share of team and individual successes. The only concern of consequence is the lack of opportunities for large numbers of boys to debate against experienced opponents. Recent initiatives are addressing that concern.

In 2005 and 2006 over 130 students registered to debate at SBHS. This included 35 boys in Year 7 and 8, 20 in Year 9, 15 in Year 10 and 15 in the seniors years. We employ up to 12 coaches, the majority of whom are university level debaters and Old Boys of the school. In the last 2 years we have retained the entire First Grade team as coaches.

The coaches are responsible for keeping track of teams, analysing results and speaker scores and preparing in-depth workshops and knowledge development programs that cover all aspects of debating. In 2006 most coaches produced a coaching manual which documented each coaching session. Debating coaching is now provided from early in term 1 and extends for 25 weeks of coaching in total. All coaching takes place on Friday afternoon to streamline the groups. The coaching ratio is aimed at being no more than 15 students to a coach. Overall there were 17 Friday nights of Debating across terms 1-3.

The Eastside Competition was established in 2005 with 4 schools. Under the management of Ms Brewer

in 2006 it was expanded to 6 schools and included a Year 12 division. High teams won the Year 7, 10, 11 and 12 divisions of the competition – a very solid performance.

High teams entered the UNSW, USYD, UTS and Macquarie University tournaments in each division. A team from each year level was entered into the Premiers Debating Challenge with the year 8 team winning their zone and being narrowly beaten in the State semi-finals.

Student Performance

HSC High Achievers

Congratulations to the thirty-one students who were placed on the HSC All-round Achievers List for achieving the highest band in courses totalling 10 or more units: Roger Burrell, David Cao, Aaron Chan, Wuyi Chen, Lewis d'Avigdor, Steven Guo, Chung Ho, Kenny Huang, Anthony Huynh, Adrian Jeyendra, Joon Kwon, Jongha Lee, Kieran Leong, Michael Levy, Henry Liu, Richard Liu, Angelo Lu, Kevin Mak, Nicholas Ng, Edward Pham, Vinh Pham, Labib Rahman, Senthil Thillainadesan, Tanvir Uddin, Kaivan Vaidya, Mack Wan, Evans Wang, Alan Wong, Nelson Wong, Thomas Wong, and Mi Zhou.

HSC Results Analysis

With 210 students sitting the HSC, it was High's biggest cohort ever. Maintaining quality results in a cohort of that size is very difficult. There were 520 results at band 6 or equivalent earned by individuals.

Individual Results

Vinh Pham was fourth in the state in extension 2 mathematics, our fourth consecutive result at fourth place or better at the highest level of mathematics. Richard Liu was equal second in the Philosophy distinction course with Wuyi Chen fifth. Russell Rahman was fourth in Classical Greek. Evans Wang placed sixth in software design and development. Nicholas Ng and Labib Rahman were ninth in English Advanced. Thomas Wong came eighth in extension 1 mathematics and Anthony Morris (Year 11) earned 10th place in mathematics 2 unit. Thirty-one students made the All-Rounders List, ranking High equal fourth with SGHS with 3.88% of the overall group. James Mackay and Richard Xu (Year 11) along with Paul Pang (Year 12) were nominated for *Music Encore* but only Paul was invited to perform at the concert.

Band 6 History

The growth in band 6 awards is depicted in the tables below. Overall growth in band 6 awards has increased much faster than the increase in HSC candidature. Since 2001 overall HSC student numbers grew by 5.2% whereas the growth in the number of band 6 awards was 35.24%. Since 2004 our school band 6 per all students ratio has exceeded the state ratio for students gaining band 6. Since 2003 our school band 6 growth has exceeded the overall band 6 growth. We assume that every one of our students is capable of at least one band 6 course performance but we aim for 2.5 per student.

Band 6 Growth

Year	School Band 6	State Band 6	Students Awarded Band 6	State Percent Band 6 v all bands	State Band 6 per B6 student	School Band 6 per all students
2001	276	18996	9474	6.1	2.01	1.56
2002	338	24644	11848	7.7	2.08	1.88
2003	354	25637	11859	7.9	2.16	1.89
2004	404	28078	12932	8.6	2.17	2.18
2005	488	29110	13338	8.9	2.18	2.43
2006	520	29331	14010	9.0	2.09	2.48

	State Band 6 growth	School Band 6 growth
2002	1.3	1.22
2003	1.04	1.05
2004	1.10	1.14
2005	1.04	1.21
2006	1.01	1.07

Year	New HSC candidates	% variation candidates	% Band 6 growth
2006	64274	0.064	0.076
2005	63867	-0.04	3.68
2004	64267	1.39	9.52
2003	63387	0.04	4
2002	63120	3.84	29.7
2001	60788	-	-

HSC English

HSC achievement in English vindicated the Faculty focus on providing targeted literacy support to students. It is pleasing to see increasing numbers of senior students accessing the range of additional opportunities available to them to strengthen their literacy skills and so maximise their performance in Year 12. We hope for stronger participation in 2007.

HSC achievement levels in the Advanced Course indicated a significant improvement on previous years. A notable indicator was the inclusion of two students in the top ten in the state, a very solid performance in Bands 5 and 6 and a reduced number in the lower bands.

HSC performance in the Extension 1 Course, while showing a small improvement on the previous year, is an area the English Faculty is committed to improving. Key initiatives have been adopted to address lagging results and raise student expectations regarding this course. The candidature undertaking Extension 2 English was small and marked by positive individual performances.

HSC Mathematics

HSC results in mathematics were very pleasing. In Extension 2 there were 121 candidates of whom 74 were awarded E4 (compared to 62 in 2005). In Extension 1 there were 113 E4's (99 in 2005). In Mathematics (2-unit) there were 80 in Band 6 (fewer than the 103 in 2005).

HSC Science

Student numbers in Biology (23), Chemistry (97) and Physics (129) were all up on previous years, but despite this, the average scores achieved in each subject were similar to past results. Physics and Chemistry both maintained averages above 84 and Biology achieved 82.7. In Physics, 108 students (83.7%) achieved a band 5 or 6 with only 2 students achieving less than band 4. In Chemistry, 73 students (75.3%) achieved band 5 or 6 with only 5 students achieving less than band 4. The narrow spread in each case can be attributed in part to the lunchtime lecture and enrichment programs that ran through terms 1, 2 and 3. These programs will be expanded through 2007.

HSC Social Science

2006 was a highly successful year for Social Science HSC students. In terms of Band 6 awards, students achieved best ever results across all subject areas.

SUBJECT	Students	Band 6 %	Band 6	%Band 5+6
Economics	99	43.43	43	80 %
Business St	21	42.85	9	80 %
Legal St	26	50 %	13	77 %
Geography	10	90 %	9	90 %

HSC TAS

In Technology and Applied Studies, the HSC results were high standard. In software design and development 50% of students earned band 6 and 50% band 5 – excellent results compared to state percentages of 9% and 30% respectively. In engineering studies 27.8 % of students earned band 6, with 61.1% gaining band 5 – very good results compared to state percentages of 5.3% and 25.9%. Two classes of engineering studies will be formed for Year 11, 2007.

HSC Creative Arts

In Visual Arts, 3 students in a small class earned band 6 and Raymond Roca was nominated for *Art Express*. Three students attended the NAS extension program. Students were pleased with their results overall. This year had the most students ever to sit for HSC music at SBHS. These numbers included 12 accelerated students in Music 1 and Music 2. In music 2, 10 of the 11 students scored above the HSC mean of 85. Both music extension students earned band E4. In music 1, two of the three students scored band 6.

HSC LOTE

Chinese results were excellent; all students except one achieved band 6 in Continuers and all achieved band 4 in Extension. Greek results were excellent. The Latin results were mixed. French was disappointing. The two German students earned band 6 results.

Means Comparison Table

The table below indicates the means in selected HSC courses for 2006 and a 5-year average of course means at Sydney Boys. In 2006, in 14 of the 18 means, SBHS was higher than the selective schools means and in 14 means it was higher than its five-year mean average. It should be remembered that high's candidature is the largest of any selective school, so maintaining high means is difficult. However, the results indicate that we have work to do to meet selective school benchmarks in a number of courses.

Course	Sydney Boys 2006	Sydney Boys 2002 - 2006	All Selective Schools 2006
Ancient History	89.0	87.3	87.6
Biology	82.9	83.2	84.2
Business Studies	87.8	84.8	84.2
Chemistry	84.7	83.6	82.9
Economics	85.9	85.7	85.2

Course	Sydney Boys 2006	Sydney Boys 2002 - 2006	All Selective Schools 2006
Engineering Studies	84.6	85.6	83.3
English (Advanced)	84.0	83.0	82.9
English Extension 1	80.2	78.4	83.0
Geography	92.1	87.3	85.1
History Extension	81.2	81.8	82.5
Legal Studies	84.8	84.7	85.5
Mathematics	86.5	86.2	83.6
Mathematics Extension 1	86.5	86.1	85.2
Mathematics Extension 2	88.4	85.8	85.9
Modern History	85.8	84.7	85.2
Music 2	87.5	88.2	87.3
Physics	84.9	84.9	83.8
Software Design and Development	88.7	84.9	84.6

In comparison to other leading boys' schools, High's results were again excellent in mathematics, strong in physics and chemistry, good in economics but weaker in all three English courses. Our participation in LOTE, visual arts and music courses at HSC level was again comparatively quite small and the overall standard not up to that of our competition. Overall, High achieved the target for band 6 results, set at 520, up from 488 the previous year. The average band 6 award per student was 2.48 (up from 2.43 in 2005).

University Admission Index Results

Kaivan Vaidya earned 100 UAI. Impressively, at least 48 students had reported or calculated UAIs at 99 or better. The average UAI for 208 students was 92.46 with a standard deviation of 9.31. 151 students earned 90 UAI or better (142 in 2005). The UAIs below 80 were reduced to 8%.

The table of UAIs (reported or calculated) is reproduced below, followed by the UAI averages and standard deviations for the last 5 years.

Reported or Calculated UAIs

Year	Yr. 12	99+	95-99	90-94+	>=90	85-89	80-84	<80
2002	180	22	63	47	73.33	23	8	17
2003	186	34	57	43	72.04	17	17	18
2004	185	25	73	41	75.96	24	7	16
2005	202	33	65	45	70.79	20	11	28
2006	208	48	73	30	72.60	28	12	17

Average Calculated UAIs

Year	Year 12	Average UAI	Standard deviation
2002	180	91.86	9.04
2003	187	91.33	10.39
2004	187	92.68	8.29
2005	201	90.4	12.34
2006	208	92.46	9.31

Destinations

Our students went to the following universities in the table below. The four year comparison illustrates the trend in university offers accepted by our alumni. Two students accepted offers from TAFE. One student's destination remains unknown – possibly an overseas university. The cohort numbered 210.

Destinations	2006	2005	2004	2003
UNSW	101	79	61	80
Sydney	78	71	66	51
UTS	9	13	20	15
Macquarie	7	7	16	14
ANU	1	4	8	2
UWS	8	8	5	5
Other	3	5	5	6
Total	207	187	181	173

School Certificate Tests

In the School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

The table below sets out the last five years of results with columns representing school band 6 numbers, the school percentage of students gaining band 6, the corresponding percentage of students in the state earning band 6 and the school band 6 percentage as a multiple of the state band six percentage. The averages in the last row indicate 5 year performance.

	School Band 6 Number	School Band 6 Percent	State Band 6 Percent	School vs State Band 6 %
Mathematics				
2002	134	76.14	6.10	12.48
2003	128	71.11	5.52	12.88
2004	148	81.76	5.55	14.73
2005	160	88.39	7.28	12.14
2006	154	85	5.73	14.85
Average		80.48	6.04	13.42

	School Band 6 Number	School Band 6 Percent	State Band 6 Percent	School vs State Band 6 %
English				
2002	34	19.32	6.30	3.07
2003	41	22.78	4.56	5.00
2004	77	42.54	5.89	7.22
2005	46	25.41	6.20	4.10
2006	60	33.33	5.62	5.93
Average		28.68	5.71	5.06
Science				
2002	40	22.73	2.98	7.62
2003	59	32.78	3.44	9.53
2004	74	40.88	5.27	7.62
2005	90	49.45	6.05	8.18
2006	42	23.33	4.69	4.98
Average		33.83	4.49	7.59
History				
2002	39	22.16	2.56	8.64
2003	43	23.89	4.79	4.99
2004	76	41.98	5.49	7.64
2005	93	51.38	6.04	8.50
2006	80	44.44	7.01	6.34
Average		36.77	5.18	7.22
Geography				
2002	17	9.66	5.07	1.90
2003	67	37.22	3.95	9.42
2004	54	29.83	4.23	7.05
2005	75	41.43	3.92	10.68
2006	104	57.77	8.57	6.74
Average		35.18	5.15	7.16

School Certificate PDHPE

In 2006 there were 61% of students awarded grade B or better in the School Certificate for PDHPE, an increase of 11%. As students become more familiar with the practical assessment procedures this figure should continue to improve. Practical assessment videos and coaching video clips will appear on the PDHPE web page in 2007 to further assist students in their skill development.

An Introduction to Strength Training techniques was implemented for Year 7. This program will continue in 2007 for Years 7 and 8 and on into 2008 for Years 7, 8 and 9. The aim of this program was twofold: first, to make the step into a strength training program a little easier; and second, to provide students with sound lifting techniques to avoid possible back injuries in the future.

School Certificate Social Science

We have introduced a strong focus on literacy in Years 7 – 9. All research and report tasks are assessed by a final written component. We have successfully compacted the stage 5 commerce program for year 9 students. An accelerated HSC business studies course in Year 10 for selected students will be delivered in 2007. Simultaneously, the Year 10 course has been modified with extension and enrichment components to make the course provide a solid foundation for further study of social science subjects in the senior school. As Year 10 becomes a part of the senior school in 2007 this adds a degree of sophistication for our students and an early entrée to the rigours of HSC study.

Our top Year 10 geography students have the opportunity to access an accelerated HSC geography course utilising a blended delivery of high technology and research based activities, which will allow them to excel in this subject area. Excellent results in the School Certificate geography saw our students achieve 58% Band 6s and this augurs well for the future.

School Certificate LOTE

Much more emphasis was needed on French writing skills. Students in Year 10, 2007 will be exposed to stage 6 skills in preparation for Year 11. A greater push is needed in the junior years to raise the standard and our expectation of the students, particularly with French since the HSC results of the last 2 years were not good.

Our targets

Progress on 2006 Targets

Target 1: Develop and Implement the Literacy and Numeracy Plan 2006-2009

Literacy

The *SBHS Literacy Team* was established at the commencement of 2006. The development of the

SBHS Literacy Policy was its major task. This document encompasses identified whole school literacy needs together with future directions in order to achieve a literacy rich environment. Integral to the evolution of this policy was the collection and analysis of data from a cross section of the school community: staff, students and parents.

The development and co-ordination of literacy resources is an ongoing process and includes promoting the refining of writing templates, scaffolds and assessment rubrics. Supplementing this is a focus on modelling high quality writing through exemplar responses, explicit teaching of text-types, peer marking and mastery through re-writing.

The identification and provision of support to Year 12 students with specific literacy needs was a major immediate focus of the *SBHS Literacy Team*. The type of support varied from working with individual students to groups of students and specific literacy strategies were developed accordingly.

Suggested strategies for teachers included:

- Having high expectations for students' writing and insist on it being submitted by everyone
- Using Professional Learning funds to compose collaborative rubrics for assessment tasks that clearly explain various standards of performance, disseminating these rubrics and providing guidance and clarification to students trying to lift their standards
- Employing an AFL (American Feedback Loop) by setting an essay question or task for home research or preparation, having students complete the essay/task under timed class conditions, providing detailed feedback to students including suggestions for improvement if the effort does not meet mid-band 5 standard, having the below standard students resubmit the essay/task after a set time period, and re-assessing the resubmitted work and feeding back comments to the students.
- Using current student or recent Old Boy expertise to run tutorials or workshops on specific topics or texts during lunch or free periods or after school. This model gets students interested and deepens their grasp of topics / issues.
- Having a department 'Evaluation Day' to use teacher evaluations and expert input to improve existing programs, units of work or assessment tasks.

It is anticipated that the Literacy Team will build on this positive foundation during 2007. Additional opportunities for structured feedback loops will be created through expanding the practice essay model to include High Senior school students in Years 10-12.

Numeracy

An attempt was made to identify and assist students with numeracy needs. In order not to withdraw students from regular mathematics lessons, the model adopted was one of out of school time voluntary self-referral to lessons of improvement in algebra. The intervention was largely unsuccessful because the students felt they were being punished rather than assisted with lunch time or morning classes. Teachers did not have enough time to 'sell' the idea to the targeted students before the implementation phase. Changes will be made to try to make the intervention more successful in 2007.

There will be five teachers involved in the numeracy remediation program in 2007. They will spend 1 to 3 periods a cycle with groups of no more than four students. The groups come from classes in Years 7,8 and 9 and will vary from time to time. The focus will be on students having difficulties or underperforming. Identification will be based on exams and class tests. The content usually will be current work, algebra consolidation or general remediation. The specific focus for each student will be left to the professional judgement of the teacher.

Successes

There was an increased production of writing samples by students, including texts for assessment or school publications. There was continued participation of up to 100 students in problem solving mathematics competitions.

Target 2: Create Learning Environments That Are Relevant and Engaging for Students

The decision was taken to set up classrooms to promote blended delivery of the curriculum through installing data projectors in cages and sound systems in as many rooms as possible. With laptop or PC teachers in these rooms have the capacity to import and display multimedia products, electronic files or websites. The focus moved away from installing interactive whiteboards in addition to projectors in

order to maximise the penetration of the data projector roll out.

Learning environment strategies included:

- ✓ Equipping eight rooms with data projectors and sound systems
- ✓ Data cabling 400 the rooms and Senior Study
- ✓ Remodelling of room 402
- ✓ Purchasing 20 laptops for use by students in the library with a recharging trolley
- ✓ Establishing wireless network connection in the library to enable mobile laptop use
- ✓ Installing security cameras in the library, senior study and room 604.

Fewer incidents of malfunctioning hardware were reported and there were reduced network equipment maintenance costs.

Gifted Learning

Individual Learning Plans for subject acceleration were registered and approved by the Principal. There was increased student participation in structured acceleration interventions. More teaching programs show explicit evidence of enrichment or extension activities. More teaching units incorporating information and communication technology are being delivered to students.

Facilities Development

Outcomes included:

- Completion of the tennis courts redevelopment, landscaping of surrounds and contracting the management of the courts to a Professional Operator
- Completion of the new cricket nets
- Completion of the additional two outdoor basketball courts
- Completion of the first and second stages of the Sir Roden Cutler VC Memorial Gates project

Target 3: Develop Technology and Data Capacity to Better Monitor and Report on Student Attendance, Progress and Achievement

The reporting booklet for all years was adapted to reflect literal grades and an explanatory note added to the last page of the booklet. Our reporting system is

comprehensive and informative, both quantitatively and qualitatively.

The plan to email *High Notes* to parents was expanded with the list of addresses receiving email hotlinks growing into several hundred.

The school website was updated with additional pages and links. Our webmaster has an ongoing role in trying to keep our website current and informative.

Moodle software for students and teachers to access files or text on the network was used extensively in history and geography by Year 12 students and their teachers.

The Record was published and distributed in 2006. Mr Barris and his committee produced a memorable edition with a heartening increase in student contributions. The model of shared responsibility for various aspects of the publication worked well and is to be replicated in 2007.

The inaugural *High Flyer* was prepared by a small group of Old Boys, staff and students and emailed to over 800 addresses and hard copies posted to more than one thousand addresses. A publishing committee of Old Boys students and staff is working to produce at least two editions of *High Flyer* in 2007.

Student attendance monitoring via scanning of student ID cards was introduced for Years 10-12. Electronic recording enable SASS time to be spent following up on absences using an emails, SMS or telephone calls.

The *Student Attendance and Progress Monitoring Policy* was published in 2006, providing a comprehensive overview of policies, procedures and processes designed to support student learning and well being.

Target 4: Develop and Implement Structures and Strategies Appropriate to Stages of Learning to Promote Engagement

A framework for a *School Within A School* administrative and pedagogical structure was developed. A rationale and underpinning philosophy based on the concepts of learning for personal development for Years 7-9 and learning for HSC success for Years 10-12 were developed and published Pedagogical directions for the two schools were outlined on the school website. The school was geared for operation in two parts.

Flexible elective opportunities at the Year 9 - Year 10 interface were approved for implementation in 2007. Students can access a variety of elective pathways in Year 10, including extended time for fewer electives (3 reduced to 2) or accessing subject acceleration.

The School Charities Plan was implemented so that each year was assigned a charity / organisation to develop a relationship with and to help raise money for or with.

Target 5: Collaborate With the School Community to Elevate Expectations and Provide Challenging Co-curricular Activities

Student leadership roles were drafted and published. A layer of leadership opportunity beyond School Prefect and SRC member was added to accommodate students volunteering to fulfil the roles and responsibilities identified in these job descriptions collated and published by Ms Ward.

The *Sports Development Plan 2007-9* is being developed. Personnel changes and new relationships for sports delivery meant that new arrangements for sailing, tennis and rifle shooting were implemented, with reorganised transport plans to maximise students' time at sport.

A *School Values Education Forum* was held at the Outterside Centre, moderated by Mr Trevor Wootten, a former Director of Secondary Education. Staff, students, parents, Old Boys, the P & C, Sydney High Foundation and the School Council were represented among the 18 participants. The forum considered materials derived from staff, student and parent surveys, prepared and collated by Jenny May and the Student Welfare Team. The data related to an evaluation of our *Values Education* program 7-10 as well as to the nine values. Following an opening address, the *Nine Values for Australian Schooling* were discussed and then three groups considered:

- What exit behaviours would the idealised High student exhibit?
- Which of the nine values would these behaviours reflect?
- How would the nine values be reflected in the student's philosophy of learning?

- How are the desired exit behaviours nurtured by the educational philosophy, policies, programs and processes of the school?

The proceedings of the forum were collated for analysis and proposed future directions to be discussed in 2007.

Targets for 2007

Target 1: Implement and Refine Literacy and Numeracy Plans

Strategies to achieve this target include:

- catalogue and co-ordinate literacy resources for use by departments
- produce a "Handbook of Good Literacy Practice" – containing scaffolds, rubrics and functional literacy templates which will be available to both staff and students.
- extend the range of literacy support to students across all Years.
- build on the writing support for Year 12.
- continue to raise the profile of good Literacy practice.
- develop (or acquire) a literacy pre - and post - test which could be given to each Year 7-10.
- assist teachers to implement the suggested literacy strategies.

Our success will be measured by:

- students improving in their literacy based assessments
- improved HSC results where examination literacy is required
- fewer UAI's below 80
- increased numbers of student created texts.

Target 2: Establish Additional Engaging Learning Environments and Opportunities

Strategies to achieve this target include:

- installing projectors in more rooms to facilitate blended delivery
- improving access to computer-based music programs
- increasing the number of teaching spaces

- improving the grounds

Our success will be measured by:

- installing, connecting and furnishing a new demountable building
- refurbishing and commissioning Room 611
- partitioning the senior study, computer side, to create two classrooms
- completing the lighting and landscaping of the Sir Roden Cutler Gates.

Target 3: Use Technology to Communicate More Effectively with Staff, Students and the Wider Community

Strategies to achieve this target include:

- provide additional scanners to accommodate electronic sign on by students in Years 10-12
- continue our migration to Windows server
- improve usability of library laptops by acquiring adaptors
- design and populate a comprehensive database of school contacts for communication of school business
- email of *High Notes* to parents and students
- email and post *High Flyer* to the wider community
- consolidate the committee-based publication of *The Record*
- improve and keep current our website
- evaluate our home contact policy for absent students
- SMART data are analysed by staff and used to inform practice

Our success will be measured by:

- the effective administration of our electronic roll call system
- improved usage of library laptops
- creation and use of a comprehensive database
- timely and effective publication and transmission of *High Notes* *High Flyer* and *The Record*

Target 4: Develop and Implement Programs, Structures and Strategies Appropriate to Stages of Learning to Enhance Engagement

Strategies to achieve this target include:

- adapt and refine curricula to compact stages 4 and 5 and provide accelerative enrichment in High Junior School
- review and add to Year 10 elective programs to accommodate additional time with a focus on High Senior School skill building
- implement faculty developed learning enhancement strategies
- build on our knowledge of *Moodle* freeware
- investigate pedagogical and co-curricular strategies to improve student participation and increase engagement
- apply for an additional Year 9 class to restructure enrolment intake from Year 11 to Year 9.

Our success will be measured by:

- curriculum adaptations being written into programs and units of work in Years 7 – 9 to nurture personal learning development
- responsive Year 10 elective and acceleration programs and units of work
- extension of teacher and student skills in blended delivery using *Moodle* software
- improved student participation and engagement in High Junior School
- successful implementation of faculty devised learning enhancement interventions
- approval to establish an additional Year 9 class

Target 5: Collaborate with the School Community to Provide Challenging Co-curricular Activities

Strategies to achieve this target include:

- expanding debating coaching using teacher presenters and Old Boy coaches
- increasing participation in school chess

- improving participation in the performance music program
- raising the standard of sports performance through targeted coaching programs

Our success will be measured by:

- more efficient delivery of the debating training program
- implementing revised arrangements for the marching band and the GPS music festival
- increased number of performances by music students
- higher participation rates in GPS sporting competitions

Our Context

Teacher Qualifications

All teaching staff meet the professional requirements for teaching in New South Wales public schools. The table below indicates the proportion of permanent teaching staff holding particular academic qualifications:

Qualifications	Percentage of Staff
Degree / diploma (or equivalent)	100
Postgraduate qualifications	26

Further information regarding staff qualifications can be obtained from the school's reception area 'staff directory'.

Teacher Retention

The school's retention rate from 2005 was 88%. Four teachers retired; 3 teachers transferred, one teacher died while on sick leave and one teacher relinquished the position. One teacher was promoted to Head Teacher within the school; one Head Teacher accepted another Head Teacher position at the school; and six teachers were on leave.

Enrolment profile

Staying On Within the Same School, School Certificate to HSC

SC Year	All Students			SC Entries
	School	SEG	State	All Students
2000	96.1	82.5	57.7	178
2001	96.6	81.2	59.1	178
2002	96.1	80.0	59.5	180
2003	95.0	80.2	61.0	180
2004	98.3	81.9	61.2	179

Very few students leave the school between Year 10 and Year 12 or fail to complete the HSC.

Attendance Profile

Semester 1 Attendance Rates, Years 7 to 10

Year	All Students		
	School	Region	State
2003	95.6	91.5	90.4
2004	96.2	91.4	90.1
2005	95.5	91.4	89.9
2006	95.8	92.1	90.1

The school has very good rates of attendance.

Semester 1 Attendance Rates, Years 11 and 12

Year	All Students		
	School	Region	State
2003	91.1	90.0	89.6
2004	93.4	90.1	89.5
2005	93.3	90.2	89.5
2006	93.4	91.3	89.8

Curriculum Patterns

In **Year 7** students study: English, mathematics, science, geography and history, visual arts, music, design and technology and PD/H/PE. They choose three preferences from: French, German, Chinese and Latin/Classical Greek. They are assigned to two language classes.

In **Year 8** in addition to the core subjects, students are able to choose two languages from Chinese, Classical

Greek, French, German, Latin and Hebrew. In **Years 9 and 10** students study: English, mathematics, science, geography and history and PD/health/PE. In **Year 9** they select **three elective subjects** from: visual arts or architecture building design, French, German, Hebrew, Latin, Chinese, Classical Greek, commerce, design and technology, drama, music, and technical drawing. In **Year 10** they reduce their electives to **two** with two additional periods in each elective. More than 80 Stage 5 students are accelerated in various subjects.

Students in **Year 11** do **English advanced and extension 1 and 9 other units**, choosing from 2 *unit* courses: ancient history, biology, business studies, chemistry, Chinese, Classical Greek, economics, engineering studies, French, geography, German, Hebrew, Latin, legal studies, mathematics, modern history, music (Course 1 or 2), PD/H/PE, Physics, software design and development and visual arts. **One unit courses offered are:** extension 1 mathematics, studies of religion, digital photography, problem solving and communications in science, and mind and morality. [Students need to apply and be accepted for these last two university developed board endorsed courses.] In **Year 12** students may elect to do 10 units, with choices in extension history, extension languages and extension 2 courses in English. Places in the English extension 1 course are limited to 70 and in mathematics extension 2 to 120. Distinction courses (philosophy, cosmology, and comparative literature) are available for students who qualify for them.

Parent and Caregiver Involvement

Parents are formally represented on the *Sydney Boys School Council*, *The Parents and Citizens Association*, its various subcommittees and the *Sydney High School Foundation Inc.* Parents are represented on *The Sports Council* that determines the annual sports budget and formulates policies concerning the conduct of the fourteen sports offered by the school.

Parents in each year are represented by a *Parent Year Group*. These groups make representations to the Principal about matters of interest to particular years and about school-related issues. *Parent Mentors* are assigned to incoming parents to assist their transition into the life of the school. Parents

assist with fundraising activities and by organising social events for parents at the school.

Financial Statement Summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, buildings and major maintenance. A full copy of the school's 2006 financial statement is tabled at the annual general meetings of the School Council and the P & C. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary: 30/11/2006

Income \$

Balance brought forward	274642.91
Global funds	563981.23
Tied funds	102957.39
School & community sources	1593952.39
Interest	115498.71
Trust receipts	559920.40
Canteen	0
Total income	3210953.03

Expenditure

Teaching & learning	
Key learning areas	248130.53
Excursions	237925.26
Extracurricular dissections	679387.59
Library	2834.53
Training & development	1570.30
Tied funds	109326.67
Casual relief teachers	73418.69
Administration & office	610121.31
School-operated canteen	0
Utilities	98527.44
Maintenance	90577.55
Trust accounts	610240.87
Capital programs	317882.80
Total expenditure	3079943.54
Balance carried forward	131,009.49

The statement does not account for the income and expenditure of the **Library Fund**. Parents' donations and interest amounted to \$82853.30. Disbursements were \$73432.99. Balance carried forward was \$44,610.68. The **Sydney Boys High School Building Fund** received donations and interest of

\$239,350.55, payments were \$165,359, leaving a balance of \$384,996.04.

The carried forward figure of the school's operating account includes: balance of tied funds and trusts - \$91,537.42; unpaid orders and invoices - \$17,770; and unpaid casual salaries - \$18,250.

Voluntary Contributions

The School Council set the general service contribution figure for 2006 at \$625 for all years 7-12.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee has determined targets for the school's future development.

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

Dr Shane Brown, P & C Association President
Mr. Lee Ruth, Sydney High School Foundation
Mr Ken Clemens, Sydney High School Foundation
Mr Joseph Waugh, President SBHS School Council
Mr Mark Livingston, President SHS Old Boys Union
Mr. S. Codey, Properties and OH&S Representative

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.

Mr Doug Cole
Chief Education Officer
Bondi

The school education director has endorsed the targets contained in this report, which will be used to facilitate area planning and allocation of area resources.

Mrs Pamela Peelgrane
School Education Director
Bondi School Education Area

